

Avonwood Primary School

Spanish Curriculum Policy



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Avonwood Primary School

The best in everyone™

Part of United Learning

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1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with Spanish

The Earth Charter Principles that we are all interconnected on the Earth and that we should all seek to love and understand each other underpins all that we teach in MFL at Avonwood. We are proud that Avonwood is a multilingual, multicultural community and we seek to inspire wonder in the opportunities that language learning can give children in the globally interconnected world that we live in. Children leave Avonwood with a strong grounding in key grammatical concepts, phonics and a bank of key vocabulary in order to ease their transition into language learning at Key Stage 3 and beyond.

We seek to make children at Avonwood more considerate global citizens by having knowledge of another language and of other cultures across the globe.

You live a new life for every new language you speak.

If you know only one language, you live only once.

(Czech proverb)

If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.

(Nelson Mandela)

2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

At Avonwood Primary School, our Spanish curriculum is designed to be broad, vibrant and ambitious, igniting pupils' curiosity and enthusiasm for language learning while laying strong foundations for future success. We aim to foster a genuine love of language learning, helping pupils appreciate the value of multilingualism and encouraging them to explore the rich diversity of global cultures. Through engaging and age-appropriate topics, including those from the Language Angels scheme, we make learning meaningful, enjoyable, and relevant to pupils' interests.

Our approach develops pupils' understanding of Spanish culture, traditions, and ways of life, promoting respect and appreciation for cultural differences. We maintain high expectations and excellent standards, ensuring all pupils are challenged to reach their full potential in the four key language skills: listening, speaking, reading and writing. Vocabulary, grammar, and phonics knowledge are structured progressively, enabling pupils to apply their learning confidently in a variety of contexts. Independent learning is encouraged by teaching pupils how to research unfamiliar language and use reference materials to support their spoken and written work.

To ensure coherence and progression, content is reviewed annually and mapped in long-term and short-term planning to meet or exceed national DfE requirements. Our curriculum explores the relationship between language and identity, helping pupils develop a deeper understanding of themselves, others and the world around them.

2.2 Subject Implementation

All Key Stage 2 classes benefit from a high-quality foreign languages curriculum delivered through the Language Angels scheme of work and resources. This structured and progressive approach ensures that pupils develop their Spanish language skills through regular, well-planned weekly lessons, taught either by class teachers or HLTAs during PPA cover. In Key Stage 1, pupils in Foundation and Year 1 are introduced to Spanish through nursery rhymes, with their formal language-learning journey beginning in Year 2.

The curriculum is designed to help children progressively acquire, use and apply a growing bank of vocabulary, grammatical knowledge and language skills. These are organised around age-appropriate topics and themes, forming the building blocks of increasingly complex and authentic language use.

Language Angels categorises its units by Teaching Type, which helps teachers select the appropriate level of challenge for their pupils:

- Early Language Units: Entry-level, ideal for Year 2-3 pupils with little or no prior experience.
- Intermediate Units: Suitable for Years 4-5, introducing more complex grammar and vocabulary.
- Progressive Units: Designed for Year 6 pupils, focusing on fluency and advanced grammatical structures.
- Creative Curriculum Units: Offer additional challenge and thematic depth.

This tiered structure ensures that pupils are taught at a level appropriate to their readiness, with each teaching unit divided into six fully planned lessons, with each lesson featuring:

- Clearly defined objectives and aims
- Interactive whiteboard materials to support speaking and listening
- Three levels of stretch and differentiation in desk-based activities
- Reading and writing tasks
- A grammar concept that increases in complexity across the unit types

Lessons are designed to be interactive and engaging, incorporating challenge sections and differentiated activities to cater to all learners. Grammar is taught discretely and progressively, starting with basic noun and verb structures and advancing to complex conjugations and opinions.

Pupil progress is monitored through regular assessments aligned with school policy, ensuring that learning is substantial and sustained. Writing tasks are extended to encourage recall and reuse of previously learned language, helping pupils build fluency and confidence.

Avonwood maintains a unit planner that acts as a teaching map for all year groups. This ensures consistency and progression across classes, with each year group having a clear overview of the units to be taught throughout the academic year.

The curriculum is visualised as “language Lego”, where each lesson builds on the previous one, allowing pupils to construct more sophisticated language structures over time.

Ultimately, we aim to inspire lifelong learners who feel confident, capable and motivated to continue studying languages beyond Key Stage 2 and into secondary education. Through this approach, pupils will not only gain essential language skills but also grow into culturally aware, globally minded individuals.

2.3 Subject Impact

The implementation of the Language Angels programme ensures a clear, structured, and progressive approach to foreign language learning throughout Key Stage 2. The curriculum is designed to build pupils’ confidence and competence in Spanish, with each unit increasing in linguistic and grammatical complexity as children move from Early Learning through Intermediate to Progressive units.

By the time pupils reach the Progressive units, they are exposed to longer texts and are encouraged to formulate personalised responses using a broad range of vocabulary, grammatical structures, and linguistic features. This includes the use of conjunctions, adverbs, adjectives, opinions, and justifications, enabling them to produce extended spoken and written language.

Learning is cumulative and carefully sequenced. Pupils continuously build on prior knowledge, with regular opportunities to recycle, revise, and consolidate language. This ensures that learning is embedded and retained over time.

Teachers at Avonwood benefit from comprehensive long-term and short-term planning documents, including unit planners, overviews, and individual lesson plans. These resources provide clarity on learning objectives and ensure consistency and progression across year groups. Teachers can confidently deliver lessons knowing what to teach and how to teach it, aligned with the expectations of each term and year.

3.0 Sequencing of the Avonwood Spanish Curriculum

UNIT	SPEAKING	LISTENING	READING	WRITING	GRAMMAR
Core Vocabulary & Phonics	Listen to and recognise all vocabulary in target language without written form.	Say all vocabulary including some simple rhymes with accurate pronunciation.	Read all new vocabulary and simple rhymes without hearing first.	Spell all new language as accurately as possible via tasks in each lesson.	N/A

We are following Year Planner for 2025-2026 (LIMITED / NO previous exposure to foreign language teaching and learning).

	Year 3	Year 4	Year 5	Year 6
Slot 1	Phonetics 1 (X) &  I Am Learning Fr/Sp/It (E) 	Phonetics 1-2 (X) &  I Am Able ...(Fr)  I Know How...(It/Sp) (E) 	Phonetics 1-2 (X) &  Seasons (E)  	Phonetics 1-2 (X) &  Presenting Myself (I) 
Slot 2	Animals (E) 	Fruits (E)   	Ice-Creams (E)   	My Family (I)   
Slot 3	Instruments (E)  	Vegetables (E)   	Presenting Myself (I) 	The Date (I)   
Slot 4	I Am Able ...(Fr)  I Know How...(It/Sp) (E)  	Presenting Myself (I) 	My Family (I)   	Do You Have a Pet? (I)   
Slot 5	Fruits (E)   	My Family (I)   	At the Tea Room (Fr)  At the Café (Sp)  At the Restaurant (It) (I) 	My Home (I)   