



Holy Trinity C.E Primary School

Spanish Policy



Vision Statement

Holy Trinity is striving to be a fully inclusive School that serves our local community. Through the love of Jesus Christ, we are preparing our children to be future caring, responsible citizens in a diverse society. Our children will be given every opportunity to grow spiritually, academically and socially to achieve their full potential within a safe, happy, Christian school family.

"Life in all its fullness"
John 10 v 10

Introduction.

This policy has been created to set out our vision, aims and strategies for the learning of languages at Holy Trinity CE School. We consider it the basis for the teaching of Spanish at our school.

"A high-quality language education should foster pupils 'curiosity and deepen their understanding of the world... The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing... Language teaching should provide the foundation for learning further languages." (National curriculum in England: languages programmes of study - September 2014.

For every pupil in Key Stage 2, learning a language is a statutory foundation subject. The programme of study sets out the national requirements for the curriculum in languages which, amongst other things, requires substantial progress to be made in one language across the key stage. This is the rationale for choosing the Kapow scheme of work as this is a spiral curriculum where previous learning is revisited in increasing complexity, allowing it to become embedded and new learning built upon.

Why we teach Spanish.

Spanish is a "living language", used by millions of people around the world. When choosing our MFL we looked at data showing that Spanish is now the third language in the global composition of speakers after English and Chinese. We also looked at the languages offered by the secondary schools in our area and Spanish was taught in all of them.

Intent

At Holy Trinity CE Primary School, we follow Kapow Primary Spanish scheme of work which 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.

We support pupils to meet the National curriculum end of Key stage 2 attainment targets.

The lessons are carefully planned and sequenced to teach the three building blocks of a language system: phonics, vocabulary and 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

Ample opportunities are provided to ensure that children practise new learning across the units taught.

Aims.

Our aim, which is at the heart of the programme of study, is to develop an enthusiastic and positive attitude to other languages and language learning. We hope to encourage a life-long love of learning languages among our pupils to enhance their understanding of the world and their future economic well-being. We believe to accomplish this, we aim to ensure children can:

- Be familiar with the phonics and graphemes of a modern foreign language.
- Begin to understand a new language and communicate in it.
- Develop understanding of different cultures and enthusiasm to learn more.
- Foster an interest in learning other languages.
- Be introduced to another language in a way that is enjoyable and fun.
- Be aware that language has structure, and that structure can differ from one language to another.
- Read, write, speak and listen in a foreign language.
- Learn about different countries and their people and work with materials from different countries and communities.
- Develop a positive attitude towards learning a foreign language.
- Acquire a sound basis for further study in their next step in education and beyond.

Implementation

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 scheme is a spiral curriculum, with key skills, grammar and vocabulary revisited with increasing complexity, allowing pupils to revise, retrieve 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.

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. There is also the access to the virtual teacher who is a native Spanish speaker.

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.

Teaching and Learning

The Kapow Scheme has six strands of learning running through the scheme:

1. Phonics- becoming familiar with key Spanish phonemes, spelling and pronunciation.
2. Vocabulary- introducing commonly used words; memorising high frequency words.
3. Grammar- systematically learning Spanish grammar and applying it in a variety of contexts; practising grammar structures in speaking, writing, reading and listening activities.
4. Language comprehension (listening and reading)- applying knowledge of phonics, vocabulary and grammar; decoding what children hear and read more accurately and efficiently using a range of strategies.
5. Language production (speaking and writing)- applying what the children have learnt across the other knowledge strands to speak and write in Spanish.
6. Cultural awareness- learning about Spanish food, celebrations, festivals, art and Spanish- speaking countries around the world.

We will encourage pupils to apply knowledge already acquired about their own language to their learning of the new language. We aim to equip pupils with strategies for language learning that they can use in the future when studying other languages.

Teaching of Spanish takes place in weekly, whole class sessions and uses a combination of activities led by the teacher, online activities and activities carried out both orally and in writing by the children. Although it is not compulsory for children in Key Stage One to learn a language, staff within the school encourage the early use of simple greetings and some numbers and colours.

Impact.

The impact of Spanish teaching is monitored continuously through both formative and summative assessment. Pupils frequently evaluate their own and peers' performance, respond to feedback and recognise their own progress. Each unit has an end quiz and knowledge catcher and includes guidance to support teachers in assessing pupils against the objectives.

Pupils should leave school equipped with a range of language learning skills to enable them to study any language with confidence at Key Stage 3 and beyond.

The expected impact of following the Kapow Primary Spanish scheme of work is that children will:

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion.

- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Speak and read aloud with confidence and accuracy in pronunciation.
- Demonstrate understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Have developed an awareness of cognates and near-cognates and be able to use them, and other language detective skills, to tackle unfamiliar words in Spanish, English and other languages.
- 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

Assessment, Recording and Reporting

Summative assessment will be carried out by the class teacher as they work through the scheme, written work will be marked in line with the school marking and feedback policy. Alongside marking by the staff, pupils will be encouraged to self-assess and peer-assess, setting targets for themselves to improve.

Formal assessment opportunities are available at the end of each unit and teachers have guidance on using these to assess children against the objectives. Teachers use the outcomes from these assessments, assessment of oral work in class and written evidence to form a judgement on the attainment of pupils. These assessments are recorded on the Lancashire Pupil Tracker Hub. Data will be collated by the subject leader and shared with SLT.

A selection of assessment pieces will be kept by the subject leader to show differing levels of attainment by pupils across the school. This will be provided by the class teachers termly.

Monitoring and Evaluation

Monitoring is carried out by the Headteacher, SLT and Subject Leader to evaluate the impact of teaching in the following ways:

- Discussion with staff and pupils, pupil voice.
- Observation of language displays.
- Looking at the work in pupils 'books.
- Lesson informal observation.
- Collection of assessed pieces of work.

The subject leader will share the findings with SLT, and this will be used to make changes to the way MFL is developed.

Policy written Autumn Term 2025

Date agreed by Governors. 4th November 2025

Next review date Autumn Term 2026