

# Subject Leader Report: Spanish



*'Our Vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly.'*

## Our Aims in Spanish

At Portsdown we believe that learning a foreign language provides a fantastic opportunity for children to discover other cultures; fostering their curiosity and understanding of the world. It plays an important role in developing children's speaking, listening and literacy skill, boosting self-esteem and self-confidence and provides opportunities for enriching cross-curricular learning. Learning another language promotes intercultural understanding, giving children a new perspective on the world, encouraging them to understand their own culture and those of others

Through our language education, we provide opportunities for pupils to learn, understand and respond to Spanish speakers, both in speech and writing. The aim by the end of Key Stage Two is that we can enable children to understand and communicate simple ideas in Spanish, in both speech and writing. In addition, our aims are:

- to foster an interest in learning other languages;
- to introduce children to another language in a way that is enjoyable, fun and accessible to all;
- to make children aware that language has structure, and that the structure differs from one language to another;
- to help children develop their awareness of cultural similarities and differences;
- to support oracy and literacy, and in particular develop speaking and listening skills;
- to lay the foundations for future study, helping children to develop positive attitudes to language learning throughout life;
- to give an extra dimension to teaching and learning across the curriculum.

## Planning and Teaching

Our school uses **Primary Languages Network** to aid in the planning of our Spanish lessons. The plans incorporate the 4 skills of learning languages: reading, speaking, writing and listening. To support comprehension, there are many speaking activities like songs, rhythms, rhymes all to engage pupils and aid long-term memory.

In addition, children repeat familiar language regularly to help it go into their long term memory and there are lessons surrounding phonology, grammatical structures and vocabulary, which help deepen their understanding of the language.

There are also units within the planning that help widen their understanding of the world and Spain in particular, such as learning about **Spanish culture, cuisines, life style and special events – such as the Mardi Gras carnival**. All of this will help children develop intercultural understanding and show values of respect, tolerance and equality.

The planning is progressive throughout the school with each year group having the opportunity to build on what has come before. *Examples of this are; Year 3 starts with numbers 0-10 in Spanish and each year it builds on this so by Year 6 the aim is that children are learning numbers up to 60 and looking at numbers in context such as dates*. In addition, in Year 3 children start to look at the Spanish word for animals such as house hold pets, which then progresses in Year 4 looking at jungle animals.

**A full Spanish Progression document can be found on our website, or below:**



### Spanish Progression Document

Lesson	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3</b>	I can say greetings in Spanish	Aut 2a - Bonfire Night Colours Lesson 1 I can say some colours linked to Autumn	I can remember some numbers (up to 10) and colour	I know some facts about Carnival in Spain	I can understand and say some fruits and vegetables	I can say where I live
<b>Year 4</b>	I can say nouns, phrases related to school ( <i>builds on the classroom song from year 2</i> )	Commands and instructions about mine and your local area ( <i>firework poem</i> ) <i>Links with year 3 colours</i>	Learn family words and vocabulary for parts of the face	Learn body parts and recap and build / progress on animals and colours from <i>year 3</i>	Explain simple phrases like "I don't feel well," and expand on animals from <i>year 3 bringing in jungle animals</i>	Learn simple phrases about the weather and flavours of ice cream ( <i>progressing from year 3 food</i> )
<b>Year 5</b>	Building on phrases about 'How I'm feeling' <i>progressing from year 4</i> . Giving more detail in year 5 about yourself/ someone else and describe school life in simple sentences.	Start to ask questions? (for a ticket or gift shop). Explore a city in Spain.	<i>Building on work from year 3 and 4 - Progressing with food and now understanding these in sentences and moving on to recipes</i>	Learning vocabulary for clothes and continuing to practise sentences as well as oral language	Carrying on with sentences and learning new vocabulary for planets	Continue with sentences and learning about the seaside and what to take to the beach
<b>Year 6</b>	<i>Progressing from year 3 and 4 - classroom routines and expressing feelings and building on numbers up to 60</i>	<i>Moving on from school to houses - Children to learn nouns for rooms in a house to be able to describe</i>	<i>Starting to progress numbers into dates, learning about verbs in sentences (progressed from year 5) and new vocab on opinions and sport</i>	Learning language about a fairground and practising verbally and in sentences	<i>Progressing from previous years - another food unit, adding to vocabulary with a café/ role play</i>	Children to be able to recall and write their favourite Spanish language

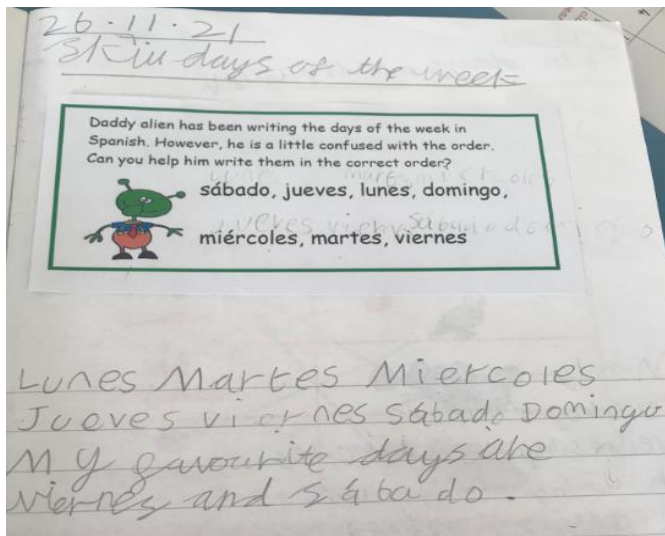
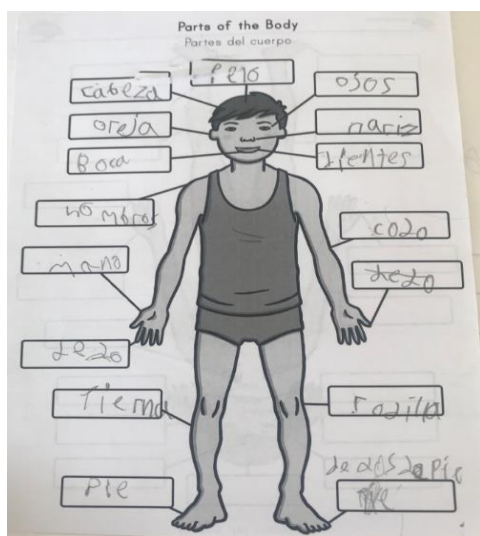
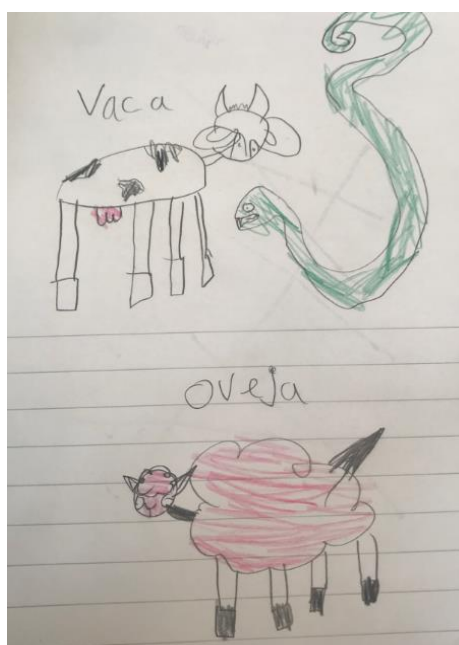
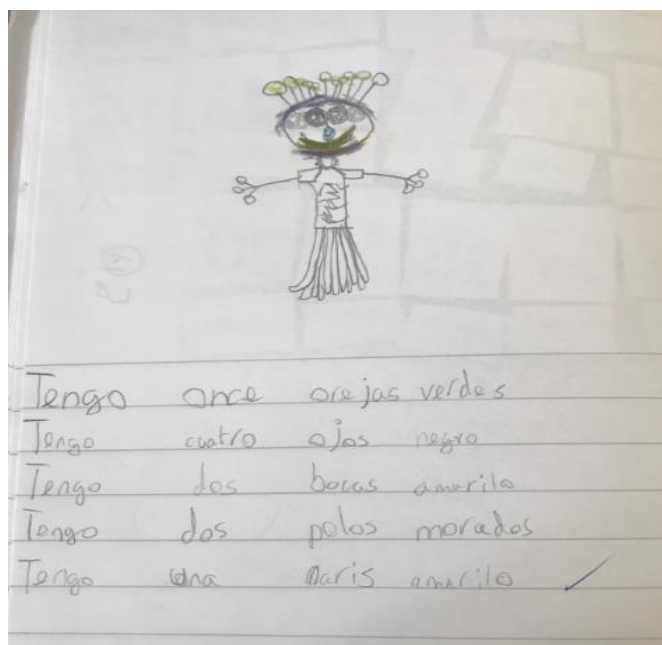
## Assessment

Spanish is formally assessed by class teachers and the subject coordinator during the school year. The rest of the time, teachers will keep notes on pupils who are showing an aptitude for language learning, or parts of the curriculum which need revisiting later. Pupils will be

assessed in their speaking, listening, reading and writing skills in Spanish, according to the expectations of their age group.

### Monitoring the Quality of Teaching and Learning

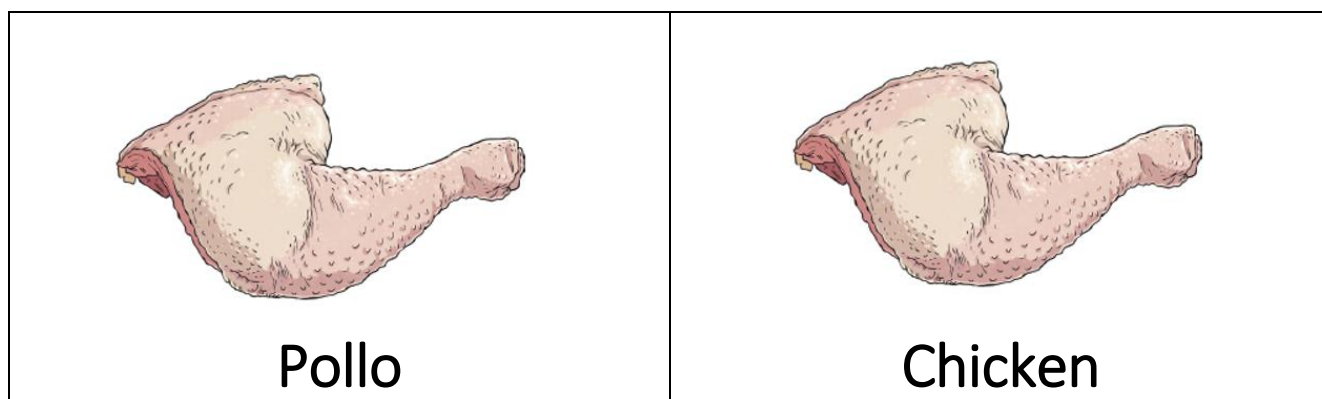
Monitoring for Spanish includes Pupil Interviews, where children will be asked about their enjoyment of the subject and asked to recall any language they have been learning. Children may want to share a Spanish rhyme or song they have learnt which has helped them remember their new Spanish vocabulary or they may want to share their work in their Spanish book. This information can then be used to suggest subject improvements. Then the Spanish lead will work with teachers to make any necessary tweaks. Example of work below from a recent pupil interviews:



## Wider Enrichment Opportunities

In Year 3 to celebrate the introduction of Spanish, we run a **Spanish day**. This is a celebration of everything Spanish and a fantastic opportunity for a cross-curricular day. Children get taught all about **Spanish cuisine** and have lots of fun, tasting new foods that they might not have had before, such as (Olives, Chorizo, Spanish Tortilla) etc. They also get to learn some new vocabulary for Spanish foods or recipes and then play pairs by matching up the English and Spanish words together. Then, the children will read a Spanish recipe in guided reading and after they will get the opportunity to use their DT skills, to chop, dice, boil and cook their very own Paella. Which they then get to sit and enjoy! Delicioso!

Matching Pairs Example:



Also, just after Eurovision finishes each year to raise Spanish across the whole school a standalone lesson is sent out to all classes from Years 1 – 6. This is for children to be taught or recapped on Spanish vocabulary which will help them become judges for the day! Children will watch some contestants from the competition and then reply back to their teachers with their score in Spanish and what they thought of it (No Buena – cero)!

## Targets for 2021 – 2022

1. Raising the profile of Spanish across the school
2. Implementing Spanish books in Year 3 to go up through the school
3. Creating an A4 progression document so all year groups can see quickly what has come before and due to come after – links with learning
4. Lessons for Year 6 filled on system for them for ease of use
5. Carrying out a Spanish Day
6. Pupil Interviews undertaken and feedback given

## Evaluation of Targets for 2021 – 2022

1. Raising the profile of Spanish across the school – this has been successful with even Year 1 joining in for the Eurovision Spanish lesson
2. Implementing Spanish books in Year 3 to go up through the school – Implemented in Year 3, Year 4 have theirs from last year which went up to (so more evidence available in books)
3. Creating an A4 progression document so all year groups can see quickly what has come before and due to come after – links with learning – Completed and uploaded onto website
4. Lessons for Year 6 filled on system for them for ease of use – completed and Year 6 teachers informed
5. Carrying out a Spanish Day – Half of this has been done already/ Spanish tasting – cooking yet to happen
6. Pupil Interviews undertaken and feedback given – Yes and feedback given by email to teachers

## Targets for 2022 – 2023

- i. Spanish books to carrying on – and emphasises next year on years 5 and 6 having some evidence to share
- ii. Spanish Day to continue in year 3
- iii. Year 5 – do DT Spanish cooking – get them to introduce the Spanish vocab to go with this so they can also do a cross-curricular day
- iv. Continue to conduct Pupil Interviews to assess whether Spanish is being taught across all year groups and that the Progression Plan of lessons is being followed
- v. Continue to assess how children are learning best – repetition/ phonics/ rhyme/ song