

Spanish

Long-term plan

Mixed-age

Our KS2 long-term plan for **Spanish** is designed for schools that deliver the subject each week.

This document is regularly updated to reflect changes to our content. This version was created on 11.07.24

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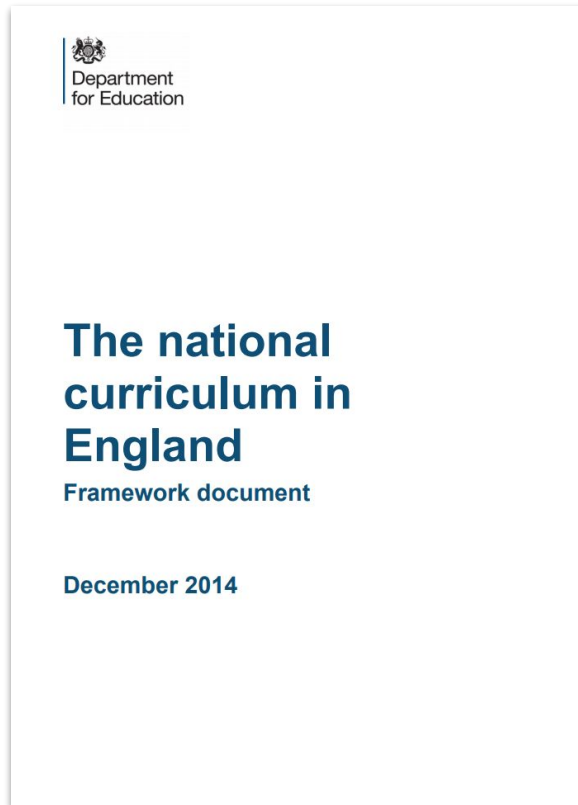
Kapow
Primary™

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How does Kapow Primary help our school to meet the statutory guidance for Languages?

Our scheme of work fulfils the statutory requirements for Languages outlined in the **National curriculum (2014)** and was created based on the principles outlined in the [Ofsted Research review series: languages](#)



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Research and analysis

Research review series: languages

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Applies to England

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Introduction

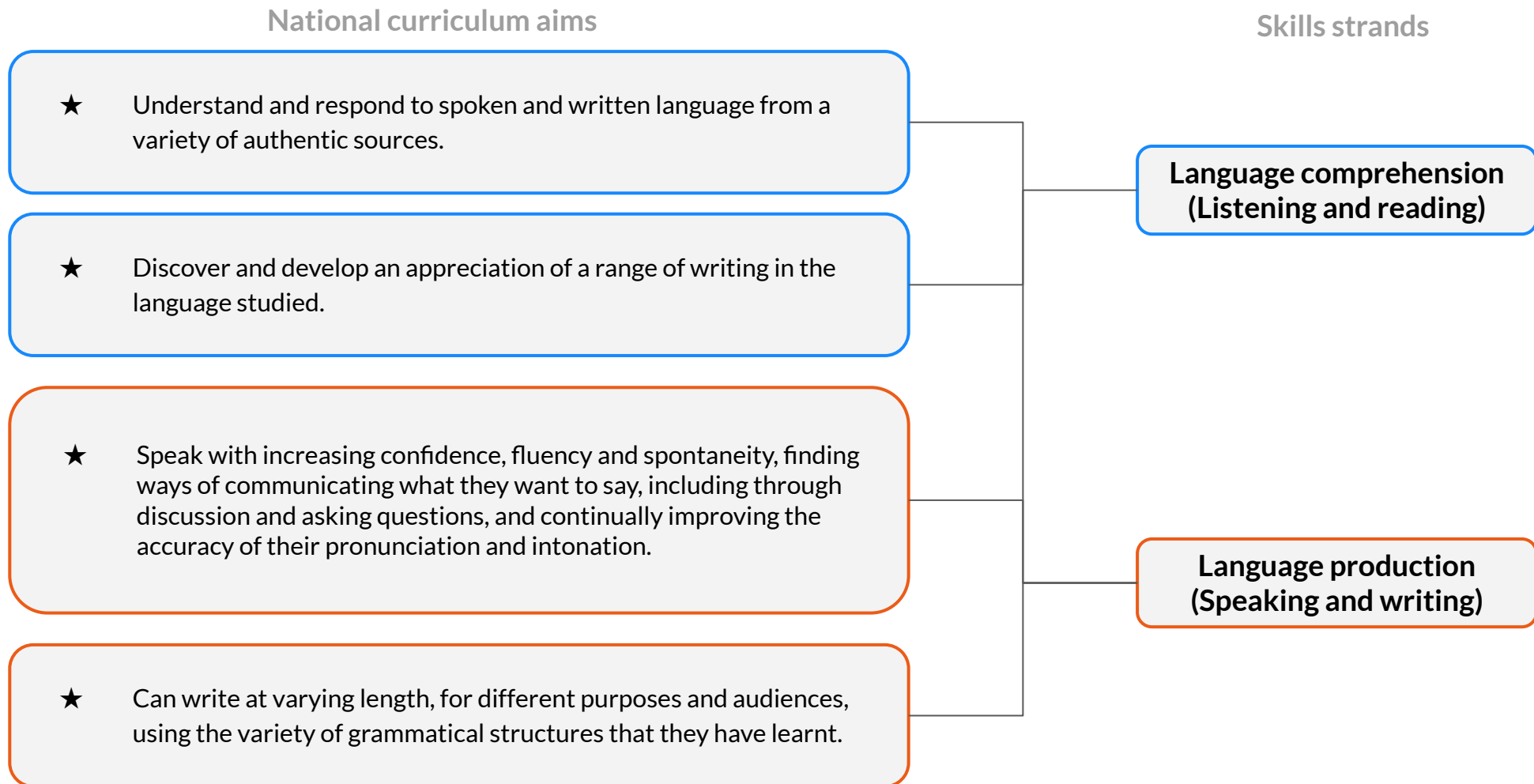
Languages are an integral part of the curriculum. Learning a language is 'a liberation from insularity and provides an opening to other cultures'.^[footnote 1] It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. The languages curriculum should also provide the foundation for learning further languages. It should enable pupils to study and work in other countries. In doing this, the languages curriculum has a potential positive impact on business and the economy.

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It is **compulsory** for schools to teach Languages at Key stage 2 only, which is why our Spanish scheme of work is designed to be taught from Year 3/4 onwards, to help your pupils to meet the end of Key stage 2 Attainment targets.

How does Kapow Primary's Spanish scheme of work align with the National curriculum?

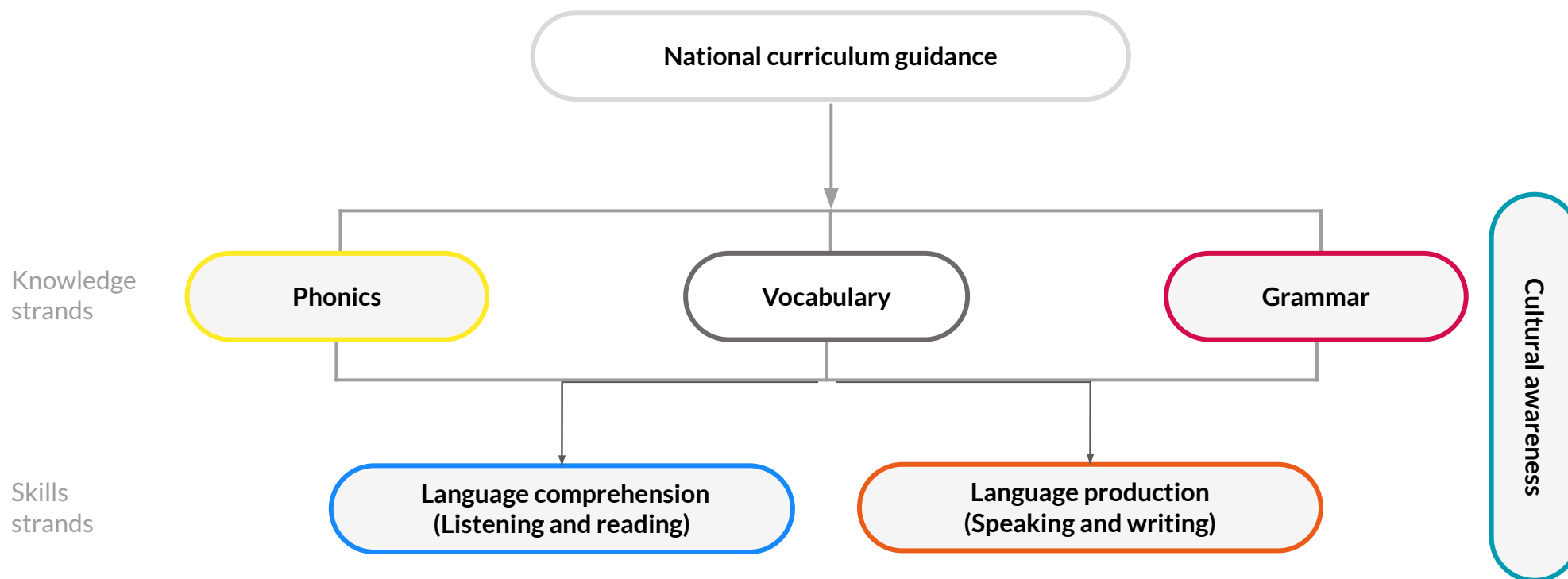
The Kapow **Language comprehension** and **Language production** skills strands align with the National curriculum aims for Languages. Our *National curriculum coverage document* shows which units support you in helping children to reach each of the National curriculum attainment targets.



At Kapow Primary, we also have the following **knowledge strands**: **Phonics**, **Vocabulary** and **Grammar**, which align with the three pillars of progression in the [Ofsted: Research review: languages](#). Please see [How is the Spanish scheme of work organised?](#) for a diagram showing how the strands work together.

How is the Spanish scheme of work organised?

From the [Ofsted research review series: languages](#), we have identified three knowledge strands or 'pillars'. In each unit, children will then draw upon this knowledge in order to comprehend and produce language to help them achieve the aims of the National curriculum.



Throughout the scheme of work, children will also be developing their [Cultural awareness](#) of Spain and the Spanish-speaking world.

Our knowledge strands - **Phonics**, Vocabulary and **Grammar**

The Kapow Primary Spanish scheme aims to provide pupils with a firm foundation of language learning. For this reason, we have planned when to teach the three building blocks of a language system: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

Phonics

A comprehensive Spanish phonics programme has been embedded into the Kapow Primary Spanish scheme ensuring the explicit teaching of critical phonemes focuses on both pronunciation and the sound-spelling link.

Our 'Mouth mechanics' pupil videos, which native speakers present, support this learning by including an in-depth look at the shape of the mouth when creating each phoneme.

Vocabulary

As the Ofsted research review recommended, the Kapow Primary Spanish scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously-learned vocabulary in different contexts.

This approach allows the children to commit these key words to their long-term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.

Grammar

Developing grammatical understanding through a carefully planned progression of key structures is the bedrock of the Kapow Primary Spanish scheme.

Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before more complex ones are introduced. Lessons are organized to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.

Language detective skills

At Kapow Primary, we believe that it is crucial to develop engaged and independent language learners who can apply their knowledge of phonics, vocabulary and grammar to comprehend and manipulate language autonomously.

We do this by encouraging children to:

- Recognise learnt vocabulary when listening or reading.
- Spot cognates (words which have the same origin or are similar) and near-cognates.
- Consider word order to anticipate the meaning of words.
- Use context and their own knowledge of the world to predict the meaning of unknown words.

Our scheme develops these skills progressively so that by the end of Year 5/6, pupils can use these strategies to confidently grapple with unknown spoken and written language and search for meaning. Through these skills, pupils gain a strong foundation for further language learning as well as developing their understanding of the English language and its grammar conventions.



Cultural awareness

The Kapow Primary Spanish scheme is carefully devised to enable children to develop their language skills in authentic and stimulating contexts which simultaneously seek to deepen their understanding of the world. Drawing from the diverse cultures of Spain and the Spanish-speaking world, children will have the opportunity to encounter purposeful language whilst exploring exciting aspects of tradition and heritage, such as:

- Discovering the geography of Spain and South America.
- Understanding key festivals and celebrations.
- Gaining awareness of Spanish art and architecture.
- Appreciating traditional games, songs and dance.
- Comparing mealtimes and enjoying typical foods.
- Considering the legacy of ancient civilisations e.g. the Maya.
- Examining the impact of global issues such as climate change.

These contexts not only offer the children a range of possibilities for cross-curricular learning, but also reinforce the key role that language learning can play in developing pupils' cultural capital.



Oracy in Spanish

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Spanish curriculum, pupils have opportunities to develop their oracy skills by:

- Developing the physical skills required for speech by utilising their voice, body language, and facial expressions to better communicate in Spanish.
- Explicitly considering the role of syntax in communication in Spanish and reflecting on the differences with English to deepen understanding.
- Role-playing as Spanish speakers to practice conversational skills.
- Questioning and responding to each other in French to build communication skills.
- Interpreting the speech of native Spanish speakers, learning to gist and summarise meaning.
- Describing using Spanish vocabulary.
- Listening to native Spanish speakers and each other.
- Collaborating in groups and taking different roles in conversations.



A spiral curriculum

Kapow Primary's Spanish scheme of work has been designed as a spiral curriculum with the following key principles in mind:

- ✓ **Cyclical:** Pupils return to the same broad themes of 'All about me,' 'Daily life' and 'Spain and other Spanish speaking countries' each year.
- ✓ **Increasing depth:** Each time vocabulary and grammatical structures are revisited, they are covered with greater depth.
- ✓ **Prior knowledge:** Upon returning to each area, prior knowledge is utilised so pupils can build on previous foundations, rather than starting again



Is there any flexibility in the Kapow Primary Spanish scheme?

Our Spanish scheme of work is organised into units.

Within each unit, lessons **must** be taught in order as they build upon one another.

Units **must** be taught in the suggested order as our scheme is progressive and, although the topic focus of each unit is different, phonic knowledge, key vocabulary, grammar concepts and skills are gradually developed.

Our mixed-age plan's unit sequence is crafted to allow students to start Year 3/4 or Year 5/6 with either Cycle A or Cycle B units, depending on their cohort, while ensuring continuous progression in learning.

Other useful documentation:

There are a number of key documents that can support you in planning and delivery of the Kapow Primary **Spanish** scheme. Visit the [Subject planning page](#) for more.

✓ **[National curriculum coverage – mixed-age - coming soon!](#)**

- Shows which of the National curriculum Attainment targets are covered by each mixed-age unit.

✓ **[Progression of skills, knowledge and vocabulary – mixed-age - coming soon!](#)**

- Shows how understanding and application of key knowledge and skills builds year on year across our strands.

✓ **[Equipment list – mixed-age - coming soon!](#)**

- Explains which resources are required to teach our mixed-age scheme of work.

✓ **[Assessment spreadsheet – mixed-age - coming soon!](#)**

✓ **[Intent, Implementation, Impact statement](#)**

- Explains our curriculum design : what is taught and why (Intent), what it looks like in practice (Implementation) and what the outcomes will be (Impact).

<i>Cycle A</i>			<i>Cycle B</i>	
Year 3/4	Year 5/6		Year 3/4	Year 5/6
Spanish greetings with puppets (from Y3)	Describing family and friends in Spanish (from Y5)	Autumn 1	Where do you live in Spain? (adapted from Y3)	Food and drink in Spanish (from Y5)
Spanish numbers and ages (from Y3)	Spanish portraits (from Y5)	Autumn 2	Shapes and colours in Spanish (from Y3)	Sports in Spanish (from Y5)
Pets and colours in Spanish (adapted from Y4)	Shopping (from Y6)	Spring 1	At the Spanish market NEW UNIT	Clothes in Spanish (adapted from Y6)
Classroom objects in Spanish (from Y3)	Household tasks in Spanish (adapted from Y6)	Spring 2	Weather in Spain (from Y4)	School life in Spanish (adapted from Y6)
Dates in Spanish (adapted from Y4)	A trip across Spain (from Y5)	Summer 1	Spanish celebrations (adapted from Y4)	Free time in Spain (from Y6)
Journey around Latin America (from Y3)	Saving South America (from Y5)	Summer 2	The Amazon rainforest (adapted from Y4)	Maya city treasure hunt (from Y6)

Date	Update
05.06.24	First published
11.07.24	Added a page about oracy in Spanish on p.9.