SPANISH POLICY

Date effective: October 2026

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Review Cycle	Two yearly
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Definition

For Key Stage 2, Spanish is taught as a Modern Foreign Language (MFL). It is the study of a language spoken in other countries and cultures, helping pupils develop their communication skills and understanding of the wider world.

Aims

The teaching of Spanish at Key Stage 2 aims to:

- Foster pupils' curiosity and interest in learning another language.
- Develop confidence and competence in listening, speaking, reading and writing Spanish.
- Enable pupils to understand and respond to spoken and written Spanish in a variety of contexts.
- Encourage accurate pronunciation and intonation to support effective communication.
- Build a secure foundation of vocabulary and basic grammatical structures.
- Enable pupils to express ideas and communicate simple information in Spanish.
- Promote language-learning skills that can be applied to the study of other languages in the future.

- Develop pupils' understanding and appreciation of Spanish-speaking countries, cultures and traditions.
- Encourage respect, tolerance and appreciation of cultural diversity.
- Prepare pupils for further language learning at Key Stage 3 and beyond.
- Increase pupils' confidence, resilience and willingness to take risks when communicating in a foreign language.
- Support the development of broader literacy skills, including spelling, sentence construction and grammatical awareness.

The national curriculum for languages aims to ensure that all pupils:

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

Spanish Curriculum Intent:

To ignite curiosity, develop self-efficacy and promote diversity and tolerance of different cultures through a broad and ambitious Modern Foreign Languages curriculum, which is rich in skills and knowledge and secures these in pupils' long term memory.

National Curriculum

Spanish teaching at Key Stage 2 aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity.
- Write at varying lengths for different purposes and audiences.
- Discover and develop an appreciation of a range of writing in Spanish.
- Lay the foundations for further foreign language learning and intercultural understanding.

Key Stage 1:

By the end of Key Stage 1, pupils will be exposed to a range of languages through music, song and less formal methods. They will focus on building the skills of language and communication through increasing their understanding of languages and world culture. This will look at building their awareness of the structures of languages and the use of tools such as dictionaries. This will focus on English but build the skills needed for learning any language. Children will also be exposed to other cultures through events during the year and stories from other cultures. Children will look at building their skills of pronunciation and recreating sounds as the first steps to learning a new language. Many of these skills will link with English lessons and other areas of the curriculum.

Key Stage 2:

By the end of Key Stage 2, pupils will be able to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- explore the phonic structure of a language through repetition and imitation, increasing in fluency and further linking it with written language as they progress
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including: feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Planning

As a school, we use Primary Languages Network, to support the teaching of Spanish. The rationale for this choice was to ensure pupils are exposed to native speakers and accurate pronunciation and grammar, as well as to support teacher subject knowledge. The languages curriculum is designed to cover the aims of the national curriculum and provides appropriately scaffolded activities which enable children to develop their skills in speaking, listening, reading and writing.

Medium term planning is available from Primary Languages Network, and teachers are expected to adapt this planning to meet the needs of the pupils in their class. Teacher have access to interactive videos, games and knowledge organisers to support the planning and learning in every lesson. The subject leader attends regular CPD to ensure they have secure subject knowledge in order to support, mentor and guide other members of staff effectively.

Spanish KS2 Scheme of Work Overview

This overview shows the coverage of topics across the four stages of language learning in KS2, for both Video2Teach and Click2Teach 2.0. For detailed information on each stage, refer to the Long-Term Plans linked below. For other key documentation, click the buttons.

Knowledge Organiser | DfE AT Unit Map | Core Skills Progress | Phonics Map

Half Term/ Stage	Stage 1 LTP	Stage 2 LTP	Stage 3 LTP	Stage 4 LTP
Autumn 1	**A new start** (Greetings, feelings, numbers, colours)	**Welcome to school** (Recap core language, rooms in a school, classroom objects)	**Me and my friends at school** (Extended feelings, recap personal information, introduce a friend, subjects and opinions)	**This is me!** (Personal info recap, adjectives to describe personality and appearance, aspirations and professions)
Autumn 2	**Calendar and celebrations** (Bonfire colours, days and months, the date, Christmas)	**My town, your town** (Commands, shops, asking and giving directions)	**Time in the city** (Spanish city, buying a ticket, directions, descriptions, shopping for souvenirs, festive jumper)	**Homes and houses** (Rooms in a house, furniture, describe rooms, castles and castle story and game, elf on shelf)
Spring 1	**Animals** (Animal nouns, singular and plural, opinions, story)	**Alien family** (Epiphany, family members, personal info, face parts and numbers)	**At the market** (Fruit and veg nouns, class survey, prices, market dialogue, recipe)	**Sports** (Sport nouns, opinions, verb to play, sports descriptions)
Spring 2	**Carnival** (Carnival, numbers to 20, core language recap, age, commands, Easter)	**Moving our bodies** (Face and body parts nouns and commands, yoga with body parts, alien creation)	**Clothes** (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)	**My best day ever** (Time, activities during the day, favourite things)
Summer 1	**The Hungry Giant** (Fruit and veg nouns, counting, asking politely, story, board game)	**At the doctors and jungle animals** (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)	**Out of this world** (ID cards, personal info conversations, adjectives and planet descriptions, prior learning recall, planet creations poster)	**Tapas culture** (Typical Spanish tapas, opinions, ordering politely, menus, café conversation)
Summer 2	**Going on a picnic in Spain** (Picnic story, food items, polite request, explore Spain, ask and answer 'where do you live?', simple conversation) **Language Puzzle***	**Summertime** (Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay) **Language Puzzle***	**Going to the seaside** (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach) **Language Puzzle***	**Let's Celebrate!** (Read/Hear all about it! Language recall, personal information, family, favourites) *Optional lessons: mocktail, scavenger hunt, language puzzle*

Term	Stage 1 (Y3)	Stage 2 (Y4)	Stage 3 (Y5)	Stage 4 (Y6)
Autumn 1	A New Start	Welcome to School	Me and my friends	This is me !
Autumn 2	Calendar & Celebrations	My town, your town	Time in the City	Homes & houses
Spring 1	Animals	Alien faces & family	At the Market	Playing Sports
Spring 2	Carnival & numbers	Moving our bodies	Clothes	My best day ever
Summer 1	The hungry giant	At the doctors & Jungle animals	Out of this world	Tapas culture
Summer 2	Going on a picnic & where I live	Summertime	Going to the seaside	Let's celebrate

Assessment

Pupils' understanding is systematically checked throughout lessons via continual teacher assessment. Children are provided with verbal feedback about what they can do to improve their knowledge, understanding and skills. At the end of each half term, pupils complete an assessment that assesses their progress in speaking, listening, reading and writing. A combination of these assessment strategies are taken into consideration, alongside the progression documents and medium-term plans, to inform an end of term judgement of whether a pupil is working at the expected level, above or below, which is recorded on Arbor. This data allows the subject leader to assess the effectiveness of the Spanish curriculum, inform next steps and actions, and to identify pupils who require additional support and interventions.

Monitoring and Evaluation

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching. The subject leader is also responsible for supporting colleagues in the teaching of languages, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

	Year 1 and 2	Year 3 and 4
Asking Questions	⇒ Ask simple questions and recognize they can be answered in different ways	⇒ Ask relevant questions and using different types of scientific enquiries to answer them ⇒ Use results to raise further questions
Predicting	⇒ To make simple predictions based upon their knowledge	⇒ Use results to make predictions for further results based upon previous results and own knowledge
Setting up tests	⇒ Perform simple tests using simple equipment	⇒ Set up simple practical enquiries, comparative and fair tests ⇒ Use results to suggest improvements for an enquiry
Observing	⇒ Use simple measurements and equipment ⇒ Observe similarities and differences closely	⇒ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment
Recording	⇒ Gather and record data to help answer questions	⇒ Record findings using simple scientific language, drawings, labelled diagrams and keys ⇒ Gather, record and classify data in a variety of ways ⇒ Record findings using bar charts and tables
Communicating results	⇒ Talk about what they found out and how it can be used in a wider context ⇒ Use simple secondary sources to find answers ⇒ Communicate in a range of ways and being to use simple scientific vocabulary	⇒ Use results to draw simple conclusions ⇒ Identify differences, similarities or changes to simple scientific ideas and processes ⇒ Use straightforward scientific evidence to answer questions or to support their findings
Evaluating	⇒ Use observations and ideas to suggest answers to questions	⇒ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ⇒ Present data in a variety of ways

	Year 3 and 4	Year 5 and 6
Asking Questions	⇒ Ask relevant questions and using different types of scientific enquiries to answer them ⇒ Use results to raise further questions	⇒ Ask relevant questions, suggesting different types of enquiry to answer them ⇒ Use results to raise further questions
Predicting	⇒ Use results to make predictions for further results based upon previous results and own knowledge	⇒ Use test results to make predications and to set up further comparative and fair tests
Setting up tests	⇒ Set up simple practical enquiries, comparative and fair tests ⇒ Use results to suggest improvements for an enquiry	⇒ Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary
Observing	⇒ Make systematic and careful observations and, where appropriate, take accurate measurements using standard units and a range of equipment	⇒ Take measurements using a range of scientific equipment with increasing accuracy and precision
Recording	⇒ Record findings using simple scientific language, drawings, labelled diagrams and keys ⇒ Gather, record and classify data in a variety of ways ⇒ Record findings using bar charts and tables	⇒ Record data and results of increasing complexity ⇒ Portray data using tables, scatter graphs, bar and line graphs
Communicating results	⇒ Use results to draw simple conclusions ⇒ Identify differences, similarities or changes to simple scientific ideas and processes ⇒ Use straightforward scientific evidence to answer questions or to support their findings	⇒ Use scientific diagrams, labels, classification keys to represent scientific knowledge ⇒ Report and present findings from enquiries, including conclusions, causal relationships and explanations
Evaluating	⇒ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ⇒ Present data in a variety of ways	⇒ Discuss whether results are trustworthy, in oral and written forms, such as displays and other presentations

Scientific Enquiries

These enquiry types are different scientific methods used to help develop scientific skills. We ensure that pupils undertake a range of these each year.

	Year 1 and 2	Year 3 and 4
Grouping and classifying	⇒ Find out about the world by asking simple questions ⇒ Make simple observations using simple equipment ⇒ Compare objects with support	⇒ Ask questions building on prior knowledge from Milestone 1 ⇒ Decide which criteria you will sort objects into ⇒ Explain how objects are sorted ⇒ Use simple classification keys
Research	⇒ With support, look in non-fiction books, newspapers, magazines and the internet to find answers ⇒ Talk to 'experts' and ask the simple questions	⇒ Look in books, newspapers, magazines and the internet to find answers ⇒ Talk to 'experts' and ask them questions based upon what you want to find out and ask them scientific questions about what they do
Pattern Seeking	⇒ With support, begin to notice patterns and relationships ⇒ Record data through pictograms, tally charts or simple tables	⇒ Look for naturally occurring patterns and relationships ⇒ Begin to identify, with support, changes, similarities and differences t ing simple conclusions ⇒ Answer questions and begin to identify new questions ⇒ Record data through bar charts, pictogram and tables
Observation over time	⇒ Observe closely using simple equipment, with support	⇒ Make careful observations using simple equipment ⇒ Think about how long to observe for and which equipment is most suitable to use
Comparative or Fair Testing	⇒ Experience practical testing opportunities, planned with support ⇒ Use simple equipment, with support ⇒ Carry out simple tests	⇒ Set up simple, comparative and fair tests with support ⇒ Recognise the difference between comparative and fair tests and which on is necessary ⇒ Take measurements using standard units and begin to use data loggers with support

	Year 3 and 4	Year 5 and 6
Grouping and classifying	⇒ Ask questions building on prior knowledge from Milestone 1 ⇒ Decide which criteria you will sort objects into ⇒ Explain how objects are sorted ⇒ Use simple classification keys	⇒ Ask scientific questions building on primary learning and wider general knowledge ⇒ Identify, classify and sort through a range of different types of classification and describe how they've been sorted and other possibilities ⇒ Learn about the work of taxonomists
Research	⇒ Look in books, newspapers, magazines and the internet to find answers ⇒ Talk to 'experts' and ask them questions based upon what you want to find out and ask them scientific questions about what they do	⇒ Conduct own scientific research using a range of sources - books, newspapers, magazines, journals and the internet. ⇒ Begin to critically analyse scientific research ⇒ Identify scientific evidence that has been used to support or refute ideas
Pattern Seeking	⇒ Look for naturally occurring patterns and relationships ⇒ Begin to identify, with support, changes, similarities and differences then drawing simple conclusions ⇒ Answer questions and begin to identify new questions ⇒ Record data through bar charts, pictogram and tables	⇒ Look for different causal relationships in data and identify evidence that refutes or supports ideas ⇒ Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas ⇒ Record data through line graphs, pie charts and previously collated data
Observation over time	⇒ Make careful observations using simple equipment ⇒ Think about how long to observe for and which equipment is most suitable to use	⇒ Decided what is best to observe and why ⇒ Choose which equipment is best suited and why ⇒ Decide what measurements to take and how to record data
Comparative or Fair Testing	⇒ Set up simple, comparative and fair tests with support ⇒ Recognise the difference between comparative and fair tests and which on is necessary ⇒ Take measurements using standard units and begin to use data loggers with support	⇒ Choose the most appropriate equipment to make measurements and explain how to use it ⇒ Use results to make predictions and identify when further observations, comparative and fair tests might be needed

Assessment

The impact of our science curriculum and the progress of pupils is measured through continual teacher assessment throughout each lesson against our science progression documents. In addition, regular

retrieval practice is undertaken by all pupils to assess the knowledge in pupils' long term memory and to help inform future planning. End of term proof of progress (POP) tasks. are completed either digitally in KS2 or as a class in KS1. These outcomes are used to inform teacher judgements at the end of each term and data is recorded on our whole school system so that the Science Leader can analyse.

Aspirations

To develop pupils' aspirations, a link to a career is identified and discussed in every Science lesson. For example, pupils may discuss and explore the roles of Engineers of Nutritionists, and consider how their learning relates to these.

Monitoring and Evaluation

The Science Lead undertakes regular monitoring to ensure our curriculum is effective and that pupils are learning the intended knowledge outlined. This includes learning explorations, book looks, pupil voice and data analysis. In regular one-toones, this feedback is shared with SLT to help inform whole school priorities and next steps.