

St Francis Xavier Catholic Primary School



MFL (Spanish) Policy

Approved By: Mr T Hoyes

Last Reviewed: September 2026

Next Review Due by: September 2027

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The MFL Leader will ensure this policy is being adhered to and monitor the effectiveness of Spanish lessons.

Intent

Our Spanish curriculum aims to give children an awareness of other cultures and have the confidence and resilience to communicate in Spanish for practical purposes, using both written and oral Spanish.

We aim to give pupils a foundation for language learning that encourages and enables children to apply their knowledge and skills.

Our intent in teaching Modern Foreign Languages (MFL) is to foster a lifelong enthusiasm for language learning and develop confident, curious and culturally aware learners who appreciate the value of languages in an interconnected world.

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Implementation

Curriculum

Our Spanish curriculum is supported through the Language Angels scheme of work which is designed to help children demonstrate substantial progress in the 5 key language skills necessary for learning Spanish.

- Speaking
- Listening
- Reading
- Writing
- Grammar

Our curriculum is supported through curriculum overview documents that show coverage of the requirements outlined in the DfE Languages Programme of Study for Key Stage 2 and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Teaching

Spanish is taught in a whole-class setting by the class teacher or support staff. Teachers plan their lesson using the Language Angels scheme of work and can supplement this with their own ideas and experiences. Lessons are designed to motivate, captivate and interest the children from the first moment. They have clear, achievable objectives and lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons. Each class has a timetabled lesson of at least thirty minutes per week.

Assessment & Feedback

In every lesson teachers will apply a range of formative assessment strategies to systematically check pupil understanding. They will use this formative assessment as the basis for providing feedback to pupils and in order to address misconceptions. All pupil work will be live marked in line with school marking policy – see policy.

Teachers will complete pre- unit and post-unit assessments for each child to demonstrate their progress. Data will be inputted on the school's Sonar platform each half term. Teachers are also required to use the assessment tool provided by Language Angels to guide their teaching, identify any gaps in learning and inform future planning.

Impact

Pupils should leave the school equipped with a range of language- learning skills to enable them to study Spanish or any other language in Key Stage 3. Units increase in level of challenge and grammatical complexity as pupils move from Early Learning units through Intermediate units and into the most challenging Progressive units. The children will be able to engage in purposeful dialogue, make increasingly accurate attempts to read unfamiliar words and speak and read aloud with confidence and accuracy in pronunciation.

Inclusion

Teachers hold high expectations for all pupils' attainment and progress. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils who speak English as an additional language (EAL)

All pupils throughout school shall have the opportunity to develop MFL capability. Teachers will adapt lessons so that pupils with SEND and/or disabilities can study Spanish and access lessons. Scaffolds, targeted support or visual supports will be put in place by teachers where necessary. The Language Angels scheme also has differentiation tasks available for teachers to access. Further information can be found in our statement of equality information and objectives, and in our SEND policy.

Universal provision

At St Francis Xavier, we are committed to ensuring that all pupils can access, participate in and make progress in Modern Foreign Languages (MFL), including Spanish. High-quality, inclusive teaching is the first response to meeting the needs of all learners. Universal provision is embedded within everyday classroom practice rather than being viewed as a separate intervention.

Where appropriate, teachers will use universal strategies to reduce barriers to learning. These may include:

- Visual prompts, pictures, gestures and dual coding to support vocabulary acquisition.
- Vocabulary lists, word banks, glossaries and sentence stems.
- Worked examples and model answers.
- Chunking of instructions and language tasks into smaller steps.
- Repetition and additional opportunities for rehearsal.
- Additional processing time where appropriate.
- Clear, consistent classroom routines and instructions.
- Opportunities to demonstrate understanding in different ways, particularly during initial language acquisition.
- Appropriate use of technology and accessibility features.
- Strategic seating and careful consideration of classroom environment.
- Regular low-stakes assessment to identify misconceptions and gaps in knowledge.

These strategies are available to all pupils where they support access to learning and are not limited to pupils with identified additional needs.

SEND and Additional Needs

Pupils with Special Educational Needs and/or Disabilities (SEND) will be supported through an inclusive, graduated approach. Teachers will consider individual needs when planning and delivering MFL lessons and will work with the SENDCo, support staff and families where appropriate.

Reasonable adjustments may include:

- Reduced or carefully selected vocabulary load where appropriate.
- Additional repetition and rehearsal.
- Pre-teaching of key vocabulary.
- Visual supports and structured templates.

- Sentence starters and scaffolded writing.
- Alternatives to copying extensive amounts of information.
- Additional time for processing, reading or written tasks where appropriate.
- Adapted resources while maintaining the intended learning goal.
- Opportunities for supported verbal rehearsal before written work.
- Explicit teaching of pronunciation and sound–symbol relationships.
- Use of assistive technology where appropriate.

Adjustments will be proportionate and reviewed regularly to ensure that pupils remain appropriately challenged and develop increasing independence.

Monitoring Arrangements

The MFL Leader and Senior Leadership Team monitor the way their subject is taught throughout the school by:

- Folder looks
- Lesson drop-ins
- Pupil Voice
- Staff Voice
- Data analysis

The MFL lead will monitor the delivery of MFL within the school and provide individual feedback to teachers, a general overview of good practice and areas of development and identify areas for CPD.

Units covered in KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonics and Pronunciation Lesson 1 (C) I Am Learning Spanish (E)		Animals (E)	Fruits (E)		I know how to (E)
Year 4	Phonics and Pronunciation Lesson 2 (C) Presenting Myself (I)		My Family (I)	In the Classroom (I)		At the Café (I)
Year 5	Phonics and Pronunciation Lesson 3 (C) My Home (I)		Do you have a pet? (I)	The Date (I)		Clothes (I)
Year 6	Phonics and Pronunciation Lesson 4 (C) At School (P)		The Weekend (P)	Me in the World (P)		Vikings (P)

Key	
C	Core Language
E	Early Learning
I	Intermediate
P	Progressive