

Jerry Clay Academy



Spanish Guidance Document

Updated September 2024



Introduction

At Jerry Clay Academy we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

All pupils are entitled to foreign language learning in school time. Jerry Clay Academy provides age-appropriate Primary Languages learning opportunities for all children, the focus language taught in our school is Spanish.

Intent

Aims and objectives of Primary Languages education at Jerry Clay Academy

The aims of Primary Languages teaching at Jerry Clay are to:

- Foster an interest in language learning by introducing children to other languages in a way that is enjoyable and accessible to all pupils.
- Stimulate and encourage children's curiosity about language and creativity in experimenting with it
- Support oracy and literacy, and in particular develop speaking and listening skills
- Help children develop their awareness of cultural similarities and differences
- Lay the foundations for future language study by pupils
- Provide an added perspective on first language teaching and learning
- Give an extra dimension to teaching and learning across the curriculum.

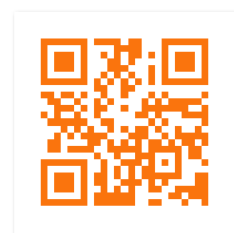


Implementation

Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English
- Understand and respond with increasing competence, accuracy and confidence in a range of situations



Isaac's group



- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard to the audience.

Reading and Writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.
- Read, copy and write independently familiar words and simple phrases in context e.g., classroom items, display labels, weather chart, date
- Write sentences and short texts independently and from memory.

Intercultural Understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.



Teaching and learning Primary Languages at Jerry Clay Academy

At Jerry Clay Academy we endeavour to integrate language learning into everyday school life, with teachers, teaching assistants and children using and experimenting with their knowledge of different languages whenever the opportunity arises. We foster a problem-solving approach, giving children opportunities to work out language use for themselves in a

supportive context where risk-taking and creativity are encouraged, and there is an emphasis on having fun with the new language. Computing is used regularly to enhance teaching and learning.

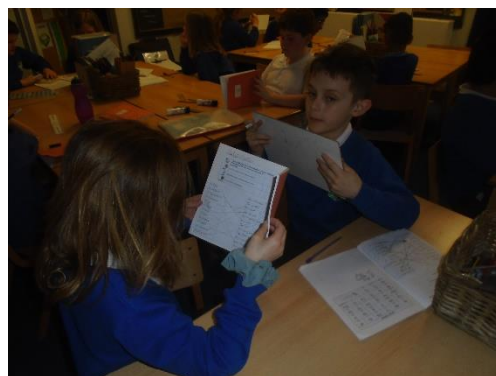
There are three main contexts in which language teaching and learning take place.

1. Language Lessons

Although Primary Languages cuts across the curriculum, children are taught specific skills, concepts and vocabulary in a weekly discrete & dedicated lesson with the class teacher & teaching assistant.

2. Languages embedded into other lessons

Where appropriate, teachers give children opportunities to practise their foreign language in the context of lessons in other subject areas. For instance, some instructions may be given in another language; or children may count in another language while carrying out a numeracy activity. This acts to reinforce the vocabulary and structures they have learned.



3. 'Incidental' Language

Languages are part of the day to day life of the school. For example, teachers use the foreign language to give simple classroom instructions ('come in quietly', 'listen', 'look'), to ask questions ('who wants school dinner?', 'what's today's date?') and to take the register. Children are encouraged to respond using the language they have learned, and sometimes teachers and pupils develop new language skills together, teachers acting as role models in the learning process. Also in school assemblies.

This integrated approach is a strong model for teaching and learning, giving children opportunities to use and develop their language for communicating in stress-free real-life contexts.

Intercultural Understanding

Primary Languages provides a basis for teaching and learning about other cultures, and this is incorporated into many areas of the curriculum including personal and social education and citizenship, geography, religious education, design and technology, music, art and dance. Efforts are made to ensure that the teaching material across the curriculum includes a 'flavour' of the countries where the focus language is spoken.

Planning and resources



Primary Languages is planned following the broad guidelines set out in the National Curriculum. The school's Scheme of Work (Le Jollie Ronde – Wakefield Council) ensures that there is continuity and progression in both skills and content across all classes. Teachers collaborate over planning, sharing ideas for activities, resources and special events. Published resources including fiction and non-fiction texts, posters, CDs, DVDs and interactive computer software are available for use throughout the Academy.

Monitoring progress and assessing attainment

Opportunities to monitor the children's Progress in Primary Languages are built into our programme of study. Most assessment is formative and is used to support teaching and learning and inform future planning. Assessments are based on observation of children working on different oral activities and (where appropriate) written product. For reporting purposes, pupil's attainments in Spanish are reported to parents in the Progress Checks (March) and End of Year Reports (July).

Inclusion

Primary Languages teaching at Jerry Clay Academy is fully inclusive. No child is excluded by reason of a learning difficulty, or because they have English as an additional language. Experience has indeed shown that such children can derive particular benefit from taking part in Primary Languages learning activities in which they may be less disadvantaged than in other areas of the curriculum.

Language learning activities are planned in such a way as to encourage the full and active participation of all pupils. Work is differentiated as appropriate to the needs of individual children. Pairs and groups for collaborative work may be made up in different ways, depending on the task.

Strategies to support children with SEN

At Jerry Clay Academy, in Spanish, we use a number of evidence-based strategies to support children with SEN. Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards.
- Games/songs to support vocabulary learning.
- Support in writing sentences eg, missing words rather than writing the whole sentence.

All scaffolding follows a 'I do, you do, we do' approach.

Explicit Instruction

- Pupils may be supported in their thought process in Spanish.
- Pupils will be given specific opportunities by adults to practise specific skills that are barriers to learning.
- Visual aids and concrete examples (where necessary) will be used to support learning.

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps.
- Vocabulary prompts may be used to support sentence work.
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward.

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept.
- Pre-teaching and support with new vocabulary may be used.

Use of technology

- Tasks set may include useful apps/websites to move learning forward.
- Speech generating apps may be used for recording.

Impact

The impact of what has been implemented is constantly reviewed by the subject leader and evidence is recorded in the subject leader file.

Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff when needed. The monitoring cycle should be rigorous in Spanish and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or staff training.



Teaching

Through implementing the key steps identified in the Action Plan, Spanish should be heightened across the school and children should be confident in talking freely about the subject. Teachers should be confident in teaching Spanish and should be teaching it regularly.

With constantly being alert to any new resources available for successfully delivering our Spanish curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's oral, reading and written Spanish.

Pupils

In ensuring that the points made in the 'Implementation' section of the policy are followed rigorously, pupils enjoyment, and therefore attainment in the subject will be of a high standard. This will be monitored by the subject leader.

Mr T Palin

September 2024