Hempshill Hall Primary School

Modern Foreign Languages (MFL) Policy 2025

Introduction

At Hempshill Hall School, we believe that every child should have the opportunity throughout Key Stage 1 and Key Stage 2 to study a Modern Foreign Language in order to learn about, and foster an interest in, a language and culture other than their own. This will enable them to develop personal qualities, skills, knowledge and understanding, especially in terms of developing awareness of other cultures, as well as making a major contribution to their communication and literacy skills. Languages also help to develop cultural and mutual understanding, citizenship health and wellbeing.

Most children enjoy learning about other cultures and the earlier a child is exposed to a foreign language, the faster and more confidently they acquire it as they tend to be less conscious about speaking aloud. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life.

Intent, Implementation, Impact

Intent

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 writing in the language studied.

We also aim to:

- teach Spanish to all children from Y1 to Y6.
- foster curiosity and interest in learning other languages and develop an enthusiastic and positive attitude to other languages and language learning.
- build upon children's knowledge, understanding and skills following the expectations of the National Curriculum, 2014 for Languages.
- develop their speaking and listening skills.
- help students to become increasingly familiar with the sounds and written form of a modern foreign language.
- develop a positive understanding of their own lives in the context of exploring the lives of others.
- embed Spanish across the wider curriculum and link it to a wider focus on incorporating an international dimension across all subject areas.
- help pupils to develop language learning skills and strategies which can be contextually transferable forming a sound basis for further language learning at Key Stage 3 and beyond.
- raise awareness of cultural differences both in Britain and in other countries.

Implementation

- The scheme of work used is "La Jolie Ronde". This scheme is just used as a guidance to ensure progression and coverage of the different skills in languages.
- We deliver high quality teaching and learning following a variety of guidance material and support:
  - The National Curriculum for Modern Foreign Languages
  - A range of published and online material.
  - Support and ideas/resources exchange at NST meetings.

- Sharing good practice and innovative thinking at professional development and research meetings at the School of Education at the University of Nottingham.

- A Spanish Café is held annually to bring joy and real purpose to the learning and to excite curiosity for the Spanish language and culture.
- Attainment and progression through the subject is recorded termly for each year group in Key Stage 2.

Impact

- Children gain confidence in the four skills for languages (listening, speaking, reading and writing).
- Children develop accurate pronunciation and intonation in the foreign language taught.
- Children understand basic grammar appropriate to the language being studied.
- Children become more curious and understanding of the world.
- Children acquire the foundation for learning further languages at Key Stage 3.

Our Curriculum

Long term planning

- The National Curriculum for Languages states that "pupils should be taught to:
- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- 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.
- The languages overview outlines what is covered by which year group and in which term.

Medium term planning

- At Key Stage 1, the learning is focussed on listening and speaking, but children are exposed to the written language and experience the reading of words regularly. Children widen their vocabulary and start learning basic sentences for greetings, saying their names, and asking for drinks and food at the Spanish café. Children have weekly sessions of 20-25 minutes.

At Key Stage 2, children experience writing from Year 3. Grammar is introduced gradually and progressively to allow children some grade of independence as they develop their understanding of the patterns of the language.

Planning

At Hempshill Hall we use La Jolie Ronde Scheme of Work as a reference, but the lessons are planned by the specialist Spanish teacher and are designed to meet the attainment targets of the KS2 Languages Programme of Study. Other schemes of work, such as "Early Start Spanish", magazines, such as "Mary Glasgow" and online resources, such as "Light Bulb Languages", are used to complement and enhance the learning.

Even though the emphasis is on oracy, we encourage children to listen, speak, write and read the foreign language.
Children also develop an intercultural understanding of the language and the countries where Spanish is spoken.

Teaching Methods

All classes have weekly Spanish sessions. The length of the sessions depends on the age of the children and the broader timetable.

Lessons are structured in a way that allows some revision of previous knowledge, some warm up (normally a song or a rhyme chosen to match the topic studied), explanation of a new grammar point, structure or vocabulary, and activities to practise or consolidate knowledge.

We use a variety of techniques and teaching styles to encourage the children to have an active engagement in the modern foreign language such as:

- Games, role-play, songs, actions
- Puppets and soft toys to demonstrate
- Mime and BSL to accompany new vocabulary
- Multi-sensory kinaesthetic approaches to teaching to aide memory
- Opportunities for the children to explore the writing and reading of the language
- Exposure of the target language in the classroom and encouragement to use it for real purposes (e.g. to ask for something, to go to the toilet, greetings, etc.)

We aim to balance the listening, speaking, reading and writing skills and to make the lessons enjoyable and engaging in order to develop a positive attitude towards the learning of modern foreign languages.

Special educational needs & disabilities (SEND)

At Hempshill Hall, we seek to provide suitable learning opportunities and challenge for all children from Foundation to Year 6, across a wide range of abilities. MFL forms part of the school's curriculum policy to provide a broad and balanced education to all children. Through our MFL teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with higher ability, and those who are EAL. The Spanish teacher works closely with the class teachers to develop activities suitable for different abilities and learning styles.

Assessment

The Spanish teacher assesses each child's progress in Key Stage 2, with reference to the National Curriculum. Assessment is based on class observations, listening and speaking activities, reading activities and written evidence in books. Self and peer assessment are also used by the teacher to inform the planning of the following lessons.

- Feedback from the Spanish teacher is given either orally or in written form.
- Progress is recorded regularly and on the school tracking system termly.
- Parents receive an annual report about their child's progress in Spanish. The Spanish teacher is also available at Parents' evenings to discuss Spanish progress.

Monitoring

The Curriculum leaders, alongside the SLT, are responsible for monitoring and evaluating curriculum progress. This is done through planning scrutiny, lesson observations, pupil interviews, staff discussions, audit of resources and maintaining a record of attendees.

Role of Subject Leader

- To, together with the SLT, be responsible for monitoring and evaluating the quality of teaching and learning of MFL across the school, and ensuring complete coverage of the subject.
- To keep up to date with current good practice and national changes within the MFL curriculum.
- To manage a budget in line with the school's needs.
- To co-ordinate with other leaders in our group of schools (NST) and share resources and ideas to improve the teaching and learning of MFL in all schools.
- To maintain a high profile of MFL across the school through up to date resources, a Spanish Cafe and other extra-curricular sessions.

This policy was written in September 2025. The policy will be reviewed in September 2026.