



Seaton St Paul's C of E Junior School

Spanish

2026/7

Approved by Kerry Jones	
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Position:	Governor of Spanish
Signed:	<i>Kerry Jones</i>
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Modern Foreign Languages Policy

This policy covers Seaton St Paul's CofE Junior School's implementation for Modern Foreign Languages.

The Modern Foreign Language Subject Leader is Kerry Jones. The Modern Foreign Language Subject Governor is Jodie Grainger.

STATUTORY REQUIREMENTS

Spanish is the modern foreign language taught at Seaton St Paul's C of E Junior School. This policy sets out how the school meets the requirements of the National Curriculum for languages at Key Stage 2 and how the school develops pupils' knowledge, skills and understanding in Spanish.

The school recognises the value of learning a foreign language in developing pupils' communication skills, cultural understanding, curiosity and appreciation of the wider world.

Regular reports are made by the Subject Leader to the governors on the progress of Modern Foreign Language provision. This policy will be reviewed every year or in the light of changes to legal requirements.

SUBJECT ORGANISATION

The Modern Foreign Language curriculum is planned and delivered by class teachers who plan with flexibility to suit the needs of their class, with coverage of the appropriate National Curriculum Objectives. Long term plans have been created by the teaching team. Medium term plans will further detail specific objectives covered each half term.

The Language Angels scheme of work and resources are available for use by class teachers in addition to their own resources to support planning and organisation. Pupil provision is related to age related expectations, but may be adapted in line with our Special Educational Needs Policy. Modern Foreign Language lessons incorporating a range of National Curriculum objectives are delivered at least once per week.

ROLE OF SUBJECT LEADER

The Subject Leader is Kerry Jones. The Subject Leader is responsible for improving the standards of teaching and learning in Modern Foreign Languages through monitoring and evaluating, taking the lead in policy development, auditing and supporting colleagues in their CPD, purchasing and organising resources, keeping up to date with recent Modern Foreign Language developments. The Subject Leader will liaise with the subject Governor, Jodie Grainger.

Modern Foreign Languages

Languages are a statutory part of the National Curriculum at Key Stage 2.

The National Curriculum requires schools to provide teaching that enables pupils to make substantial progress in one language and to develop an appropriate balance of spoken and written language. The programme of study should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The National Curriculum aims for pupils to:

- understand and respond to spoken and written language from a variety of authentic sources;
- speak with increasing confidence, fluency and spontaneity;
- communicate what they want to say, including through discussion and asking questions;
- continually improve the accuracy of their pronunciation and intonation;
- write at varying length for different purposes and audiences, using grammatical structures they have learnt; and
- discover and develop an appreciation of a range of writing in the language studied.

By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum programme of study.

Currently, Spanish is taught across all year groups. Spanish was chosen after a consultation with parents, pupils and staff. Parents felt that it was a more useful language as they went on holiday to Spanish speaking places and their child had more interest in learning it.

Our aim in teaching Modern Foreign Languages is to ensure pupils can deepen their understanding of the world. Pupils are able to learn about the country and its customs as well as the language they speak.

The benefits of learning a foreign language are varied. It gives pupils confidence when travelling, encourages the development of a dynamic and flexible mindset and enhances pupils' understanding of their own language and culture. Early exposure to foreign languages enables easier progress in language learning and can offer opportunities in the future for work as well as travel.

Teaching and Learning

Each year group will follow a programme of study based on units recommended by Language Angels. Each unit has six lessons and each lesson will support development of: reading, writing, speaking, listening and grammar skills. All five of these key skills will be evidenced in a class floor book. Units have been organised to build on previous knowledge and ensure pupils are confident with the new vocabulary and/or grammar structures before moving on.

Teachers will use a variety of methods to support their class in accessing Spanish to the best of their ability. Tasks may be adapted to suit need or alternative tasks may be substituted. Language Angels provides a range of resources including word banks and interactive games to support pupils. Songs, games, quizzes, rhymes and stories will also be used to enhance and broaden language learning.

The Programme of Study

Below is a table showing the units that year groups will cover. Teachers may change the order or delivery of the programme to suit the timetable.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 3	Aprendo Espanol	Los Animales	Los Instrumentos	Se	Las Estaciones	Las Formas
Year 4	Las Verduras	Las Frutas	Me Presento	Mi Familia	La Clase	En La Cafeteria
Year 5	La Fecha	Tienes Una Mascota?	Mi Casa	Los Juegos Olimpicos	La Ropa	Habitats
Year 6	Tradiciones y Celebraciones	Que tiempo hace?	El fin de semana	En el colegio	En la ciudad	Yo en el mundo

In addition to this, teachers will include regular teaching of phonics to support pupils' pronunciation development.

Language Skills Development

The Language Angels programme regularly practise all the key skill areas in each lesson. Teachers will follow the planning and use the resources available on the website in order to help their class develop an understanding of Spanish as a language.

The Spanish curriculum will ensure that pupils have opportunities to develop the following National Curriculum skills.

Listening

Pupils will:

- listen attentively to spoken Spanish;
- show understanding by joining in and responding;
- listen to a range of spoken language and respond appropriately;
- develop strategies for understanding familiar and increasingly unfamiliar language; and
- develop their understanding of pronunciation, sound patterns and intonation.

Phonology

Pupils will:

- explore the patterns and sounds of Spanish through songs, rhymes and spoken activities;
- develop links between spelling, sound and meaning;
- develop accurate pronunciation and intonation;
- recognise and reproduce sounds with increasing accuracy; and
- develop confidence in reading familiar words and phrases aloud.

Speaking

Pupils will:

- engage in conversations;
- ask and answer questions;
- express opinions and respond to the opinions of others;
- speak in sentences using familiar vocabulary, phrases and basic grammatical structures;
- present ideas and information orally to a range of audiences;
- describe people, places, things and actions; and
- communicate with increasing confidence, fluency and spontaneity.

Reading

Pupils will:

- read carefully and show understanding of words, phrases and simple writing;
- develop strategies for understanding unfamiliar vocabulary introduced within familiar written material;
- use dictionaries appropriately to support understanding;
- appreciate stories, songs, poems and rhymes in Spanish; and
- read a range of suitable written and authentic materials.

Writing

Pupils will:

- write familiar words and phrases accurately;
- write phrases from memory;
- adapt familiar language to create new sentences;

- express ideas clearly in writing;
- describe people, places, things and actions in writing;
- use an increasing range of vocabulary and grammatical structures; and
- write for different purposes and audiences appropriate to their stage of learning.

Grammar and Vocabulary

Pupils will:

- develop and broaden their Spanish vocabulary;
- understand and apply basic grammatical structures appropriate to Spanish;
- understand grammatical patterns and how these can be used to construct sentences;
- develop knowledge of gender and agreement where appropriate;
- learn and use high-frequency verbs and their conjugations appropriate to their stage of learning;
- recognise patterns in Spanish grammar and vocabulary; and
- identify similarities and differences between Spanish and English.

Links to Other Curriculum Areas

Learning a foreign language has many links to other curriculum areas. Some of the Language Angels units have obvious links to the curriculum. For example, there are history units based on the Vikings; geography-based units about Spain and special interest lessons about events such as Christmas. Teachers are able to add in these units or choose alternate units after discussion with the subject lead.

Assessment

Assessment in Spanish will be used to identify pupils' understanding, inform teaching and support progression.

Teachers will provide regular opportunities for pupils to practise and demonstrate their developing skills in listening, speaking, reading and writing.

Assessment may include:

- questioning;
- observation;
- retrieval activities;
- speaking activities;
- listening activities;
- reading tasks;
- written work;
- vocabulary and grammar activities;
- independent tasks; and
- end-of-unit assessments.

The final lesson of a unit may be used as a review and assessment opportunity. Where appropriate, pupils will complete assessment activities independently so that teachers can obtain an accurate picture of their individual knowledge and understanding.

Evidence of learning and assessment may be retained in the class floor book, pupil books or digital/paper portfolios.

During units, teachers should provide opportunities for pupils to demonstrate their spoken Spanish. This may include individual, paired, group or whole-class activities and may include both prepared and spontaneous language.

Where appropriate, examples of pupils' spoken work may be recorded and securely stored in accordance with the school's data protection and safeguarding procedures. Such recordings may be used by the subject leader to monitor progression and the quality of provision.

Assessment will focus on pupils' knowledge, understanding and application of the National Curriculum objectives. Teachers will consider pupils' effort, engagement, progress and attainment when making professional judgements.

The school does not use statutory national curriculum attainment levels for languages.

Signed: K. Jones