



Subject on a page - Spanish



Intent Statement

Spanish at William Booth offers the opportunity for all children to learn a new language. We are enormously proud to serve a highly diverse and multi-cultural community and we highly value the teaching of languages. It provides an opening to another culture and fosters the children's curiosity while deepening their understanding of the wider world. The key skills and knowledge required to develop language proficiency underpin teaching and learning, and build in a sequential and progressive way. We develop the skills of listening, speaking, reading and writing across all year groups. As pupils progress, they will be able to understand and respond to spoken and written language, speak with increasing confidence and write in grammatically correct sentences.

Implementation: Resources

Language Angels – a fully comprehensive scheme with resources provided, including voice notes for all new vocabulary

Whole school celebration Spanish days

Visits from native speakers from our local community, celebrating our 'Value Difference' school value

Implementation: Scheme

We use the Language Angels units and website to support our teaching of MFL, ensuring coverage of knowledge and skills from the National Curriculum.



Implementation: Curriculum links

Where appropriate, our Spanish units link closely to our curriculum big themes, such as 'The Weather' in year 4 when learning about 'Natural Disasters' or 'Habitats' in year 5 when learning about 'Rainforests'. Some others are stand-alone units. In reading, we explore common etymological connections between English and Spanish words, which share a Latin root. In geography, we highlight connections where Spanish-speaking regions or countries are studied.

Implementation: Teaching and Learning approach

Spanish is taught in a cohesive way across all year groups, with both knowledge and skills built upon in a progressive manner. The teaching of core vocabulary is prioritised at early stages of language acquisition and throughout all year groups, for example from the very beginning in EYFS, we focus on core greetings and salutations. Each year group is taught at least three units of work a year – this is found in our 'Spanish Teaching Termly Overview'.

Each Spanish lesson begins with 'conversational fluency' practice, where children use their speaking and listening skills in conversation. Lessons are then delivered through the Language Angels slides, with all vocabulary pre-recorded by native speakers. Children join in throughout, giving them opportunities to learn new vocabulary, phrases and grammatical structures. Each lesson in weeks 1-5 concludes with a task that practices reading and writing skills.

Implementation: Environment

Our school value of 'Value Difference' is celebrated in displays across school

Our EAL display board celebrates all languages that are spoken across the school

Classrooms have core vocabulary, such as 'Buenos dias' displayed for children

Implementation: Feedback

Feedback is given to the children within lessons, by providing live AfL. This is important at all stages - during 'conversational fluency', language acquisition and tasks where children are practising their reading and writing skills

Impact: Evidencing

Any reading or written tasks for each unit are either stuck into the theme books or completed onto showbie.

Use of digital outcomes is also encouraged by children or teachers. This can include recording speaking and listening tasks, either through videos or voice notes. Conversational fluency can also be evidenced in this manner.

Implementation: How groups are supported/challenged

(SEND, GDS, PP, disadvantaged, EAL)

Quality first teaching strategies to support all learners

Use of dual coding is a key feature of Language Angels

Language Angels provides scaffolds for all tasks so all groups of children can access the tasks with an appropriate level of support/challenge

EAL native speakers of Spanish support their peers during Spanish lessons in school

Carefully considered questioning to enable children to think more deeply about the language

Use of ipads in lessons to aid accessibility, e.g. use of voice notes on tasks to support particular learners

Impact: Assessment

Retrieval tasks are regularly used to assess prior learning in Spanish

AfL occurs regularly in lessons to identify gaps

Lesson 6 in each unit contains an 'End of unit assessment' – covering all four skills of reading, writing, speaking and listening

Subject Evaluation takes place in summer term by Spanish lead to assess learning completed and sequencing of learning

Impact: Subject Evaluation Process

At William Booth, we expect to implement our excellent curriculum highly effectively in all subjects. All subject leaders carry out an in-depth review of their area, at least annually but often more, called the 'Subject Evaluation Process'. This involves an in-depth analysis of their subject using a series of high-quality standardised documents. Subject leaders will:

- Use books and showbie to assess evidence of subject area being taught in all year groups
- Cross reference 'curriculum overview' documents to evaluate quality of evidence of T&L
- Carry out a pupil voice with a small group of children from across school
- Analyse the progression of skills being taught across year groups
- Complete a WWW/EBI feedback form to be shared with Curriculum Lead
- Action plan next steps for their subject area (this could be support or specific feedback for an identified member of staff around implementation/subject knowledge, joint planning, observation of excellent practice, whole school staff meeting on subject area etc)