

# **ST ANDREW'S METHODIST PRIMARY SCHOOL**



## **Modern Foreign Languages Policy**

Reviewed: January 2026

Headteacher: Anne Barker

Chair Of Governing Board: Margaret Hughes

Date of Next Review: January 2028

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and actively avoid discrimination.

*St Andrews Methodist Primary School's Vision is: Striving for excellence,  
together as one with God.*

*Linked to our Christian vision, our Modern Foreign Language (MFL) teaching  
and curriculum strives for excellence for each child, whatever their  
background, allowing them to access and experience a range of cultures and  
languages. This aims to promote social and cultural development. Hence,  
enabling every individual, both at school and in everyday life, to live well  
together in an environment that respects, embraces and celebrates  
differences.*

## **Introduction**

At St Andrew's, we teach a foreign language to all children from Year 3 to Year 6. The learning of a foreign language provides a valuable educational, social and cultural experience for pupils, allowing them to develop communication and literacy skills that lay the foundation for future language learning. This language is Spanish.

A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its' speakers, both in speech and writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read literature in the original language.

## **Aims and Objectives**

By the time our students complete their St Andrews journey, we endeavour that they have gained the confidence and mindset to try new things, whilst gaining a respectful attitude towards cultural differences. We aim for pupils at this age to be able to engage in a conversational manner; speaking, listening and responding in Spanish, with a focus on pronunciation. They will have written, read and presented their own written compositions, using their bank of sentence starters and structures acquired throughout Key Stage 2. Hence, they will be engaged and prepared to continue language learning at Secondary School.

Our aims include:

- To introduce children to another language in a way that is practical, enjoyable and fun
- To foster an interest in, and have a positive attitude towards learning other languages
- Increase their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities;
- Develop language skills and language-learning skills;

- To develop their speaking and listening skills
- Understand and communicate in a new language;
- To make children aware that language has structure, and that the structure differs from one language to another;
- Use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing;
- Become increasingly familiar with the sounds and written form of a modern foreign language;
- Make comparisons between the foreign language and English or another language;
- To lay the foundations for future study

## **Teaching and Learning Style**

The school uses a variety of techniques to encourage the children to have an active engagement in the MFL (Spanish): these include games, role-play and action songs. We use technology to allow the children to bring native speakers into the classroom, in order to expose the children to more than one voice in the foreign language. We frequently use mime to accompany new vocabulary, as this serves to demonstrate the foreign language without the need for translation.

## **The Curriculum**

Spanish is the language that we teach at St Andrew's. It is currently taught to all Key Stage 2 pupils. Teaching follows the expectations of the programmes of study for MFL in the 2013 National Curriculum. Teachers use the Salford MFL planning document for each year group.

The children are taught how to:

- Ask and answer questions, responding in a conversational way
- Use correct pronunciation and intonation
- Memorise words
- Interpret meaning
- Understand basic grammar and phonics
- Use dictionaries
- Appreciate stories, songs, poems and rhymes in the language
- Work in pairs and groups, and communicate in the other language in simple sentences using familiar vocabulary and phrases
- Orally present ideas, perhaps giving opinions
- Write phrases and sentences, describing people, places and things
- Build upon the previous year's learning
- Look at life in another culture

## **Progression**

Progression in language skills and language learning skills is developed by ensuring correct pronunciation and intonation is modelled and used. Children's listening skills are continually developed through a range of challenging listening activities. Of equal importance is the training of the children's memory through various games and activities.

Our learning builds progressively on knowledge, skills and understanding. Children will develop vocabulary and speaking skills in the language alongside reading and writing phrases and sentences, with a focus on spelling and phonics. Evidence of progression and building on prior knowledge is shown in the 'MFL Progression Document' and 'Year Group Objectives.' This learning will be reflected in the children's Spanish books.

The Salford MFL Planning document also ensures progression through the repetition of half termly topics throughout Years 3 to 6. During each repetition previously taught vocabulary is recapped and 'recycled', whilst introducing new vocabulary, grammar, punctuation and sentence structures, adding to this previous learning.

## **Assessment**

Throughout Key Stage 2, each child's understanding of Spanish is assessed on an ongoing basis, using teacher judgements, marking and assessment. Children complete spoken work, and written tasks either practically or in books, dependent on the focus of the lesson. Written work is marked to show whether the child has met the learning objective, but staff constantly assess students' understanding throughout all Spanish lessons through key, focused questioning, helping to move the children's learning forward.

We greatly value our pupils' opinions regarding their learning; hence our pupils self-assess their own progress and attainment at the end of each half termly topic, subsequent to completing a final piece of work, encompassing skills taught within that half terms topic. Each objective taught is assessed by the children using the code:

Green - I feel confident with this.

Yellow - I'm beginning to do this but need more practice.

Red - I need more help with this/I don't understand yet.

Teachers can then use this assessment as a guide for further learning.

On a termly basis, teachers will use a wide range of evidence, including work books, evidence documented on 'SeeSaw' and the MFL objectives to award an overall grade for each pupil in Spanish. This will be recorded on 'iTrack' (an online tracking system).

## **Cross-Curricular Links**

Cross-curricular teaching and assessment is encouraged throughout the school, as pupils are expected to transfer and apply key skills across a variety of subjects:

### **Literacy**

Spanish teaching contributes to pupils' development of language since speaking, listening, reading and writing are integral to the curriculum.

When writing in Spanish, pupils are taught to use correct spelling and punctuation, and follow grammatical conventions. They are also taught to organise their writing in logical and coherent forms. This informs and enhances their literacy skills.

Reading strategies taught in Spanish help the children to read with understanding, to locate and use information, to follow a process or argument and summarise, and to synthesise and adapt what they learn from their reading.

Technical and specialist vocabulary of Spanish helps children's understanding of spelling. They are also taught to use the patterns of language vital to understanding and expression. These include the construction of sentences, paragraphs and texts that are often used in English.

Comparing the Spanish language to English and other languages supports children when following and understanding the rules of language and sentence building.

Presenting in the Spanish language helps children to gain confidence when speaking in front of an audience, teaching them how to connect and communicate with others.

### **Geography/Relationship and Health Education (RHE)**

Children will develop a good knowledge of cultural, geographical and physical aspects of Spain. The topics taught offer the students a chance to compare their lives to those in Spanish speaking countries, encouraging pupils to recognise and celebrate similarities and differences. This offers spiritual, moral and social development as it presents opportunities for discussion and debate, as well as creating respect for a range of cultures.

### **Pen Pal project**

Each year, at least one chosen class within Key Stage 2 will take part in a Pen Pal Project with a Spanish speaking school. They will communicate with the allocated children through a range of mediums, such as letters, cards, emails and video calls. This will be done with teacher guidance in a safe way (No personal details, such as surnames or personal addresses shall be shared).

This project aims to:

- Make our Spanish learning meaningful
- Practise our conversational Spanish
- Build our communication skills

- Build respect for other cultures
- Learn about differences and similarities between our lives, including our geographical environment and religious festivals
- Use technology in a safe way
- Be child led

## **Inclusion**

- At our school, we teach a MFL to all children in Key Stage 2. Spanish forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our Spanish teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.
- We value our children who have English as an additional language and aim to create opportunities for them to share their skills and knowledge of foreign languages.
- As a school, we celebrate and welcome a range of languages and cultures. For example, experiencing speaking and writing in Mandarin when it is Chinese New Year.

## **Racial Equality**

The mission statement of our school talks of valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that our school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. In our MFL teaching, we aim to reflect positive attitudes about the multi-ethnic nature of our society.

## **Monitoring and Review**

- The MFL subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Spanish. They also support colleagues in the teaching of Spanish, keep them informed of current developments, and provide a strategic lead and direction for the subject in the school.
- The MFL subject leader is responsible for monitoring and analysing each year groups assessment data throughout the year and produce an action plan and annual review based on this information and any other information collected e.g. through learning walks.