



**Modern Foreign Languages (Spanish)  
Policy**

## Why

At Brookdale Primary School, the curriculum is designed to **include, inspire, engage and nurture** our children to achieve and flourish as citizens of today and the future; encouraging children of all ages to think deeply about the past, present and future of our community and the wider world.

Brookdale Primary School believes that learning a Modern Foreign Language (MFL) provides a valuable educational, social and cultural experience for our pupils. It will also create potential opportunities in the future for studying and working abroad.

Through high-quality language instruction, we intend for our children to:

- 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
- 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.

The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

## How

At Brookdale Primary school, in accordance with the National Curriculum, children from Year 3 upwards learn Spanish. We follow The iLanguages Curriculum which adheres to the 2014 Primary MFL National Curriculum.

- Spanish is taught once a week in three half-termly blocks for each year group.
- Knowledge organisers for each year group are used as a way of recapping and reinforcing previous knowledge.
- Children record their learning in the individual workbooks, linked to the scheme of work
- Our Brookdale Pedagogy is applied to the teaching of MFL, as with all other subjects Subject-specific pedagogy is being developed as a next step in our curriculum development.

Our MFL curriculum **includes, inspires, engages and nurtures** our children's interest in and enjoyment of MFL through opportunities 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
- understand basic Spanish grammar including: feminine, masculine 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.

## What

- Children know more and remember more as they progress through school.
- Children have built up knowledge and skills they can talk about and demonstrate.
- Children are able to talk about key vocabulary and learning from subject Knowledge Organisers
- Children are able to assess and evaluate their own work, helping them appreciate how they can improve their own performance and consider targets they would set themselves in the future.
- Final assessments, linked to the scheme of work, are completed to support teacher assessment at the end of the academic year.
- Teachers in Year 3-Year 6 can keep on-going notes on planning documents. These notes, any video clips and pieces of work in pupil work books are used to help inform teacher judgements at the end of the academic year (see assessment policy).
- Progress, achievement and effort in MFL is reported to parents at parents' evenings and in the annual report.
- Through ongoing monitoring, pupil and teacher voice as part of our bespoke "Deep Dive" process the subject leadership team can report on standards in MFL across the school to the governing body.