



Context

Ballifield Primary School is located in South East Sheffield, in an area known as Handsworth, a low-density urban area. The location consists of predominantly White British, English speaking population with many young families and of average income. Deprivation levels are around average for the UK. EAL at Ballifield is 6.7% (figure as of December 2025) so there is little exposure to other languages in most children's lives outside school.

Many families typically holiday within the UK, visiting tourist sites by the British coast such as Skegness. Some families do travel abroad, typically to popular holiday destinations in Europe including Spain. There is a low level of travel further afield.

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within Key Stage 2. Ballifield Primary School has adopted a whole-school approach to the teaching of **Spanish** to all KS2 pupils. A driving force behind the selection of Spanish over other modern foreign languages is that it is taught at the secondary school where the majority of our pupils attend after Ballifield. This means that they will be able to continue their journey of learning Spanish seamlessly between KS2 and KS3.

OUR INTENT FOR THE TEACHING OF SPANISH AT BALLIFIELD PRIMARY SCHOOL

Purpose

Ballifield uses the 'Language Angels' scheme and resources. We ensure that we offer a relevant, broad and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. Most of our pupils start from a similar starting point with their Spanish knowledge, knowing a few words perhaps from holidays or popular music. All pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being are encouraged to achieve their full potential by establishing high expectations and excellent standards in their foreign language learning. The ultimate aim is that pupils will feel able and confident to continue studying languages beyond key stage 2.

The intent is that all content will be continuously updated and reviewed annually, creating a dynamic programme of study that will be clearly outlined in both long-term, medium-term and short-term planning. This will ensure that the foreign language knowledge of our pupils progresses within each academic year and is extended year upon year throughout the primary phase and, in so doing, children will know more, remember more and do more in Spanish.

The four key language learning skills; **listening, speaking, reading** and **writing** will be taught and all necessary **grammar** will be covered in an age-appropriate style across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.

Aim

Our aim is to develop the confidence and competence of each child in the foreign language they are learning. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- **Speaking**
- **Listening**
- **Reading**
- **Writing**
- **Grammar**

We aim to ensure that pupils of all abilities develop strong foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey where they can achieve and thrive. These skills will develop children's ability to understand what they hear and read, and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the Spanish language and the English language. We will also help strengthen their sense of their own identity and place within the world through learning about culture in other Spanish-speaking countries and comparing it with their own.

OUR IMPLEMENTATION OF THE TEACHING OF SPANISH AT BALLIFIELD PRIMARY SCHOOL

All classes (KS2) will have access to a high-quality foreign languages curriculum using the 'Language Angels' scheme and resources. This will progressively develop pupils' skills in foreign languages through regularly taught and well-planned weekly lessons in Key Stage 2, every half term.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes.

The planning of different levels of challenge (as demonstrated in the various Language Angels Teaching Type categories) and which units to teach at each stage of the academic year will be addressed dynamically and will be reviewed in detail annually as units are updated and added to the scheme. Lessons offering appropriate levels of challenge and stretch will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language(s) they are learning.

Language Angels categorise by '**teaching type**' to make it easier for teachers to choose units that will offer the appropriate level of challenge and stretch for the classes they are teaching.

- **Early Language** units are entry level units and are most appropriate for Year 3 pupils or pupils with little or no previous foreign language learning.
- **Intermediate** units increase the level of challenge by increasing the amount and complexity (including foreign language grammar concepts) of the foreign language presented to pupils. Intermediate units are suitable for Year 4-5 pupils or pupils with embedded basic knowledge of the foreign language.
- **Progressive** and Creative units are the most challenging units and are suitable for Year 6 pupils or pupils with a good understanding of the basics of the language they are learning.

Grouping units into these **teaching type** categories ensures that the language taught is appropriate to the level of the class and introduced when the children are ready. Children will be taught how to listen and read longer pieces of text in Spanish and they will have ample opportunities to speak, listen to, read and write the language being taught with and without scaffolds, frames and varying levels of support.

Units, where possible and appropriate, will be linked to class topics and cross curricular themes. Children will build on previous knowledge gradually as their Spanish lessons continue to recycle, revise and consolidate previously learnt language whilst building on all four language skills: **listening, speaking, reading** and **writing**. Knowledge and awareness of required and appropriate grammar concepts will be taught throughout all units at all levels of challenge. Grammar is integrated and taught discreetly throughout all appropriate units. Grammar rules and patterns will be taught by level of challenge:

- **Early Language** units: we start with **nouns, articles** and **1st person singular of high frequency verbs**.
- **Intermediate** units: we move on to the use of the **possessive**, the **concept of adjectives**, use of the **negative form, conjunctions/connectives** and introduce the **concept of whole regular verb conjugation**.
- **Progressive** units: we end with **opinions** and introduce the **concept of whole high frequency irregular verb conjugation**.

Our **Progression Map** shows how pupils' foreign language learning across the key skills of **speaking, listening, reading, writing** and **grammar** progresses **within** each Language

Angels 'Teaching Type' and also how the level of learning and progression of each pupil is increased as pupils move **across** each subsequently more challenging Language Angels 'Teaching Type'. **It is a visual demonstration of the progression that takes place WITHIN a 'Teaching Type' and also ACROSS each 'Teaching Type'.**

Ballifield Primary School has a **long-term plan** in place which serves as an overall 'teaching map' outlining for all KS2 teachers within the school what each class in each year group will be taught and when. Each class in each year group will have an overview of units to be taught during the academic year to ensure substantial progress and learning is achieved. Each teaching unit is divided into 6 fully planned lessons.

- Each unit and lesson will have clearly defined objectives and aims.
- Each lesson will incorporate interactive whiteboard materials to include ample **speaking** and **listening** tasks within a lesson.
- Lessons will incorporate challenge and class-based activities that will be offered will three levels of adaptation.
- **Reading** and **writing** activities will be offered in all units. Some extended reading and writing activities are provided so that native speakers can also be catered for when the scenario arises (though this is uncommon at Ballfield).
- Every unit will include a **grammar concept** which will increase in complexity as pupils move from **Early Language** units, through **Intermediate** units and into **Progressive** units.
- Writing activities are provided to ensure that pupils are recalling previously learnt language and, by reusing it, will be able to recall it and use it with greater ease and accuracy. These tasks will help to link units together and show that pupils are retaining and recalling the language taught with increased fluency and ease.
- We have chosen to introduce 3 new topics each year (4 in Year Three), using alternate half-terms to revisit previous learning.
- In our revision units, children will also develop their cultural understanding by learning about a Spanish speaking country from around the world.

Units are progressive within themselves as subsequent lessons within a unit build on the language and knowledge taught in previous lessons. As pupils progress through the lessons in a unit they will build their knowledge and develop the complexity of the language they use. We provide blocks of language knowledge and, over the course of a 6-week unit, encourage pupils to build more complex and sophisticated language structures with their blocks of language knowledge.

The School Curriculum Requirements

As a maintained school in England, Ballifield Primary School is legally required to follow the statutory national curriculum which sets out in a programme of study, on the basis of key stages, subject content for the subject of Spanish that should be taught to all pupils in key stage 2.

Time allocation for Spanish

The amount of time allocated to the teaching of Spanish at Ballifield Primary School is 40 minutes per week.

Teaching and Learning

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Modern Foreign Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.

8. Appreciate stories and songs in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Displays of the topics being taught in Spanish will be displayed around individual classrooms and feature on a whole-school display to promote Spanish across the school.

Planning

Spanish is taught in a whole-class setting by the class teacher and is therefore not reliant on one key member of staff.

Teachers plan their lessons using the long-term plans which set out the clear sequencing and coherence of the Spanish curriculum across each year group for the academic year. Medium term plans set out a coherent and well-sequenced series of lessons for each unit of work. The Language Angels scheme can supplement this and teachers can use their own ideas and experience and those of their colleagues to further support with planning.

Our Spanish lessons are designed to motivate, captivate and interest all children, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being from the first moment. They have clear, achievable objectives and incorporate different learning styles. Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being have access to the curriculum through variation of task, grouping or support from an adult.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Adapted class-based consolidation activities
- Worksheets (at three different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise.

Below is the outline of units we cover throughout KS2:

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1 (X) & I Am Learning Spanish (E)	Phonetics 2 (X) & Presenting Myself (I)	Phonetics 3 (X) & Do you have a pet? (I)	Phonetics 4 (X) & At School (P)
Half Term 2	Seasons (E)	Revision (Presenting myself and I'm learning Spanish)	Revision (Presenting myself, family and home, do you have a pet?)	Revision (Presenting myself, family, school)
Spring Term				
Half Term 1	Revision (I am learning Spanish and Seasons)	Family (I)	The weather (I)	At the Weekend (P)
Half Term 2	Fruits (E)	Revision (Fruits and Ice creams)	Revision (Introduce months and days, seasons and weather)	Revision (school and at the weekend)
Summer Term				
Half Term 1	Ice-Creams (E)	My home (I)	At the cafe (I)	Me in the World (P)
Half Term 2	Revision (Fruits and Ice-creams)	Revision (Presenting myself, family and home)	Revision (Ice cream, fruit and combining with at the café)	Revision (Across the year group)

Resources

- Long- and medium-term plans are stored in Staffshare > Ballifield New Curriculum > Subjects > MfL.
- Classroom display materials are also saved in Staffshare > Ballifield New Curriculum > Subjects > MfL.
- The Language Angels scheme is a **fully online** resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach every lesson.

THE IMPACT OF THE TEACHING OF SPANISH AT BALLIFIELD PRIMARY SCHOOL

As well as each subsequent lesson within a unit being progressive, the teaching type organisation of Language Angels units also directs, drives and guarantees progressive learning and challenge. Units increase in level of challenge, stretch and linguistic and grammatical complexity as pupils move from **Early Learning units** through **Intermediate units** and into the most challenging **Progressive units**. Units in each subsequent level of the teaching type categories require more knowledge and application of skills than the previous teaching type. Activities contain progressively more text (both in English and the foreign language being studied) and lessons will have more content as the children become more confident and ambitious with the foreign language they are learning.

Early Learning units will start at basic noun and article level and will teach pupils how to formulate short phrases. By the time pupils reach Progressive units they will be exposed to longer texts and will be encouraged to formulate their own, more personalised responses based on a much wider bank of vocabulary, linguistic structures and grammatical knowledge. They will be able to create longer pieces of spoken and written language and are encouraged to use a variety of conjunctions, adverbs, adjectives, opinions and justifications.

Pupils will be aware of their own learning goals and progression as each unit offers a pupil friendly overview so that all pupils can review their own learning at the start and at the end of each unit. They will know and will be able to articulate if they have or have not met their learning objectives and can keep their unit learning intention sheets and unit core vocabulary sheets as a record of what they have learnt from unit to unit and from year to year.

Assessment, reporting and monitoring

Pupil learning and progression will be assessed at the end of each unit. regular intervals in line with school policy. The opportunity to assess pupil learning and progression in the key language skills (speaking, listening, reading and writing) and against the 12 DfE Languages Programme of Study for Key Stage 2 attainment targets is provided at the end of each 6-week teaching unit. At the end of each unit teachers will report children who are working below the age-related expectations.

In addition to following the lessons provided in the Language Angels scheme of work and resources, teachers are encouraged to also do some of the following:

- Foreign language celebration assemblies.
- Take the register in Spanish

- School celebrations of national days (from Spanish speaking countries) when appropriate to facilitate a whole school approach to foreign language learning along with improved cultural awareness – European Day of Languages.

All children, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being are expected to make good or better than good progress in their foreign language learning and their individual progress is tracked and reported to pupils and parents / carers in line with school recommendations.

If pupils are not progressing in line with expectations, this will be identified in the End of Unit Skills Assessments provided in the Language Angels Tracking & Progression Tool.

Evidence of Teaching & Learning and Transition at End of Key Stage

Where appropriate, worksheets completed by the children may be kept in their Spanish books. Teachers can also upload audio and video recordings of pupils speaking and presenting in Spanish.

Assessment of Pupil Learning & Progression

An end of unit assessment sheet is available at the end of every unit:

This enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Inclusion

We understand that the most effective inclusion strategy begins with high-quality inclusive Spanish teaching, which benefits all pupils, especially disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being. Teachers are aware that pupils who have barriers to learning in other areas may have a strong interest in and aptitude for Spanish. All pupils are encouraged to progress to their full potential and a variety of teaching methods are employed to ensure that this is possible, adapting for individual pupils where appropriate. Teachers also recognise that pupils' work and learning outcomes can take many forms.

Spanish and SMSC

At Ballifield, we believe that Spanish plays a role in the personal development of children by developing a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and

cultural differences. The intention is that they will be working towards becoming life-long language learners.

MfL and British Values

At Ballifield, we promote the fundamental British values of:

- 1. Democracy**
- 2. The rule of law**
- 3. Individual liberty**
- 4. Mutual respect**

Pupils will explore **individual liberty**, which is part of British values, through a study of authentic texts, audio and video. Studying modern languages gives numerous opportunities to explore individual liberty as a concept that applies in different ways in different countries.

The core values of **mutual respect** are promoted in the MFL classroom to encourage participation by all. Everyone is supported to engage and speak up. Most students face challenges when speaking aloud in a second language and many lack confidence. All verbal participation is celebrated and supported by peers.

The study of MFL promotes and encourages an **appreciation of different cultures** and ways of life. Students learn about aspects of different cultures - food, music, entertainment, festivals and traditions. In each revision unit, children will have the opportunity to

Role of the Subject Leader

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via observations and pupil voice, with feedback given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage, focusing particularly on disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being.

All data, ranging from evidence of classroom teaching to individual pupil skills reports, is securely stored on a password protected database. This can be accessed by class teachers, the Subject Leader and SLT so all key stakeholders can evaluate delivery, performance and progress. This data can be presented to parents at parent-teacher meetings and will also be used to ensure the Foreign Languages SEF is updated as appropriate.

The Subject Leader will promote Spanish throughout KS2 through the use of whole school/class assemblies (Day of European Languages, National Days etc).

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