Spanish Rationale

Intent:

At Eastfield, we aim to deliver a high-quality Spanish curriculum that enables children to build secure substantive and disciplinary knowledge across listening, speaking, reading and writing. We use the Primary Languages Network (PLN) Video2Teach Spanish scheme so that children learn through an engaging, carefully sequenced programme and regularly hear accurate pronunciation and intonation from a native Spanish speaker. Following discussions with children and parents, Spanish was selected because it is the language our children are most likely to encounter through travel. Through learning Spanish and exploring the cultures of Spanish-speaking countries, children develop confidence, curiosity and a broader understanding of themselves as global citizens.

Implementation:

Curriculum Organisation:

Our curriculum is organised through four progressive stages so that children deepen their knowledge and develop increasing independence over time. Learning intentions build sequentially within and across year groups, with planned opportunities to revisit core language, retrieve prior learning and apply knowledge in new contexts. Each unit develops the interconnected skills of listening, speaking, reading and writing, moving from familiar words and short phrases towards conversations, longer passages and increasingly independent written responses.

Long Term Plan:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Stage 1	Greetings, Numbers, colours	Colours, Classroom commands, Calendar, Celebrations	Animals	Carnival, using numbers, dates	Fruits and vegetables	Going on A picnic/Aliens in Spain
Year 4 Stage 2	Welcome to school super learners	Fireworks poem, classroom commands, places in town, Christmas shopping	Epiphany, Alien family tree, faces	Face and body parts	I don't feel well/walking through the jungle	The Weather/ ice cream
Year 5 Stage 3	Talking about us, school subjects	In the city, shopping, festive	Healthy eating, going to the market, healthy recipe	Clothes, colours, fancy dress	Out of this world	At the seaside
Year 6 Stage 4	Revisiting me, telling the time, daily life of a superhero	Homes and houses, elf on the shelf	sports	At the funfair, my favourite things, traditions	Tapas culture/café culture	Performance time

Pedagogy:

Lessons are designed to develop listening, speaking, reading and writing through games, songs, stories, conversations and purposeful tasks. Planning identifies the learning objective, assessment focus, key vocabulary and phrases, and the sequence of learning. Each lesson follows a consistent four-step model:

1. **Warm up**. This often takes the form of a song, game or retrieval activity to revisit previous knowledge and prepare children for new learning.

2. **Learn**. Children encounter new vocabulary, phrases or grammatical structures through clear modelling, including frequent opportunities to listen, notice patterns and repeat language with accurate pronunciation and intonation.

3. **Practice**. Children rehearse and retrieve new language through carefully structured games, paired talk and oral or written practice, with feedback used to address misconceptions.

4. **Task**. Children apply and communicate their learning through a purposeful speaking, listening, reading or writing task, drawing together new and previously learned language.

Oracy:
Oracy is central to Spanish. Children listen attentively, imitate accurate models, rehearse vocabulary and sentence structures, ask and answer questions, express opinions and take part in dialogues, role play and short presentations. Sentence stems, choral repetition and paired rehearsal help all children to speak with increasing confidence, accuracy and fluency.

Metacognition:
Teachers make the processes of successful language learning explicit by modelling how to listen for key information, use phonics and cognates, recall vocabulary, construct sentences and check pronunciation or written accuracy. Children plan, monitor and evaluate their learning through retrieval practice, self-assessment, reflection and feedback, and are taught to select strategies when language is unfamiliar or difficult to remember.

Adaptive teaching:
Ambitious learning intentions are maintained for all children while teaching is adapted responsively. Teachers use modelling, visuals, gestures, repetition, chunked instructions, vocabulary mats, sentence stems, phonics prompts, additional processing time and carefully planned grouping to reduce barriers. Guided practice and timely feedback are adjusted in response to assessment, while children who are ready receive greater challenge through extended language, increased independence and application in unfamiliar contexts.

Retrieval and assessment for learning:
Frequent low-stakes retrieval of vocabulary, phonics, grammar and sentence structures helps children connect new learning to what they already know. Teachers use observation, questioning, listening, speaking, reading and writing outcomes to identify misconceptions and decide when to revisit, scaffold or deepen learning.

Impact:

At the Leadership Level:
Spanish has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** – identifying the work that needs to be conducted *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** – focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** – impact of leadership work *e.g., pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

Spanish has an identified Subject Lead and is part of the Culture Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any

monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of Spanish across the school.

At Classroom Level:

The impact of the curriculum is assessed throughout each term through children's listening, speaking, reading and writing. Children demonstrate their learning in a range of ways, including conversations, role play, written outcomes, quizzes, photographs, videos and voice recordings, with evidence collated in Showbie where appropriate. At the end of units, children reflect and self-assess against the objectives taught, supporting metacognitive awareness of what they know, what they can do and what they need to practise next. Teachers use formative assessment to adapt subsequent teaching and provide an annual summative assessment. The Subject Lead analyses this information alongside pupil voice, work scrutiny and lesson visits to evaluate progression, participation and the impact of curriculum leadership.

By the end of Key Stage 2, children should be able to understand and respond to increasingly complex spoken and written Spanish, communicate ideas and opinions with growing confidence, and write for different purposes using familiar vocabulary and structures. They should also be able to draw on effective language-learning strategies and show curiosity, respect and understanding towards Spanish-speaking cultures.

Spanish Subject Lead: Kylie Watson.