Spanish at Worth Valley Primary School



Why we teach Spanish at Worth Valley Primary School?

At Worth Valley Primary School, we believe that every child should have the opportunity to immerse themselves in a modern foreign language. Learning Spanish not only broadens linguistic skills but also enhances cognitive development, cultural awareness, and communication abilities. Our Spanish lessons are carefully planned to create an engaging, dynamic, and immersive learning experience for all children from Year 1 to Year 6. By introducing Spanish at an early age, we equip our pupils with the confidence to develop fluency, pronunciation, and an appreciation of the diverse Spanish-speaking world. We aim to foster a deep love for the Spanish language and culture through a comprehensive, high-quality curriculum delivered by a specialist teacher. This ensures that each lesson is captivating and educational, providing the best foundation for our students as they progress to Key Stage 3 and beyond.

Our values

One team	Respect	Trust	High expectations	Community
The teaching of Spanish encourages collaboration, inclusivity, and shared learning experiences. Pupils work together through interactive activities, developing communication skills and an appreciation for different cultures. This strengthens a strong sense of community, where children support each other and celebrate their learning as a team.	Teaching Spanish at Worth Valley Primary School supports our respect value by helping children appreciate different languages, cultures, and traditions. Through learning Spanish, pupils develop an understanding of diversity and show respect for people from different backgrounds. This encourages open-mindedness, empathy, and a positive attitude towards global communities.	Learning Spanish at Worth Valley Primary School reinforces our trust value by creating a supportive environment where pupils feel confident to take risks in their learning. Through paired and group activities, children build trust in their peers, working together to develop their language skills. This nurtures resilience, effective communication, and self-assurance in expressing themselves.	In Spanish lessons at Worth Valley Primary School, high expectations are instilled by encouraging pupils to develop confidence, accuracy, and perseverance in their language skills. Children are challenged to refine their pronunciation, expand their vocabulary, and apply their learning in speaking, listening, reading, and writing tasks. This approach fosters resilience, ambition, and a commitment to achieving their best.	In Spanish lessons at Worth Valley Primary School, community is instilled by promoting cultural awareness, inclusivity, and a sense of global connection. Pupils explore the language and traditions of Spanish-speaking countries, fostering respect and appreciation for different cultures. This helps them develop a broader perspective of the world and their place within it.

Key Concepts

The key concepts in Spanish are covered throughout the topics, children will use and understand the key concept being taught which will help them to develop a love for languages. The key concepts identified are:

Culture	Phonics	Vocabulary	Tourism
Out teaching of Spanish emphasizes the importance of understanding the cultural context in which Spanish is spoken. Pupils explore various aspects of Spanish-speaking countries, such as traditions, festivals, food, and famous landmarks. This helps deepen their appreciation of the language and the diversity of Spanish-speaking cultures.	Phonics is integral to the scheme as it helps pupils develop correct pronunciation and listening skills. By learning how letters and combinations of letters are pronounced in Spanish, pupils build a strong foundation for speaking and understanding the language more accurately.	The scheme focuses on building a rich vocabulary that pupils can use in a variety of contexts. This is achieved through structured lessons that introduce key words and phrases related to daily life, school, family, and more. Pupils are encouraged to use this vocabulary in conversation, writing, and comprehension exercises.	The tourism aspect introduces pupils to the practical application of Spanish in real-life settings. Lessons often include vocabulary related to travel, such as directions, accommodation, food, and places of interest. Pupils learn to engage in simple dialogues that would be useful when visiting Spanish-speaking countries, promoting an understanding of how language is used in the tourism industry.

Second order concepts for Spanish

communication	language patterns	similarity & difference	responsibility	cultural understanding
This second-order concept focuses on the ability to convey ideas, thoughts, and feelings through spoken and written language. In Spanish lessons, pupils work on constructing sentences, asking and answering questions, and engaging in simple conversations. Developing communication skills allows pupils to interact effectively in a foreign language, both in everyday situations and when exploring cultural contexts.	Language Patterns: This second-order concept refers to understanding the structures and rules that govern the language, such as grammar, syntax, and verb conjugations. Pupils develop an awareness of the patterns that make up the language, such as sentence formation, gender agreement, and verb tenses. Mastering these patterns helps students use the language with more accuracy and fluency.	As part of learning Spanish, we encourage students to explore the similarities and differences between Spanish-speaking countries and their own culture. This concept helps them compare daily life, holidays, food, and traditions, allowing them to see how diverse the world can be. By understanding these cultural differences and similarities, students gain a broader perspective, making their language learning more meaningful and connected to real-world experiences.	In Spanish lessons, students also explore the concept of responsibility, particularly when it comes to understanding and respecting cultural norms in language use. They learn about the importance of using language appropriately in different contexts, such as when speaking formally or informally. Pupils are also encouraged to understand their responsibility when communicating with others who speak Spanish, whether they are traveling or interacting in a multicultural environment. This helps students become more thoughtful and respectful communicators, both in Spanish and in their own communities.	This concept involves gaining a deeper insight into the traditions, values, and customs of Spanish-speaking countries. It's not just about learning the language but also understanding how language reflects culture. Lessons often explore topics like Spanish festivals, food, and family life, helping students build connections between the language and the people who speak it.

Curriculum Delivery

Spanish is taught weekly to all students in Key Stage 1 (KS1) and Key Stage 2 (KS2). The curriculum is designed to be fun, interactive, and engaging, building upon the learning from previous years. In KS1, the learning of Spanish is non-compulsory, with a strong focus on oracy to prepare children for their future language learning in KS2. The aim in KS1 is to lay the groundwork for Spanish, fostering an early understanding and enthusiasm for the language, which can then be developed and expanded upon in KS2.

The curriculum in KS1 focuses on building a solid foundation of Spanish, which serves to enhance learning in KS2 and ensures that students are well-prepared for the more structured language curriculum. Activities in lessons include games, songs, and the four core skills of language learning—speaking, listening, reading, and writing. Opportunities for students to develop language skills, explore culture, and enjoy stories are an integral part of the curriculum, creating a well-rounded language learning experience.

The Spanish curriculum is delivered by a language specialist who brings expertise and enthusiasm to the classroom. This ensures that students receive high-quality, engaging lessons that foster both their linguistic abilities and their cultural awareness, setting them up for success as they progress through their language learning journey.

Curriculum Coverage

Spanish is delivered using the Primary Languages Network (PLN) scheme Click2teach , ensuring a structured and progressive approach from Year 1 to Year 6. In KS1, children are introduced to Spanish through songs, rhymes, and simple stories, developing phonological awareness and confidence in basic vocabulary. As they move into KS2, lessons become more structured, focusing on the key areas of culture, phonics, vocabulary, and tourism. In Lower KS2, pupils build foundational skills through listening, speaking, and early reading activities, learning key phrases and basic grammar concepts such as noun gender. In Upper KS2, children expand their knowledge through structured conversations, increased reading and writing opportunities, and a deeper understanding of Spanish grammar, including verb conjugations and sentence formation.

Throughout all stages, pupils are encouraged to develop accuracy, confidence, and perseverance, with retrieval practice and real-life application embedded into lessons. By the end of Year 6, children have a strong foundation in Spanish, preparing them for further language learning in secondary school.

Long Term Plan

In KS1, our foundations for Spanish begin through song, stories and exploration of the language in preparation for our KS2 learning, where developing a language becomes a compulsory part of the curriculum.

	Autumn	Spring	Summer
Year 1	Let's Sing Listen & Join	Goldilocks Teddy Bears' Picnic	Jack & the Beanstalk Holiday Time
Year 2	Greetings & Numbers Playground Games	Mini-beasts Dinosaurs	Plant-pot story Mr Biscuit

	Autumn	Spring	Summer
Year 3	**A new start** Identifying and responding to questions Nouns and word families Phonics **The calendar and celebrations Identifying and** understanding simple imperatives (classroom commands) Identifying and responding to questions Nouns and word families Phonic	**Epiphany Animals I like and don't like** Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular **Carnival games colours, playground** Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular	**Food we eat everyday** Identifying and understanding simple imperatives (classroom commands) Identifying and responding to questions Nouns and word families / plural and singular identification Phonics Asking simple questions Constructing polite response **Going on a picnic!** Adjectives Nouns Imperatives Phonics Creating questions and answers in first and second person singular
Year 4	**My school** Asking and answering questions Nouns and verbs **My local area /your local area** Asking and answering questions Nouns and verbs Gender of nouns Phonics Familiar and unfamiliar language – identification of cognates and near cognates Phoneme – grapheme transfer Imperatives	**Epiphany A family tree / faces** Adjectives, nouns , position of adjectives Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns **Celebrating Carnival . Parts of the body**! Imperatives Nouns and noun classes Masculine and feminine nouns /use of singular and plural Phoneme – grapheme transfer Position of adjectives	**Feeling well/unwell Jungle animals** Adjectives, nouns , position of adjectives Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronouns **Summertime** Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates

	Autumn	Spring	Summer
Year 5	**My school/ your school** Nouns, verbs, adjectives and connectives Creating extended sentences Phoneme-grapheme transfer Use of bilingual dictionaries First to third person singular changes in commonly used verbs – to be called/ to live **Where I live, where you live** Nouns, verbs, adjectives, connectives, prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families, noun gender- definite and indefinite articles	**New Year Celebrations Healthy Eating** Nouns, verbs, adjectives, connectives. Use of singular and plural with nouns, application of masculine and feminine gender to change from definite to indefinite Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates **Carnival, colours and clothes descriptions** The verb to be / the verb to have in third person singular and plural Adjectives, nouns, position of adjectives and adjectival agreement Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronoun	**Weather and countries/planets** The verb to be / the verb to have in third person singular and plural Adjectives, nouns, position of adjectives and adjectival agreement Forming the singular and plural of nouns Noun classes – changing from definite to indefinite pronoun **Going to the beach** Imperatives Use of modal verbal phrases Adjectives, nouns, position of adjectives and agreement Use of bilingual dictionaries
Year 6	**This is me** Nouns, verbs, connectives, adjectives. Creating extended sentences Phoneme-grapheme transfer Use of bilingual dictionaries **Where I live / where you live** Nouns, verbs, adjectives, connectives, prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families, noun gender- definite and indefinite articles	**Playing sport and enjoying sport** Nouns, verbs, adjectives, connectives, prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families, noun gender- definite and indefinite articles Verbs **My best day ever/favourite things** Nouns, verbs, adjectives, connectives, prepositions Creating extended sentences Phoneme- grapheme transfer Use of bilingual dictionaries Cognates and near cognates Word families, noun gender- definite and indefinite articles Verbs	**Going to the restaurant and cafe culture** Exploring restaurant and cafe culture Asking and answering questions Participating in polite conversation Looking for cognates/ near cognates Singular /plural nouns Definite / indefinite pronouns **Lets celebrate** Recall personal information, language recall, favourite things.

Year 1 end points

By the end of year 1, children should be able to :

- Recognize and use simple greetings such as "hello" and "goodbye," and introduce themselves using basic phrases.
- Count from 1 to 10 in the target language.
- Identify and name basic colours.
- Understand and respond to simple classroom commands, like "listen," "look," or "stand up.
- Participate in simple songs and rhymes to aid pronunciation and rhythm.
- Gain a basic awareness of a country where the language is spoken, including recognising the country's flag and a traditional song or story.

Year 2 end points

By the end of year 2, children should be able to :

- Recognise and use vocabulary related to family members, common animals, and everyday objects.
- Ask and respond to basic questions about themselves, such as "What is your name?" and "How old are you?“
- Name the days of the week in the target language.
- Construct simple sentences, for example, stating their favourite colour or number.
- Understand and follow simple stories or descriptions, using visual aids for support.
- Learn about a traditional festival or custom from a country where the language is spoken.

Year 3 end points

By the end of year 3, children should be able to :

- Recognise and use simple greetings, classroom instructions, and key phrases.
- Understand and respond to basic questions, such as "What is your name?" and "How old are you?“
- Begin to use simple sentence structures, e.g., "I like…" or "I have…".
- Recognise some key phonetic sounds and begin to apply them when speaking and reading.
- Identify and recall basic vocabulary, including numbers (1-20), colours, days of the week, and family members.
- Develop cultural awareness by learning about Spanish-speaking countries and traditions.

Year 4 end points

By the end of year 4, children should be able to :

- Engage in short conversations, answering and asking simple questions with increased confidence.
- Understand and use a wider range of vocabulary, including animals, food, weather, and hobbies.
- Read and understand short sentences, recognising familiar words and simple phrases.
- Begin to write simple sentences from memory with support, applying basic grammar rules (e.g., noun-adjective agreement).
- Improve pronunciation and listening skills by recognising key Spanish phonics patterns.
- Explore cultural aspects in more depth, such as festivals, famous landmarks, and daily life in Spain.

Year 5 end points

By the end of year 5, children should be able to :

- Construct longer sentences and begin to use conjunctions (e.g., "and", "but", "because").
- Describe people, places, and things with more detail, using adjectives accurately.
- Use present tense verbs with more confidence, starting to recognise common verb patterns.
- Listen and understand longer spoken passages, responding appropriately.
- Read and understand more complex sentences, recognising familiar grammatical structures.
- Write short paragraphs, applying learnt vocabulary and sentence structures with increasing independence.
- Gain a deeper understanding of Spanish culture, comparing traditions with those in the UK.

Year 6 end points

By the end of year 6, children should be able to :

- Hold a basic conversation, responding to and asking a variety of questions confidently.
- Use high-frequency verbs and common irregular verbs in the present tense.
- Understand and apply key grammatical structures, including noun-adjective agreement and singular/plural forms.
- Listen to and understand a range of spoken Spanish, identifying key information.
- Read and comprehend short texts, stories, and simple dialogues with growing confidence.
- Write extended sentences and short paragraphs from memory, using correct grammar.
- Show an appreciation of Spanish culture, geography, and traditions, making comparisons to their own culture.

Vocabulary across the curriculum

The progression of vocabulary in Worth Valley Primary School's Spanish curriculum is structured to ensure gradual and meaningful development of language skills. Using the Primary Languages Network scheme, students start by learning foundational vocabulary, including greetings, numbers, and simple phrases. As they progress through the years, they are introduced to more complex vocabulary related to topics such as culture, phonics, and tourism. Each year, students build on their previous knowledge, reinforcing and expanding their vocabulary to ensure retention and fluency. The curriculum emphasizes the importance of pronunciation, accuracy, and confidence, allowing students to use vocabulary in context and progress towards greater linguistic competence. This structured vocabulary development supports a deeper understanding of the Spanish language and its cultural context, preparing students for future language learning.

Year 1

- Saludos básicos: Hola, Adiós, Buenos días, Buenas tardes
- Números: uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez
- Instrucciones básicas del aula: Escucha, Mira, Siéntate, Levántate, Silencio
- Colores: rojo, azul, amarillo, verde, naranja, morado, blanco, negro, rosa, marrón
- Emociones simples: feliz, triste, cansado, enojado, emocionado
- Animales comunes: perro, gato, pez, pájaro, conejo, tortuga
- Términos culturales básicos: España, bandera, fiesta

Year 2

- Saludos e introducciones extendidas: ¿Cómo te llamas?, Me llamo..., ¿Cómo estás?, Estoy bien/mal/así así
- Números: once, doce, trece, catorce, quince, dieciséis, diecisiete, dieciocho, diecinueve, veinte
- Días de la semana: lunes, martes, miércoles, jueves, viernes, sábado, domingo
- Miembros de la familia: madre, padre, hermano, hermana, abuelo, abuela, tío, tía
- Animales comunes: vaca, caballo, elefante, conejo, oveja, cerdo
- Frases estructurales básicas: Me gusta…, No me gusta…, Yo tengo…, Yo quiero…
- Frases sobre el clima: hace sol, hace frío, llueve, hace calor, está nublado
- Festivales y tradiciones españolas: Navidad, Día de los Reyes, Feria de Abril

Year 3

- Preguntas y respuestas básicas: ¿Cómo estás?, ¿Cuántos años tienes?, ¿Dónde vives?
- Objetos del aula: lápiz, bolígrafo, libro, mesa, silla, pizarra, mochila, cuaderno
- Números: veintiuno, veintidós... treinta
- Figuras geométricas: círculo, cuadrado, triángulo, rectángulo, óvalo
- Verbos básicos: ser, tener, estar
- Frutas y verduras: manzana, plátano, zanahoria, tomate, uva, fresa, naranja, patata
- Expresión de gustos y disgustos: Me gusta/No me gusta…, Prefiero…
- Países hispanohablantes y capitales: España - Madrid, México - Ciudad de México, Argentina - Buenos Aires

Year 4

- Preguntas personales: ¿Dónde vives?, Vivo en…, ¿Qué te gusta hacer?
- Expresión de la hora: Es la una, Son las dos y media, Son las tres en punto
- Números: treinta y uno, treinta y dos... cincuenta
- Comida y bebida: pan, agua, leche, arroz, pollo, pescado, ensalada, jugo, refresco
- Ropa: camisa, pantalones, zapatos, vestido, chaqueta, falda, gorro
- Transporte: coche, tren, bicicleta, avión, autobús, barco
- Descripción del clima: Hace buen tiempo, está nublado, hay tormenta, hace viento
- Festivales y costumbres españolas: Fallas, Semana Santa, San Fermín

Year 5

- Formación de oraciones extendidas: porque, pero, también, entonces, luego
- Números: cincuenta y uno, cincuenta y dos... cien
- Partes del cuerpo: cabeza, brazos, piernas, ojos, orejas, nariz, boca, manos, pies
- Rutina diaria: me levanto, me cepillo los dientes, voy a la escuela, como, juego, duermo
- Habitaciones de la casa: cocina, baño, dormitorio, salón, jardín, garaje, pasillo
- Descripción de personas y objetos: grande, pequeño, alto, bajo, rápido, lento, bonito, feo
- Conjugación de verbos en presente: hablar, comer, vivir, escribir, leer, correr, jugar
- Comparación de culturas: vida escolar en España vs Reino Unido

Year 6

- Mantener conversaciones básicas: role-play en escenarios reales como en una tienda o restaurante
- Expresión de opiniones: Creo que…, Prefiero…, En mi opinión…
- Introducción al futuro: Voy a…, Quiero…, Me gustaría…
- Planificación de un viaje: Aeropuerto, hotel, billete, pasaporte, maleta, destino
- Descripción extendida de personas, lugares y objetos
- Comprensión y lectura de textos cortos y cuentos
- Escritura de párrafos estructurados en español
- Profundización en la cultura: acentos regionales, tradiciones, monumentos famosos

Cross-curricular

In the Spanish curriculum at Worth Valley Primary School, other subjects are seamlessly integrated to enhance language learning through a broad, cross-curricular approach. Geography plays a key role as students learn about the landscapes, landmarks, and regions of Spanish-speaking countries, which helps contextualize their vocabulary and phrases in real-world settings. History is also explored, with lessons on Spanish-speaking civilizations and key historical events, allowing students to connect the language to past cultures. Music is another integral part, as students study traditional Spanish songs and rhythms, building both their listening and speaking skills while learning about cultural traditions. This interconnected approach not only strengthens students' Spanish language abilities but also helps them see how language connects to various aspects of the world around them.

Curriculum for all

To support children with additional needs in the Spanish curriculum, adaptations are made to ensure they can access language learning at their own pace and level. A key focus is on oracy, allowing children to verbalize sentences and build confidence in speaking. Sentence stems are used to scaffold language production, offering students a clear starting point for constructing sentences. For example, sentence stems like "Me gusta..." (I like...), "Tengo..." (I have...), and "Vivo en..." (I live in...) help children frame their thoughts and express themselves in Spanish. These prompts can be gradually expanded as students gain proficiency. Visual images are also a powerful tool, helping children connect Spanish vocabulary to its English equivalent. Pictures or flashcards are used to represent words, reinforcing meaning and aiding memory retention. Additionally, tactile activities and interactive resources, such as word walls or matching games, provide hands-on learning opportunities, further supporting engagement and understanding for children with additional needs. This approach ensures that every child can access and participate in Spanish lessons, promoting both their language development and confidence.

Personal Development

Spanish at Worth Valley Primary School helps students not only grow in their language skills but also in their ability to express their identities and emotions. Through Spanish lessons, students are encouraged to reflect on their personal experiences, likes, dislikes, and aspirations, fostering self-awareness and emotional literacy. For example, students learn vocabulary related to feelings and preferences, such as "feliz" (happy), "triste" (sad), "me gusta" (I like), and "no me gusta" (I don't like), which allows them to communicate their emotions and opinions. This vocabulary empowers students to develop confidence in expressing themselves both in Spanish and in their native language. Additionally, through discussions about family, hobbies, and daily life, students are encouraged to recognize their own cultural identity while also appreciating the diversity of Spanish-speaking cultures. Personal development is also nurtured through oracy, as students practice speaking, listening, and engaging in conversations, which enhances their social skills and boosts their confidence in communicating. Ultimately, Spanish lessons at Worth Valley Primary School support students' emotional and social growth while providing them with the tools to express their personal thoughts and feelings in a second language.

Assessment

At Worth Valley Primary School, formative assessment of books (KS2) and scrapbooks (KS1) plays a crucial role in monitoring and enhancing student progress. By aligning with the end points of our Primary Languages curriculum, we systematically evaluate whether children have successfully achieved key skills and concepts. This involves identifying areas where students excel and demonstrating proficiency, as well as pinpointing skills that require further development.

Through ongoing assessment, we provide targeted oral feedback that supports students in refining their designs, improving technical abilities, and enhancing problem-solving strategies. This approach not only guides instructional decisions but also empowers students to recognize their strengths and areas for growth.

Enrichment

Enrichment opportunities in Spanish at Worth Valley Primary School provide students with experiences beyond the classroom, deepening their language skills and cultural understanding. A lunchtime Spanish club is available for children who excel in their lessons, offering them the chance to further develop their speaking, listening, and writing skills through fun and engaging activities. This club nurtures a love for language learning and provides challenge and extension for the most able linguists.

Additionally, the school will host a special Spanish Day in April to celebrate the literature of Miguel de Cervantes and the rich culture of Spain. On this day, students engage in activities such as storytelling, drama, and art inspired by Cervantes'. They will also explore traditional Spanish music, dance, and cuisine, immersing themselves in the customs and heritage of Spanish-speaking countries. These enrichment activities help bring the language to life, fostering enthusiasm and a deeper appreciation for Spanish beyond the standard curriculum.

Pupil Voice

What do our children say about Spanish?

'I like that we get to learn a different language'

'It is fun to learn, we sing and do a lot of communicating'

'We get to use songs which are fun, singing helps me to remember the words in Spanish'

'We found that lots of countries speak Spanish, not just Spain. We learn about the different traditions which are really interesting.'

Primary Languages Network