

Spanish Curriculum Rationale 2026-2027

At St Wilfrid's Primary School, all pupils learn the language of Spanish, which is the second most spoken language in the world. In line with the school's philosophy around global citizenship, language learning will broaden their horizons, encourage them to step beyond cultural boundaries and develop new ways of seeing the world. To support early language development, the school follows the KAPOW programme from Y3 to Y6.

INTENT



Alignment to National Curriculum

Our Spanish scheme of work aims to inspire pupils to become curious, confident and enthusiastic language learners with a broad understanding of the Spanish language and culture. We aim for them to think and communicate like linguists. The intention is for pupils to develop the skills to listen, speak, read and write in Spanish, while building the confidence to express themselves and explore new ways of thinking through language learning.



End Points

By the time pupils leave the school, they will be confident in speaking, listening, reading, and writing in Spanish at a basic level, having developed both linguistic skills and a positive attitude towards language learning. The approach ensures pupils acquire accurate pronunciation and a strong Spanish accent, while gaining the ability to understand and process whole sentences in meaningful contexts. Through engaging, interactive lessons, they also develop an appreciation of Spanish-speaking cultures, broadening their global awareness and fostering curiosity. Overall, they will be well prepared for continued language study at Key Stages 3 and 4, with the confidence, motivation, and enjoyment needed to succeed.



Sequencing

The Kapow Primary Spanish scheme is structured around a spiral curriculum, ensuring that learning is carefully sequenced and progressively built upon from Year 3 to Year 6. Each unit revisits key vocabulary, grammar, and language structures in new contexts, enabling pupils to consolidate prior learning while extending their knowledge and skills over time.

Units are organised around engaging topics and themes that provide meaningful contexts for communication. New content is introduced gradually, with opportunities for repetition, reinforcement, and retrieval woven throughout. This consistent revisiting

IMPLEMENTATION



Pedagogical Approaches

From Year 3 to Year 6, children are taught a unit of Spanish once per term. Each unit is based around a topic and is carefully designed to build on prior knowledge and skills, ensuring clear progression across the year groups. Lessons are interactive and pupil-centred, encouraging learners to actively use Spanish through speaking, listening, reading, and writing activities. Engaging tasks such as songs, role-play, games, and storytelling enable pupils to internalise new vocabulary and grammatical structures naturally and enjoyably, helping them develop confidence, curiosity, and enthusiasm for language learning.



Teachers' Expert Knowledge

Teachers use Kapow's expert-designed materials to ensure consistency, accuracy, and depth in language instruction. The platform's video tutorials, model pronunciation clips, and subject knowledge guides empower teachers to deliver lessons confidently, even if they are not language specialists. This approach ensures that pupils receive accurate pronunciation, authentic exposure to Spanish, and opportunities for meaningful communication.



Promoting Discussion and Understanding

Pupils are encouraged to develop confidence and understanding through regular discussion and interaction. Lessons are active and pupil-centred, providing frequent opportunities to speak, listen, read, and respond in meaningful contexts. Activities such as songs, games, storytelling, and role-play promote natural communication and reinforce key vocabulary and grammar. Cultural elements within each unit spark discussion and deepen pupils' appreciation of Spanish-speaking communities and global diversity.

IMPACT



Approach to Assessment

The approach to assessment is less formal than in other subject disciplines. Our priority is to foster pupils' enjoyment, confidence, and curiosity in language learning. Assessment is therefore formative, ongoing and integrated naturally into teaching and learning activities.



Performance Data

There is no published data for Spanish at primary school. The school tracks foundation subjects very broadly to ensure that pupils are working within the curriculum expectations for their year group. This is reported to parents within the end of year report.



Pupils' Work

Each unit provides a balanced range of speaking, listening, reading, and writing activities, ensuring that pupils develop confidence and competence across all four key language skills. Lessons are carefully structured to build these skills progressively starting with oral and listening tasks to support comprehension and pronunciation, before moving into reading and simple written activities. This integrated approach helps pupils make meaningful connections between spoken and written Spanish, supporting both communication and understanding.

supports long-term retention and develops pupils' confidence and fluency.



Addressing Social Disadvantage

Learning a language can increase a person's earning potential by 10–15%. Our school's Spanish curriculum is designed to ensure all pupils keep pace with the programme, with scaffolding and support built into lessons so that no child falls behind. Interactive, visual, and practical activities, alongside the psycholinguistic approach to language learning, ensure that all pupils can engage confidently and succeed. Cultural elements broaden horizons and develop curiosity, empathy, and aspiration, helping disadvantaged pupils access opportunities they might otherwise miss. This inclusive approach ensures that every child can develop communication skills, confidence, and a lifelong interest in languages.



Local Context

Sheffield is one of the most culturally diverse cities in England, with over 120 languages spoken. Within our school, we have bilingual pupils and pupils with English as an additional language (EAL). For some lower-attaining pupils, developing language skills in English is a key focus, and the study of Spanish supports this by enhancing their awareness of etymology, vocabulary patterns, and grammatical structures. Learning a modern foreign language also strengthens communication skills, confidence, and cognitive development for all pupils, regardless of prior attainment or language background.



Knowing More and Remembering More



Teacher Assessment

The Kapow Primary Spanish scheme is designed to help pupils know more and remember more through a carefully structured, spiral curriculum. Key vocabulary, phrases, and grammatical structures are revisited and extended across units and year groups, supporting long-term retention and building confidence.

Formative assessment is an integral part of our curriculum, enabling teachers to monitor pupils' understanding and progress continuously. Assessment is conducted through observation, questioning, and interactive activities such as pair work, role-play, games, and songs, allowing teachers to gauge comprehension across listening, speaking, reading, and writing. This ongoing approach ensures that all pupils receive appropriate support, develop confidence, and make consistent progress in acquiring the Spanish language.



Talking to Pupils

The Spanish subject leader carries out pupil voice sessions each term with children across all year groups to gather feedback on their learning in Spanish. These sessions help to identify what pupils enjoy, the challenges they face, and the progress they feel they are making. Insights gained from pupil voice inform teaching approaches, lesson planning, and curriculum development, ensuring that the Spanish programme meets the needs and interests of all learners.

Links / References

www.kapowprimary.com