

RAVENSCOTE JUNIOR SCHOOL

MFL POLICY

2026-2027



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July 2026		July 2027	
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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

Through Spanish MFL, we make a strong contribution to children's SMSC development by broadening their cultural awareness and understanding. Children learn that many societies across the Spanish-speaking world are multilingual and culturally diverse. We explore festivals, traditions, and customs from Spain and other Spanish-speaking countries, helping children to appreciate different ways of life. We also provide opportunities to engage with stories, songs, and cultural texts from Spanish-speaking cultures, fostering curiosity, respect, and a deeper understanding of the wider world.

Geography

In Spanish MFL, we support children in identifying and locating Spanish-speaking countries on maps and globes, helping them understand where Spanish is spoken across the world. Pupils explore the geography of Spain and other Spanish-speaking regions, including continents, major cities, and key physical features. They also investigate cultural aspects such as traditions, festivals, and daily life, and develop an awareness of climate and weather patterns in these countries to deepen their understanding of the Spanish-speaking world.

Music

In Spanish MFL, we engage children in learning a variety of songs in Spanish, including both traditional and contemporary pieces. This supports language acquisition in an enjoyable and memorable way while helping pupils develop pronunciation, intonation, and confidence in speaking. Singing in Spanish also enhances their sense of rhythm, pattern, and melody, and gives them insight into the musical traditions and cultural expression of Spanish-speaking countries.

History

In Spanish MFL, we introduce children to key historical events and figures from Spain and other Spanish-speaking countries as they arise within their learning. This helps pupils to understand the historical context that has shaped Spanish-speaking cultures today. Through topics, stories, and cultural links, children explore significant moments, traditions, and influences from the past, deepening their appreciation of the heritage and diversity of the Spanish-speaking world.

Science

In Spanish MFL, children reinforce their understanding of basic scientific concepts, such as parts of the body, through interactive and engaging activities in Spanish. They take part in games like a Spanish version of "Simón dice" (Simon Says) and songs such as "Cabeza, hombros, rodillas y pies" (Head, Shoulders, Knees and Toes), which support both language development and scientific vocabulary. These activities help pupils build confidence while making meaningful connections between language learning and their knowledge of the world around them.

MFL and Inclusion

At our school, we teach a modern foreign language to all students, regardless of ability or background. MFL is an integral part of our curriculum and contributes to providing a broad, balanced, and ambitious education for every learner. Through high-quality language teaching, we ensure that all students have meaningful opportunities to make progress and experience success.

We achieve this by setting appropriately challenging learning goals, scaffolding tasks where needed, and responding to the diverse needs of individual learners. All students have access to the full range of activities involved in learning a modern foreign language, including speaking, listening, reading, writing, and cultural exploration.

Where learning takes place beyond the classroom, for example, participating in playground games, role-play activities, or cultural events conducted in the target language we ensure that all students can take part safely and confidently. Adaptations are made where necessary so that every learner can engage fully and benefit from the experience.

We work closely with the SENDCo and pastoral team to ensure that students with SEND or EAL receive appropriate support, including adapted resources, visual scaffolds, pre-teaching of key vocabulary and additional adult support where required.

We maintain high expectations for all learners and ensure that challenge is accessible to every student, including those who are more able or who demonstrate a particular aptitude for languages.

Our MFL curriculum promotes cultural inclusion by celebrating linguistic diversity and encouraging students to value the languages and cultures represented within our school community.



