

"You live a new life for every language you speak. If you only know one language you only live once." – Czech proverb

Intent

At St Dennis Primary Academy, we believe that learning a foreign language provides an opening to other cultures and helps children develop curiosity, confidence and a deeper understanding of the world around them. Learning Spanish enables pupils to communicate in another language whilst developing their listening, speaking, reading and writing skills. It also helps children to open doors to new worlds, broaden horizons, and foster global citizenship by understanding and appreciating different cultures, traditions and ways of life.

Our school Mission Statement, **'Everyone matters, everyone succeeds, every moment counts'**, and our values of **Aspiration, Courage, Achievement, Friendship, Teamwork and Responsibility** guide everything we do, including Spanish.

We aim to nurture confident, resilient, and articulate language learners who are equipped with the oracy skills to express themselves clearly and respectfully. Through engaging and interactive lessons, children will develop speaking and listening skills that enable them to communicate ideas, ask questions, and build connections with others in a new language.

Learning a different language at St Dennis:

- Encourages curiosity about and respect for other cultures and communities, locally and globally
- Provides real-life contexts and meaningful experiences to embed language learning in everyday life
- Promotes children's wellbeing through enjoyable, creative activities such as singing, storytelling, role play, games, and cooperative learning
- Strengthens a sense of identity, belonging, and empathy through exploring cultural perspectives and values
- Offers an inclusive environment where all children start from the same point, promoting equality and mutual support
- Builds pride, confidence, and a sense of achievement through sustained progress and celebration of success
- Encourages the application of metacognitive strategies that improve both language and wider learning skills

We use the **Language Angels** scheme of work, which is fully aligned to the National Curriculum for Languages and provides a carefully sequenced progression of knowledge, skills and vocabulary from Year 3 to Year 6. Through this curriculum, children develop the skills to communicate confidently and accurately whilst building their understanding of how language works.

The National Curriculum states:

"Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world."

Our Spanish curriculum is designed to ensure pupils:

- Understand and respond to spoken and written language.
- Speak with increasing confidence, fluency and spontaneity.
- Write using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation.
- Understand basic grammar and apply it when communicating.
- Appreciate and understand different cultures and communities around the world.

Beyond the classroom, we aim to connect language learning with our local environment and community. Opportunities such as themed days, cultural celebrations, language ambassadors, and community engagement will help pupils experience the

real-life value of learning a language. This reinforces their understanding of diversity, strengthens community links, and contributes to their overall social, emotional, and cultural wellbeing.

Our ultimate goal is for all children to develop a genuine interest and positive curiosity about foreign languages. We aim to help them explore the relationship between language and identity, build deeper connections with the world around them, and become confident, compassionate, and reflective global citizens prepared for the next stages of their education and beyond.

Implementation

Why Spanish? We have chosen to teach Spanish as our modern foreign language to give pupils the best possible foundation for language learning at secondary school, where Spanish is studied up to GCSE level.

Spanish is taught throughout Key Stage 2 using the **Language Angels Ready-to-Teach Primary Spanish Scheme of Work**, led by a specialist teacher, ensuring consistency and high expectations across the school. This provides a carefully sequenced curriculum that progressively develops children's knowledge, vocabulary and language skills over time.

Our curriculum is organised into the four, key language-learning skills:

Listening	Speaking	Reading	Writing
Listening attentively and understanding spoken Spanish	Developing accurate pronunciation and confidence when communicating	Reading and understanding words, phrases and sentences	Writing words, phrases and sentences using familiar language

Alongside these skills, children are taught:

- Vocabulary acquisition
- Phonics and pronunciation
- Grammar
- Language-learning strategies
- Intercultural understanding

The Language Angels progression ensures pupils revisit and build upon prior knowledge whilst making explicit links between previous and new learning. Units are organised using the Language Angels teaching types of **Early Language**, **Intermediate Language** and **Progressive Language**, allowing pupils to develop increasing independence and accuracy.

Retrieval opportunities continue throughout the unit and across the year through planned review lessons and Language Angels games.

In every lesson:

- Feedback and feedforward activities revisit previous learning.
- Key vocabulary, phonics and grammar are explicitly taught.
- New learning is modelled through Language Angels resources and audio materials.
- Children practise through listening, speaking, reading and writing activities.
- Questioning is used to check understanding and address misconceptions.
- Children apply their knowledge independently through structured tasks and practical activities.
- Opportunities are provided to deepen learning through additional challenge.
- Learning is reviewed and reflected upon at the end of the lesson.

A key feature of the Language Angels scheme is the systematic teaching of Spanish phonics. Regular phonics lessons help pupils develop accurate pronunciation, intonation and confidence when speaking aloud. Phonics teaching is explicitly mapped across Key Stage 2 and revisited throughout all units.

To support learning, children also have access to **Knowledge Organisers**, vocabulary displays, sentence stems, visual prompts and Language Angels resources. These support children in retaining and applying key knowledge over time.

Children with SEND are fully included in Spanish lessons and appropriate adaptations are made so that all pupils can access learning successfully. Staff maintain high expectations to ensure all children make progress and experience success because **'Everyone matters, everyone succeeds and every moment counts.'**

Impact

Spanish at St Dennis Primary Academy develops confident, curious and enthusiastic language learners who appreciate the value of communicating in another language.

By the time children leave our school, they will:

- Develop confidence when listening, speaking, reading and writing in Spanish.
- Retain and recall a growing bank of vocabulary and grammar.
- Understand how language works and recognise similarities and differences between Spanish and English.
- Apply pronunciation and phonics knowledge accurately.
- Communicate using increasingly complex words, phrases and sentences.
- Demonstrate an understanding of Spanish-speaking countries and cultures across the world.
- Be prepared for further language learning at Key Stage 3.

Children demonstrate their learning through a range of activities including speaking tasks, role-play, presentations, reading activities, written work and digital recordings. The use of Language Angels assessments enables teachers to assess progress across the four key language skills.

We measure the impact of our curriculum through the following methods:

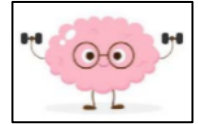
- Whole-class feedback and feedforward at the beginning of every lesson.
- Formative assessment of ongoing learning and children's understanding.
- Listening, speaking, reading and writing tasks throughout each unit
- Language Angels self-marking digital assessments
- Planned retrieval opportunities through Language Angels games and review activities.
- Images, videos and voice recordings of children's practical language-learning experiences.
- Interviewing pupils about their learning (pupil voice) alongside evidence from their books and digital portfolios.

This approach ensures that children not only learn Spanish but also develop the confidence, resilience and cultural understanding needed to thrive in an increasingly connected world

Spanish Unit and Lesson Structure

Memory Masters

In Spanish, the principles of 'Memory Masters' are achieved through the Language Angels scheme. Retrieval is woven throughout units via planned review lessons, enabling pupils to revisit, recall, revise, remember, reinforce, relearn and reflect on previously taught vocabulary and structures through interactive activities such as listening games, phonics work and sentence-building tasks.

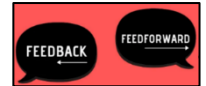


Feedback and Feedforward

At the beginning of lesson, there is a **feedback and feedforward** element to review prior learning within the unit, in readiness to build connections. The **Knowledge Organiser** (stuck in book at beginning of the unit) may be used to support this.

In line with our **Marking and Feedback Policy**, this element may also include:

- Work to praise and share to address misconceptions
- Excellent examples of presentation
- Targeted support
- Time to edit foundational skills errors



Pedagogy

We then share what Spanish is.

In Key Stage 2, we remind ourselves what a **linguist** is:



"Linguists are people who love learning and using different languages. They listen carefully to how words sound, practise speaking with good pronunciation and enjoy reading and writing in another language. Linguists are curious about how languages work and how people around the world communicate."

As **linguists**, we learn how languages work.

We listen carefully to recognise sounds and patterns.

We practise speaking accurately with correct pronunciation and intonation.

We read and understand words, phrases and sentences.

We write words, phrases and sentences using our growing knowledge of vocabulary and grammar.

We also identify which of the four language skills we will be using today:

- Listening
- Speaking
- Reading
- Writing

The relevant phonics focus is also revisited and explicitly taught through the Language Angels progression.

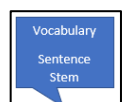
Learning Objective, Key Vocabulary and Sentence Stems

The **Learning Objective** is then shared (format for books is in the planning folder and includes vocabulary).

The Learning Objective is taken directly from the planned lesson sequence within the Language Angels unit.

Definitions of key vocabulary for this lesson and any vocabulary from previous learning are shared and discussed.

Sentence stems are also shared, modelled and repeated to support oral rehearsal and accurate sentence construction.



New Learning (*Vocabulary / Grammar / Phonics Introduction – Modelling – Questioning*)

New vocabulary, grammar structures or phonics patterns are introduced through the Language Angels scheme using visual slides, audio clips, songs, stories and interactive activities.

Children are reminded that they are learning through the skills of a linguist and are encouraged to:

- Listen carefully
- Repeat accurately
- Practise pronunciation
- Apply vocabulary in context
- Build increasingly complex sentences

Vocabulary, grammar or sentence structures are explicitly modelled before children apply their learning independently.

Questioning (*throughout lesson*)

Questioning techniques are carefully considered throughout the lesson, including:

- Cold Calling
- Think, Pair, Share
- Show Me Boards
- Probing Questions
- Retrieval Questions
- Partner Talk

These strategies allow teachers to assess understanding and address misconceptions immediately.



Independent Practice/Practical

Following modelling, children have the opportunity to practise and apply their language learning through structured and engaging activities.

This may include:

- Matching activities
- Listening tasks
- Vocabulary games
- Sentence building
- Reading comprehension
- Partner conversations
- Role-play activities
- Mini presentations
- Translation exercises
- Writing tasks

Children use their Spanish books for written work and may also use digital tools on iPads to record spoken language. This enables oral outcomes such as conversations, role-play and presentations to be captured as evidence of learning



Think Deeper – An extra challenge!

Provide an extra challenge to deepen understanding.

This may include:

- Applying grammar to create more complex sentences
- Using conjunctions
- Adding opinions and justifications



• Manipulating sentence structures independently • Extending cultural understanding • Making links with previously taught units Children are encouraged to use their growing bank of Spanish vocabulary and grammatical knowledge confidently and independently.	
Let's Reflect (<i>Formative Assessment</i>) The Learning Objective is revisited to ensure children know what they have learnt. Children are encouraged to reflect on: • New vocabulary learnt • Grammar structures practised • Phonics knowledge developed • Communication skills strengthened Self-assessment and discussion help children recognise their progress and identify next steps for learning.	