MFL Policy

September 2026

Contents

1. **Subject Statement**
2. **Teaching and Learning**
3. **Assessment**
4. **Planning and Resources**
5. **Organisation**
6. **EYFS**
7. **KS1 and KS2**
8. **Equal Opportunities**
9. **Inclusion**
10. **Role of the Subject Leader**
11. **Parents**

1. Curriculum Statement

Intent

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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.

A high-quality languages education should foster children's curiosity and deepen their understanding of the world. At William Patten, we are committed to ensuring that teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We recognise that competence in another language enables children to interpret, create and exchange meaning within and across cultures.

At William Patten we are committed to ensuring our MFL teaching provides the foundation for learning further languages, as well as the means to access international opportunities for study and work later in life. The teaching of Spanish in EYFS, KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

Implementation

Children are introduced to Spanish in EYFS through 10 minute weekly lessons. Throughout KS1, children receive a 30-minute lesson every two weeks. This is supplemented through the use of spoken Spanish in the classroom beyond the timetabled lesson, which includes the use of Spanish to give basic instructions and refer to familiar objects in the classroom. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from, or are similar to, English. In KS2, each class has a timetabled Spanish lesson of up to 45 minutes.

Lessons across the Key Stages support the skills of speaking, listening, reading and writing:

- Children are taught to listen attentively to spoken language and respond, joining in with songs, rhymes and games.
- Links have been developed with secondary schools and children from KS3 visit to disseminate language learning to the children.

- Children have an international link with children in Madrid, with regular correspondence taking place. This supports the school's commitment to providing opportunities for children to communicate for practical purposes.
- Children develop an appreciation of a variety of stories, songs, poems and rhymes in Spanish that are delivered through the curriculum content, as well as by native Spanish speakers within the wider school community.
- We follow the primary MFL scheme of work from BCC languages provided by Hackney Education.
- Whole school celebrations like Hispanic Week enables the whole school to be immersed in the inclusion of the culture and use the language, meaningfully, in context.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves when they approach their work.

Knowledge and skills in Spanish are progressive from one year to the next and are mapped across the school, in line with the BCC scheme of work. Cross curricular links have been identified and the school's own context is considered as part of curriculum planning, including, for example, how the grounds of the school and local resources can be used to enhance and enrich Spanish learning.

Impact

Our MFL curriculum ensures that children develop their knowledge of where different languages, including the range of home languages spoken by the families of the school, as well as Spanish, are spoken in the world. Varied learning experiences, including 'Language of the Month' and 'Hispanic Week' also ensure that languages are celebrated throughout the school community whilst providing a context for language learning and develop the children's understanding of different cultures.

Innovative approaches to MFL have enabled the achievement of the British Council's 'International School Award', as well as the Hackney 'Premio Espana Primaria' Award at Gold level. Achievement of both awards was subject to external moderation of the school's evidence base. The school was judged to have demonstrated the achievement of each standard and met the criteria for best practice in accordance with both frameworks, both of which relate directly to the teaching and learning of Modern Foreign Languages.

2. **Teaching and Learning**

We recognise that language learning in its broadest sense has three core strands – **oracy and literacy** (phonics, vocabulary and grammar) and **intercultural understanding**. We also recognise that children should be encouraged to apply their knowledge and that we should equip them with strategies for language learning that they can use in the future when studying another foreign language. As a result, opportunities to develop **knowledge about language** (KAL) and **language learning strategies** (LLS) underpin the three core strands. This follows the five strands recommended in the Key Stage Two Framework for Languages (DCSF).

We use a variety of techniques to encourage the children to engage actively in the target language: these include games, role-play and songs (particularly action songs). We often use puppets and soft toys to demonstrate the foreign language, and invite native speakers into the classroom and listen to recordings, in order to expose the children to more than one voice in the foreign language. We frequently use mime and pictures to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

We teach the four strands of speaking, listening, reading and writing and embed an understanding of basic grammar, including: feminine, masculine and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English. We use a multi-sensory and kinaesthetic approach to teaching. Research has also shown that physical responses planned into lessons help to improve enjoyment, provide opportunities for reinforcement through actions, help memory through actions, increase confidence as movement and games can provide safe ways of speaking aloud and it helps learning through creating a positive atmosphere.

We make the lessons as entertaining and enjoyable as possible, as we realise that this helps to foster a positive attitude in the children to the learning of modern foreign languages. We build children's confidence through praise for any contribution that they make in the foreign language, however tentative.

To ensure inclusive practice, we use a range of strategies. These include:

- Providing resources and setting tasks of different complexities, matched to the current attainment of the child.
- Providing open ended tasks, such as role play, to allow for responses and outcomes of different complexities.
- Providing speaking and writing frames to scaffold responses.
- Using a range of questioning.

Topic Vocabulary mats underpin children's understanding of subject specific language, remind children of previous knowledge and provide visual and summative information on key knowledge to be learned. They support children in engaging in independent tasks. These are shown and discussed at the beginning of a new topic unit and are used at tables as a reference point as needed. In addition, they are made available to parents to support learning at home.

Opportunities will be sought by the school to provide the children with access to places of Spanish language significance and learning outside the classroom within units of work. The subject leader themselves will identify and map school trips that support each of the design and technology topics, using the School Trips Mapping document. This lists recommended trips that are appropriate to the topics of each subject that are being taught in each team. At the beginning of the year, teachers will choose one trip per half term from the list.

Teachers, in collaboration with SLT, subject and phase leaders, will ensure that there is diversity in the subjects that children are accessing school trips in. The category that each trip falls under, is also mapped and considered at planning stage to ensure a broad and balanced enrichment offer.

School Trip Categories							
Natural World – parks, woodland	Places of Worship	Architecture and Heritage - Historic sites and contemporary buildings	Artistic - Theatres, galleries and creative settings	Science and Discovery	Adventure Activity and Leisure Centres	Zoos and Aquaria	Regional/ national Museums

Children from Reception to Y6 have the option of accessing school trip locations via the London underground as well as local bus routes.

The school will also seek to provide access to people with specialist Spanish language skills from the local and wider community to enrich the MFL Spanish curriculum.

3. **Assessment**

The learning intention (LI) for each lesson is shared with the children, in the form of a 'Can I…?' question at the beginning of each lesson – this is stated at the beginning of lesson slides. Children's knowledge and skills are continually assessed and developed by the teacher within each lesson, in accordance with the lesson's success criteria. These are shared with the children before their independent task and are referred to again at the end of the lesson as children review their work according to the LI. Critical discussion, including that which generated by the teacher's progressive questioning, also enables effective ongoing assessment. The children are assessed throughout the year, with the teacher giving feedback orally, through marking and verbally.

This process is supported by the end of KS2 statements in the National Curriculum 2014. These have been used to inform end of year statements for all year groups in both Key Stages, provided by the MFL Consultant for Hackney.

Children review the progress they have made in each lesson in accordance with the communicated success criteria at the end of each lesson. The end of year 'I can' objective statements can be found at the beginning of the outcomes of work for that year. The teacher records when each of these has been achieved, as informed by evidence of achievement in outcomes of work, assessment tasks and the child's contributions and responses during

lessons. Teachers tick and date an objective statement that they recognise has been achieved. This ongoing record is used to inform the end of KS2 data submitted to the Local Authority. This system ensures that assessment informs planning, with objectives that require further consolidation, quickly identified, with opportunities for coverage planned. Progress towards and achievement of these statements is also used to inform end of year reporting on MFL to parents. By the end of the year, children are expected to have achieved 90%+ of the year group objectives if they are working at, at greater depth, or above the age expectation (for example native speakers).

There is a strong focus on developing the quality, presentation and content of children's written work across all subjects. The standard of children's writing is expected to be the same high standard across all subjects – teachers marking will address inaccuracies (such as, for example, inconsistencies in the use of capital letters and punctuation). It will also prompt when handwriting and grammar needs improvement, indicating an identified target and providing a suitable model where appropriate.

The majority of marking takes the form of highlighting. If a sentence or word is highlighted, it indicates a successful feature of the child's work. For example, this could indicate:

- evidence that the skills/knowledge for the lesson have been applied;
- use of key vocabulary or generally ambitious vocabulary;
- good use of grammar (conjunctions to elaborate on a point), or any other literacy focus such as the use of capital letters, age appropriate punctuation etc to promote literacy lessons beyond English lessons
- and/or any aspect of the child's work which is in line with the pedagogy of MFL Spanish.

Although there will not always be a recorded outcome in children's books, tasks will be planned that provide plenty of opportunity for children to demonstrate the application of the key knowledge and skills for the lesson.

4. **Planning and Resources**

Each lesson is planned to ensure progression in the coverage of the knowledge and skills outlined on the school's MFL progression map. Lessons are designed to ensure that each of the three pillars for language learning (grammar, phonics and vocabulary) are embedded as a focus.

Lesson slides are designed to be accessible to all children, as well as to avoid cognitive overload. Lesson slides are used by the teacher to support the teaching, as well as to convey key information and instruction to the children.

Teachers devise lesson slides according to what is stated on the progression map for MFL Spanish according to the term and year group. The school has a format for lesson slides to support planning processes and to ensure consistency. Teachers can source from a range of recommended lesson resources, including the projects on a page scheme, specific to MFL Spanish. Sourced resources for lesson slides might include imagery and ideas from slides from other schemes. However, these are not used in their entirety, to ensure a structured and consistent approach that is in line with the school's bespoke curriculum mapping.

The teacher's role is not to facilitate the information on the slides, but to use them to support their teaching and to convey key information and instruction in a way that is visually accessible to all learners.

The school has adapted the BCC Languages Spanish scheme to provide teachers, at all levels of Spanish, with a detailed plan for each lesson. This supports teacher confidence, as well as accuracy in the teaching of Spanish. Progression maps are also in place and known to staff, as well as unit summaries, to ensure that knowledge and skills build from one year to the next.

Not all lessons will be planned to have a written outcome, but the lesson slides of lessons without a recorded outcome will indicate the key knowledge and skills covered and how these were taught, including what the children did.

The key vocabulary for each topic is mapped and shared with the children, with reference to the 'Topic Vocabulary (TV) Mat that each year group has created. This provides a graphic organiser of the key vocabulary, the previous relate knowledge and the current key knowledge of the topic.

A number of audio and visual resources are also referenced in the planning and these can be accessed by all staff on the school's shared curriculum drive. Film clips of native Spanish speakers using key phrases and vocabulary, ensure that children are provided with further effective models of the language and each teacher also has access to the 'Rockalingua' resource. A number of related resources, including flashcards, audio and book CDs have also been added to the school's 'shared drive', allowing easy and constant access in all classrooms.

The school has established a link with a Spanish language school in Madrid, which enables the continued promotion of intercultural understanding and further reading and writing skills through continued correspondence. Correspondence and project work is planned at regular intervals throughout the school year. The school also has a number of links with local secondary schools that support the teaching of Spanish at William Patten through the involvement of KS3 students as role models. These sessions support the transition between KS2 and KS3 and provide consolidation and extension of learning, as well as promoting speaking and listening skills between the older and younger children.

The school uses a range of software to support language learning, including sound clips embedded in lesson slides. Further resources for use with the interactive whiteboards are also referenced in each lesson plan. The software and internet sites signposted provide access to a model of Spanish from native speakers and support the correct pronunciation. Children are also able to use technology to record songs and speaking and listening tasks (including role play) in Spanish and SEESAW is available as a means to collate these. Children also take part in online video calls to their counterparts in Madrid.

5. **Organisation**

MFL is introduced to children at the beginning of EYFS, through language games and songs. In Reception, there is an emphasis on speaking and listening activities. Spanish lessons are taught each week in KS1, with the 30 minutes lesson supplemented through the regular use

of Spanish beyond the lesson. In KS2 Spanish is taught through weekly 45-minute lessons. The language is taught by the class teacher which supports further opportunities for immersion in both key stages. For example, teachers are encouraged to write the date in Spanish and class instructions can be given in Spanish, to develop the children's vocabulary in context.

To further support the successful delivery of Spanish, the subject leader attends regular training in the borough. They disseminate good practice to staff throughout the school providing language and vocabulary, book lists and adapted resources. The subject leader is also responsible for ensuring that lesson plans from the BCC Languages scheme of work are successfully adapted.

The school also celebrates the range of languages spoken by the children and their families across the school through 'Language of the Month', which runs alongside the Spanish curriculum. The 'Language of the Month' choice will be guided by the Hackney Education suggestions but we may also choose a language in relation to events in our community or to support cultural or religious celebrations. Children and parents are also welcome to suggest their home language for 'Language of the Month'. Children will learn about where in the world each language is spoken, as well as learning key words in these languages. The children are then able to use vocabulary from each language of the months in a range of situations, such as to greet each other and to respond to the register using the language of the month.

The knowledge that children need to know is summarised in Topic Vocabulary mats and these are shared with parents and carers.

6. **EYFS**

Although languages in the EYFS and KS1 are not statutory, a whole school approach is observed. The aims of learning a foreign language at Foundation Stage (and KS1) are the same for those at KS2:

- Foster an interest in learning another language
- Introduce young learners to a different rich language environment in a way that is enjoyable and fun
- Stimulate and encourage learners' curiosity about language
- Encourage learners to be aware that language has structure and that structures differ from one language to another
- Help learners to understand cultural differences in other countries
- Develop their speaking and listening skills

MFL provision in the EYFS complements the scheme of work for MFL at KS1 and KS2, which revisits previous learning, with an emphasis on speaking and listening and the use of songs and music. The approach supports the children with:

- The ability to identify sound
- The ability to mimic
- The willingness to engage and take risks

- Their enthusiasm and capacity for enjoyment
- The ability to develop confidence and positive attitudes to language

MFL Spanish in the EYFS is informed by and aligned to the following related early learning goals:

Personal, Social and Emotional Development ELG:

- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Communication & Language ELG:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Understanding the Word ELG:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Expressive Arts and Design ELG:

- Sing a range of well-known nursery rhymes and songs.

7. **KS1 and KS2**

KS1

The content and skills of Spanish lessons in KS1 provide a sound foundation for later learning. Spanish lessons across the school are planned to allow progress towards and achievement of the objectives stated in the 2014 National Curriculum. Lessons and resources are adapted from the BCC Languages scheme, recommended by the Hackney Learning Trust.

Children are taught to know and understand how to:

- Ask and answer questions
- Use correct pronunciation and intonation
- Memorise words
- Interpret meaning

- Understand basic grammar
- Work in pairs and groups to communicate in the other language
- Look at life in another culture
- Read and write simple words and basic sentences

KS2

The teaching of languages is based on the guidance material in the Key stage 2 Framework for Languages. Lessons and resources are also adapted from the BCC Languages scheme provided by the Hackney Learning Trust.

Children are taught to know and understand how to:

- Engage in conversations, express opinions and respond to those of others.
- Speak in sentences using familiar vocabulary, phrases and basic language structures.
- Present information and ideas orally to a range of audiences.
- Understand basic grammar including gender of nouns, definite and indefinite articles, singular and plural forms of noun, and conjugation of key verbs.
- Write words and phrases from memory.
- Use an English/Spanish dictionary.
- Adapt phrases to create new sentences describing people, places things and actions orally and in writing.
- Broaden their vocabulary and develop ability to understand new words that are introduced into familiar written material.
- Read carefully and show understanding of words, phrases and simple writing.
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words.

Children will copy the LI from the board as the title for their recorded outcome. This will be underlined with a ruler. The LI and short date will be provided on a sticker to children who are not yet able to write this independently in KS1 and to identified individual children with SEND and children who are working below the age expectation. Generally, children will write the short date themselves and this will be underlined with a ruler.

Children's work in books will mostly be their own recorded writing. Pages of scaffolded work will only be stuck into children's books when this is absolutely necessary.
In some instances, children might stick a visual into their books that they will label or respond to into their books, rather than completing the entirety of an outcome on a separate sheet which is then stuck in.
In MFL Spanish, it might be appropriate for children to record a planning or evaluative process directly onto a provided format. However, the majority of children will record their work directly onto the pages of their book, using the layout provided as a point of reference. This will enable greater ownership and pride in recorded outcomes.

During Spanish lessons, a 'Features of a Spanish Lesson' poster is clearly displayed on the wall. This has been explained to children, so they know what is in place to help them learn according to the pedagogy of the subject.

Features of a Modern Foreign Language (MFL) Spanish Lesson

1. LEARNING INTENTION and RECAP

My teacher shares the LI with the class as a question – 'Can I..?'



- We recap what we know from the previous lesson or in previous year groups if we are at the start of our topic.
- Sometimes lessons begin with a quick practise of familiar words and phrases



2. TEACHING

This usually includes -

- Listening to new Spanish vocabulary - this might be spoken in a clip or used in a song that we can join in with.



- Linking Spanish vocabularly to pictures, often in a game.
- Repeating words and phrases that we hear



- Asking and answering questions in spanish, as part of a whole class session.



- Finding something out about the culture of a spanish speaking country.



In all our lessons, we develop our understanding of each of these 'pillars' (important things):

Spanish Phonics

- The sounds that letters and combinations of letters make.



Grammar

- The way that a sentence is constructed (put together); the order of the words might be different in a Spanish sentence to how it would be in English.
- I can use the way a word ends in Spanish to help me identify the correct article (word for 'the' and 'a').



Vocabulary

- The Spanish words for things we can already say in English.



3. SUCCESS CRITERIA

The success criteria will let me how I can complete the task today!



4. INDEPENDENT WORK

In a Spanish lesson we will do at least one of the following -

Speaking and Listening

- Role play (Spanish Conversations with others in my class)
- Language Games
- Performing



Reading

- Gaining meaning from Spanish texts, using pictures as appropriate.



Writing

- Recording key words, questions and answers in a way that helps me remember them.
- Writing a letter to a pen pal in our spanish partner school.



5. REVIEW

We can use the success criteria to help us decide if we have met the learning intention.



8. Equal Opportunities

At William Patten we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to and participation in the learning of languages and to be supported in this process.

9. Inclusion

At William Patten, we teach a modern foreign language to all children. A modern foreign language forms part of the school's commitment to providing a broad and balanced education to all children. Through our modern foreign language teaching, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Native Spanish speakers themselves are considered an asset to Spanish lessons and teachers ensure their full involvement and engagement within lessons and the efforts and achievements of all children in the subject celebrated.

- All children will be supported by appropriate adaptation of teaching and learning activities and also by adult support, to enable equal access to learning in MFL Spanish.
- Topic vocabulary is explained to the children from the onset of the topic, with accompanying definitions and visual cues, to ensure that all children develop and are able to use a range of vocabulary according to the topic.
- Within each topic, teachers use 'word aware' to help children from identified vulnerable groups who would benefit. In MFL Spanish, the word chosen for this is generally a technical term that is not a high frequency word.
- Key knowledge for all children is also provided on the TV (knowledge) mat, which is available for all children top refer to throughout the study, on children's tables. Further use of assistive technology is also considered where appropriate for individual learners; this might include the use of widget to support instructions for construction, or the use of an electronic devise to support research.
- Seesaw QR codes of tasks completed on a computer or app can be used to evidence a learning process where the child has not produced a recorded outcome.
- Each class has Spanish Display in their classroom to reinforce the key vocabulary for the year group. This is regularly referred to in Spanish lessons as a visual resource.
- Teaching assistants are expected to provide written feedback alongside the outcome of the children they have supported as part of the monitoring and assessment of progress in the subject.

10. Role of the Subject Leader

Lesson slides and outcomes for each unit of work will be monitored by the SLT, in collaboration with subject and phase leaders. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum.

Recorded outcomes which link directly to speaking and listening tasks are recorded in children's books, which are monitored termly by the subject leader to ensure coverage. The coordination and planning of the MFL curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping them informed about current developments in MFL
- writes a subject development plan, informed by the whole school development plan
- fortnightly teacher meetings, monitoring outcomes in Spanish books, pupil meetings and listening to child voice
- observes and gives feedback to teachers on their teaching of Spanish
- attends specialist courses and ensures content is disseminated to staff

Regular opportunities will be provided throughout the year for moderation of children's achievement, according to the programme of study for their year group. The subject leader will use the outcomes of this process to support further development in MFL Spanish, as well as the findings from regular book looks (where teachers across year groups will view outcomes of work in each subject). The book look process itself will provide an opportunity to recognise, celebrate and disseminate good practice, and inform judgements as to the progress being made towards identified whole school and subject priorities. Wherever possible, models and that the children have created will be seen as part of this process. In-house moderation and Book looks will be scheduled to take place within teachers' directed time.

11. **Parents**

Parents are encouraged to inform the school about the languages they speak and then these can be added to the list of the languages celebrated through language of the month. Parents are encouraged to take part in the 'Language of the Month' assembly with their child to introduce the new language. Parents are also always welcome to come and read stories in Spanish and other languages. If they have a particular expertise in languages we can involve a parent in delivery of lessons/clubs or events.

Parents are encouraged to attend 'International evening' and 'Tastes of the World' to celebrate and promote intercultural understanding, as well as supporting groups to travel to trips connected with languages events and Hispanic week.

This policy will be reviewed annually by the Governing body.

Policy Agreed: **September 2026**
Policy Review Date: **September 2027**

