

MFL Subject Statement

MFL Subject Lead: Katie Lampshire

'If we spoke a different language, we would perceive a somewhat different world.'

Ludwig Wittgenstein, philosopher

Intent

At The Flitch Green Academy, we believe that learning a foreign language provides pupils with valuable opportunities to communicate, develop curiosity about the wider world and deepen their understanding of different languages and cultures. Through learning Spanish, we aim to broaden pupils' horizons and encourage them to become confident, enthusiastic and resilient language learners.

Our Spanish curriculum is designed to provide all pupils with the knowledge and skills required by the National Curriculum for Languages. We aim to develop pupils' confidence and competence across the four key language skills of listening, speaking, reading and writing, supported by a secure and progressively developing understanding of phonics, vocabulary and grammar.

Throughout Key Stage 2, pupils build a growing bank of vocabulary and grammatical knowledge which enables them to understand and communicate increasingly complex ideas in Spanish. Pupils are given regular opportunities to listen and respond to spoken Spanish, engage in conversations, develop accurate pronunciation and intonation, read and understand increasingly challenging texts and write for different purposes.

Our curriculum is carefully sequenced so that new learning builds upon what pupils already know. Previously taught vocabulary, phonics and grammatical structures are revisited and applied in new contexts, helping pupils to remember more and make increasingly independent use of the language.

Alongside linguistic knowledge, pupils develop an understanding and appreciation of Spanish-speaking countries, communities and cultures. We want pupils to recognise that language learning is about more than learning vocabulary: it is an

opportunity to communicate with others, understand different perspectives and develop an interest in the wider world.

Early exposure to Spanish begins in EYFS and Key Stage 1 through age-appropriate experiences such as greetings, songs, games, classroom routines and simple vocabulary. This develops children's enjoyment of languages and provides useful foundations for the more structured teaching of Spanish in Key Stage 2.

Ultimately, our intention is that pupils leave The Flitch Green Academy with positive attitudes towards language learning, a secure foundation in Spanish and the confidence to continue learning languages at secondary school and beyond.

Implementation

At The Flitch Green Academy, Spanish is taught progressively across Key Stage 2 using the Language Angels scheme of work and resources. The scheme provides a clear sequence of learning across year groups and supports teachers with lesson materials, high-quality audio, activities and assessment. Teachers use these resources to deliver lessons while adapting teaching and activities where appropriate to meet the needs of their pupils and provide suitable levels of support and challenge.

Our Spanish curriculum is carefully sequenced so that pupils build upon their prior learning as they progress through the school. Previously taught vocabulary, phonics and grammatical structures are regularly revisited, allowing pupils to retrieve and consolidate their knowledge before applying it in new contexts. As pupils become more confident, they are introduced to increasingly challenging vocabulary, sentence structures and grammatical concepts.

Phonics and pronunciation form an important part of our approach to language teaching. Pupils are introduced to key Spanish sounds and spelling patterns, supporting them to recognise and pronounce vocabulary with increasing accuracy and confidence. High-quality audio provided through Language Angels is used regularly to model accurate pronunciation and intonation. Pupils are given frequent opportunities to listen to, repeat and practise spoken Spanish.

Teaching develops the four key language skills of listening, speaking, reading and writing. Pupils listen and respond to spoken Spanish, practise speaking individually and with others, read and respond to increasingly challenging language and

develop their writing from words and short phrases towards increasingly independent sentences and longer pieces of writing. Grammar is introduced progressively and pupils are encouraged to apply their growing knowledge of vocabulary and grammatical structures when communicating their own ideas.

Lessons incorporate a variety of activities including songs, games, repetition, retrieval activities, partner work, conversations, reading, writing and interactive resources. Teachers adapt activities and resources where necessary to enable all pupils, including those with SEND, to access and participate in language learning, while ensuring that appropriate support and challenge are provided.

In EYFS and Key Stage 1, pupils are introduced to Spanish through age-appropriate experiences such as greetings, songs, games and simple vocabulary. These early experiences aim to develop pupils' enjoyment of language learning and provide a foundation for the more structured teaching of Spanish in Key Stage 2.

Assessment is used throughout the curriculum to establish what pupils know, remember and can do. Teachers assess pupils through questioning, observation, spoken responses and written work, alongside end-of-unit assessment activities. Assessment considers pupils' development across listening, speaking, reading and writing and is used to identify areas that may require further consolidation or retrieval.

Impact

The impact of our Spanish curriculum is seen in pupils who are enthusiastic about learning languages and who develop increasingly secure knowledge and confidence as they progress through the school.

By the end of Key Stage 2, pupils will have developed the knowledge and skills to:

- understand and respond to increasingly complex spoken and written Spanish;
- communicate ideas, information and opinions with increasing confidence and accuracy;
- apply their knowledge of Spanish phonics to pronunciation, listening and reading;
- use an increasingly broad range of vocabulary and grammatical structures;
- read and understand familiar and unfamiliar language using a range of

- strategies;
- draw upon previous learning and apply familiar language in new contexts;
- approach further language learning with confidence, resilience and enthusiasm.

Pupils' progress and the effectiveness of the Spanish curriculum are evaluated through a combination of formative and summative assessment. This includes scrutiny of pupils' work, assessment information, pupil voice, discussions with staff, lesson observations and learning walks.

Our aim is that pupils leave The Flitch Green Academy with secure foundations in Spanish and, importantly, with the confidence, curiosity and enthusiasm to continue developing as language learners.