



Ormskirk West End

Primary School

Community Primary ages 4-11

Spanish Policy

Approved: Autumn 2026

Our Vision for Spanish

At Ormskirk West End Primary School, we believe that learning a modern foreign language provides pupils with an important opportunity to develop communication skills, cultural understanding and curiosity about the wider world.

We want pupils to develop a positive and confident attitude towards learning languages and to understand that language enables people to communicate with others, understand different cultures and develop a broader perspective of the world.

Our Spanish curriculum develops pupils' ability to listen, speak, read and write in Spanish, building knowledge progressively from Early Years through to the end of Key Stage 2.

Spanish contributes to our school values of Respect, Resilience and Aspiration. Pupils learn to respect different languages and cultures, develop resilience when learning unfamiliar vocabulary and structures, and aspire to communicate confidently in another language.

Curriculum Intent

Spanish is taught as a discrete curriculum subject, with a clear progression of knowledge and skills.

From Key Stage 2, pupils receive 45 minutes of Spanish teaching each week. This regular weekly entitlement provides sufficient curriculum time for pupils to revisit vocabulary, practise spoken language and develop increasing confidence and accuracy.

The Primary Learning Network curriculum provides the main framework for Spanish teaching in Key Stage 2. It provides a structured and progressive approach to language acquisition, enabling pupils to build upon prior learning as they move through the school.

The curriculum develops the four key language skills:

- Listening
- Speaking
- Reading
- Writing

Grammar, pronunciation and vocabulary are taught progressively alongside these skills.

Spanish in Key Stage 1

Although the formal Spanish curriculum begins in Key Stage 2, pupils in Key Stage 1 are introduced to the experience of learning another language through One Third Stories.

One Third Stories provides an engaging introduction to language learning through stories, repetition, vocabulary and oral language.

The approach enables younger pupils to develop:

- familiarity with Spanish sounds;
- confidence in hearing and repeating Spanish;
- basic vocabulary;
- listening skills;
- understanding through context;
- enjoyment of language learning;
- an awareness that people communicate in different languages.

This early exposure establishes positive attitudes towards language learning and provides a foundation for the more structured Spanish curriculum introduced in Key Stage 2.

Key Stage 2

Spanish is taught for 45 minutes each week throughout Key Stage 2.

Lessons follow the Primary Learning Network curriculum and are carefully sequenced so that pupils revisit and build upon previously taught vocabulary, structures and grammatical concepts.

Pupils develop increasing confidence in:

Listening

Pupils listen to spoken Spanish and develop their ability to:

- recognise familiar vocabulary;
- understand simple phrases and sentences;
- identify key information;
- respond appropriately to spoken instructions;
- distinguish sounds and patterns in Spanish;
- understand increasingly complex spoken language.

Speaking

Speaking is central to our Spanish curriculum.

Pupils have frequent opportunities to speak Spanish and develop their pronunciation and confidence.

They learn to:

- greet and respond appropriately;
- ask and answer questions;
- give simple information;
- describe people, places and things;
- express preferences and opinions;
- participate in conversations;
- use increasingly accurate pronunciation;
- speak in sentences rather than relying solely on isolated words.

Teachers model accurate pronunciation and pupils are encouraged to practise speaking regularly with partners and groups.

Reading

Pupils develop their ability to understand written Spanish.

They learn to:

- recognise familiar vocabulary;
- use phonics and sound patterns to decode unfamiliar words;
- understand simple sentences;
- identify key information in texts;
- read aloud with increasing confidence;
- use context to support understanding.

Writing

Pupils progressively develop their ability to write in Spanish.

They learn to:

- copy and spell familiar vocabulary accurately;
- construct simple sentences;
- use familiar grammatical structures;
- describe themselves and others;
- express opinions and preferences;
- write short pieces of increasingly independent Spanish.

As pupils progress through Key Stage 2, they are expected to become increasingly independent in applying vocabulary and grammatical structures.

Vocabulary and Grammar

Vocabulary is carefully selected and revisited so that pupils develop a secure and usable bank of Spanish language.

Learning includes appropriate vocabulary relating to areas such as:

- greetings and introductions;
- numbers;
- colours;
- family;
- school;
- food and drink;
- hobbies;
- weather;
- clothing;
- animals;
- places;
- homes;
- daily routines;
- opinions;
- celebrations and cultural traditions.

Grammar is introduced progressively and in an age-appropriate way.

Pupils develop an understanding of features such as:

- gender;
- nouns and articles;
- singular and plural;
- adjectives;
- verbs;
- subject pronouns;
- sentence structure;
- question forms;

- negation;
- conjunctions;
- appropriate use of tenses as pupils progress.

Grammar is taught through meaningful language rather than as isolated rules, enabling pupils to apply their knowledge in communication.

Phonics and Pronunciation

An important element of Spanish teaching is developing pupils' understanding of Spanish sounds and pronunciation.

Pupils are explicitly supported to:

- recognise common sound patterns;
- pronounce Spanish vocabulary accurately;
- identify similarities and differences between English and Spanish sounds;
- use phonics knowledge when encountering unfamiliar vocabulary;
- develop confidence when speaking aloud.

Accurate pronunciation is modelled consistently by teachers and pupils are given regular opportunities to rehearse and practise.

Cultural Understanding

Language learning provides an important opportunity for pupils to develop their understanding of the wider world.

Through the Spanish curriculum, pupils encounter aspects of Spanish-speaking cultures and communities.

They develop an understanding that:

- Spanish is spoken across many countries and communities;

- cultures and traditions can be different from their own;
- people may celebrate, communicate and live in different ways;
- there is diversity within Spanish-speaking communities.

Cultural content is used to enrich language learning rather than being treated as a separate topic.

Pupils are encouraged to show curiosity, respect and openness towards other cultures.

Progression

Our Spanish curriculum is carefully sequenced to ensure that knowledge is built progressively.

Pupils regularly revisit previously learned vocabulary and structures so that knowledge becomes increasingly secure.

Progression is demonstrated through increasing:

- vocabulary;
- grammatical knowledge;
- listening comprehension;
- speaking confidence;
- pronunciation accuracy;
- reading fluency;
- writing independence;
- ability to construct sentences;
- ability to sustain simple conversations.

By the end of Key Stage 2, pupils should have developed a secure foundation in Spanish which prepares them for further language learning at secondary school.

Links with the Wider Curriculum

Spanish provides opportunities to reinforce learning across the curriculum.

Links may be made with:

- geography through understanding Spanish-speaking countries and locations;
- history through cultural and historical contexts;
- English through vocabulary, sentence construction and language comparison;
- music through songs and rhymes;
- mathematics through numbers, dates and patterns;
- art through cultural traditions and creative work.

Teachers identify meaningful links where these enhance learning without reducing the integrity of the Spanish curriculum.

Inclusion and SEND

Spanish is an entitlement for all pupils.

Teachers adapt learning to ensure that pupils with SEND can participate meaningfully and experience success.

Adaptations may include:

- visual vocabulary;
- repetition and rehearsal;
- songs and rhymes;
- concrete resources;
- gesture and actions;
- sentence stems;
- carefully modelled pronunciation;
- reduced cognitive load;
- additional processing time;
- partner work;
- repetition of previously learned vocabulary.

The practical and oral nature of language learning provides valuable opportunities for pupils to participate and demonstrate their knowledge in different ways.

Supporting Pupils with EAL

Learning Spanish can provide valuable opportunities for pupils who speak English as an additional language.

Pupils are encouraged to make connections between languages and identify similarities and differences in vocabulary, sounds and grammatical structures.

Where appropriate, teachers use pupils' existing linguistic knowledge as an asset and encourage children to recognise themselves as successful language learners.

Spanish provides an opportunity for pupils to understand that multilingualism is a strength and that language learning is a valuable lifelong skill.

Assessment

Assessment in Spanish is primarily formative.

Teachers assess pupils through:

- observation;
- questioning;
- listening to spoken language;
- vocabulary recall;
- pronunciation;
- reading activities;
- written work;
- conversations;
- practical language activities;

- end-of-unit tasks.

Assessment focuses on whether pupils are remembering and applying previously taught knowledge and whether they are becoming increasingly independent language users.

Teachers use assessment information to identify gaps, revisit important knowledge and adapt subsequent teaching.

Vocabulary Retention and Retrieval

Regular retrieval is an important feature of Spanish teaching.

Previously taught vocabulary and grammatical structures are revisited through:

- questioning;
- oral rehearsal;
- games;
- songs;
- partner activities;
- vocabulary practice;
- short retrieval activities;
- repeated use of familiar sentence structures.

This ensures that pupils are not simply exposed to new vocabulary but develop increasingly secure long-term knowledge.

Wider Experiences and Cultural Capital

We recognise that language learning is strengthened when pupils understand its relevance beyond the classroom.

The school seeks opportunities for pupils to experience Spanish language and culture in meaningful contexts.

Pupils are encouraged to understand that speaking another language can:

- help them communicate when travelling;
- enable them to make connections with people from other countries;
- increase their understanding of different cultures;
- support future education and employment;
- develop confidence and curiosity.

Through early exposure in KS1 and structured progression through KS2, pupils develop an increasingly positive identity as language learners.

Policy owner: Mrs S Currie

Approved by: Headteacher / Governing Body

Review date: September 2029