******

**Danegrove Primary School**

**Spanish Policy - 106**

**IDENTIFICATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Prepared by:** | Sara DelRio | Date: | | November 2019 |
| **Prepared Date:** | November 2019 | | **No. of Pages:** 3 | |
| **Latest Revision Date:** | **21st November 2019** | | | |
| **Date to be Revised:** | 4th January 2021 | | | |

**DOCUMENT APPROVAL**

Completion of the following signature block indicates that the appropriate parties have reviewed this document and agree with its intent.

| **Name** | **Role** | **Signature** | **Date** |
| --- | --- | --- | --- |
| Deborah Metcalf | Headteacher |  |  |
| Linda Gowling | Chair of Governors |  |  |

**Vision Statement**

Danegrove School is a happy, safe and welcoming community where all are respected, encouraged and supported to reach their full potential and achieve personal excellence and fulfilment in all they do.

**Subject Aims**

Our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. We believe that to accomplish this, we should help the children to do all of the following:

* Foster an interest in learning other languages,
* Familiarise themselves with the sounds and written form of a modern foreign language.
* Begin to understand a new language, and communicate in it
* Learn about different countries and their people and work, increasing their awareness of other cultures.
* Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing
* Acquire, through all of the above, a sound basis for further study at Key Stage 3.

**The National Curriculum**

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.

An effective languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers. It should also provide opportunities for them to communicate for practical purposes.

Pupils are taught 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,
* engage in conversations; ask and answer questions; express opinions and respond to those of others;
* speak in sentences, using familiar vocabulary, phrases and basic language structures
* develop accurate pronunciation and intonation,
* read carefully and show understanding of words, phrases and simple writing,
* 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,
* understand basic grammar appropriate to the language being studied, for example; feminine and masculine forms.

**Progression**

Progression takes the form of increasingly demanding grammatical structures, based around the principle of hub.ks around simple verbs. For example,

* single nouns and adjectives: Bolígrafo/rojo 🡪pen/red
* nouns with appropriate adjective: un bolígrafo rojo🡪 a red pen
* verbs in the first person: Tengo un bolígrafo🡪 I have a pen
* verbs in the third person: El/ella tiene un bolígrafo🡪 he/she has a pen
* verbs with nouns and adjectives: El/ella tiene un bolígrafo rojo 🡪 he/she has a red pen

In KS2 the children are gradually asked to respond to longer pieces. Only oral Spanish is presented at first, with oral responses required. When the children begin to show an interest in the written word, text is introduced in the form of classroom label. Children do begin to write simple questions and vocabulary from Year 3 which is further developed in Year 4, Year 5 and Year 6.

**Teaching Methods**

A variety of techniques are used to encourage the children to have an active engagement with the Modern Foreign Language, including games, role play and action songs. Flashcards or other pictorial representations are used too. It is important to avoid using direct translation, as the children will only tune into their home/first language. If other strategies are used, (pictorial / mime) these help children to look for clues and look beyond just the spoken word. CD’s, either song or tv programmes, provide an additional model of the spoken language and supports correct pronunciation of the target language.

A multi-sensory and kinaesthetic approach to teaching is used to address varied learning styles, i.e. there is a physical element on many of the games, rhymes and songs as this serves to reinforce memory.

Most importantly, our aim is to make lessons as enjoyable and ‘fun’ as possible so that the children develop a positive attitude to the learning of Foreign Languages and a positive attitude towards people who may be from a different culture or nation. We aim to develop children’s confidence through praise for any contribution they make, however tentative.

**Assessment, record keeping and reporting**

Assessment is formative and is used to support teaching and learning and inform future planning. Assessment could be through oral questioning and end of unit assessment. These information assessments will be used to identify gifted linguists and those requiring extra support.

Children’s effort and progress made in relation to age-related progress will be reported to parents in the end of school year report.

**Equal Opportunities and Inclusion**

All children should have the opportunity to participate fully in classroom language lessons and activities.

Through our foreign language teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child’s different needs. We enable pupils to have access to the full range of activities involved in learning a modern foreign language.