

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.

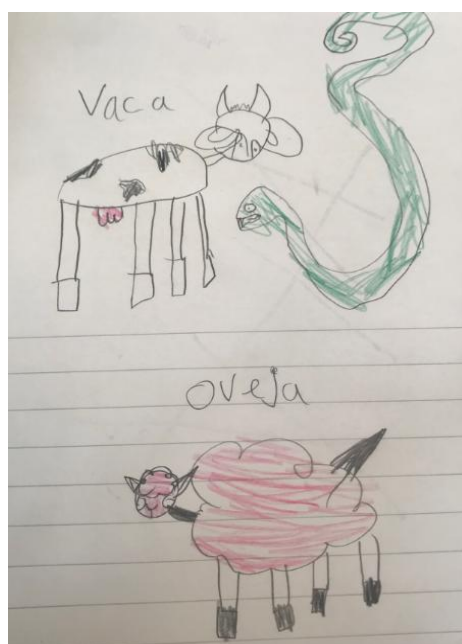
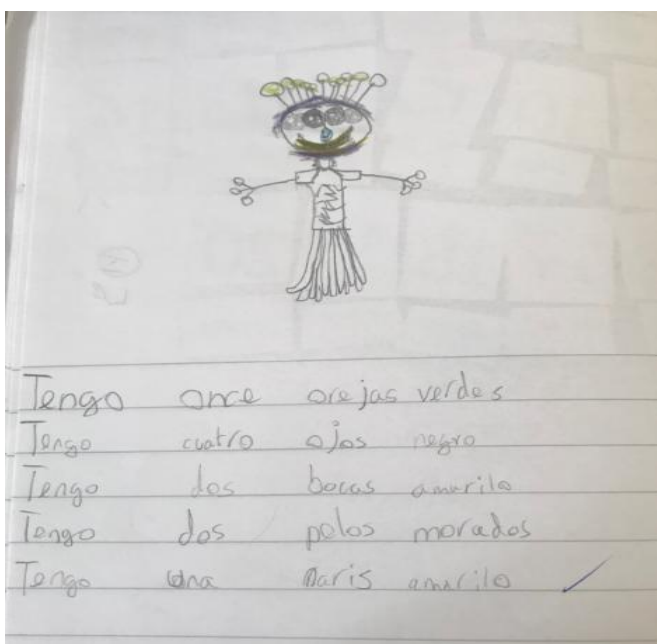
A full Spanish Progression document can be found on our website.

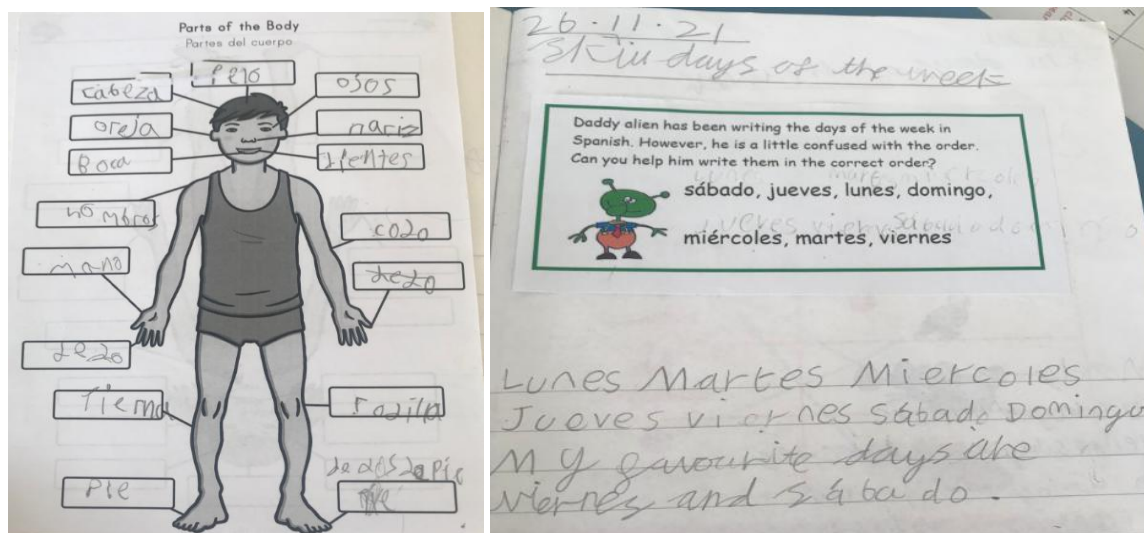
Assessment

Spanish is formally assessed by class teachers, HLTAs and the subject lead 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. Additionally, at the end of each unit, teachers will complete an assessment grid for each child and report back to the subject leader with any notes about the planning and teaching of the unit.

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. Example of work below from a recent pupil interviews:



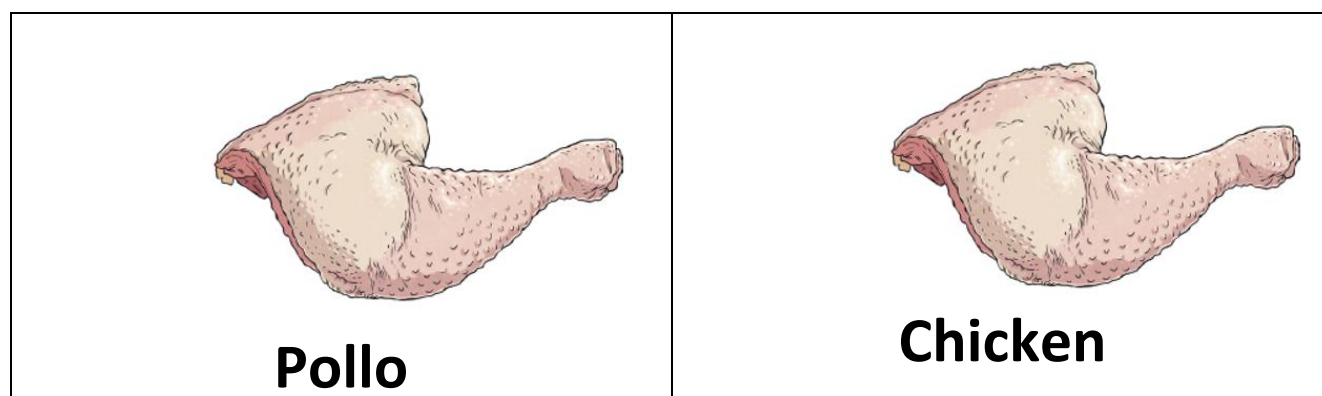


Additionally, once a half term, the Spanish lead completes a book look which is then compared to the knowledge organiser for that half term. This is an opportunity to check a range of areas. Firstly, it ensures all areas of the MFL curriculum are being covered across KS2. Secondly, it provides an insight into how teachers are adapting work for and supporting or challenging pupils during the lessons.

Wider Enrichment Opportunities

In Year 3 to celebrate the introduction of Spanish, we run a **Spanish day**. Children in Year 5 also have a Spanish themed day, where they prepare and taste food – this unit has links to their Geography topic of Trade links with Spain. 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 that 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! As well as this, a Spanish club has been held in previous years where children had the opportunity to learn more about Spain and its traditions, practise some Spanish speaking and try Spanish food.

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)!

Review of targets for 2025-2026

- Review and update Knowledge Organisers so they match the “Version 2” of the PLN scheme – ongoing through the year!
- Host a Spanish assembly once a term? To celebrate language. Oracy was the main driver for assemblies linked to language for 2025-2026
- Create Spanish “phonics cards” to support pronunciation of words - being implemented as part of Version 2.
- Continue supporting staff to feel confident when planning/teaching/assessing Spanish - ongoing: PDM session gave staff time to ask Qs, look around website and share resources

Targets for 2026-2027

- Continue updating KOs and plans so they follow version 2 of scheme
- Create classroom packs for key sounds in Spanish
- Host a Spanish assembly based on a key date/theme
- Support teachers to adapt scheme for all learner