



## SPANISH POLICY



Approved by:

Approved on:

Last reviewed on:

Next review due by:

## INTRODUCTION

### Purpose

The purpose of this policy is to describe our practice in Modern Foreign Languages (MFL) and the principles upon which this is based.

## **Aims**

Our work on MFL enables our pupils to become responsible, confident members of a global society who can apply their experiences at The Stonebridge School to all future learning and life experiences.

The aims of MFL are:

- To give the pupils access to high quality teaching and learning opportunities, making use of native speakers and e-learning.
- To develop skills in speaking, understanding, reading and writing.
- To foster an interest in other languages in a fun and stimulating way.
- To encourage a curiosity about languages.
- To ensure children are aware that language has structure and that the structure varies from one language to another.
- To develop pride in the pupils' home language and culture.
- To increase further an international dimension to their learning and help children develop their awareness of cultural differences in other countries.
- To encourage the development of language learning skills that can be applied to the learning of other languages.
- To lay the foundations of future study.

## Intent



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Language learning is woven into every aspect of our global society, and understanding how languages work is essential for the future opportunities and cultural awareness of our pupils. At Stonebridge Primary, our intent is to foster a genuine enthusiasm and confidence for learning Spanish, inspiring children to become curious linguists who engage actively with the wider world and its diverse cultures.

Our curriculum, carefully designed by staff to ensure full coverage of the National Curriculum for languages, nurtures a sense of enjoyment, creativity, and achievement in communication. We are committed to providing a learning environment that is engaging, supportive, and intellectually stimulating, ensuring that learning Spanish is purposeful and sparks pupils' interest in language, culture, and communication.

Pupils learn that language learning opens doors: enabling them to communicate beyond their immediate environment, to appreciate cultural traditions, and to develop a deeper understanding of how languages shape the way we connect with others. Through our Spanish curriculum, children develop both knowledge and skills, building secure foundations in listening, speaking, reading, and writing, as well as developing confidence and independence as language users.

Our pupils become confident young linguists by:

- Communicating clearly and effectively in Spanish, using accurate vocabulary and structures.
- Listening carefully and responding to spoken language with understanding.
- Reading and interpreting familiar texts, developing fluency and enjoyment.
- Writing for a variety of purposes using increasingly complex language.
- Developing cultural awareness and appreciation of the Spanish-speaking world.
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In this way, Spanish at Stonebridge empowers pupils to LEAP forward with confidence, curiosity, and ambition, preparing them to communicate effectively and engage with the opportunities of the wider world.

**LEAP** represents the curriculum principles that guide learning at our school:

- **Language-Rich** – We nurture confident communication by providing rich opportunities to talk, listen, and build vocabulary, enabling children to express their ideas clearly and to the highest standard.
- **Experiential** – We bring learning to life through hands-on experiences such as trips, visits, art, design, and real-world exploration that inspire curiosity and deepen understanding.
- **Ambitious** – We set the highest expectations for every learner, encouraging them to achieve their very best and believe in their potential.
- **Purposeful** – We design learning that builds on what children already know, carefully addressing gaps to ensure meaningful and connected progress.

Together, these principles empower children to **LEAP forward in their learning, grow, and future fulfil their potential.**

The following table shows our school's intent for children:

<p><b>Language Rich</b></p> <ul style="list-style-type: none"> <li>• Lessons include key vocabulary, grammatical structures, and sentence patterns from the Primary Languages Scheme, supporting retrieval and building pupils' confidence in communication.</li> <li>• Modelled phrases, sentence stems, and opportunities for oral rehearsal enable pupils to express ideas clearly and accurately in Spanish.</li> <li>• Authentic audio and digital resources from the scheme expose pupils to correct pronunciation and real-life language use, strengthening listening and speaking skills.</li> <li>• Vocabulary and grammar are explicitly taught, revisited, and applied through progressive challenges, ensuring pupils develop secure and fluent linguistic knowledge.</li> <li>• Reading and listening to high-quality texts and scenarios broaden pupils' understanding of language structure and cultural context.</li> </ul>	<p><b>Experiential</b></p> <ul style="list-style-type: none"> <li>• The scheme encourages communication through role-play, games, songs, and real-life scenarios, enabling pupils to practise Spanish in enjoyable and meaningful ways.</li> <li>• Interactive digital resources and visual stimuli support pupils in making connections between language and meaning, enhancing engagement and understanding.</li> <li>• Cultural activities and exploration of Spanish-speaking traditions deepen pupils' appreciation of the wider world and make learning purposeful and authentic.</li> <li>• Lessons promote hands-on application of language, such as ordering food, giving opinions, or describing people and places.</li> </ul>
<p><b>Ambitious</b></p> <ul style="list-style-type: none"> <li>• Pupils are challenged to use increasingly complex vocabulary and grammatical structures as they progress through the scheme.</li> <li>• High expectations for accurate pronunciation, confident speaking, and written communication support pupils in developing real linguistic competence.</li> <li>• Progressive challenges built into each unit ensure all pupils can access learning while being stretched appropriately.</li> <li>• Pupils develop resilience and a growth mindset as they tackle the cognitive demands of learning a foreign language.</li> <li>• The scheme supports pupils in seeing themselves as capable communicators, preparing them for future language learning and global communication.</li> </ul>	<p><b>Purposeful</b></p> <ul style="list-style-type: none"> <li>• Learning follows a clearly sequenced and mapped progression across Key Stage 2, ensuring pupils build secure foundations and make connected progress in vocabulary and grammar.</li> <li>• Lessons are designed around meaningful communicative outcomes, helping pupils understand not just how to use language, but why it matters.</li> <li>• The scheme's built-in differentiation and structured challenges support teachers in addressing gaps and meeting the needs of all learners.</li> <li>• Pupils reflect on their learning and apply their knowledge in authentic communication tasks, reinforcing relevance beyond the classroom.</li> <li>• By following a structured, nationally aligned scheme, pupils develop transferable skills in communication, cultural understanding, and independence as learners.</li> </ul>

At Stonebridge Primary School, we follow the **Primary Languages Scheme** for the teaching of Spanish, which is fully aligned to the National Curriculum and designed to improve learning outcomes for all pupils. The scheme is taught in **Key Stage 2**, providing a clear and progressive structure that supports pupils as they develop confidence and competence as young linguists.

The programme offers comprehensive coverage of all required language skills, supported by a wide range of engaging, interactive, and visual resources that enhance communication and cultural understanding.

Additional extension materials are available to further deepen pupils' learning where appropriate. Primary Languages adopts an immersive and communicative approach to teaching, encouraging pupils to actively use the language through speaking, listening, reading, and writing in meaningful contexts.

Each unit is carefully designed to include built-in progression and differentiation, supporting pupils of all abilities and reducing teacher workload in planning. The scheme also clearly maps progression across year groups, showing how vocabulary, grammar, and communication skills are introduced, consolidated, and extended as pupils move through Key Stage 2. Through this structured and inspiring approach, pupils develop a secure foundation in Spanish and a growing enthusiasm for language learning.

## **IMPLEMENTATION**

### **Roles and responsibilities**

Governors:

- To be aware of current developments and priorities within the teaching of Spanish.
- To take a role in monitoring teaching and learning within the subject.
- To act as impartial critical observers, offering support and challenge to ensure effective provision.

Senior Leadership Team:

- To create and communicate an aspirational vision for Spanish that reflects the school's values and curriculum aims.
- To provide strategic direction and support to middle leaders.
- To challenge and support middle leaders in their role, ensuring high standards are maintained.
- To engage in monitoring activities, including observations, book scrutiny, and analysis of pupil outcomes.

Middle Leader:

- To establish and promote high-quality teaching and learning in Spanish across Key Stage 2.
- To model effective practice and support colleagues in developing strong subject pedagogy.
- To raise the profile of Spanish within the school community.
- To identify training needs and support staff in developing subject knowledge and confidence.
- To ensure policies and agreed approaches are followed consistently.
- To monitor standards of teaching and learning and evaluate curriculum impact.
- To analyse and track progress and attainment in Spanish.
- To manage and organise resources effectively.

Teachers:

- To follow policy and guidance provided by the middle leaders.
- To ensure Spanish is taught effectively and that all content is covered as outlined in the National Curriculum and Primary Languages Scheme.
- To plan lessons effectively using the agreed structure and scheme resources.
- To promote the use of accurate vocabulary, pronunciation, and sentence structure through working walls and modelling.
- To develop their own subject knowledge and confidence where needed.

Support Staff:

- To develop their own subject knowledge where needed in order to support pupils effectively.
- To model accurate use of vocabulary and pronunciation.
- To support and extend pupils' thinking, participation, and communication in Spanish.

#### Pupils:

- To take an active part in every lesson and attempt to use Spanish with confidence.
- To show curiosity, resilience, and enthusiasm for learning a new language.
- To ask questions and take risks in communication.
- To present their learning with pride and reflect on their progress.

#### Parents/Carers:

- To talk with their children about what they have been learning and share cultural or linguistic knowledge where appropriate.
- To support engagement with home learning activities.
- To encourage using and appreciating language in everyday contexts.
- To attend and participate in school events that promote language learning and cultural awareness.

### **Aspects**

#### Equal opportunities:

At The Stonebridge School we adhere to the guidance from the DfE which states, “Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...”

### **Planning**

- Topics are taught in the order outlined in the curriculum overview to ensure that vocabulary, grammar, and communication skills develop progressively and securely over time. Sequencing also reflects pupils’ existing knowledge of reading and writing to ensure all pupils can access and understand new language effectively.
- The Primary Languages Scheme must be used to plan lessons. The scheme provides clear progression in both linguistic knowledge and communicative skills. Where necessary, teachers should adapt lessons to meet the needs of pupils, ensuring that gaps in foundational language knowledge do not limit access to the curriculum.
- Teachers must select the most appropriate teaching strategies to support learning, including opportunities for pupils to listen to authentic spoken language, practise speaking with accuracy and confidence, read and interpret familiar texts, and write for a variety of purposes using correct vocabulary and structures.
- All lessons for a unit should be planned on a single flipchart using Smart Notebook software (or equivalent), ensuring that key vocabulary, sentence structures, reading and speaking opportunities, and cultural links are explicitly planned and visible. This supports pupils in developing secure linguistic foundations alongside growing confidence as language users.

#### Teaching

- Teaching must ensure pupils acquire a secure knowledge and understanding of key vocabulary, grammatical structures, and communication skills that build progressively on prior learning. Pupils must also have regular opportunities to apply this knowledge in meaningful communicative contexts, supported by secure foundational skills in listening, speaking, reading, and writing.
- Language skills—including listening for understanding, speaking with increasing accuracy and confidence, reading familiar texts, and writing using appropriate vocabulary and structure—are explicitly taught and applied across all Spanish lessons. These skills enable pupils to access and communicate increasingly complex ideas as developing linguists.
- The interconnected strands of language learning should not be taught in isolation but embedded within every lesson, supporting pupils to develop:
  - Linguistic knowledge – vocabulary, pronunciation, and grammatical patterns.
  - Communicative competence – the ability to use language for different purposes and in different contexts with confidence and understanding.

- Teaching should provide regular opportunities for pupils to engage in authentic communication, including listening and responding, role-play, dialogue, reading for meaning, and writing for purpose. Pupils draw upon their literacy skills to interpret texts, construct meaning, and present their ideas clearly.
- Pupils should have frequent opportunities to hear and use authentic spoken Spanish and to practise spoken and written language in purposeful situations, strengthening both their linguistic and cultural understanding.
- Teaching must take into account a range of learning styles and ensure that all pupils – including those with SEND or EAL – can access language learning through appropriately scaffolded listening, speaking, reading, and writing activities. Differentiation and support should enable every pupil to participate fully and make progress in Spanish.

#### Organisation:

- In KS2 there will be a weekly Spanish lesson taught

#### Homework / Wider learning:

- Home learning will be set when appropriate.

#### Resources:

- Spanish is supported primarily through the Primary Languages Scheme, which provides the core teaching materials, lesson structure, audio, and visual resources required for effective delivery. Teachers must ensure they use and follow the scheme to maintain consistency and progression across Key Stage 2.
- Additional resources may include bilingual dictionaries, visual vocabulary cards, audio equipment, and display materials to support pupils' understanding and confidence in using the language

#### **Inclusion**

At Stonebridge Primary we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

#### **Pupils with Special Educational Needs & Disability (SEND)**

Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.

#### **EAL learners**

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils' home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

#### **IMPACT**

##### Assessment:

Assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments of children through;

- regular marking of work
- analysing errors and picking up on misconceptions
- making observations

These ongoing assessments inform future planning and teaching. Lessons are adapted readily and short term planning evaluated in light of these assessments.

Monitoring and evaluation:

- Monitoring exercises which will aid the evaluation of teaching and learning in Spanish will include:
  - Book scrutiny
  - Planning scrutiny
  - Lesson observation
  - Learning walks
  - Pupil voice

## APPENDICES



# Progress over 4 stages in the core skills

(listening, speaking, reading and writing in a primary foreign language)

Core skills of learning				
	Listening	Speaking	Reading	Writing
Stage 1	Can understand <b>a few familiar</b> spoken words and phrases.	Can <b>say/repeat a few words and short simple phrases</b> and would be understood by a sympathetic native speaker. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can recognise and <b>read out a few familiar words</b> and phrases.	Can <b>write or copy a few simple words</b> or symbols as an emergent writer of the target language.
Stage 2	Can understand <b>a range of familiar spoken phrases</b> and is able to listen for specific words and phrases.	Can <b>ask and answer simple questions and give basic information</b> . Can pronounce familiar words and some new words accurately. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand simple written phrases</b> . Can match sounds to familiar written words.	Can <b>spell some familiar written words and phrases accurately</b> and write simple sentences with limited mistakes so that the message is understood.
Stage 3	Can understand <b>the main points from a series of spoken sentences</b> (including questions.) May require some repetition.	Can <b>ask and answer simple questions on several topics and can express opinions</b> . Can take part in brief pre-prepared tasks such as short presentations and role plays. <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main point(s) from a short, written passage in clear printed script</b> . Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can <b>write two or three short sentences as a personal response</b> , using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Stage 4	Can understand <b>the main points and some detail from a short, spoken passage</b> with comprising of familiar language.	Can <b>take part in a simple conversation and can express simple opinions</b> . Generally accurate pronunciation (to a sympathetic native speaker). <a href="#">CLICK FOR EXAMPLE STUDENT</a>	Can <b>understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account)</b> . Can use a bilingual dictionary to access unfamiliar language.	Can <b>write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs</b> in the present tense on a familiar topic using reference materials, support if necessary.



## APPENDICES

### APPENDIX 2- Spanish Schemes of work overview

## Spanish KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach 2.0. For detailed information on each stage, refer to the Long-Term Plans (LTP) linked below. For other key documentation, click the buttons.

Knowledge  
Organiser

DfE AT  
Unit Map

Core Skills  
Progress

Phonics  
Map

Half Term/ Stage	<u>Stage 1</u> LTP	<u>Stage 2</u> LTP	<u>Stage 3</u> LTP	<u>Stage 4</u> LTP
Autumn 1	<b>A new start</b> (Greetings, feelings, numbers, colours)	<b>Welcome to school</b> (Recap core language, rooms in a school, classroom objects)	<b>Me and my friends at school</b> (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	<b>This is me!</b> (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
Autumn 2	<b>Calendar and celebrations</b> (Bonfire colours, days and months, the date, Christmas)	<b>My town, your town</b> (Commands, shops, asking and giving directions)	<b>Time in the city</b> (Spanish city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	<b>Homes and houses</b> (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
Spring 1	<b>Animals</b> (Animal nouns, singular and plural, opinions, story)	<b>Alien faces and family</b> (Epiphany, family members, personal info, face parts and numbers)	<b>At the market</b> (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	<b>Sports</b> (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	<b>Carnival and numbers</b> (Carnival, numbers to 20, core language recap, age, commands, Easter)	<b>Moving our bodies</b> (Face and body parts nouns and commands, yoga with body parts, alien creation)	<b>Clothes</b> (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	<b>My best day ever</b> (Time, activities during the day, funfair rides and opinions)
Summer 1	<b>The Hungry Giant</b> (Fruit and veg nouns, counting, asking politely, story, board game)	<b>At the doctors and jungle animals</b> (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	<b>Out of this world</b> (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	<b>Tapas culture</b> (Typical Spanish tapas, opinions, ordering politely, menus, café conversation)
Summer 2	<b>Going on a picnic and where I live</b> (Picnic story, food items, polite request, explore Spain, ask and answer 'where do you live?', simple conversation)	<b>Summertime</b> (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay)	<b>Going to the seaside</b> (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)	<b>Let's Celebrate!</b> (Read/Hear all about it! Language recall, personal information, family, favourites)  <i>Optional lessons: mocktail, scavenger hunt, language puzzle</i>

