Dollis Primary School

Modern Foreign Language Policy

Modern Foreign Languages Policy			
Frequency written	Every 3 years	**Subject Leader (if applicable)**	Sergio Gantes
Date Written	September 2025	**Review date**	September 2028
Ratified by governors	LGB	**Website**	Yes

Curriculum statement – Modern Foreign Language

1. Intent

1.1 School vision

At Dollis Primary School, our vision is: Excellence in all we do! Shaping attitudes, efforts and ambitions.

We recognise the importance of learning modern foreign languages so it is our intent to ensure we offer a relevant, broad, vibrant and ambitious foreign language curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning - the ultimate aim being that pupils will feel willing and able to continue studying languages beyond key stage 2.

1.2 Aims

Our aim is to develop the confidence and competence of each child in Spanish. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school phase of their education.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

We aim to ensure that pupils of all abilities develop solid foundations in these key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing.

We will extend their knowledge of how language works and explore the similarities and differences between Spanish and English. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children improve overall attainment in other subject areas.

In addition, the children will be taught how to look up and research language they are unsure of and they will have a bank of reference materials to help them with their spoken and written tasks going forward. This bank of reference materials will develop into a reference library to help pupils recall and build on previous knowledge throughout their primary school language learning journey. The intention is that they will be working towards becoming life-long language learners.

Pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable and stimulating. Learning another language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. This will also help strengthen their own sense of identity through learning about culture in other countries and comparing it with their own.

2. Implementation

2.1 Teaching a Modern Foreign Language

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- 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
- 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 authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.

5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

6. Present ideas and information orally to a range of audiences.

7. Read carefully and show understanding of words, phrases and simple writing.

8. Appreciate stories, songs, poems and rhymes in the language.

9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

11. Describe people, places, things and actions orally and in writing.

12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter 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.

2.2 Curriculum links and Curriculum Map

Spanish is linked to the curriculum through History, Geography and Science as well as other general learning opportunities.

Spanish begins in Year 3. The Curriculum Map below outlines the main areas for study.

Spanish Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	Spanish Phonics: Introduction to Spanish, letters are read the way they are written. Vowels, consonants and how their pronounced		Numbers and their spellings and how to pronounce them. Greetings and introducing oneself to others. Asking how old someone is. Colours. Introduction to masculine and feminine words. Singular and plural. Names of foods		Seasons and their characteristics recapping on vocabulary. Consolidating knowledge completing the year with children being able to sing a simple nursery rhyme	
Y4	Recapping on previous taught knowledge i.e.: Days of the week, months seasons Introduction to parts of the body. Following instructions to draw using parts		Family. Using vocabulary to describe your family. Recapping and consolidating plural and singular and the correct		Organizing words by syllable, alphabetical order and nouns and adjectives. Do you have a Pet? Short introduction of	

	of the body vocabularyAnimals and size Christmas activities and how it is celebrated in Spain.		pronunciation of the vowels.		oneself saying age if they have a pet or not and which is their favourite colour. Easter lessons. Easter celebrations in Spain	
Y5		Recapping on previous knowledge; singular, plural, adjectives, etc. Shop vocabulary, where children will describe what is in their local area. Introduction to reading time in Spanish. Children to learn vocabulary related to Christmas in Spain. They will use pre-existing knowledge to describe what they do during		Likes/Dislikes in relation to nutrition using already existing knowledge to say if they like certain foods or not. Using connectives such as 'and', 'but' and 'also' accurately in sentences. Sorting food into food groups. Easter activities in relation to Spanish festivities Recapping and consolidating like/dislike vocabulary. 'Keep Fit'		Simple translation from English to Spanish. Learning simple nursery rhyme *'Al corro de la patata'*. Learning how to order food correctly using the correct vocabulary practicing conversations in a cafeteria setting by recalling on their knowledge from Autumn 2

		the Christmas holidays. Recapping on previous knowledge; singular, plural, adjectives, etc. Shop vocabulary, where children will describe what is in their local area. Introduction to reading time in Spanish		programme, children will use sport language to create their own fitness programme, first understanding the relation between symbol and word, then using that knowledge to draw up a plan independently. Recognizing the numbers independently to solve simple maths equations.		
Y6		Professions: Children to explore language relating to professions and be able to identify them. Sorting nouns, prepositions, adjectives and verbs. Christmas		KS2 SATS practice	KS2 SATS	Conversational practice. Children will practice simple introductory questions showing the right pronunciation and will then write answers to those questions.

		activities relating to the Three Wise Men where they will learn a short song and will research interesting Christmas celebrations in Spanish speaking countries. Recapping on previous knowledge from Year 5. Independently sort between commands, weather and date. Using existing knowledge to unscramble words relating to resources that they have in school and being able come up with their own simple conversation.				Writing a letter: children will start to write what they prefer out of different options and will conclude with them writing a letter to book a Hotel/Apartment/flat in Spain. They will translate pictorial into words by writing sentences relating to a travel itinerary. Spanish cultural lessons and different languages in Spain. Learn language relating a to a house and the names of each of the rooms. Students will read a short text and find words that

		Write opinions about clothing being able to translate a short text in Spanish and find key information. To increase the complexity of the texts that they read in Spanish and to be able to answer true or false questions				relate to rooms in an ideal house. They will use existing knowledge to write their own advertisement for a house. They will then begin to translate the names of appliances from English to Spanish

2.3 Teaching and Learning

Spanish is taught in a whole-class setting by language specialist. Teachers plan their lessons using the scheme of work and can supplement this with their own ideas and experience and those of their colleagues. The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles.

Each class has a timetabled lesson of at least thirty minutes per week. Spanish can also be revisited in short sessions throughout the week to consolidate knowledge and ensure new language is retained.

Spanish lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games (which pupils can access from home to consolidate their learning)
- Songs & raps
- Differentiated desk-based consolidation activities
- Worksheets (at different levels of challenge) are provided throughout each teaching unit and can be used in class or can be sent home to be completed as a homework exercise

2.4 Resources

Our scheme is a fully online resource enabling all teachers in all classes to have instant and continuous access to all the resources they need to teach whichever lesson they choose. Additional resources are also available in the curriculum folder.

Displays of the topics being taught in Spanish are displayed around individual classrooms and within the wider school environment.

2.5 Evidence of Teaching & Learning

Where appropriate worksheets completed by the children will be kept in their folders which can be passed through the years and become a portfolio of their learning. Teachers can also upload scans of pupil written work along with audio and video recordings of pupils speaking and presenting in Spanish to a centralised secure file store on their Tracking & Progression Tool.

3. Impact

3.1 Provision for the More-Able Pupil

All lessons incorporate challenge sections to stretch the More-Able children. Teachers also use questioning according to the abilities of individuals and written activities are differentiated.

Reading and **writing** activities are offered in all units. Some extended reading and writing activities are provided so that native speakers can also be provided for.

3.2 Inclusion and SEND

Lessons offering appropriate levels of support and challenge will be taught at all times to ensure pupils learn effectively, continuously building their knowledge of and enthusiasm for the language they are learning.

SEND pupils are supported through appropriate questioning, variation of task, grouping or support from an adult. They will be provided with modified learning programs, resources and equipment appropriate to their needs.

All children will be taught how to listen and read longer pieces of text gradually in Spanish and they will have ample opportunities to speak, listen to, read and write in Spanish with and without scaffolds, frames and varying levels of support.

3.3 Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by the following strategies:

- Observing/listening/questioning children at work, individually, in pairs, in groups and in class during whole class teaching
- Assessment against the 12 DfE Languages Programme of Study for Key Stage 2 attainment at the end of each 6-week teaching unit. Either as:

    1. Peer and self-assessment 'I can do…' grids.

    2. More detailed skills based assessments using bespoke skills assessment worksheets. This form of assessment enables us to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Other methods of measuring the impact of the curriculum include:

- Learning walks and professional dialogue with teachers
- Formative assessment based on pupil discussion about their learning/evidence in folders
- Interviewing pupils about their learning (pupil voice)

3.4 Role of the subject leader

The main role of the subject leader is to ensure that attainment in the subject is as expected. This is achieved through informing, supporting and encouraging staff as well as helping with planning and teaching where necessary, to ensure progression of learning throughout the school. They should lead further improvement and development of the subject.

Written by: Sergio Gantes

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