



# Emmanuel Holcombe C of E Primary

## Spanish policy

### Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

### Mission statement

In our small, friendly school, everyone respects and cares for one another  
In our community, church, home and school we work together to grown in faith and friendship  
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding.

## Languages Statement of intent

Our objective at Emmanuel Holcombe is for our pupils to develop a love of languages and a curiosity and tolerance of other cultures. We are committed to ensuring children understand the value and importance of other nation's languages and we are committed to ensuring that children develop key language learning skills, as set out by the national curriculum.

At Emmanuel Holcombe our primary language is Spanish, which is the language taught in Year 7, at our feeder Secondary Schools

## Implementation

The languages curriculum ensures students listen to, read, write and speak another language, (Spanish). Children are encouraged and supported to develop their speaking and listening skills through conversational work, singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences.

## Impact

Our Spanish curriculum will ensure all pupils develop key language learning skills, as set out by the national curriculum, as well as a love of languages and learning about other cultures. These are as follows:

- 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

## Teaching and Learning

Fundamental skills and knowledge are taught to children through a carefully planned programme. Teacher's use a range of resources to deliver their lessons

Evidence of the objectives can be recorded in language portfolios, on Seesaw, or as projects during theme weeks.

## Assessment

Assessment follows a variety of different methods. The teacher will informally assess throughout any spoken, conversational or performance process, giving oral feedback, and instant methods of ways to improve.

At the end of each unit, teachers decide whether a pupil is 'Working towards' (WTS)', 'Expected' (E), or 'Greater Depth' (GD) and record pupil initials on the whole class assessment grids. Teachers then input an end of year judgement into Target Tracker, (once a year), using the unit assessment grids to make an overall judgement. This enables staff to measure progress throughout a pupil's time in school.

## EYFS and KS1

Although there is no statutory requirement to teach a language prior to KS2, research supports the view that younger children benefit from being exposed to and learn about other countries, cultures and traditions. We encourage our children to explore the world around them, rather than just see things from their own perspective.

## KS2

In KS2 students learn 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; 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 (where relevant): 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.

## Equal Opportunities

The languages curriculum adheres to the Emmanuel Holcombe Equal Opportunities Policy. The languages curriculum takes into account issues of difference: gender, race and ethnicity, and class.

## Inclusion

Central to the ethos of teaching of Spanish at Emmanuel Holcombe is the belief that a key benefit of teaching a language at a very young age is its inclusivity. We believe that all children, whatever their abilities and needs, take away something positive from lessons, as they all share the common experience of learning something new together.

## Role of the Subject Leader

The role of the languages co-ordinator is:

- Order and maintain languages resources.
- Ensure staff display a positive and enthusiastic approach to the teaching of languages in school.
- Review the languages policy and curriculum progression document annually and inform staff of any changes.
- Complete evidence scrutiny to ensure all objectives are being covered.
- To support staff if needed