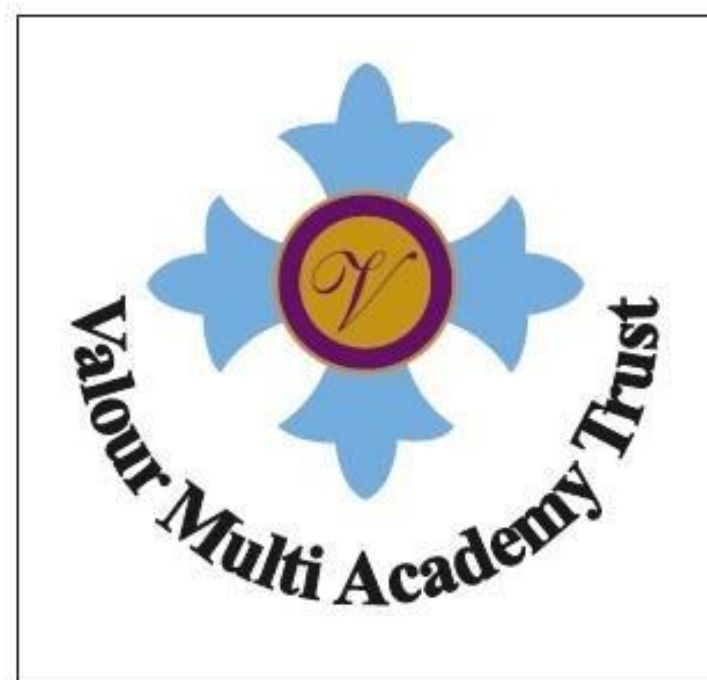


Beech Hill Primary School



SPANISH POLICY

Reviewed November 2025

Rationale

- At Beech Hill we are keen to promote the study of a foreign language because of its increasing importance in the modern world. This has been recognised in the National Languages Strategy 'Languages for All Languages for Life' where there is the commitment to give every child between the ages of 7 and 11 the entitlement to learn a new language. There is also increasing recognition that enriching the curriculum and releasing children's creative energy through sport, drama, music and languages reinforces their understanding of the basics and helps them enjoy a broader, more balanced curriculum. Ofsted cites the best primary schools as those already providing this breadth alongside the building blocks of literacy and numeracy.
- In the United Kingdom it tends to be ignored that 60-70% of the world's population is bilingual, in the sense that they have acquired a functional use of two or more languages. In many countries outside the U.K. major attempts are being made to introduce languages to young learners and in Europe most children learn a foreign language at Primary school. In some European countries children are ready to start a third language by the age of 11.
- At primary age children are still very malleable and receptive to learning a language and it is proven that a young child's brain is uniquely well adapted for language learning, especially in the first 10 years of life. We are discovering, in this country, that we underestimate what our children can achieve and language learning is now being put firmly on the agenda in all phases of education and training. There is now an entitlement to language learning for pupils at Key Stage 2 and the DFES want primary schools to 'embed language learning into the curriculum.
- The development of ICT, E Mail and Internet mean not only that there are fewer international barriers, but also that they provide the means to learn a language and communicate it in a more innovative way.
- The experience of learning and using a foreign language makes its unique contribution to the whole curriculum by taking children out of the familiar environment which is pervaded by English and allowing them to explore the life-style and culture of another land through the medium of its language. This in turn provides a satisfying, enjoyable and intellectually challenging experience for children in coping with a different linguistic medium.
- Learning a foreign language makes an important contribution to learning in general. As well as teaching the meaning of words and sentences (an awareness of language), it promotes social interaction and fosters sympathetic attitudes towards the culture and people of a foreign country, by adjusting to different social conventions. Such attitudes help to promote goodwill and to counter insularity and prejudice.

- Opportunities are promoted through children developing their skills of communication by listening, speaking, reading and writing. The study of a language involves practise of observational and study skills and committing to memory of useful material for subsequent recall. Use of role play can also develop creative and imaginative expertise as well as empathy and understanding.
- Finally, effective foreign language learning equips children with a skill which is advantageous to high school education, adult life and work. Success in industry and commerce depends increasingly on our willingness and ability to communicate with potential customers in their own language. With the greater mobility of the work force within the European community it is very likely that children will later need to use a foreign language in employment. Others will use it for reading, travel, recreation and personal contacts, either at home or abroad.

Why Start languages in the primary school? (CILT 2004)

- The Government's strategy for languages recognises that language learning has an important part to play in general education at primary level.
- Foreign language learning supports general language and literacy development and the development of generic language learning skills.
- It introduces children to the sounds and structures of a new language at an age when they are receptive to this, and stimulates their curiosity and imitative abilities.
- It develops knowledge of other countries and promotes positive attitudes towards other cultures and speakers of other languages.
- An early start can provide a strong and motivating basis for further learning in Key Stage 3

Beech Hill Aims

- To enable children to understand and communicate in another language.
- To develop enthusiasm for language learning.
- To develop language skills and language learning skills.
- To give the children confidence in interacting with others.
- To increase the children's European awareness.
- To awaken an interest in foreign cultures and lifestyles.

- To develop the children's understanding of themselves and their culture.
- To encourage tolerance and a willingness to work co-operatively.
- To enable children, who have the opportunity, to travel abroad with enjoyment, confidence and interest.
- To give a sound start for further development at Key Stage 3 and beyond.
- To continually review and modify the curriculum in the light of current research.

Beech Hill Guidelines to Practice

Classroom Organisation

- At Beech Hill children are taught Spanish by a class teacher who shows a keen interest in the subject and is committed to developing his/ her language skills.
- The children will be taught as a whole class, but frequent opportunities are also given to practise language skills, in smaller groups, in pairs and individually.
- Some speaking and listening activities inevitably produce high noise levels and lots of movement in the classroom.
- The games and activities planned determine how the room is used. Tables will sometimes be pushed back so that the children have more space to move around.

Teaching and Learning Styles

- Appropriate language methodology for young language learners includes many different kinds of teaching and learning. At Beech Hill we provide opportunities for:
 - direct teaching, through whole-class and small-group sessions;
 - active learning to engage motivation;
 - use of games, songs and activities requiring a physical response to maximise enjoyment;
 - opportunities for pupils to apply their learning, either on their own, e.g. reading or writing independently, or with others, e.g. working in pairs or small groups, or communicating with people in other countries, with varying degrees of support;

- opportunities for pupils to reflect on and reinforce their own learning, e.g. learning by heart or revising work.
- Successful strategies from Numeracy lessons should be copied and equipment like digit cards, number fans, number squares and dice should be used.
- There is a lot of active learning and the use of games, songs, dance, rhymes, story-telling, playlets and role play should be encouraged.
- Spanish is taught following the Language Angels program and the Key Stage 2 Framework for Languages.
- To deliver the curriculum effectively, and to try and encourage use of the target language, a wide range of equipment is used, including electronic whiteboard, iPads, computers, flashcards and games.
- In addition to a discrete language lesson, class teachers at Beech Hill look for opportunities to integrate language learning with other subjects and consolidate learning in daily contexts, such as greeting the children, giving praise, taking the register and classroom instructions.

Quality of Teaching at Beech Hill

- Spanish teaching is purposeful and includes clear objectives for each lesson.
- Spanish activities are varied and used to promote learning of the content.
- There is an efficient use of time and a good pace set to make sure sufficient ground is covered.
- There is a range of specialist resources including recorded material and authentic texts.
- There are opportunities to practise language skills as a class, in smaller groups, pairs and individually.

Quality of Learning at Beech Hill

- The curriculum planning ensures progression through the Key Stages and increased knowledge is more evident in years 5/6 where children have a larger vocabulary and a wider range of expression and are more able to use the structures learnt to create their own language.
- Children are given sufficient opportunity to master new language adequately.
- Successful strategies for consolidating learning are constantly looked for to make sure that gains in learning are sufficient, given children's age, ability and time available.

- The use of Spanish is developed and children are encouraged to speak the language spontaneously as well as when expressly required.
- The children use the vocabulary and phrases they have learned for basic communication but are also encouraged to apply their knowledge in new situations and are given frequent opportunities to create their own language.

Differentiation / Targeting at Beech Hill

- Initial stages of Spanish teaching at Beech Hill stress building confidence and positive attitudes to language learning. We aim to help all young beginners, regardless of ability, to learn to communicate successfully with a minimum command of language, using a small set of basic structures.
- In Key Stage 2 speaking and listening activities are more demanding and different levels of questioning are evident. Reading and writing is clearly differentiated. At the end of each topic challenging tasks are set in all four skills which provide opportunities for the children to create their own language.
- Spanish teaching at Beech Hill offers varied activities which are challenging and of immediate interest and encourage repetition without boredom to consolidate what has been taught. All children feel positive achievement in what they can do in Spanish.
- Spanish inevitably stretches high ability children. The quick pace of a Spanish lesson helps keep motivation high.
- Initial writing tasks are copy writing which all ability children can attempt and succeed in. More able children are encouraged to use Spanish structures and vocabulary taught to create their own language.
- There is extension material available for high achievers who complete tasks quickly.
- Extra support is given to low ability children when necessary.

Assessment, Recording and Reporting at Beech Hill

- There is a mixture of formative and summative assessment to ensure progress throughout the school.
- Exercise books are used to help children record and self-assess their Spanish work. They can also be used for photographic evidence, banks of vocabulary and sentence writing. The children should be given regular opportunities throughout the year to reflect on their learning and update their books.
- Self - assessment sheets and regular short tests are used to encourage and motivate children and to keep as a record of achievement to date of the language covered. They are used whenever the teacher feels that

children will benefit from reflecting on how much they have learned, both during and at the end of the term's work and should be kept in the portfolio

- Assessment for learning strategies used in Literacy are also adapted and used in language lessons, where appropriate, e.g. the evaluation of work against success criteria and the marking strategy of 'Think Pink'.
- In addition, listening tasks are sometimes used to assess children at the end of a unit of work. This exposes the children to hearing native Spanish speakers which is good practice.
- In reporting to parents, statements about attainment, attitude and effort are made.
- Reports are written in readily accessible language and future learning targets set where appropriate.
- Parental comments are welcomed and valued.

Equal Opportunities at Beech Hill

- In Spanish we want children of all races and backgrounds to enjoy working cooperatively together.
- Access and achievement for all groups is promoted, in line with the school's policy on Equal Opportunity, as we want every child to reach their full potential.
- High and low achievers should be monitored to make sure the work is suitable and sensitivity should be shown to the needs of particular groups of children.
- Equal demands should be made on each gender, ethnic and ability group in oral work, particularly in answering questions.
- Stereotyping should be avoided and appropriate terminology and grouping arrangements used.
- The curriculum content should promote genuine access for all pupils and prepare them for the reality of an ethnically and culturally diverse society.
- There should also be equality of access for all children to key resources.

Racial Equality

- The content of the languages curriculum should reflect an ethnically and culturally diverse society. This should be in line with the LA policy on Racial Equality. (Refer also to 'Standards for Racial Equality in Schools.')

- A wide range of resources should be used to promote racial equality and cultural diversity and to challenge racial discrimination.
- The children are made aware of all the different countries in the world where the language is spoken and appreciate the many different cultures involved.
- Tasks are set which challenge prejudices and stereotypes.
- All children have genuine access to the languages curriculum and equal access to key learning resources.
- There is appropriate provision for helping bilingual pupils to fully access the language curriculum.

Community Cohesion

Where appropriate links should be made in Spanish lessons to help children learn about and understand how the local, regional, national and international community in which they live has changed and developed into the global community in which we all now live.

Special Educational Needs

- Studying Spanish helps children with special learning difficulties to develop their general language skills, increase their social skills, and encourage their awareness of other people, places and cultures. It is hoped that children will feel positive achievement in what they can do in a language which will help develop their confidence and self-esteem.
- A study by N.C.C. and CILT has shown that levels 1-3 do not pose particular problems even for children with educational difficulties. Strategies cited in the report which have helped children with S.E.N. achieve success should be used including:
 - varied and clear illustrative materials
 - clear practical tasks designed to build confidence
 - repetition (whole class, group, pair)
- Spanish is used sensitively with low ability children, but as a means of challenging exceptionally able children. Higher level questioning is used with more able children and there is an expectation that they will reuse language learned in different contexts.
- There are appropriate expectations of children with S.E.N. and positive and constructive attitudes to learning difficulties.

More Able Children

- The schemes of work incorporate the teaching of all four skills; Speaking, Listening, Reading and Writing. The latter are higher order skills and enable the More Able children to communicate at a more advanced level.
- Lesson plans include differentiated activities which allow the more able children to exceed expectations, for example by performing and writing raps, songs, poems, plays and stories.
- Classroom teachers involved in the teaching of Spanish are encouraged to develop their own language skills. It is said that the 'children's accent will only ever be as good as their teacher's', hence the drive to improve linguistic competence. Accredited courses with Newcastle University, the OU and CILT are also advertised and promoted.
- Spanish is used as a means of challenging More Able children. Higher level questioning should be used with more able children and there is an expectation that they will reuse language learned in different contexts.
- Extension materials for the more able children are provided.

Continuity and Progression

- Our languages curriculum reflects continuity and progression across the Key Stage(s).
- The knowledge organisers take into account that to progress in their language learning, children are given opportunities to reuse, in an increasing range of contexts, the skills, vocabulary, structures and grammar they have learnt. As they become more competent in using the foreign language, they are encouraged to manipulate language more independently. They are based on the principle that constantly 'recycling' language is the key to becoming a proficient language learner.
- Language Angels take into account that in Key Stages 1 and 2 children will have followed the National Literacy Strategy and will have knowledge of English, including grammatical awareness and knowledge of some grammatical terms. The schemes of work therefore consolidate and build on this work where appropriate. Children are encouraged to increase their knowledge of how language works and to explore differences and similarities between the new language and English or another language.

Links with other Subjects

- Learning Spanish is planned as an integral part of the whole curriculum, adding a new dimension, rather than as a 'bolt-on' extra as it can make a contribution to the learning of other subjects and, children can also develop their skills and understanding of their language through their work in other curriculum areas. Where there is a

natural link the language should be included in a cross curricular approach. The following links with other subjects probably currently exist:

- English knowledge about language, development of speaking and listening skills, knowledge and understanding of grammar and sentence construction. Opportunities to compare other languages with English are exploited through use of the new alphabet, phonemes, rhyming patterns, sound/spelling links, dictionary work, formation of structures (such as singular/plural, gender, negatives, question forms, position of adjectives, imperatives), intonation, dialogues, poetry, different text types e.g. fiction, non-fiction

- Maths numbers and counting in other languages e.g. addition and subtraction facts, the decimal system, the date, telling the time, money and currency, prices and costs, distance and speed, surveys, data collection and analysis

- Science environmental factors in different countries, comparisons between school environment and other countries through email/videoconferencing links and the use of internet, work on parts of the body and life cycles

- Computing e-mail contacts with schools abroad, materials from the Internet and satellite television, video and audio, presentation of work and data, videoconferencing, word processing.

- Geography children can locate the country or countries where the language/ languages they know are spoken; they can make comparisons and develop a greater awareness of similarities and differences in relation to climate, language and culture.

- Music learning songs in the language and performing them on French/ Spanish/ German Day, rhyme and rhythm in songs and in words and phrases, comparing English examples with those of other cultures (e.g. Sur le pont d'Avignon/ London Bridge is falling down) famous singers, musicians and composers from other countries.

- Technology designing and making things e.g. bookmarks, birthday cards.

- Art techniques e.g. line drawings used in display work.
Learning about the artists of other countries and their paintings.

- P.E using classroom language to manage activities, physical responses to instructions in the language being learnt, games and dances from other countries.
- R.E international or multicultural work, celebration of festivals, storytelling, calendars, customs;
- PSHE knowledge of other countries and cultures, sensitivity to difference, consideration of 'otherness', the multilingual society. Learning respect for themselves and for others through learning to appreciate the cultural diversity within a multicultural society

The Language Angels Programme

Beech Hill intends to use the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, will always be relevant and in line with meeting or exceeding national DfE requirements.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas. In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that they will be working towards becoming life-long language learners.

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly

taught and well-planned weekly lessons throughout the school which will be taught by class teachers

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

All teachers will know where every child is at any point in their foreign language learning journey.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Early Language units are entry level units and are used for KS1 and Year 3 pupils

Intermediate units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are used for Year 4-5 pupils

Progressive and **Creative Curriculum** units are the most challenging units and are used for Year 6 pupils

Teaching Type categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text gradually in the foreign language and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Grammar is integrated and taught discreetly throughout all appropriate units. Teachers can also use the specific **Grammar Explained** units to ensure pupils are exposed to all of the appropriate grammar so they are able to create their own accurate and personalised responses to complex authentic foreign language questions by the end of the primary phase.

The knowledge organisers shows precisely how pupil foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses

In addition to language angels teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Cookery sessions of traditional foods from the country of the language being studied.
- Fashion shows demonstrating typical / traditional clothing from the country of the language being studied.

- Weather forecasts based on maps from the country of the language being studied.
- School celebrations of national feast days from the country of the language being studied when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness.

Overview of the Units

The online language units comprise of:

- Core vocabulary units
- Early language units
- Intermediate units
- Progressive units
- Creative curriculum units
- Grammar units

Year groups must only access specified units set out in the Spanish knowledge organisers.

Unit 1	Colours	Children will learn 10 basic colours.
Unit 2	Christmas	This lesson is a fun way of learning some key Christmas vocabulary and ends with the children creating their own Spanish Christmas card.
Unit 3	Classroom commands	Children will be taught a full set of classroom commands and instructions.
Unit 4	Days of the week	Children will learn the days of the week.
Unit 5	Months of the Year	This lesson introduces the children to the months of the year in Spanish using pictures. We will focus on cognates to encourage the children.
Unit 6	Numbers 1100	Children will learn the numbers from 1 to 100
Unit 7	Phonics and the alphabet	A set of 4 lessons designed to introduce your classes to the basics of Spanish phonetics. In this unit we look at the Spanish alphabet, Spanish vowels, Spanish consonants and finally some Spanish letter strings.
Unit 8	Regular verbs	In line with the requirements of the curriculum we have to ensure our KS2 pupils have an understanding of 'basic grammar including conjugation of high-frequency verbs' in the foreign language of study. This unit is all about meeting this specific but very important part of all foreign language learning. It might not be the most exciting of topics but it is vital so our pupils have the right foundations in place for the rest of their language learning journey. We cover pronouns, verb infinitives, verb stems & endings and the three different categories of Spanish REGULAR verbs (-ER regular verbs, -IR regular verbs and -AR regular verbs). We explain to the children that these types of verbs are called REGULAR because the way the endings of the verb changes for each of the personal pronouns follows the same REGULAR pattern. The unit finishes with the children completing their own Spanish REGULAR verbs booklet. This will be an important booklet for their future foreign language learning.

Unit 9	Irregular verbs	In line with the requirements of the new curriculum we have to ensure our KS2 pupils have an understanding of 'basic grammar including conjugation of high-frequency verbs' in the foreign language of study. This unit is all about meeting this specific but very important part of all foreign language learning. It might not be the most exciting of topics but it is vital so our pupils have the right foundations in place for the rest of their language learning journey. We cover pronouns and the five most commonly used and important Spanish IRREGULAR verbs (Ir, Tener, Ser, Estar and Hacer). We explain to the children that these types of verbs are called IRREGULAR because the way the endings of the verb changes for each of the personal pronouns follows a random, IRREGULAR pattern. They have endings that we simply have to learn as there is no pattern to follow. The unit finishes with the children completing their own Spanish IRREGULAR verbs booklet. This will be an important booklet for their future foreign language learning.
Unit 10	Salutations	Children will be taught a selection of typical Spanish salutations and phrases.
Unit 11	Maths calculations	A core vocabulary lesson covering basic, key Spanish mathematical symbols along with some basic maths calculations.

Early language

Unit 1	I'm learning Spanish	This is an ideal starter unit to introduce your pupils to Spain and other Spanish speaking countries, increasing intercultural awareness. It also teaches the children how to ask and answer the questions "¿cómo estás?", "¿cómo te llamas?" and introduces the numbers 1 to 10 along with ten colours. Within a few lessons the children can communicate some basic phrases describing facts relating to Spain and Spanish speaking countries. This is the quickest way to kick-start Spanish in your school!
Unit 2	Animals	This fun, pictorial unit introduces the children to ten nouns and articles for common animals. We will also introduce the children to the use of "soy..." (I am...) in a very clear, uncomplicated manner. This is an exciting unit using fun, colourful images and offers the children the opportunity to role play the various animals introduced.
Unit 3	Musical Instruments	This is one of our most popular and original units introducing the children to ten musical instruments and their associated article.
		We also introduce and use "toco..." (I play...) This is a great unit with plenty of interactive sound and is highly pictorial. The children will love miming the various musical instruments. This has become one of our signature units.
Unit 4	Little Red Riding Hood	This is a fun, story telling unit based around the familiar story of Little Red Riding Hood. Using this well known story we will teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. We will also use the story to introduce various parts of the body.
Unit 5	I can...	This unit introduces the children to the Spanish verb "poder" in the form of "puedo" (I can). Using this verb in this form we will teach the children ten everyday activities (talking, eating, dancing etc.) using a variety of fun PowerPoints, worksheets and interactive games. It is the first introduction to the concept of "puedo..." + the infinitive version of the verb, taught without using any heavy grammatical jargon or terminology. It is light and fun but still teaches the children what they need to know. Try it and see!
Unit 6	Ancient Britain	This is the first in our suite of four units based on Ancient Britain. We start by introducing the children to the whole time-span that we will cover in our suite of 4 units - from the Stone Age all the way through to the Vikings. In this particular unit we will focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. We will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit.

Intermediate

Unit 1	Presenting myself	This unit teaches enough language to the children to enable them to present themselves accurately in Spanish. The unit covers saying who you are, how old you are, where you live and where you are from. We'll also teach the children how to ask someone else the same questions. This will allow them ample role play opportunities and offers the possibility for the children to engage in authentic Spanish conversation. An excellent way to start role play conversations in your classroom with everything you need provided!
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Unit 2	My family	This unit teaches the nouns and articles for members of the family. Children will be able to tell someone the members of their family (factual or fictitious) along with their ages. They continue working with numbers (reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessives ("mi" and "mis") in relation to family members as these will be introduced using very clear methodology. This ultimately allows the opportunity for a presentation in Spanish and is the ideal opportunity for children to start to present and speak Spanish in front of others.
Unit 3	The Tudors	This is a cross-curricular unit concentrating on teaching more involved language learning strategies (Spanish adjectives, nouns, verbs) using the topic of English Tudor history. This is now one of the most popular and widely recognised of our teaching units as it is very original. Children will be presented with longer passages of spoken and written Spanish and will be taught how to successfully decode it. The crosscurricular nature of this unit positively reinforces learners knowledge of the subject matter and the language presented throughout the unit.
Unit 4	At the café	A very typical Spanish subject - food & drink at the cafe! This unit teaches nouns and articles for a variety of foods and drinks. It will teach the children how to order a selection of foods and drinks from a Spanish menu. We will also teach the children how to order breakfast items, order typical Spanish snacks, and ask for the bill in Spanish. This is a fun and involving unit full of role play opportunities. Why not set up a Spanish cafe in your classroom for an inspiring end of unit language experience? This is highly recommended!
Unit 5	In the classroom	This is a very practical unit as it contains the most relevant and desirable language for classroom teachers. All the key vocabulary related to the classroom (from classroom instructions to classroom equipment) is presented using colourful and engaging PowerPoints and activities. Children will also be taught how to say what they do have and do not have in their pencil case. This is an essential unit for classroom Spanish!
Unit 6	Do you have a pet?	This unit briefly revises some key language before introducing the children to the nouns and articles for eight common pets. The children will learn how to tell somebody if they have or do not have a pet, ask somebody if they have a pet, tell somebody what their pet is called and how old it is. This is
		great unit to encourage children to communicate in Spanish using a topic they can all relate to.
Unit 7	Goldilocks and the Three Bears	This is a fun, story telling unit based around the familiar story of Goldilocks & The Three Bears. Using this well known story we will teach the children how to develop their listening skills in Spanish as well as using cognates to develop their understanding of the vocabulary presented in the story. They will also be encouraged to write their own versions of the story following a structured storyboard approach.
Unit 8	What is the date?	This unit will teach the children months of the year and the key dates in the Spanish calendar. It is a great unit for enabling teachers and children to be able to say the date in Spanish and includes role play activities asking and answering the question 'when is your birthday?' Another essential unit for allowing teachers to develop a whole school approach to language learning as after this unit the date can always be expressed in Spanish.
Unit 9	The Weather	This is a fantastic unit for teachers wanting to incorporate science and geography in to your Spanish lessons. Children will learn how to describe the weather in Spanish with an emphasis on map work and oral presentation skills. There is also ample opportunity for integrating ICT. We will develop all four of the key language learning skills (speaking, listening, reading and writing) making it a very popular unit. Why not get the children to do their own weather forecast in Spanish at the end of the unit and record it for them? Do you have the next Michael Fish (or Miguel Pez) in your class?
Unit 10	Clothes	This is a unit that increases the range of vocabulary your pupils are exposed to as 19 items of clothing are introduced, each with their correct article. By also introducing a full breakdown of the verb "ponerse" (to put on) the children begin to look at regular verbs and their patterns enabling more able learners the opportunity to extend their language skills. The option of an exciting fashion show at the end of the unit always generates enormous interest and excitement amongst the children. You may have the next Coco Chanel in your class! This is a great opportunity to incorporate art and design in your Spanish lessons.

Unit 11	The Olympics	This is a great unit for studying the Olympics. We cover Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say "I play" and "I do not play" a sport using the verb "practicar" (to play a sport) and we also introduce the children to how we express various sports as a profession (as an adjective) and making the sport "agree" with the noun it is describing. As you would expect the unit is crammed full of exciting and interesting material all of which is consolidated by our renowned differentiated worksheets and a whole range of amazing interactive games. This is a brilliant way to study sports (and Olympic sports in particular) in your school!
Unit 12	The Romans	This is a great unit for studying the Romans. We start with the mythical story of Romulus and Remus - the founders of Rome. We then move on to discuss and learn about the key periods of ancient Roman history and some of its key figures. In lesson 3 we look at some Roman gods and their relationship to our modern days of the week. Later in the unit we also examine a series of famous Roman inventions and then spend some time looking at the different life experiences of a rich boy and a poor boy in ancient Rome - using this as an opportunity to examine how the negative form works in Spanish. As always, we finish our unit with an assessment exercises.
Unit 13	Habitats	If you're looking for an interesting way to combine your Spanish teaching with a great cross-curricular topic, then this habitats unit is the one for you. We start by looking at the main elements animals and plants need to survive in a habitat. We then move on to learn about key examples of the 5 different habitat types we are studying. In lesson 3 we look at what types of plants grow in the various habitats we are studying. In week 4 we examine which animals live in each of the habitats and look at some of their adaptations. Finally we prepare our materials and PowerPoints so that each pupil (individually or in groups) can make a habitats presentation to the rest of the class in Spanish. As always, we finish our unit with our end of unit assessment exercises.

Progressive

Unit 1	At school	This unit is a very useful one as it allows children to bring the Spanish they are learning directly in to what they do everyday at school. It enables them to talk about their subjects in terms of expressing an opinion and at what time they study these subjects. They are also introduced to the verb "ir" (to go). This unit is an absolute must for all schools.
Unit 2	The weekend	Another great unit for allowing the children to talk about what they do in their own time in Spanish. They will be introduced to a variety of common weekend activities allowing them to talk about what they do when not at school. We will also cover how to tell the time in detail in Spanish and use this language to say at what time pupils do certain activities. They will also be taught a series of connectives enabling them to join sentences together developing more fluent phrases in Spanish.
Unit 3	World War II	Another of our signature units. A truly cross-curricular unit combining excellent factual detail with the sounds and images of World War II. The children love discovering how to decode longer passages of text using reading and listening skills. This is also an excellent unit for teachers teaching World War II in topic / class time. It is ideal for a truly creative curriculum experience.
Unit 4	Healthy lifestyle	This unit is a firm favourite with the children as it is a topic widely covered in schools to discuss healthy lifestyle choices. The unit is very pictorial and leads the children through the different lifestyle options available to them. By encouraging the use of the negative the children will also be able to tell you the things they do not do as well as the choices they do make. This leads to an interesting, engaging and extended unit. The unit ends with a healthy food recipe in Spanish including preparation and cooking instructions.
Unit 5	The Planets	This is one of our more challenging units. Although the planets are mostly cognates the children will be exposed to complex sentences and asked by the end of the unit to recreate detailed descriptions of each planet on their own. This is a great cross-curricular unit and an ideal unit to prepare the children for transition to KS3. We also introduce the children to the concept of adjectival agreement in Spanish.

Unit 6	The Olympics	This is a great unit for studying the Olympics. We cover Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say "I play" and "I do not play" a sport using the verb "practicar" (to play a sport) and we also introduce the children to how we express various sports as a profession (as an adjective) and making the sport "agree" with the noun it is describing. As you would expect the unit is crammed full of exciting and interesting material all of which is consolidated by our renowned differentiated worksheets and a whole range of amazing interactive games. This is a brilliant way to study sports (and Olympic sports in particular) in your school!
Unit 7	Habitats	If you're looking for an interesting way to combine your Spanish teaching with a great cross-curricular topic, then this habitats unit is the one for you. We start by looking at the main elements animals and plants need to survive in a habitat. We then move on to learn about key examples of the 5 different habitat types we are studying. In lesson 3 we look at what types of plants grow in the various habitats we are studying. In week 4 we examine which animals live in each of the habitats and look at some of their adaptations. Finally we prepare our materials and PowerPoints so that each pupil (individually or in groups) can make a habitats presentation to the rest of the class in Spanish. As always, we finish our unit with our end of unit assessment exercises.
Unit 8	Regular verbs	In line with the requirements of the curriculum we have to ensure our KS2 pupils have an understanding of 'basic grammar including conjugation of high-frequency verbs' in the foreign language of study. This unit is all about meeting this specific but very important part of all foreign language learning. It might not be the most exciting of topics but it is vital so our pupils have the right foundations in place for the rest of their language learning journey. We cover pronouns, verb infinitives, verb stems & endings and the three different categories of Spanish REGULAR verbs (-ER regular verbs, -IR regular verbs and -AR regular verbs). We explain to the children that these types of verbs are called REGULAR because the way the endings of the verb changes for each of the personal pronouns follows the same
		REGULAR pattern. The unit finishes with the children completing their own Spanish REGULAR verbs booklet. This will be an important booklet for their future foreign language learning.
Unit 9	Irregular verbs	In line with the requirements of the new curriculum we have to ensure our KS2 pupils have an understanding of 'basic grammar including conjugation of high-frequency verbs' in the foreign language of study. This unit is all about meeting this specific but very important part of all foreign language learning. It might not be the most exciting of topics but it is vital so our pupils have the right foundations in place for the rest of their language learning journey. We cover pronouns and the five most commonly used and important Spanish IRREGULAR verbs (Ir, Tener, Ser, Estar and Hacer). We explain to the children that these types of verbs are called IRREGULAR because the way the endings of the verb changes for each of the personal pronouns follows a random, IRREGULAR pattern. They have endings that we simply have to learn as there is no pattern to follow. The unit finishes with the children completing their own Spanish IRREGULAR verbs booklet. This will be an important booklet for their future foreign language learning.

Creative curriculum

Unit 1	The Tudors	This is a cross-curricular unit concentrating on teaching more involved language learning strategies (Spanish adjectives, nouns, verbs) using the topic of English Tudor history. This is now one of the most popular and widely recognised of our teaching units as it is very original. Children will be presented with longer passages of spoken and written Spanish and will be taught how to successfully decode it. The crosscurricular nature of this unit positively reinforces learners' knowledge of the subject matter and the language presented throughout the unit.
Unit 2	World War II	Another of our signature units. A truly cross-curricular unit combining excellent factual detail with the sounds and images of World War II. The children love discovering how to decode longer passages of text using reading and listening skills. This is also an excellent unit for teachers teaching World War II in topic / class time. It is ideal for a truly creative curriculum experience.

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Unit 6	The Romans	This is a great unit for studying the Romans. We start with the mythical story of Romulus and Remus - the founders of Rome. We then move on to discuss and learn about the key periods of ancient Roman history and some of its key figures. In lesson 3 we look at some Roman gods and their relationship to our modern days of the week. Later in the unit we also examine a series of famous Roman inventions and then spend some time looking at the different life experiences of a rich boy and a poor boy in ancient Rome - using this as an opportunity to examine how the negative form works in Spanish. As always, we finish our unit with an assessment exercises.

Grammar

Unit 1	Singular indefinite articles	In Spanish INDEFINITE ARTICLES are the equivalent of our English words "A" and "AN". We use the INDEFINITE ARTICLE with nouns when the hearer, listener or reader does NOT know exactly what or which one of something we are referring to. Example: "A dog is barking." In Spanish there are TWO INDEFINITE ARTICLE words for our English words "A" or "AN". Which version you need depends on the noun. "The TWO SINGULAR INDEFINITE ARTICLE words in Spanish are: UN - The INDEFINITE ARTICLE to use before SINGULAR MASCULINE nouns. UNA - The INDEFINITE ARTICLE to use before SINGULAR FEMININE nouns. When we learn new words in Spanish we need to learn them with the correct INDEFINITE ARTICLE that goes with it.
Unit 2	Plural indefinite articles	In Spanish the PARTITIVE ARTICLE is the equivalent of our English word "SOME". We use the PARTITIVE ARTICLE when we talk about quantities that can't really be counted or to talk about an indefinite quantity of something. Example: "SOME tiles fell off the roof." In Spanish there are TWO PLURAL INDEFINITE (PARTITIVE) ARTICLE words for our English word "SOME". Which version you need depends on the noun. The TWO PLURAL INDEFINITE (PARTITIVE) ARTICLE words in Spanish are: UNOS - The PLURAL INDEFINITE (PARTITIVE) ARTICLE to use before plural MASCULINE nouns. UNAS - The PLURAL INDEFINITE (PARTITIVE) ARTICLE to use before plural FEMININE nouns.
Unit 3	Definite articles	In this lesson we look at Spanish DEFINITE ARTICLES. These are the equivalent of our English word "the". We use the DEFINITE ARTICLE in front of a noun when we believe the hearer, listener or reader knows what we are referring to. Example: "THE teacher is here." In English we only have the word "THE", in Spanish the definite article is dependent on the noun's gender and plurality. In Spanish there are actually FOUR definite article words for our single English word "the". The FOUR DEFINITE ARTICLE words in Spanish are: EL - The DEFINITE ARTICLE to use before MASCULINE nouns. LA - The DEFINITE ARTICLE to use before FEMININE nouns. LOS - The DEFINITE ARTICLE to use before PLURAL MASCULINE nouns. LAS - The DEFINITE ARTICLE to use before PLURAL FEMININE nouns.

Unit 4	Nouns	In this lesson we look at how nouns work in Spanish and how they can affect the spelling and pronunciation of other words in sentences. The biggest difference is that nouns in Spanish have GENDER (they can be masculine or feminine) and they are also changed depending on PLURALITY (if the noun is singular or plural). In Spanish we can use the article (these are the Spanish words for our English words "a", "the" or "some") that accompany each noun to help us determine if the noun is masculine or feminine, singular or plural.
Unit 5	Adjectival agreement	In this lesson we look at what ADJECTIVAL AGREEMENT is. What the various ADJECTIVAL AGREEMENT patterns are in Spanish. When, where and how to use them correctly. In Spanish, adjectives have to "agree" with the noun they are describing. This means that an adjective in Spanish can change spelling and pronunciation depending on whether the noun it is describing is masculine, feminine, singular or plural. This is called ADJECTIVAL AGREEMENT. We look at how this works using some colours as examples.
Unit 6	Possessive adjectives	In Spanish, POSSESSIVE ADJECTIVES are the equivalent of our English words like "MY", "YOURS", "HIS", "HERS", "OURS" and "THEIRS". POSSESSIVE ADJECTIVES describe a person, place or thing, because they tell you WHO something belongs to. In this lesson we examine the POSSESSIVE ADJECTIVE "MY" in Spanish. In Spanish there are TWO POSSESSIVE ADJECTIVE words for our single English word "MY". Which version you need depends on the noun that is being described. The TWO POSSESSIVE ADJECTIVE words for "MY" in Spanish are: MI - The POSSESSIVE ADJECTIVE to use before both SINGULAR MASCULINE AND FEMININE nouns. MIS - The POSSESSIVE ADJECTIVE to use before both PLURAL MASCULINE AND FEMININE nouns.

Presentation, practice and production

When planning lessons, a teaching sequence of **presentation, practice** and **production** used. At the **presentation** stage of a lesson, teachers consider:

- use of a variety of visual aids, *e.g. real objects, puppets, video, acetates, picture flashcards, gestures;*
- ways of developing listening acuity by getting children to respond as they listen, *e.g. holding up picture cards or objects, 'Hands up when you hear...' 'If it's correct, nod your head, if it's wrong shake your head';*
- presenting new words gradually, *e.g. between four and eight at a time;*
- the choice and order of presentation, *e.g. present the easiest and most useful words or cognates first, words of the same gender together;*
- repetition of a clear model, ensuring that children listen attentively before attempting to speak and encouraging them to watch the teacher's mouth for correct pronunciation;
- use of a variety of teaching approaches to aid memory, including active learning and the use of different senses. Activities might include handling objects, using sounds and music when presenting vocabulary, touching and identifying mystery objects;
- ways of encouraging children to take an active role at an early stage,

e.g. physical response, use of gestures to show understanding of words and while repeating, taking the role of the teacher, handling objects and flashcards;

- ways of presenting new language in relevant contexts, *e.g. describing pets at home*. The new words then lend themselves to immediate and meaningful use by the children.
- questions to the whole class first, then to groups and finally to individuals;
- varying repetition by asking children to say things loudly, quietly, quickly or slowly. It can be helpful to divide words into syllables;
- use of graded questions, *e.g. when a few items have been introduced, use a sequence of questions to help children learn the words or phrases gradually:*
- ask yes/no questions.
- ask questions that offer an alternative.
- ask open questions.

When reinforcing new language, teachers should use some of the following activities.

- Teacher shows an item and makes a statement. Class repeats if the statement is true, stays silent if it is false.
- Teacher or child removes or hides one item. Class tries to identify the missing item. This can be done with objects on a tray, cut out acetates on an overhead projector (OHP) or cards stuck on the board.
- Teacher or child thinks of one item. Class tries to guess what this item is.
- Teacher numbers the items on the board and can ask either for the number of an item or the name of the item with a particular number.
- Children sort the items into groups according to gender or into word banks alphabetically or according to phonic rules.

Practising new language

At the **practice** stage of a lesson the use of enjoyable activities, including games, rhymes and songs, will enable children to repeat new language in a motivating way. Eventually children will apply the language in a new context by adapting it and adding to it.

The teacher will use some of the following games:

- Guessing games, *e.g. I'm thinking of a word beginning with the letter C, I'm thinking of an animal with three syllables/ that begins with a vowel/that rhymes with mon.* Choose a word, clap the number of syllables in it, then children guess the word.
- Begin to say/write words and children guess the ending,
- Chain games,
- Action games such as the 'Mexican wave' or 'Simon says'
- Children seated in a circle are given one of four fruit names, their name is announced they must change places. When the teacher says '*fruit salad*' they all change places.
- Listening games: children point, touch, tick, mime, move or write to show their understanding. This can be a group response game. Each group has a set of the same items and it is the first group to respond correctly by holding up the item or pointing that gains a point.
- Listen to stories and poems and sing songs that incorporate some of the new language.
- Use mini flashcards for pair and group work, *e.g. memory games.*
- Games using cue cards: pictorial or text cards are distributed to pairs of children to encourage information exchange, *e.g. asking for and giving directions.*
- Information games: children exchange information in order to complete a task, *e.g. one child has a shopping list and a limited budget and the other has a price list.*
- Role play ranging from the structured reading of a given dialogue using pictures or word cards to a free interpretation by children of a given situation.
- Partner game: children need to find a partner who has either the same or complementary items on a card, *e.g. Tom/Jerry, questions and answers, two halves of a word or phrase.*
- Surveys of most popular pets, favourite colours/foods: once children have interviewed each other they collate and present their findings.
- Number games: teacher throws a beanbag and says a number, the child who catches it gives the consecutive number, the preceding one or even the inversion of it, *e.g. 12 -> 21, 34 -> 43.* Children form groups according to the number given by the teacher. Children stand when the teacher says an even number; sit when the number is odd.
- Bingo: use numbers or structures/any other vocabulary.
- Picture dictation: children draw what the teacher describes.

- Matching pairs games, snap, dominoes, happy families combining picture with text and eventually only text to practise not only items of vocabulary but also rhyming sounds, or sentences,
- Rhyming games,
- Games against the clock, *e.g. how quickly can all the children introduce themselves.*
- Spelling games: using the new alphabet, teacher/child starts spelling a word and the class must guess what it is; name the second/third/last letter in words; battleships; hangman.
- Children, holding letter cards, spell out known words in front of the class by positioning themselves in the correct order facing the class.
- Dictionary games: children hold up picture or word cards and arrange themselves in dictionary order.
- Writing in the air: teacher writes and children guess the word.
- Tracing on the backs of partners: starting with letters and numbers, progressing to words.

Text flashcards can replace or complement picture flashcards and can also be used for spelling games. Phrases can be jumbled up and re-ordered.

A Rationale For Using Songs

Children benefit from frequent interaction with the sounds of the language. This helps them to educate their ear into recognising the new sounds and patterns of the language they are learning. Songs and rhymes are a rich source of material for this process.

Songs

- provide another route towards learning.
- support sensitivity to the language through rhythm
- contribute to good intonation and pronunciation
- are made to be repeated
- can help to fix in the memory
- can have a cultural dimension
- encourage active participation
- can take familiar language into a new context
- can be enjoyable for children and teacher
- require performance and audience
- provide immediate gratification
- singing songs in the foreign language engages both sides of the brain at the same time; language in the left side and music in the right. Tasks that involve whole brain activity ensure that the learning is embedded in the limbic system.