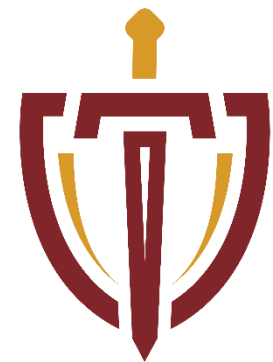


Our REACH Curriculum

MFL: Spanish

Progression of Knowledge, Skills and Vocabulary

Enabling our pupils to explore other cultures, develop a love of language and deepen their understanding of the world.



TEMPLARS
ACADEMY

Templars Academy - Inspires MAT

National Curriculum Statutory Statements:

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, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
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.

Introducing Spanish at Templars Academy

Year 1: 2025-26

	Year 3	Year 4	Year 5	Year 6
Unit 1	Phonetics 1 I'm learning Spanish (E)	Phonetics 1-2 I Know How... (E)	Phonetics 1-2 Seasons (E)	Phonetics 1-2 Presenting Myself (I)
Unit 2	Animals (E)	Fruits (E)	Ice-Creams (E)	My Family (I)
Unit 3	Instruments (E)	Vegetables (E)	Presenting Myself (I)	The Date (I)
Unit 4	I Know How... (E)	Presenting Myself (I)	My Family (I)	Do you have a pet? (I)
Unit 5	Fruits (E)	My Family (I)	At the Café' (I)	My Home (I)

Year 2: 2026-27

	Year 3	Year 4	Year 5	Year 6
Unit 1	Phonetics 1 I'm learning Spanish (E)	Phonetics 1-2 Seasons (E)	Phonetics 2-3 The Date (I)	Phonetics 3-4 The Date (I)
Unit 2	Animals (E)	Vegetables (E)	At the Café (I)	Do you have a Pet? (I)
Unit 3	Instruments (E)	Presenting Myself (I)	Do you have a Pet? (I)	Clothes (I)
Unit 4	I Know How... (E)	My Family (I)	What is the Weather? (I)	At School (P)
Unit 5	Fruits (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)

Year 3: 2027-28 (and beyond)

	Year 3	Year 4	Year 5	Year 6
Unit 1	Phonetics 1 I'm learning Spanish (E)	Phonetics 2 Presenting Myself (I)	Phonetics 3 The Date (I)	Phonetics 4 At School (P)
Unit 2	Animals (E)	My Family (I)	Do You Have a Pet? (I)	Planets (P)
Unit 3	Instruments (E)	At the Café (I)	My Home (I)	At the Weekend (P)
Unit 4	I Know How... (E)	In the Classroom (I)	The Olympics (I)	Healthy Lifestyles (P)
Unit 5	Fruits (E)	What is the Weather? (I)	Clothes (I)	Me in the World (P)

Year 3

I'm Learning Spanish	Animals	Instruments
By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country/countries where Spanish is spoken.	In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb 'I am' in Spanish. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	In this unit pupils will learn 10 common instruments and will be introduced to the 1 st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners.
I Know How...	Fruits	Consolidation/ Review
In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.	A review of learning from the year allowing children to access and remember prior learning

Year 3	
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.
Speaking	Communicate with others using simple words and short phrases covered in the units.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano', 'I like apples'.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'

Early Language Teaching

Phonics lesson 1:

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

Year 4

I Know How...	Fruits	Vegetables
In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.	In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like in Spanish.	In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.
Presenting Myself	My Family	Consolidation/ Review
By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.	A review of learning from the year allowing children to access and remember prior learning

Projected skills expectations

Year 4 (Assuming at least 1 year of previous foreign language learning)	
Listening	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.
Speaking	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.
Reading	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.
Writing	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.
Grammar	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'

Early Language Teaching

Intermediate Language Teaching

Phonics lesson 1:

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

Phonics lesson 2:

In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.

Year 5

Seasons	Ice-Creams	Presenting Myself
In this unit pupils will learn the four seasons of the year along with a key feature for each season in Spanish. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.	In this unit pupils will learn ten flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or pot of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.
My Family	At the Café	Consolidation/ Review
By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.	By the end of this unit, pupils will have the knowledge and skills necessary to perform a short role-play in a Spanish cafeteria. This is a unit that consolidates much of the grammar covered in our Early Language teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	A review of learning from the year allowing children to access and remember prior learning

Projected skills expectations

Year 5 (Assuming at least 2 years of previous foreign language learning)	
Listening	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.
Speaking	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.
Reading	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.
Writing	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.
Grammar	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...'; 'he/she wears...') and also be able to describe clothes in terms of colour EG: 'My blue coat'.

Early Language Teaching

Intermediate Language Teaching

Phonics lesson 1:

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

Phonics lesson 2:

In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.

Year 6

Presenting Myself	My Family	The Date
By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in Spanish to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1 st person singular to 3 rd person singular.	Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in Spanish.
Do you Have a Pet?	My Home	Consolidation/ Review
By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in Spanish. They will move from 1 st person singular to 3 rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in Spanish. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	A review of learning from the year allowing children to access and remember prior learning

Projected skills expectations

Year 6 (Assuming at least 3 years of previous foreign language learning)	
Listening	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

Intermediate Language Teaching

Phonics lesson 1:

In this lesson pupils will be introduced to the set of phonics sounds from the Early Language Teaching Type.

Phonics lesson 2:

In this lesson pupils will be introduced to the first set of phonics sounds from the Intermediate Teaching Type.






Assessment:

Ongoing assessment opportunities are ensured throughout each lesson. All lessons begin with a recap of prior knowledge and lessons are delivered sequentially to ensure that each lesson builds upon prior knowledge and learning.

Key vocabulary is displayed in the classroom and regularly referred to.

A range of learning activities take place during a lesson: reading, speaking, listening, writing. This ensures multiple opportunities for teachers to assess knowledge and understanding.

At the end of each unit of learning an assessment is carried out:

Name: <input type="text"/>		Date: <input type="text"/>		Class: <input type="text"/>		Unit: Aprendo español	
Speaking Exercise				Listening Exercise			
Can you say any of the following in Spanish? <i>Hi/Hello!</i> <i>My name is _____.</i> <i>I am fine.</i> <i>I am not great.</i> <i>So-so.</i>				From the PowerPoint slide write the five different numbers between 1 and 10 you hear spoken. <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>			
Reading Exercise				Writing Exercise			
Can you draw a line from <u>any</u> of the following words to the correct colour? r o j o  v e r d e  a m a r i l l o  n a r a n j a  a z u l 				Can you write any of the following in Spanish? <i>Good morning!</i> <input type="text"/> <i>What is your name?</i> <input type="text"/> <i>How are you?</i> <input type="text"/> <i>Goodbye!</i> <input type="text"/> <i>See you later!</i> <input type="text"/>			
Word Bank		rojo, naranja, blanco, gris, verde, morado, amarillo, azul, marrón, negro, ¡hola!, ¡buenos días!, ¿cómo estás?, estoy bien, estoy regular, ¿cómo te llamas?, ¡adiós!, ¡hasta luego!, me llamo, estoy mal.					

Key resources:

LANGUAGE ANGELS Language: Spanish Teaching Type: Early Language Unit: Aprendo español

Unit Overview
To find Spain on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours.

By the end of this unit we will be able to:

- find Spain on a map and be able to recall at least 1 Spanish-speaking country.
- use key greetings.
- ask and answer the question 'How are you?' in Spanish.
- ask and answer the question 'What is your name?' in Spanish.
- count to 10 in Spanish.
- read, write, say and recognise 10 colours in Spanish.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.

Skills we will develop:
Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first and associating words and phrases to images.

Activities we will complete:
A number of different activities to improve cultural awareness of Spain and Hispanic countries. Pupils will be expected to locate Spain on a map, as well as familiarise themselves with Hispanic countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.

Grammar we will learn & revisit:
None in this unit as it is introductory.

Phonics & pronunciation we will see:

- CH** sound in 'ocho'.
- J** sound in 'rojo' and 'naranja'.
- Ñ** sound in 'España'.
- LL** sound in 'amarillo'.
- RR** sound in 'marrón'.
- Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed. As seen in *cá-mo*.
- R letter.** It is pronounced as the 'ny' sound in the English word 'union'.

Vocabulary we will learn & revisit:
Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in Spanish. All listed on the Pupil Unit Glossary.

Adult knowledge organiser

LANGUAGE ANGELS Nombre: _____ Clase: _____

Aprendo español

Phonics

- ch** sound in: • ocho 8
- j** sound in: • rojo • naranja
- ñ** sound in: • España
- rr** sound in: • marrón
- ll** sound in: • me llamo

Vocabulary

Numbers 1-10 in Spanish
1 2 3 4 5 6 7 8 9 10
10 colours in Spanish
* * * * * * * * * *

Simple greetings:
¡Hola! ¿Cómo estás?
Hi/Hello! How are you?
¡Estoy bien!
I am fine! What is your name?
¿Cómo te llamas?

Grammar

There is NO grammar taught in this unit. We will see more grammar in the units that follow.

What I will learn:

- Objective 1: I will learn more about the Hispanic world.
- Objective 2: I will learn how to use key greetings in Spanish.
- Objective 3: I will learn how to ask and answer the question 'How are you?' in Spanish.
- Objective 4: I will learn how to ask and answer the question 'What is your name?' in Spanish.
- Objective 5: I will learn the numbers 1-10 in Spanish.
- Objective 6: I will learn 10 colours in Spanish.

Pupil knowledge organiser

¡Buenos días!

¡Hola!




Class display materials

Aprendo español

¡Hola!

¡Buenos días!

¿Cómo te llamas?

¡Adiós! / ¡Hasta luego!

Me llamo...

¿Cómo estás?

Estoy bien.

Estoy mal.

Estoy regular.









Pupil vocabulary sheets

Nombre		Clase	
Unit Glossary			
Spanish	English	Spanish	English
¡Buenos días!	Good morning!	6 seis	six
¡Hola!	Hil/Hello!	7 siete	seven
¿Cómo estás?	How are you?	8 ocho	eight
😊 Estoy bien.	I am fine.	9 nueve	nine
😞 Estoy mal.	I am not great.	10 diez	ten
😐 Estoy regular.	So-so.	rojo	red
¡Adiós!	Goodbye!	azul	blue
¡Hasta luego!	See you later!	amarillo	yellow
¿Cómo te llamas?	What is your name?	verde	green
Me llamo...	My name is...	negro	black
1 uno	one	blanco	white
2 dos	two	gris	grey
3 tres	three	naranja	orange
4 cuatro	four	morado	purple
5 cinco	five	marrón	brown

Pupil unit glossary

1 Greet your partner.

¡Buenos días! → Good morning!

¡Hola! → Hil/Hello!

2 Ask your partner how they are feeling.

¿Cómo estás? → How are you?

3 Tell them how you're feeling.

😊 Estoy bien.

😞 Estoy mal.

😐 Estoy regular.

4 Ask your partner what their name is and then tell them your name.

¿Cómo te llamas? → What is your name?

Me llamo... → My name is...

5 Say goodbye or see you later.

¡Hasta luego! → See you later!

¡Adiós! → Goodbye!

Pupil language builder

Lesson objectives

To introduce the unit – explain to the pupils that they are going to learn about Spain as well as the Hispanic world and will learn key Spanish vocabulary.




Lesson structure (with approximate timings)

- **Starter:** Explain aim of the unit to the pupils: to have a better understanding of Spain as well as the Spanish-speaking (Hispanic) world and to learn how to say some basic phrases in Spanish e.g., greetings, how they are feeling, what their name is, numbers 1-10 and colours. 5 mins
- **Main body:** Start introduction of Spain and other Spanish-speaking countries along with key features of the countries and the culture. See Teacher Support Notes for PowerPoint breakdown and guidelines on how to best use the slides. 25 mins
- **Plenary:** How much about the Spanish-speaking world and/or Spanish culture can pupils remember at the end of the lesson? 5 mins
- **Consolidation:** Use the print-out sheets for desk-based activities found in the Worksheets tab. 10 mins

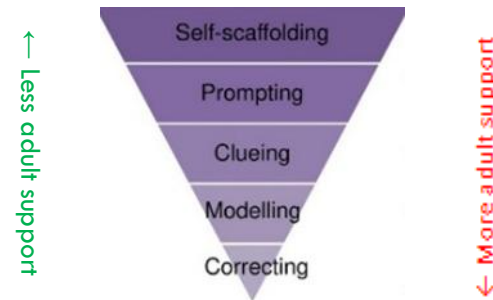
Lesson plans and support notes

Appendix 1: SEND in Spanish

Set out below are the areas we look at when maintaining an inclusive learning environment and the considerations and adaptations addressed to support children with SEND throughout our *Raising Aspirations* curriculum in Spanish. This list is by no means exhaustive and may be adapted in light of the SEND needs presented.

Our inclusive Spanish learning environment	Considerations and adaptations made for Spanish
<p>The curriculum</p> 	<ul style="list-style-type: none"> • Sequenced - with time attributed to each of the components in the curriculum • Progressive - building knowledge and skills across the years from Year 3 to Year 6 • Revisited - opportunities are provided for children to repeat and reinforce previously learnt skills and processes regularly in similar and different contexts • Frequent opportunities for retrieval practice to prevent children from forgetting their learning and reinforce their conceptual understanding
<p>The classroom</p> <p>Sound and light issues Seating Resources Displays Health and Safety ICT</p> 	<ul style="list-style-type: none"> • Access to hearing aids and visual aids where appropriate • Considered seating plans to allow access to modelling/demonstrations so that all children can view them. Teacher modelling is a valuable tool and can support children's working memory capacity • Seating allows for peer or adult support • Height-adjustable tables to make activities more accessible • Pencil grips and different types/styles of pencils and pens are used to support writing • Mobility issues and movement around the room considered • All resources are accessible and labelled to encourage independent use • Advice sought from specialists to ensure the correct use of specialist SEND equipment where needed • Spanish displays are clear, informative and engaging. Vocabulary is carefully selected, explained and referred to • ICT is used to make Spanish lessons more accessible to all • Font size and font type is considered in order to be clear to read for all • Off-white (either light blue, green or yellow) backgrounds are used to support children with black-on-white contrast issues • Film, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed up with songs, chants and repeated practice of social language learning.
<p>Lesson structure</p> <p>Planning Delivery The role of the LSA PLP targets</p> 	<ul style="list-style-type: none"> • Good teaching for pupils with SEND is good teaching for all • Lessons are well planned and follow the sequenced, progressive curriculum. • Teaching is broken into small manageable chunks. This avoids overloading working memory and allows children to understand key components to support their conceptual development • Regular retrieval practice • Over learning to ensure content enters long-term memory • Use of multi-sensory approaches and mind maps

- Practical work is used purposefully in line with curricular goals
- Flexible grouping is used so that children are grouped according to their needs in that lesson. Groups are not fixed
- The role of the LSA within the classroom and learning is clear. The LSA can support groups or work with children one to one to help children understand the aims of the lesson and child know where they are in relation to the aims
- Avoidance of copying lots of information- notes on interactive whiteboard printed off for children with SEN
- Personal Learning Plan (PLP) targets are known by the teacher and applied throughout a Spanish lesson where appropriate
- Multi-sensory approaches support children's preferred learning styles – e.g. visual, tactile, auditory and kinesthetic approaches are used, such as supporting teacher talk with visual aids
- The LSA will encourage pupils to develop their own strategies eg an agreed approach to asking for help, rehearsal, note-taking, place keeping and organisational strategies
- The LSA will scaffold learning by providing the least help necessary for a child to achieve the task






- Children's understanding is checked by inviting children to reformulate key learning
- Seating allows all pupils in the class to communicate, respond and interact with each other and the teacher in discussions.
- Lots of copying is avoided. For example, notes on interactive whiteboards are printed off for some pupils.

Vocabulary



- Key language is taught explicitly
- There is a recognition that the language of Spanish may be challenging for many pupils
- Overlearning of vocabulary is used to help those with speech and language/processing difficulties learn, understand and retain key vocabulary
- Symbols and images are used to support the vocabulary being taught (dual coding)
- Mind maps are used to help children see patterns and relationships
- Recapping of 'key takeaways' of the previous lesson
- Use of mnemonics to help children remember things – useful in supporting spelling

<p>Recording outcomes Alternatives to written recording</p>		<ul style="list-style-type: none"> • Adapted computer mouse where needed • Alternatives to written recording are offered, e.g. drawing, scribing, word processing, mind maps, digital images, voice or video recording.
<p>Assessment and feedback</p>		<ul style="list-style-type: none"> • When assessing children, there are carefully planned opportunities to give pupils with SEN and/or disabilities to demonstrate what they know and are able to do, using alternative means where necessary. For example, children who are unable to communicate orally may be unable to complete the requirements of an attainment target relating to speaking. Pupils with hearing impairment may be unable to complete the requirements of an attainment target relating to listening and responding. When judgements against attainment descriptions are required, assessment of progress discount these aspects.” • Children build on their learning, using discussions to help children understand and use their Spanish vocabulary.
<p>Trips out / Visitors in to school</p>		<ul style="list-style-type: none"> • Children are well prepared for trips out of school • The learning intentions for the trip are made known • Preparation for a trip out includes visuals so that children are less worried about unfamiliar situations/environment • Simple audio records can be used instead of written notes during visits.