



Riversdale Primary School

"A nurturing, ambitious and values led school."

Spanish (MFL) Policy

Date: 30th November 2024

Review Date: 29th November 2027



"The limits of my language mean the limits of my world"
Ludwig Wittgenstein

Article 28:
You have the right to education.

Article 29:
You have the right to education which develops your personality, respect for other's rights and the environment.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2014) 'National curriculum in England: Languages'

INTENT

Riversdale Primary School uses the Kapow! Spanish scheme and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes.

The Kapow! Spanish scheme aims to instil a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in Spanish for practical purposes, using both written and spoken Spanish. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to other languages, facilitates further language study and opens future opportunities to study and work abroad.

IMPLEMENTATION

Kapow Primary's Spanish scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for languages). The curriculum aims to provide pupils with a firm foundation of language learning. For this reason, we have carefully planned and sequenced when to teach the three building blocks of a language system, known as our Kapow Primary knowledge strands:

- Phonics.
- Vocabulary.
- Grammar.

Pupils connect these building blocks of knowledge to create meaning in a variety of contexts, allowing them to develop their skills in the following strands:

- Language comprehension: listening and reading,
- Language production: speaking and writing.

Through Kapow Primary's Spanish scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. The scheme provides balanced opportunities for communication in both spoken and written Spanish. Pupils first develop confidence and accuracy with oral skills then increasingly apply their knowledge to extended reading and writing as they progress through Key Stage 2.

The Kapow Primary's Spanish scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our scheme of work focuses on developing what we term 'language detective skills' and developing an understanding of Spanish grammar, rather than committing to memory vast amounts of Spanish vocabulary.

Each unit is based on a specific theme with a motivating end outcome which gives the children a context and clear purpose for their learning. Guidance for adapting the learning is available for every lesson to ensure that lessons can be accessed and enjoyed by all. To help pupils retain their Spanish learning, we provide information on incorporating Spanish into the classroom environment every day in our 'During the week' sections.

Kapow Primary's Spanish scheme has been created with the understanding that many teachers do not feel confident delivering the full language curriculum and every effort has been made to ensure they feel supported to deliver lessons of a high standard that ensure pupil progression.

Strong subject knowledge is vital for staff to be able to deliver a highly effective language curriculum. Accordingly, each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD. Lessons include sections to explain key grammar and language points to the teacher before the lesson, together with key vocabulary and a pronunciation sound guide. Lesson presentations include sound files, supporting teachers who are less confident with their own pronunciation to deliver the lesson and support the children's learning. In addition, there is also a comprehensive series of phoneme videos to build teachers' and pupils' speaking confidence.

CURRICULUM PROGRESSION

At Riversdale Primary School we believe in the importance of all children developing a deep understanding of the various aspects of Modern Foreign Languages, including Language Comprehension and Language Production. We believe in embedding the substantive knowledge and disciplinary skills into their long-term memory, and as such, we have selected a well-planned and carefully mapped curriculum.

As the school understands the importance of building a clear and sequential curriculum to provide pupils with the opportunity to develop and consolidate the related knowledge and skills, we have utilised the advice and guidance of Kapow to develop a long-term timetable for the Spanish curriculum.

KNOWLEDGE STRANDS

The Kapow Primary Spanish scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the 'three pillars of progression'.

Phonics:

A comprehensive Spanish phonics programme has been embedded into the Kapow Primary Spanish scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link. Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary:

As the Ofsted research review recommended, the Kapow Primary Spanish scheme systematically introduces the most used words, especially simple and common verbs. It then provides opportunities for students to revisit previously learned vocabulary in different contexts. This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar:

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary Spanish scheme. Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

The study of structures begins with simple freestanding constructions, where pupils explore how to support structures using basic materials. They then progress to understanding how different structures are designed for stability and strength including how shell structures are strengthened through laminating, corrugating or ribbing. By the end of primary school, pupils will be able to design and build more complex structures, considering factors like load bearing, stability, and materials selection.

LANGUAGE DETECTIVE SKILLS

At Kapow Primary, we believe that it is crucial to develop engaged and independent language learners who can apply their knowledge of phonics, vocabulary and grammar to comprehend and manipulate language autonomously. We do this by encouraging children to:

- Recognise learnt vocabulary when listening or reading.
- Spot cognates (words which have the same origin or are similar) and near-cognates.
- Consider word order to anticipate the meaning of words.
- Use context and their own knowledge of the world to predict the meaning of unknown words.

Our scheme develops these skills progressively so that by Year 6, pupils can use these strategies to confidently grapple with unknown spoken and written language and search for meaning. Through these skills, pupils gain a strong foundation for further language learning as well as developing their understanding of the English language and its grammar conventions.

CULTURAL AWARENESS

The Kapow Primary Spanish scheme is carefully devised to enable children to develop their language skills in authentic and stimulating contexts which simultaneously seek to deepen their understanding of the world. Drawing from the diverse cultures of Spain and the Spanish-speaking world, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

These contexts not only offer the children a range of possibilities for cross-curricular learning, but also reinforce the key role that language learning can play in developing pupils' cultural capital.

CURRICULUM PLANNING

The Kapow Primary's Spanish scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Spanish units, allowing children to make connections and apply their language skills to other areas of their learning.

At the start of each unit of learning, pupils are provided with a Knowledge Organiser that:

- outlines prior learning that they will be building upon,
- lists the sequence of lessons so that pupils know what they are studying,
- identifies the most significant knowledge that they should gain
- includes images of key concepts, or significant examples to provide additional context for the pupils
- Defines the subject specific terminology that they are expected to learn and use.

These are referred to throughout the unit of learning, supporting pupils in the development of the technical knowledge required to solve the problem they have been presented with.

LESSON STRUCTURE

All children are taught by a qualified specialist teacher, who is a native Spanish speaker, in dedicated lessons that take place weekly. We structure the timetable in such a way as to ensure pupils are building on knowledge and skills throughout the year, rather than in blocks, and use retrieval practices to move knowledge from pupils' working memory to their long-term memory. Pupils are given the opportunity to explore a varied range of topics.

Pupils are provided at the start of each unit with a Knowledge Organiser designed by Kapow that:

- identifies the most significant knowledge that they should gain
- includes images of key concepts, or significant examples to provide additional context for the pupils
- defines the subject specific terminology that they are expected to learn and use.

Pupils are also provided in each lesson with a mini knowledge organiser created with Widgit/Communication in Print to support their process of learning.

The specialist teacher has adapted the Kapow lessons into PowerPoints that follow this structure, which is based around the school's teaching and learning policies and practices:

- Date in Spanish and LO.
- Retrieval. (Long term memory)
- Introduction new vocabulary (semantics).
- Oral modelling of new vocabulary. (Listening and repeating)
- Reading aloud new vocabulary. (Decoding Spanish phonics)
- Talking partner's activities using new vocabulary. (Speaking and semantics)
- Recalling new vocabulary. (Short term memory)
- Introduction new stem sentence and key questions. (Semantics and grammar)
- Oral modelling of new stem sentence and key questions. (Listening and repeating)
- Oral translation from English to Spanish of new stem sentence + new vocabulary. (Semantics, grammar, decoding Spanish phonics)
- Talking partner's activities using new stem sentence + new vocabulary. (Speaking, semantics, creating new language)
- Recalling new stem sentence+ new vocabulary. (Short term memory)
- Writing activities (translation, creating own language, asking and responding questions)

In addition of this structure the pupils are exposed to songs, videos and other resources that put in context the language that they are learning.

ASSESSMENT

To ensure that pupils are progressing in their Spanish learning, assessment is integrated throughout the curriculum. Teachers use both formative and summative assessment methods to monitor pupils' understanding and skills development. Formative assessments, such as observational notes and peer evaluations, help track individual progress and inform future lesson planning. Each unit of work assesses children's understanding and retention of key knowledge using an assessment quiz with multiple choice and open-ended questions. In addition, each unit uses a knowledge catcher. This can be used at the beginning and/or end of a unit and gives children the opportunity to further demonstrate their understanding of the key concepts covered. Assessment quizzes, and knowledge catchers provide teachers with a record of summative assessment as evidence of progression throughout the year and as pupils move between key stages.

INCLUSION

The school is committed to ensuring pupils of all backgrounds and abilities can access the curriculum. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged, so that all pupils can access the learning.

- Tasks are adapted to ensure pupils of all abilities are challenged.
- Reasonable adjustments are made by the class teacher and subject leader in collaboration with the SENCo and other relevant members of staff.

- The SENCo will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.
- Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy, SEND Policy and EAL Policy.

IMPACT

The impact of Kapow Primary's Spanish scheme can be monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and their peers' performance, respond to feedback and recognise their own progress. Every unit has a unit quiz and knowledge catcher which can be used at the end of the unit. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. An assessment spreadsheet will soon be available to record children's progress in each lesson to enable you to build a picture of their learning through each unit. After the implementation of Kapow Primary Spanish, pupils should leave school equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at Key stage 3. The expected impact of following the Kapow Primary Spanish scheme of work is that children will:

- Demonstrate understanding of spoken language by listening and responding appropriately.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Apply their understanding of phonics to make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion. Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed a range of language detective skills to tackle unfamiliar words in Spanish, English and other languages.
- Use a bilingual dictionary to support their language learning. Be able to construct short texts on familiar topics.
- Meet the end of Key stage 2 stage expectations outlined in the national curriculum for languages.
- Develop a greater awareness of the wider world and an appreciation for the role of language learning in promoting cross-cultural understanding.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced Spanish curriculum is implemented in the school.
- Ensuring the school's Spanish curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's Spanish curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to Spanish curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Spanish.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for Spanish.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of Spanish, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all Spanish resources.
- Advising on the contribution of Spanish to other curriculum areas.
- Keeping up to date with developments in Spanish education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...
- Monitoring and evaluating progress in Spanish and liaising with senior management on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to Spanish.

Teacher

- Acting in accordance with this policy.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the design and technology subject leader.

This policy will be reviewed at least every three years.