



Spanish Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING curriculum statement for the school. It states the school philosophy about the contribution which Spanish makes to our pupils' education and the way in which the National Curriculum and Spanish are delivered in practice. In effect it is an expanded policy statement and together with the long, medium and short term thematic planning constitutes the school scheme of work.

2. INTENT

Why is Spanish important:

Through Spanish, pupils will develop a genuine interest and positive curiosity about the Spanish language, finding it enjoyable and stimulating.

Through learning the Spanish language, pupils will get the opportunity to explore relationships between language and identity and to develop a deeper understanding of other cultures and the world around them

At Kings Meadow we believe that:

- Having the opportunity to learn a second language will help pupils to work towards becoming life-long language learners.
- Through learning a second language, pupils will acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge thereby providing a building block of language.
- In Spanish, pupils will learn the four key language learning skills; listening, speaking, reading and writing. This will allow pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Through our curriculum it is our intention for our children to:

- 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 authentic writing in the language studied.

3. IMPLEMENTATION

When is Spanish taught:

Spanish is taught throughout Key Stage 2 in a whole-class setting by a Spanish specialist using the Primary Languages Network Scheme of Work.

Each class has a timetabled lesson of at least thirty minutes per week.

How is Spanish taught:

Spanish lessons at Kings Meadow Primary School are designed to engage and motivate pupils from the outset. Each lesson has clear, achievable objectives and caters to a range of learning styles through songs, games, role-play, and visual resources. The curriculum follows a structured progression, gradually building vocabulary and grammar knowledge.

Emphasis is placed on speaking and listening, with frequent opportunities for pupils to practise pronunciation and conversational skills. Reading and writing are introduced through simple texts and scaffolded tasks. Lessons are delivered in Spanish as much as possible to encourage immersion and build confidence. Teachers use regular assessment to check understanding and adapt teaching, ensuring all pupils are supported and challenged appropriately.

Adaptive Teaching:

At Kings Meadow Primary School, we are committed to ensuring that all pupils can access and succeed in Spanish, regardless of their starting points or individual needs. Adaptive teaching is embedded in our approach to MFL (Modern Foreign Languages), enabling all learners to make progress through carefully planned differentiation, scaffolding, and responsive teaching strategies. Teachers use a variety of resources and activities tailored to meet the diverse needs of our pupils, including visual supports, sentence frames, and varied questioning techniques. Pupils with SEND are supported through targeted interventions, simplified instructions, and regular opportunities for repetition and overlearning. More able learners are challenged through tasks that extend vocabulary, deepen grammatical understanding, and encourage creative language use. Through ongoing assessment and reflection, we ensure that every child is appropriately supported and challenged in their Spanish learning journey.

Oracy in Spanish:

Oracy is a fundamental component of the Spanish curriculum at Kings Meadow Primary School. We prioritise speaking and listening skills to build pupils' confidence and fluency in the language. From the earliest stages, children are encouraged to engage in spoken Spanish through songs, games, role-plays, and interactive activities that promote accurate pronunciation and intonation. Teachers model high-quality spoken Spanish and provide structured opportunities for pupils to practise key vocabulary and sentence structures in meaningful contexts. Regular pair and group work helps pupils develop their conversational skills, listen actively, and respond appropriately in Spanish. Oracy is also used as a tool for deepening understanding of grammar and vocabulary, supporting memory retention and active engagement. Our aim is to create confident, articulate language learners who are eager to communicate in Spanish both in and beyond the classroom.

Resources:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

4. IMPACT

In order to measure the impact of our teaching and learning, planning and work audits are carried out by the subject leader ensuring coverage and development of skills in line with specific year group expectations. The Spanish specialist also assesses children's understanding and skills through observation and discussion of their work (Pupil Voice). In Key Stage 2 the children are also involved in self-evaluating their learning.

Written work is marked in line with the school's Marking Policy.

Formative and summative assessment are used to track children's learning against the statutory objectives. Progress against the expectations are recorded on our Insight Assessment tracker.

In order to ensure continued improvement in the teaching and learning of Spanish, the subject leader is responsible for supporting colleagues in the teaching of Spanish by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The subject leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development.

Reviewed	September 2025
Approved by Governing Body	November 2025
Next Review	September 2028 or sooner if required.