ORCHARD
Community Trust



MFL policy

Last Reviewed – October 2026
Review date – October 2027

Introduction

Learning a foreign language is part of the Primary National Curriculum and is a requirement for all children within Key Stage 2. St. Mark's Primary School has adopted a whole-school approach to the teaching of Spanish 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.

Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher 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 thirty minutes per week.

Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at three different levels of challenge) provided throughout each teaching unit and which can be used in class.

Each lesson will focus on a combination of the 5 key language learning skills: speaking, listening, reading, writing and grammar.

Resources

The Language Angels scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose.

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

A sample of the worksheets completed by the children will be added to an online floorbook which can be passed through the years and become a portfolio of the cohort's learning.

Teachers can upload a range of pupils' written work along with audio and video recordings of pupils speaking and presenting in Spanish.

Assessment of Pupil Learning & Progression

At the end of each unit taught, pupils will complete a skills assessment worksheet which addresses speaking, listening, reading and writing skills.

This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills, as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and Evaluation

The MFL Leaders, Miss Lauren Wilson and Miss Millie Tench, monitor the effectiveness of the language teaching provided throughout the school via online floorbook monitoring, pupil voice, lesson observations and discussions with teaching staff, with feedback given to teachers delivering foreign language lessons.

The MFL Leaders and class teachers will together monitor the learning and progression made by pupils across the key stage.

For each unit assessment, the class teacher will upload the data for each pupil. The class teacher and MFL Leaders, Lauren Wilson and Millie Tench, will then identify the target areas for the class and individuals for the next unit.

The MFL Leaders, Lauren Wilson and Millie Tench, will encourage, where appropriate, class assemblies and presentations in Spanish. They will also encourage cross-curricular topics to be taught in Spanish to knit together various areas of the curriculum.

Lauren Wilson & Millie Tench
MFL Leaders (Spanish)

November 2026

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