Purleigh Primary School

Modern Foreign Langauges (MFL) Policy

"Achievement for all within a community that cares"

Date adopted: Autumn 2026

Date of review: Autumn 2029

1. Curriculum Statement

Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

A high quality languages education should foster children's curiosity and deepen their understanding of the world. At Purleigh School we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life. The teaching of Spanish in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

At Purleigh we aim to:

- Have fun and experience success in speaking a foreign language
- Have the opportunity to participate in MFL at their own level of development
- Secure and build on a range of skills
- Develop good linguistic and cultural attitudes
- Understand basic rules of language
- Experience positive language contexts
- Have a foundation to build on for lifelong and active use of other languages and leaving primary school as an inquisitive individual.

Implementation

Children are introduced to simple Spanish songs games and phrases from the EYFS and throughout their time in KS1. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English.

Through the use of the Primary Language Network scheme in order to deliver high quality teaching, KS2 classes each have a timetabled Spanish lesson of 30 minutes per week. Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and children from KS3 visit to disseminate language learning to the children.

- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content as well as by native Spanish speakers within the wider school community.
- Cross curricular links with computing are provided.
- We follow the primary MFL scheme of work.
- Spanish themed days enables the whole school to be immersed in the inclusion of the culture and use the language meaningfully in context.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages potentially spoken by the families of the school, as well as Spanish, are spoken in the world. Varied learning experiences, 'Spanish Week' and integrating MFL into the daily curriculum also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

2. **Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands - **oracy**, **literacy** and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future, when studying another foreign language. As a result, opportunities to develop **knowledge about language** (KAL) and **language learning strategies** (LLS) underpin the three core strands. This follows the five strands recommended in the KS2 Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the modern foreign language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and also invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.
We allow for differentiation, with a range of strategies, which include:
- Providing resources and setting tasks of different complexities, matched to the ability of the child.
- Setting common tasks which are open-ended and can have a variety of responses.
- Providing speaking and writing frames to scaffold responses.
-Using a range of questioning.

3. **Assessment**

The children are assessed at three points throughout the year, with the teacher giving feedback orally, through marking and verbally.
This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in both Key Stages.
Children regularly review their work against 'I can…' statements for their year group, which mark the beginning of the outcomes of work for that year, in the child's topic books or Spanish folders. Achievement of these is then verified by the teacher, with reference to the outcomes of work and responses during lesson. These, as well as regular assessment

tasks, inform teachers' completion of class assessment tracking sheets. This spreadsheet is updated at the three points of the year, with the assessment data for pupil progress meetings being the point of reference. This data is analysed by the subject coordinator and reported to the SLT

4. **Planning and Resources**

The school has adapted the use of the Primary Language Network resources - Spanish scheme, to provide teachers at all levels of Spanish with a weekly plan, to ensure that Spanish is taught with accuracy and confidence. A number of audio and visual resources are also referenced in the planning. Film clips of native Spanish speakers, using key phrases and vocabulary, ensure that children are provided with further effective models of the language.
The school also has a number of links with local secondary schools that support the teaching of Spanish at Purleigh School through the involvement of KS3 students as role models. These sessions, support the transition between KS2 and KS3 and extend learning and promote speaking and listening skills between the older and younger children.

5. **Organisation**

The school also celebrates the range of languages spoken by the children and their families across the school through 'Language of the Month'. This runs alongside the Spanish curriculum. Children learn about where in the world each language is spoken, as well as learning key words in these languages.

To further support the successful delivery of Spanish, the subject leader attends training and disseminates good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources.

6. **EYFS**

In EYFS children are taught Spanish through the use of songs and music; they are then able to develop:
- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

7. **KS1 and KS2**

KS1
Children in KS1 follow a similar structure to those in EYFS – building on very basic skills of exposure to an alternative language, through songs and games. They also take part in whole school events and promotion of Spanish as a language and culture.
They continue to develop:
- The ability to identify sound
- The ability to mimic
- The willingness to have a go and take risks
- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to languages

KS2

We teach the children to know and understand how to:

- Engage in conversations, express opinions and respond to those of others
- Speak in sentences using familiar vocabulary, phrases and basic language structures
- Present information and ideas orally to a range of audiences
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory
- Use a dictionary
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.
- Learn words and phrases which relate to everyday life and will be helpful in conversational contexts.

8. **Equal Opportunities**

At Purleigh School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

9. **Inclusion**

At Purleigh School, we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

10. **Role of the Subject Leader**

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- Writes a subject development plan, informed by the whole school development plan
- observes and gives feedback to teachers on their teaching of Spanish - attends specialist courses and ensures content is disseminated to staff

11. **Parents**

Parents are encouraged to support children with their engagement with MFL, as with any other curriculum subject. We will take a celebratory approach of the Spanish language and culture, which will at times involve the entire school community. They are also asked to support any homework that is given out in KS2.