



Languages Policy: Spanish

Reviewed September 2026

Aims and Objectives

At Parkside we aim to deliver a high-quality language education which fosters children's curiosity and deepen their understanding of the world. At Parkside, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At Parkside we are committed to ensuring our language teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of Spanish in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

The aim of Modern Language Teaching (Spanish) is to:

- To foster an interest in, and to stimulate, and encourage children's curiosity about other languages.
- To introduce children to another language in a way that is enjoyable and fun.
- 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 of languages.
- To raise staff awareness of and competence in Spanish.

2. Teaching and Learning

We recognise that effective language learning develops pupils' knowledge of phonics, vocabulary and grammar. These important elements are taught and revisited throughout the Spanish curriculum so that children increasingly understand how the language works and are able to apply their knowledge.

Children develop their skills in listening, speaking, reading and writing. They are taught to recognise and reproduce the sounds of Spanish, build a secure and increasingly broad vocabulary and understand grammatical structures. Previously learned language is regularly revisited so that pupils can remember, retrieve and apply their knowledge in different contexts.

Children are introduced to Spanish in EYFS. At this stage, children learn actions to songs and some words and phrases as an introduction to Spanish. Throughout KS1, children have a termly topic to focus on and are introduced to Spanish through songs and games. This enables children to develop early language-acquisition skills and an awareness of patterns and sounds in language.

In KS2, each class has a timetabled Spanish lesson of 30 minutes. The date and learning objectives are written in Spanish, as well as learning comments, to provide children with further immersion in Spanish and to develop vocabulary in context.

Translation into English is provided for both learning objectives and learning comments.

Lessons across the key stages support the skills of listening, speaking, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish delivered through the curriculum, as well as by Spanish speakers within the wider school community.
- Children are taught to explore the relationship between Spanish sounds and spellings, developing their ability to pronounce familiar and unfamiliar words with increasing accuracy.
- Vocabulary and grammatical structures are revisited so that pupils can retrieve and reuse previously learned language.

We follow the Primary Languages Network scheme of work. Spanish is taught by class teachers, supported by the scheme's detailed planning, resources, audio and videos. Native-speaker audio and video provide accurate modelling of pronunciation and spoken Spanish. Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school in line with the Primary Languages Network scheme of work. Cross-curricular links are identified where appropriate, for example the Solar System in Year 5.

We use a variety of techniques to encourage children to engage actively in the target language, including games, role-play and songs, particularly action songs. We use mime, pictures, puppets and other visual or physical prompts to support understanding and recall. Where possible, pupils also hear a range of Spanish voices through recordings and members of the wider school community.

We teach listening, speaking, reading and writing alongside basic grammar, including masculine and feminine forms, high-frequency verbs, key features and patterns of Spanish and how these can be applied to build sentences. Pupils are encouraged to notice similarities and differences between Spanish and English.

We use a multi-sensory and kinaesthetic approach where appropriate. Physical responses, actions and games can provide opportunities for reinforcement and recall and can give pupils supportive ways to practise speaking aloud. Lessons are engaging and provide frequent opportunities for pupils to practise, retrieve and apply language. We build children's confidence through encouragement and by creating a positive environment in which pupils are willing to communicate in Spanish.

3. Assessment and Recording

Evidence is gathered mainly through observation, oral discussion, written tasks, drawing and planning. The recorded evidence assists teachers both in their planning and in their reporting to parents and governors. Children record evidence of their own learning in their Spanish books through the writing of learning comments,

completion of KWL grids and half termly self-assessments. Work is marked by the teacher in the same way as other foundation subjects in the school are marked by using the bronze, silver and gold stamps. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil if they have yet to obtain or met the unit objectives.

4. Curriculum Planning in Languages

The school has adapted the Primary Languages Network Spanish scheme to provide teachers, at all levels of Spanish, with a detailed plan for each lesson. This supports teacher confidence, as well as accuracy in the teaching of Spanish. Progression maps are also in place and known to staff, as well as unit summaries, to ensure that knowledge and skills build from one year to the next. This is used by our specialist Spanish teacher but can also be used by teachers when needed.

A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff from the Primary Language Network.

6. Language Teaching and Learning in EYFS and KS1

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learners' curiosity about language
- Encourage learners to be aware that language has structure and that structures differ

from one language to another

- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

Language provision in the EYFS complements the scheme of work for languages at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to language

7. Language Teaching and Learning at KS2

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted Primary Language Network.

Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use a dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

8. Equal Opportunities

At Parkside we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

9. Inclusion

At Parkside, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

10. Spiritual, Moral, Social and Cultural (SMSC) development

Studying the Spanish language and culture provides the children with opportunities to examine their own faiths, beliefs and values and to compare them to those of other children both at school and in other parts of the world. The two major world religions of Christianity and Islam are closely linked throughout Spanish history and children examine the similarities and differences through looking at art, music, dance and the etymology of the Spanish language. This helps them to see themselves as part of a global community and empowers them to reach out with greater tolerance and understanding of each other.

Through studying Spanish children learn about different traditions and practices. They are encouraged to question their own values and beliefs as well as those of others in different parts of the world. For example, through studying the issue of bullfighting and the festival of The Day of the Dead children are encouraged to look at issues objectively and from a different perspective to their own. They learn how history and traditions have shaped the way people think and how to form opinions without judging or dismissing something as wrong because it is different.

Learning Spanish supports general literacy and oracy and leads to gains across the curriculum. It supports and celebrates the international dimension and gives children enjoyment and a sense of achievement in their learning. Children are given opportunities to express themselves creatively and imaginatively in Spanish and to explore strategies to improve their learning. Through role-play, pair work, singing, reciting poems, story-telling and games, children reinforce and embed the language and become confident speakers.

Children are given opportunities to apply and develop their knowledge of language and language learning to explore their own cultural identities and those of others. Through learning about the geography of the Hispanic world children gain better knowledge and understanding of their position in Europe and the world. They learn about the connections between our cultures and about the historical links between our countries in terms of language and culture. This in turn helps them to appreciate the diversity of language and culture in their own school. Through comparing and contrasting daily routines, food and education systems at home and in Spain, children gain a better understanding of their own roots, cultures and traditions. Studying Spanish grammar directly benefits the children's understanding of English grammar.

11. Role of the Subject Leader

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage.

The coordination and planning of the languages curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in languages – Spanish

- monitors standards to ensure high quality teaching and learning
- writes a subject development plan, informed by the whole school development plan
- attends specialist courses and ensures content is disseminated to staff

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