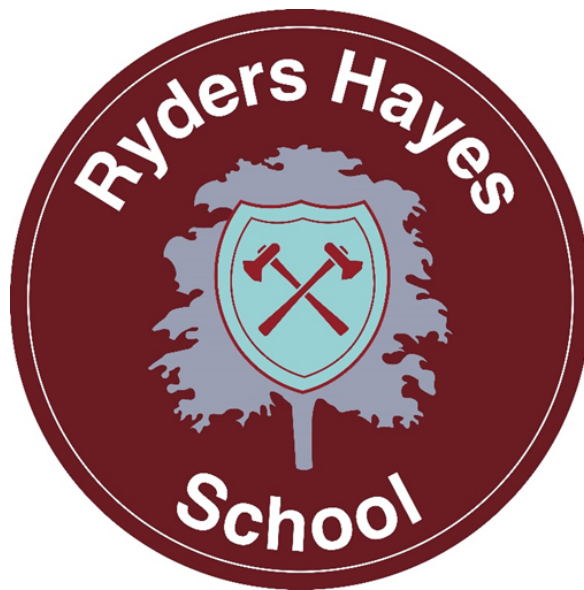


Ryders Hayes School

A Primary Learning Academy



Spanish Guidance

Ryders Hayes School
Gilpin Crescent
Pelsall
Walsall
WS3 4HX
01922 683008
postbox@ryders-hayes.co.uk

‘Do the right thing to be the best you can be’... 

INTRODUCTION

This guidance details the provision we make for the learning and teaching of Languages at our school and in particular:

- A high-quality language education with a specialist teacher fosters pupils’ curiosity and deepens their understanding of the world.
- We provide an opening to other cultures and experiences.
- The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speaking and listening as well as reading and writing.
- We provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language as part of their language lessons and free reading opportunities.
- We provide foundations for learning further languages, equipping pupils to study and work in other countries.

We believe that children learn more with passion and love for language learning and introducing Spanish at Ryders Hayes Primary school, children will be less self-conscious about speaking aloud at this stage of their development.

Language lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children’s ideas in this area as well as giving them a new perspective on their own language.

At Ryders Hayes Primary School, every child in Key Stage 2 receives one hour’s teaching per week in Spanish, by a specialist teacher. Class teachers are encouraged to make strong cross curricular links between Spanish and all aspects of school life including taking registers and general classroom requests.

Aims:

- To foster an interest in, and to stimulate and encourage children's curiosity about other languages.
- To understand and respond to spoken and written language from a variety of authentic sources
- To introduce children to another language in a way that is enjoyable and fun.
- To develop the links between language learning across all areas of the curriculum.
- To encourage children to be aware that language has structure, and that the structure differs from one language to another.
- To help the children develop their awareness of cultural differences in other countries.
- To develop their speaking and listening skills.
- To lay the foundations for future study.
- To raise staff awareness of and competence in Spanish.
- 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.

Objectives:

- Children will develop an understanding of their own culture and that of others. They will be exposed to Spanish culture, embrace differences and embrace other opinions, thoughts and principles.
- Children will experience connections with real people of different cultures and create purposeful tasks to help develop their understanding and awareness of others.
- Children's oracy and literacy skills will be developed by learning about grammatical structure and patterns of another language. Children can make connections and comparisons which will deepen their understanding both in the target language of Spanish and in English.
- Learning a foreign language helps children to develop their confidence with their linguistic skills.

Organisation:

- A specialist Spanish teacher teaches Key Stage 2 for 60 minutes per week. The lessons focus on introducing new topics and vocabulary as well culture understanding and topical events.
- The role of the class teacher is to reinforce and support this teaching through classroom requests, registration and encouragement of Spanish literature in the library and willingness own their own personal development in the language.
- The use of resources such as songs, short video clips, ICT, games, etc are accessible throughout the curriculum.
- There is a dedicated area in each KS2 classroom where vocabulary and visual prompts relevant to the current topic are on display for the children to refer to and for the class teacher to utilise.
- The specialist teacher leads all language lessons, keeps up to date with both statutory requirements and new recommendations and also supports staff with regular updates and training when necessary.
- In advance of each topic being taught, long term plans are available to all staff for referral of topics and areas of learning.
- Use of remote learning and homework tasks set to help embed the learning that has taken place.

Assessment & Monitoring:

- It is statutory that each child leaving Key stage 2 makes substantial progress in one Language Ryders Hayes follow the National curriculum guidelines and their own more specific skills progression to give a child a 'best fit' assessment at the end of each term and school year to determine if the child is developing, enhancing, secure or at greater depth.
- The specialist teacher will record formatively each child's achievements and each class has an online evidence port-folio to support their assessment. Children are taught and assessment on the four key areas of Speaking, Listening, Reading and Writing.
- Monitoring of books, learning walks and pupil voice are regularly obtained to help develop the subject and maintain high standards of teaching and learning.

Inclusion

- All pupils, regardless of race, gender, culture or disability have the opportunities to develop their skills in MFL.
- The school promotes equal opportunities and fairness for language learners, being aware that pupils bring into school different experiences, interests and strengths which will influence the way in which they learn. Taking this into consideration when planning and delivering the lessons, allow all children to participate fully and effectively.
- Teaching MFL is a vital way to enhance pupil's perceptions and to promote positive attitudes to cultural diversity.
- Children with SEN are encouraged to participate fully in lessons with the necessary support and differentiated resources are used to enhance their learning.

Roles and Responsibilities

- The Head teacher takes overall responsibility for the implementation of the MFL policy in conjunction with the Language Lead. The day to day management is the responsibility of the Language Leader in conjunction with the Head teacher.