

RAVENS COTE JUNIOR SCHOOL

MFL POLICY  
2025-2026



Date of Approval		Date of Review	
July 2025		July 2026	
<b>Signed</b>	Mrs A Wells <b>Headteacher</b>	<b>Signed</b>	Emily Gibson <b>Chair of Governors</b>



## Ravenscote Junior School MFL policy

### Rationale

At Ravenscote Junior School, we teach a foreign language to all KS2 children as part of the normal school curriculum. We believe that many children enjoy learning to speak another language and that the earlier a child is exposed to a foreign language, the faster the language in question is acquired. We also believe that it is beneficial to introduce a new language to children when they are at primary school, as they tend to be less self-conscious about speaking aloud at this stage of their development. It is widely believed that the early acquisition of a foreign language facilitates the learning of other foreign languages later in life. At Ravenscote Junior School, our language is Spanish.

### Intent

- To understand and respond to increasingly complex spoken and written language.
- To discover and develop an appreciation of Spanish language.
- To develop an awareness of Spanish culture and cultural differences in other countries.
- To improve understanding of English through knowledge and learning of Spanish language and grammar.
- To understand written and spoken language.
- To develop their listening and speaking skills.
- To foster an interest in learning other languages.
- To introduce children to a language in a way that is enjoyable.

### Implementation

Each year group receives one hour of Spanish teaching from a specialist teacher every week.

Each class in a year group covers the same topic and meets the same objectives outlined in the National Curriculum, over the course of a half term. Work is adapted according to the progress and needs of children.

Work is assessed through regular children assessment and live marking. Data recorded shows attainment in the skills of listening, speaking, reading and writing.

The key concepts we plan a progression for are as follows:

- Listening and responding
- Speaking
- Reading and responding
- Writing

Teaching is based on the curriculum map for languages, which is well sequenced and progressive. It identifies the end points we expect children to reach at the end of each year group.

A variety of techniques are used to encourage the children to engage actively in the MFL: these include games, role-play and songs. Mime is often used to accompany new vocabulary in the foreign language, as this teaches the language without the need for translation.

Initially, there is more emphasis on listening and speaking skills, than on reading and writing skills. A multi-sensory and kinaesthetic approach to teaching, i.e. introducing a physical element into some of the games, as this serves to reinforce memory.

Lessons are made as entertaining and enjoyable as possible, as this approach serves to develop a positive attitude in the children to the learning of modern languages. Praise is used to build children's confidence and encourage contribution to the lesson.

### Impact



The MFL scheme of work develops many transferable skills, which impact all year groups. Listening is an integral part of all lessons and this requires children to distinguish different types of sounds. They are more adept at focusing on relevant information and editing out the irrelevant. Children are also required to speak Spanish for a range of purposes, they must think about what they want to say and have the confidence to deliver it. Children regularly learn new vocabulary which helps them to recall information better and more quickly, as well as improving their range of vocabulary in English.

Children often problem solve in language lessons, not only because of the nature of the tasks, but also because of the nature of language learning. Children often have to come up with creative ways to express what they want to say using alternative methods.

Year 3 start by learning phonics and continue to revisit sounds throughout the year to help children to clearly see the sound-writing link, helping with their reading and writing. They also learn key grammatical structures which will enable them to work at sentence level. There are also many cross-curricular links such as Maths (numbers), Geography (weather) and music (instruments).

The year 4 curriculum also contains many cross-curricular aspects. Children will look at the wider world and look at different nationalities in Spanish (geography). Furthermore, children will have the opportunity to take part in cultural projects throughout the year as we learn about the different holidays in Spanish speaking countries (Art). This topic not only gives children a chance to use their knowledge of language and grammar, but to improve their cultural awareness and understanding as well.

Year 5 is the start of a greater focus on grammar. Children learn about clothes, body parts, hobbies, food and by the end of the year recognise the main word classes in a sentence, verb conjugations and Spanish word order. Children also work on using language more creatively, using a range of structure and dictionaries to expand vocabulary.

Year 6 look at the theme of holidays. In this subject they build on their knowledge of grammar while looking at the geography of Spain. In Year 6, the children learn topics which are relevant to them, including how to ask for and buy tickets for transportation. This prepares them to go on holiday in a Spanish speaking country and to be able to confidently speak the language needed.

## **MFL Across the Curriculum**

### **English**

The learning of a modern foreign language naturally contributes to the development of children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation and emphasises the importance of knowing the role of different word types in sentence structure.

### **Mathematics**

Children reinforce their time-telling skills by playing time-related games in the foreign language. We also play number games, which reinforce counting and calculation skills, expand understanding of date and increase knowledge about money.

### **PSHE**

Children benefit from learning foreign languages in many ways, not least of which are personal and social development. Those children who have difficulty in reading and writing, but who have good aural skills, will often find that they excel when speaking a foreign language. This success breeds confidence, which in turn increases self-esteem and gives them a more positive attitude to school in general.



### **SMSC**

By teaching a modern foreign language we contribute to the children's cultural education. They learn that many societies are multilingual. We teach them about festivals and customs related to the countries in which a particular language is spoken. We also give children the chance to hear stories set in a foreign culture.

### **Geography**

We help children to locate on a map or a globe the position of the different countries in which a particular foreign language is spoken and encourage them to research customs and traditions associated with that country. MFL children likewise learn about the climate of the countries in which the language is spoken.

### **Music**

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them to develop a sense of rhythm and an ear for melody.

### **History**

We teach children about events in the history of the countries whose language we are studying, as they arise.

### **Science**

Children reinforce their knowledge of parts of the body through related games, such as a Spanish version of 'Simon Says', or 'Head, Shoulders, Knees and Toes'.

### **MFL and Inclusion**

At our school we teach a modern foreign language to all children, whatever their ability. A modern foreign language forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our modern foreign language teaching we provide learning opportunities which enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

We enable children to have access to the full range of activities involved in learning a modern foreign language. Where children are to participate in activities outside the classroom (for example, playing a playground game in a modern foreign language).

