



Spindle Point Primary School

MFL Policy written March 2025

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Policy to be read alongside the Assessment Policy, EYFS Policy, Learning Environment Policy, Teaching and Learning Policy & Marking Policy

Rationale

At Spindle point, we believe that, languages are an essential part of a broad, balanced curriculum. Not only do they provide an opportunity to communicate more effectively with others, they also help children to understand what it is to be a global citizen. We believe that to learn a foreign language as a child, encourages potential benefits from cross-curricular friendships, broader career opportunities, exciting travel adventures and a deeper insight into how other see the world. It develops curiosity beyond what are pupils can already see, say, do and know. This is alongside the many other well researched and evidenced benefits to learning another language at a younger age such as increased brain function in areas associated with executive function, deepening abilities in their native language, future academic achievement, confidence and exciting real-life application and adventures. Evidence also shows that starting learning a foreign language at a younger age, aids the acquisition of further languages later in life.

At Spindle Point, we teach Spanish to our pupils. We have chose this based on a number of factors: links to secondary schools in the local area; the phonetic structure of the language and that it is the fourth most spoken language worldwide (2023). By speaking Spanish, our pupils will, in theory, be able to communicate with a further 559 million people!

Intent

At Spindle Point, our ultimate aim in delivering our MFL curriculum is to increase the motivation of language learning and increase confidence, we want to create life-long learners of languages.

At Spindle Point, we intend to formally teach Spanish using the Linguastars Education Curriculum in Years 3 - 6. This curriculum is intended to be progressive and purposeful. Topics and levels are specifically chosen for each year group.

The topics contain essential vocabulary, phonics and grammar, relevant to what is later taught in KS3, providing progression and transition from one key stage to the next.

The topics are split into levels for different year groups ensuring that vocabulary, phonics and grammar are both built upon and re-visited.

The curriculum is designed to ensure that children know more and remember more by staging the curriculum in a way that allows for more processing time and development, allowing the language to become embedded in the long-term memory.

We also intend to spark children's' curiosity and wonder about a world away from Kearsley. From N to Y6, we want children to become familiar and excited about Spanish history and culture. We want to broaden children's knowledge and understanding about the other countries in the world where Spanish is the first spoken language.

We intend to thread Spanish customs and customs from Spanish speaking countries throughout our wider curriculum and events.

Implementation

Through careful consideration, we selected the Linguastars Education online Spanish curriculum. The Spanish curriculum was introduced in September 2024. Prior to this a French curriculum was taught. Therefore all children, Y3 – Y6 are starting at Level 1 basics. In September 2025, Year 3 will begin at Level 1 basics whereas Y4 – Y6 will begin with Los mascotas (please see curriculum plans for more detail)

This is taught every week for 30 minutes in Years 3 – 6. Teachers use the online curriculum to deliver the lessons through competent and confident Spanish speakers ensuring correct pronunciation and clarity of teaching.

All staff received quality CPD from the curriculum designers and directors before delivering the programme. This is regularly followed up on development days by Linguastars Education ensuring rigour and fidelity to the approach.

The curriculum has been designed using a specific methodology of language learning known as E.P.I or Extensive Processing Instruction. This methodology refers to the communicative drills taught through chunks of language as an input (listening and reading) to create solid repetition and allowing more content to embed into long term memory. This then computes into output (speaking and writing).

Lesson plans clearly identify the listening, reading, speaking and writing outcomes as well as the focus phonics for each lesson, the key vocabulary and essential grammar.

Cultural knowledge and awareness is further planned for in the wider curriculum as well as discrete lessons and days throughout the year.

Assemblies are planned to raise cultural awareness of Spain and Spanish speaking countries; these are delivered by the MFL lead.

A Spanish learning wall is prominent in all classrooms capturing current and prior learning. A further wall is also prominent in the hall, capturing opportunities to discuss where children and families have been on holiday and locate these on our large Spanish map as well as allowing key vocabulary to be practised throughout the day.

New texts have been purchased for the KS2 library to further promote a love of languages and to develop cultural knowledge of Spain and Spanish speaking countries.

Impact

Spanish learning and work will be recorded in pupil's workbooks, seesaw and learning journeys.

The online curriculum is designed for application of reading, listening and speaking skills. Key assessment moments are highlighted for staff to make judgements regarding pupil's knowledge of new vocabulary.

Online vocabulary 'quizzes' are completed each term looking at children's knowledge of key vocabulary taught. This assess reading and translation skills. These quizzes are developed by the subject lead and analysis is completed.

Further speaking and listening assessments are carried out each term by the subject lead.

Parents are informed about their child's attainment and progress in Spanish at the end of the academic year in the school reports.

Pupils will talk passionately about learning Spanish. They will be excited about the prospect of continuing this love of language.

They will be able to talk about cultural awareness, customs and festivals as well as key facts and knowledge about Spain and Spanish speaking countries.

Role of the subject leader

The Spanish subject leader is responsible for improving the standards of teaching and learning in Spanish through:

- Development days with Linguastars Education
- Monitoring of books, lessons, learning environments and pupil voice
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources

- Creating vocabulary assessments and monitoring the outcomes.
- Carrying out speaking and listening assessments with Y3 – Y6 pupils every term.
- Delivering high quality cultural knowledge assemblies
- Linking with other subject leads
- Planning and organising cultural knowledge days throughout the year. These are an annual event with each year group having specific area to learn. This will then be built upon the following year.