ST JOSEPH'S RC PRIMARY SCHOOL

BACUP

MODERN FOREIGN LANGUAGES

Spanish Curriculum Policy

"Jesus is the Centre of our lives"

God wants me to be the best me I can be

Our Mission

Through His teaching we aim to value ourselves and each other as unique and precious individuals created by God; we encourage and develop love and respect for each other and for our world; we strive to promote and deepen our Catholic faith through prayer, work and play; we aim to foster a loving, caring environment in which each child can freely learn and develop to their full potential.

2026–2027

Policy information

Document control	Details
Policy title	Modern Foreign Languages Policy
Subject leader	J Makin
Review date	Autumn term 2028
Audience	Staff, governors, families and other stakeholders

1. Purpose and scope

This policy sets out St Joseph's approach to Modern Foreign Languages (MFL), with Spanish as the principal language taught. It applies to staff involved in planning, teaching, supporting, leading and monitoring languages and should be read alongside the school curriculum overview and MFL progression documents.

2. Catholic life, mission and Gospel values

Learning another language helps pupils recognise every person as unique and precious and approach other cultures with humility, curiosity and respect. Love, friendship, respect, truth, hope and forgiveness guide communication, collaboration and the exploration of different communities. Spanish broadens pupils' horizons and supports their development as compassionate global citizens and courageous advocates.

3. Curriculum intent

Our languages curriculum develops pupils' confidence and enjoyment in communicating in Spanish. Pupils learn to understand, speak, read and write with increasing accuracy and independence while developing knowledge of phonics, vocabulary, grammar and language-learning strategies. They compare languages and make connections with English and the languages represented in the school community.

Learning is active, memorable and ambitious for every pupil. Oral language and attentive listening provide the foundation for reading and writing. Knowledge is revisited cumulatively so pupils can move from words and rehearsed phrases towards sentences, questions, short texts and increasingly spontaneous communication. Cultural learning challenges stereotypes and presents the diversity of Spanish-speaking communities.

4. Curriculum aims and entitlement

- Understand and respond to spoken and written Spanish from a variety of appropriate sources.
- Speak with increasing confidence, fluency and spontaneity, improving pronunciation and intonation.
- Ask and answer questions and communicate meaning even when exact language is not immediately available.
- Read carefully and show understanding of words, phrases, sentences and short texts.
- Write at increasing length for different purposes and audiences using familiar grammatical structures.
- Develop accurate Spanish phonics and connect sounds, spelling and meaning.

- Discover and appreciate stories, songs, poems, traditions and other cultural material.
- Develop curiosity about language and positive attitudes towards multilingualism and intercultural understanding.

5. Curriculum organisation, progression and sequencing

Spanish teaching begins with Penguins Class and develops through the school's mapped entitlement. Statutory Key Stage 2 language requirements are protected, while earlier experiences prepare pupils through listening, songs, greetings, stories and cultural encounters where appropriate. The curriculum overview maps units across mixed-age classes to avoid unnecessary repetition and gaps.

LanguageNut Primary is the principal scheme and provides structured, progressive units. Long- and medium-term planning identify prior learning, intended vocabulary, phonics, grammar, functions, cultural content, assessment and expected outcomes. Teachers adapt resources to pupils and the school context; the scheme supports, rather than replaces, professional knowledge and responsive teaching.

6. Phonics, pronunciation and listening

Pupils are taught how common Spanish graphemes and sound patterns are pronounced and how these differ from English. They listen repeatedly to high-quality models, discriminate sounds, identify familiar words and phrases and respond through action, choice, speech or writing. Songs, rhymes, stories and short authentic material develop memory, rhythm, intonation and comprehension.

Teachers model pronunciation carefully and encourage approximations that communicate meaning while correcting significant misconceptions sensitively. Pupils learn to use sound-spelling knowledge to attempt unfamiliar words and develop confidence without fear of making mistakes.

7. Speaking and interaction

Oral rehearsal is central. Pupils imitate, repeat, retrieve, adapt and combine language through songs, games, pair work, role play, information gaps, questions and short presentations. They develop from rehearsed responses towards more independent interaction and learn strategies such as asking for repetition, using gesture, substituting vocabulary and drawing on cognates.

All pupils have frequent opportunities to speak in a supportive environment. Public solo performance is not used as the sole measure of attainment; paired, group or recorded responses may provide appropriate alternatives.

8. Reading, writing and grammar

Reading develops from familiar words and phrases to sentences and short texts. Pupils use phonics, context, dictionaries, glossaries and grammatical knowledge to establish meaning. They encounter appropriately challenging stories, poems, songs, dialogues, information texts and digital material.

Writing develops from accurate copying and adaptation to supported and increasingly independent composition. Pupils learn relevant grammar explicitly, including gender, articles, adjective agreement, singular and plural forms, pronouns, verbs, word order and sentence patterns at an appropriate stage. Comparison with English and other known languages deepens understanding without suggesting that one language is the norm.

9. Cultural and intercultural understanding

Pupils learn that Spanish is spoken across diverse countries and communities and that no single image, festival, accent or tradition represents all speakers. Maps, music, art, food, stories, daily life, faith, history and contemporary voices provide meaningful cultural contexts. Teachers distinguish respectful cultural learning from imitation or stereotype and use authentic sources where suitable.

Multilingual pupils and families are invited to share knowledge when they wish, but are not expected to represent a whole language or culture. Learning Spanish provides opportunities to value home languages and recognise the advantages of multilingualism.

10. Early Years and Key Stage 1 foundations

Before formal Key Stage 2 study, children may encounter languages through greetings, songs, counting, stories, movement, celebrations and the languages spoken by families and the wider community. These experiences develop attentive listening, sound awareness, confidence and curiosity. They complement, rather than displace, the EYFS and Key Stage 1 curriculum and do not require premature formal writing.

11. Inclusion, SEND, EAL and equality

Every pupil is entitled to an ambitious languages curriculum. Teachers identify barriers and adapt through visual cues, gesture, repetition, pre-teaching, chunked language, slowed audio, reduced copying, accessible texts, word banks, alternative recording, technology and carefully targeted adult support. Adaptations promote independence and retain the important language knowledge wherever possible.

Pupils learning English as an additional language may draw positively on established language-learning strategies and knowledge. EAL is not treated automatically as SEND. Pupils with particular aptitude receive depth through extended interaction, authentic material, independent writing, grammar investigation and cultural research rather than simply more vocabulary.

12. Assessment and feedback

Assessment is aligned with the taught curriculum and draws on listening, conversation, role play, reading, writing, observation, questioning and pupil explanation. Teachers assess what pupils understand and can communicate as well as accuracy of phonics, vocabulary and grammar. Misconceptions inform subsequent modelling and practice.

Pupils are assessed against the school progression documents and relevant scheme objectives. Feedback is timely, specific and proportionate, with oral modelling and immediate rehearsal often most effective. Summative judgements are informed by a range of evidence and are not based solely on confidence, handwriting or one performance.

13. Resources, technology and safeguarding

Resources include LanguageNut materials, audio, visual prompts, texts, dictionaries, games, maps, cultural artefacts and suitable digital tools. The subject leader oversees access, organisation, licensing, maintenance and value for money. Authentic material is checked for accuracy, copyright, accessibility, age appropriateness and representation.

Online communication, recordings, external visitors and cultural links follow safeguarding, consent, online-safety and data-protection procedures. Translation and generative AI tools may support carefully defined learning when approved, but pupils are taught to check accuracy and not submit machine-generated language as their own work.

14. Partnership with parents and carers

Families are informed about the language studied and ways to support positive practice, such as listening, games, songs, vocabulary retrieval and discussion of languages and cultures. The school celebrates the languages represented in its community and may invite voluntary contributions to themed events. Home access to paid resources or prior language knowledge is never assumed.

15. Links across the curriculum

Cross-curricular links are used when they deepen language and wider learning. Geography supports place and cultural understanding; English supports grammar, vocabulary and etymology; music and art provide cultural material; design and technology may explore food and design contexts; computing supports suitable research and communication. Language learning retains its own progression and is not reduced to isolated themed vocabulary.

16. Roles and responsibilities

- The MFL subject leader, J Makin, develops curriculum coherence, supports planning and subject knowledge, oversees resources, monitors provision and standards, identifies professional development and reports priorities to senior leaders and governors.
- Class teachers plan and teach the agreed curriculum, model language carefully, assess responsively and create an inclusive environment in which pupils communicate without fear of error.
- Support staff use agreed pronunciation, vocabulary and approaches, enable participation and promote independence under teacher direction.
- Senior leaders and governors provide strategic oversight, appropriate challenge, time, resources and accountability.

17. Professional development

Professional development reflects curriculum priorities, monitoring, staff confidence and pupil need. It may include Spanish pronunciation, phonics, grammar, spontaneous speaking, inclusive practice, assessment, cultural knowledge and effective use of LanguageNut. Coaching, modelling, collaborative planning, networks and shared resources support consistency.

18. Monitoring, evaluation and impact

The MFL leader and senior leaders evaluate implementation and impact through a proportionate range of evidence, which may include curriculum and planning review, pupil and staff voice, assessment information, work and recordings, learning walks, lesson visits and professional dialogue. No single source is used in isolation. Findings lead to clear actions, support and curriculum improvement.

Impact is evident when pupils remember and reuse vocabulary and structures; listen and respond with increasing understanding; pronounce familiar and unfamiliar language more accurately; speak, read and write with growing confidence; apply phonics and grammar; use strategies when communication is difficult; appreciate cultural diversity; and are well prepared for further language study.

19. Related documents

- School curriculum overview and MFL progression documents
- SEND policy and equality information and objectives

- English, geography, art, music, design and technology and computing policies
- Safeguarding and child protection policy
- Online safety, acceptable-use and data-protection policies

20. Approval and review

This policy will be reviewed by the MFL subject leader and senior leadership team, approved through the school's agreed governance process and reviewed by the date shown in the document-control table, or sooner if curriculum, safeguarding or statutory requirements change. Material changes will be communicated to relevant staff.