



St Joseph the Worker Catholic Primary School

Modern Foreign Languages Policy 2025/26

FOREIGN LANGUAGES POLICY

Introduction

Learning a foreign language is part of the primary National Curriculum and is a requirement for all children within key stage 2 (KS2). St Joseph the Worker has adopted a whole school approach to the teaching of Spanish taught to all KS2 pupils.

Aims

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 solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. 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 foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Teaching and Learning Overview

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 Department for Education 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, 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.

Displays of the topics being taught in Spanish will be displayed around individual classrooms (if space allows) or will feature on a general school board.

Organisation & Delivery

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

Teachers plan their lessons using the Language Angels scheme of work and can supplement this with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Each class has a timetabled lesson of at least thirty minutes per week (formal teaching)

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained. (30 minutes) 60 minutes of Spanish will be delivered in total every week. Children in key stage 1 will have 30 minutes of Spanish each week through short, informal activities. (register, role play, greetings etc) Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)

- Songs & rhymes
- Differentiated desk-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 an example outline of the units we will cover throughout KS2 through Kapow Scheme of work.

Term	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Autumn 1</u> Spanish Greetings <u>Autumn 2</u> Spanish Numbers and Ages	<u>Autumn 1</u> Dates in Spanish <u>Autumn 2</u> Dates in Spanish	<u>Autumn 1</u> Describing family and friends in Spanish <u>Autumn 2</u> Spanish Portraits	<u>Autumn 1</u> Clothes in Spanish <u>Autumn 2</u> School Life in Spanish
Spring	<u>Spring 1</u> Shapes and Colours in Spanish <u>Spring 2</u> Classroom Objects in Spanish.	<u>Spring 1</u> Weather in Spain <u>Spring 2</u> In a Spanish Café.	<u>Spring 1</u> Sports in Spanish <u>Spring 2</u> Spanish Food and Drink .	<u>Spring 1</u> Household Tasks in Spanish <u>Spring 2</u> Shopping in Spain
Summer	<u>Summer 1</u> Where do you live in Spain ? <u>Summer 2</u> Journey around Latin America	<u>Summer 1</u> Spanish Celebrations <u>Summer 2</u> The Amazon Rainforest	<u>Summer 1</u> A Trip across Spain <u>Summer 2</u> Saving South America	<u>Summer 1</u> Free Time in Spain <u>Summer 2</u> Maya City Treasure Hunt

Resources

Kapow Scheme of Work.

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

Where appropriate worksheets completed by the children may be kept in their books which can be passed through the years and become a portfolio of their learning. I pads may also be used to record songs or conversations.

How do we provide for all learners?

To ensure all learners, including those with SEN, make meaningful progress within MFL lessons, we adopt a range of different strategies to cater for the diverse needs of our pupils.

Key Approaches:

1. Differentiated activities: We ensure that all learners are able access the MFL curriculum at an appropriate level. This may involve the use of scaffolding, such as sentence frames, pronunciation guides, visual prompts and alternative ways to meet objectives (e.g., speaking instead of writing).
2. Multi-Sensory Teaching Approaches: MFL lessons involve a mix of visual, auditory, and kinaesthetic activities such as images, gestures, actions and songs. These approaches reduce reliance on text, support memory and processing, and make learning more accessible and enjoyable.
3. Vocabulary Support and Memory Aids: New vocabulary will be introduced in small manageable sets and reinforced using repetition, overlearning and retrieval practice. Vocabulary mats and word banks will be provided to reduce

cognitive load and support independence. Where appropriate, teachers may also pre-teach key vocabulary prior to lessons to help SEN pupils engage more confidently with learning activities.

4. Confidence-Building Through Speaking and Listening Activities – Creating safe opportunities for oral practice through pair work, role-play, scenario-based conversations, and structured routines to reduce performance anxiety.

Assessment of Pupil Learning & Progression

Two forms of assessment are available at the end of every unit:

1. Knowledge Quiz at the end of every topic.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school via regular termly monitoring 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.

The Subject Leader will encourage, where appropriate, class assemblies and presentations in Spanish. They will also encourage cross-curricular topics be taught in Spanish to knit together various areas of the curriculum.