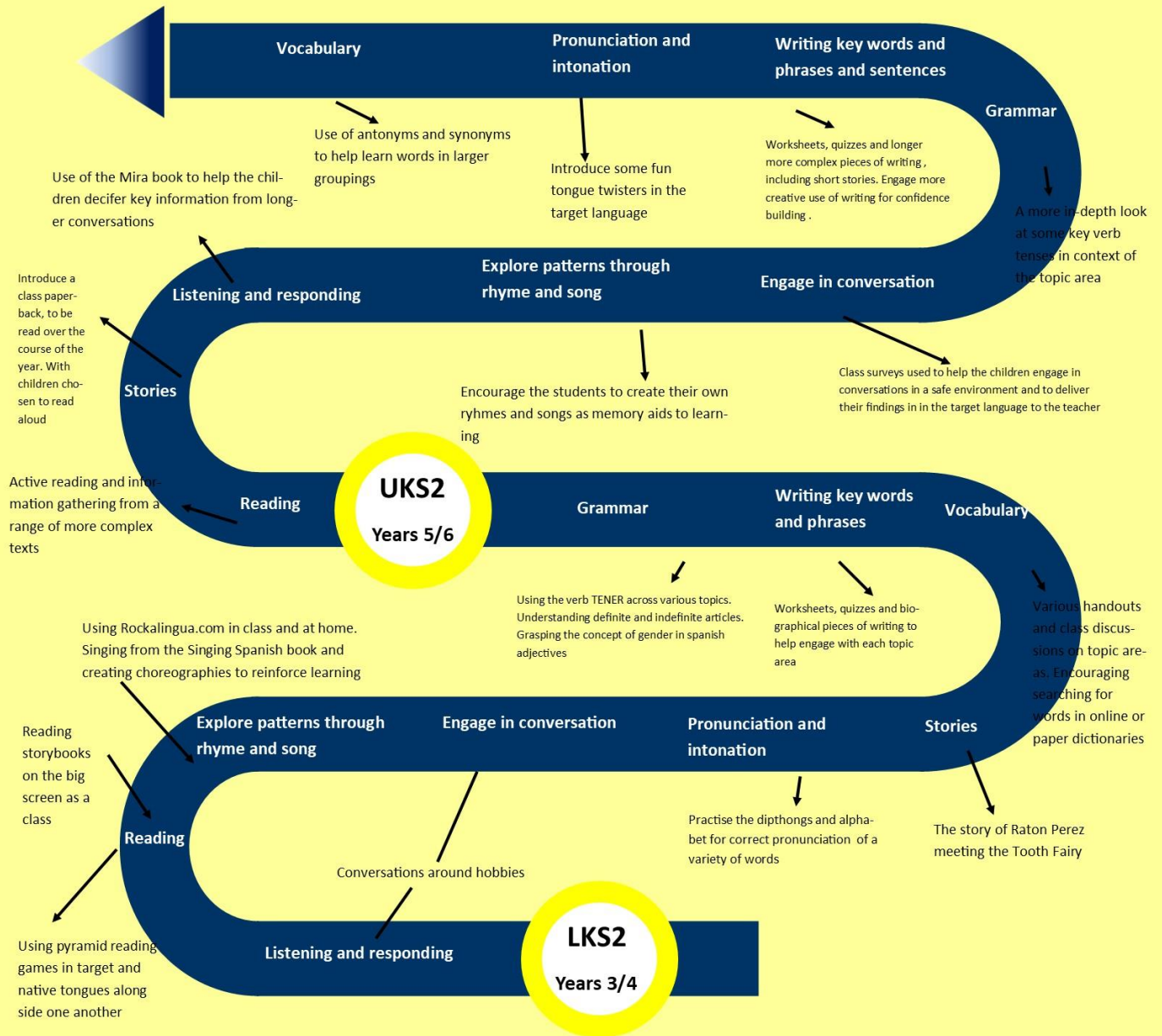


PGPS - Spanish Learning Journey



Pierrepont Gamston Primary School

Spanish Policy

Introduction

Learning a foreign language allows children to broaden their horizons, whilst providing an opportunity to learn about and develop an appreciation of other cultures. It also supports the teaching and learning of English and geography, for example applying their speaking and listening skills and learning about other parts of the world. At a practical level, it provides the foundation for learning further languages, whilst allowing children to communicate with others when exploring the wider world.

Values

Our school curriculum is underpinned by the values that we hold dear. Within our school, everyone is equally valued and treated with respect. We believe that everyone is made in the image of God, which means that everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow and learn within all areas of the curriculum.

Intent

- To understand and respond to spoken and written language from a variety of authentic sources.
- To 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.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- To discover and develop an appreciation of a range of writing in the language studied.

Implementation

- Children in KS2 will be taught a lesson of at least 45 minutes each week. This will be led by a fully qualified language teacher and will be based on the Jolie Ronde Spanish Modern Foreign Language curriculum. Children will develop their understanding of language through the use of ICT, flash cards, texts of stories and poems, transcripts of songs and PowerPoint presentations. To see the National Curriculum programme of study please go to the following website:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf

Children with Special Educational Needs and Disabilities

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum, as stated in our SEN policy. We always provide additional resources or support for children with special needs as required. This may be in the form of adaptations, differentiation by outcome, intervention, adult support or a personalised curriculum.

Subject leader role

The role of a subject leader is to:

- Provide strategic lead and direction for a specific subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resources management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into programs of study.

Assessment

In line with the school's Marking and Feedback and Assessment Policies, marking should be meaningful, manageable and motivating. In Spanish lessons, assessment will take place through verbal contributions and marking of written work, for example:

- verbal feedback, either within spoken parts of the lesson, or on written work within the lesson (indicated by VF or a sticker within the book)
- half-termly written feedback within books.

Monitoring and Review

- The language teacher is responsible for the day to day planning, organisation and delivery of the curriculum subject.
- Subject leaders monitor the way their subject is taught throughout school and feedback to SLT and whole school where appropriate.
- The allocated governor is responsible for liaising with subject leaders to closely monitor the way the school teaches each subject.

Date: February 2022 Review date: Autumn 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4						
Cycle A	Me myself and I	Family matters	Numbers 0-31 and dates	Animal Magic	Fruits and healthy living	School days
Cycle B	Around town	The wider world	Numbers to 100 and more	Hobbies	Café food, snacks and drinks	Intro to infinitive verbs
Year 5/6						
Cycle A	The verb 'to have' and its uses	Expressing obligation and ability in relation to infinitive verbs	Animals plus adverbs	Family describing in more detail	Directions and commands	Massive numbers and everyday uses of them
Cycle B	Daily routines and expressing the time	School subjects	Sports and using expressions of frequency	Present tense in detail	Future tense in detail	Touching on the past