

Rakegate Primary School



FOREIGN LANGUAGES POLICY (Spanish)

2022-2023

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Rakegate Primary School
Modern Foreign Languages Policy
(Spanish)

VISION STATEMENT

‘Working together to achieve our best’

1. Introduction

At Rakegate Primary School, the Languages curriculum is designed to enable pupils to explore the cultural capital of another country through its language and traditions. As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. The Foreign Languages provision for Key Stage 2 at Rakegate Primary School is designed to reflect all of this and also takes into consideration the primary Languages entitlement as set out in the National Curriculum 2014.

The key elements of Languages learning at Rakegate are:

- Our language learning is inclusive and enjoyable for all.
- The main language we study is Spanish.
- Children are exposed to different languages and cultures throughout their time with us, due to the broad background of nationalities that make up the population of our school is celebrated as a strength of our community.
- Spanish is taught as a coherent programme from Year 3 to Year 6 using an online resource called ‘Language Angels’.
- The curriculum also encompasses learning about Spanish life and culture.

2. Rationale

Why Spanish? Spanish now ranks Number 2 in the world’s most spoken languages, behind English. Influenced by this fact and that many of the holidays taken by our families are to Spain, the decision was made to change Languages to Spanish as it we felt that it would be more relevant to our children’s experiences thus providing the perfect opportunity to make their Languages learning more valuable and meaningful extending beyond the classroom. The topics selected for each year group feed into this belief and will equip the children to be able to confidently engage in conversation about all things relevant to everyday life.

3. Aims

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

4. Teaching and Learning Overview

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in Spanish will be displayed around individual classrooms and there are non-negotiables for this (see appendix).

5. Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher.

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

From September 2022, Key Stage 2 will teach Spanish every Friday morning (first lesson) which will last forty five minutes. This will be a non-negotiable.

Spanish will be encouraged be revisited in short bursts throughout the week to consolidate knowledge and ensure new language is retained (eg, register greeting, weather today is... etc)

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Below is the Long Term Plan of the units we will cover throughout key stage 2:

	Year 3	Year 4	Year 5	Year 6
Autumn 1	PHONETICS LESSON 1 (C) I'M LEARNING SPANISH (E)	PHONETICS LESSON 2 (C) PRESENTING MYSELF (I)	PHONETICS LESSON 3 (C) WHAT IS THE DATE? (I)	PHONETICS LESSON 4 (C) AT SCHOOL (I)
Autumn2	SEASONS (E)	FAMILY (I)	THE WEATHER (I)	REGULAR VERBS (P)
Spring 1	MUSICAL INSTRUMENTS (E)	MY HOME (I)	DO YOU HAVE A PET? (I)	HABITATS (I)
Spring 2	FRUITS (E)	AT THE CAFÉ (I)	CLOTHES (I)	THE WEEKEND (P)
Summer 1	ANIMALS(E)	CLASSROOM (I)	OLYMPICS (I)	ME IN THE WORLD (P)
Summer 2	ICE-CREAMS (E)	ROMANS (I)	TUDORS (I)	WORLD WAR II (P)

7. Evidence of Teaching & Learning

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in Spanish to Seesaw.

8. Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every Language Angels unit:

1. Peer and self-assessment 'I can do...' grids. A quick and easy way for all pupils in the class to record which units they have completed and the progress they are making.
2. More detailed skills-based assessments using skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language

learning skills as well as the DfE Languages Prog

Key	C	Core Vocabulary	Unit
	E	Early Language U	Unit
	I	Intermediate Language	Unit
	P	Progressive Language	Unit

7. Monitoring and Evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly observations with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

They will also encourage cross-curricular topics be taught in Spanish to knit together various areas of the curriculum. The aim is to incorporate history units into the LTP in cycle two of delivering this scheme.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SIP is updated as appropriate.

10. The Subject Leader

The school's appointed Subject Leader will oversee the continuity of Foreign Languages and the progression of teaching and learning through a cycle of monitoring including classroom observations, planning and work trawls. They will monitor the quality of teaching and the standard of work produced. Where appropriate, evidence will be kept to show the quality of teaching and learning taking place throughout the year groups. The subject leader will offer support to colleagues and share their expertise and experience. They will encourage staff and pupils to be creative and advise teachers on teaching methods they may wish to explore and any advice as to how to use the online scheme of work to maximise its effectiveness.

11. Equal Opportunities

At Rakegate, we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this

process. Equal opportunities are addressed in the Rakegate Equality Policy and care is taken in Foreign Language lessons to ensure all pupils are provided opportunities to experience all learning Foreign Language opportunities. Pupils with special educational needs or disabilities may be assisted by an adult during lessons.

We allow for differentiation, with a range of strategies, which include:

- Providing resources and setting tasks of different complexities, matched to the ability of the child;
- Setting common tasks which are open-ended and can have a variety of responses;
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.
- Using a trusted partner to build confidence;
- Greater teacher intervention/ TA support.

12. Inclusion

At Rakegate, we teach Spanish to all Key Stage 2 children. A foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Any native Spanish speakers themselves would be considered an asset to Spanish lessons and teachers ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated.

13. Contribution of Foreign Languages in the Wider Curriculum

Learning another language presents opportunities for the reinforcement of knowledge, skills, understanding developed in other curriculum areas. These opportunities can be exploited in other areas:

- **ENGLISH:** speaking and listening skills, grammar, sentence construction, comparisons between languages, patterns of language.
- **ICT:** materials/resources from the internet, video and audio, data, microphones.
- **CITIZENSHIP:** The multilingual society, knowledge about other countries.
- **NUMERACY:** counting, dates, calculations, money, time etc

- **GEOGRAPHY:** work, climate, weather, differences between places. Year 6 children study 'Hola Mexico' which will made links with the spoken language and how it arrived there.
- **SCIENCE:** parts of the body, animals, habitats
- **MUSIC:** rhyme, rhythm, singing, composition, world music
- **RE:** the celebration of festivals, storytelling, calendars, customs, international and multicultural work.
- **HISTORY:** study of other countries, WWII, Ancient Britain, Romans, Tudors,.
- **ART:** colours, famous artists, descriptions
- **PE:** physical responses to instructions in Spanish.

14. Policy Review

This policy will be reviewed at the end of a one-year period in consultation with the Headteacher and teaching staff.

J. Whitehouse
20th June 2022.

Policy Agreed:

(Signed chair of Governors)

Policy Date:

Appendix 1 – Non-negotiables
Rakegate Foreign Languages (Spanish)
Non-negotiables

Spanish displays

All classrooms must have a Spanish display which shows:

Lower KS1

- Numbers to 20
- Colours
- Days of the week
- Months of the year
- Simple greetings and responses
- Seasons
- Key words to be displayed linked to each unit.

Upper KS2

- Numbers to 20 then the numbers 30, 40, 50, 60, 70, 80, 90 and 100
- Colours
- Days of the week
- Months of the year
- Seasons
- Food and drink items
- Key words to be displayed linked to each unit.

Planning and delivery of lessons

- Spanish must be delivered once a week (45 minute lesson, first thing on a Friday).
- Use the Language Angels online scheme of work which provides planning and resources for all lessons.
- Smart Notebook template to be used.
- The long-term plan should be followed.

- Lesson plans should be printed and annotated/ dated to show what is covered each week.
- Ensure planning is evident on your timetables and that work is recorded on Seesaw / in books.
- Assessment opportunities are built into the end of each unit and measured against your year group's end of year expectations. These are to be submitted and will be monitored.

The following documents can be found on CloudW (MFL section):

- Long term plans;
- Medium term plans;
- End of year expectations by year group;
- Non-negotiables;
- Key words for general display.
- Smart Notebook template