Teaching Modern Foreign Languages (MFL) at Dove Bank

(Revised July 2026)

Subject Statement

Learning a second language can provide pupils with many wonderful opportunities and is a great discipline in itself. For pupils to broaden their horizons, converse with people from other countries and explore other cultures, we need schools to build firm foundations in language learning.

The research review on languages education; OFSTED

At Dove Bank we believe that learning another language helps foster a curiosity and deeper understanding of other cultures and the world in general. We believe that learning to understand, speak, read and write in Spanish during Key Stage 2 will provide the basis for learning other languages, which in turn will provide important opportunities for future study and work in other countries.

Underpinning our languages curriculum is vocabulary and confidence to apply a plethora of new skills;

- Ask and answer questions;
- Use correct punctuation and grammar;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups and communicate in Spanish;
- Look at life in another culture;
- Develop a positive attitude towards learning a second language in readiness for study at KS3.

Subject Leader & Expert Teachers

Within school we have a wealth of experience in the teaching of MFL. Details of staff are detailed below:

- Lydia Smith is our Modern Foreign Languages leader, having studied French and German at KS3 level and Spanish at KS4 and KS5 level.
- Dilan Guney is fluent in a second language and can offer other staff support in learning and using another language.
- Sarah Milne, interim head teacher of our feeder high school, The Kings, is a language specialist who has taught Spanish, French and German at KS3/4 and provides invaluable, ongoing support to our school staff.
- All teaching and support staff have received on-site, specialist phonics training in Spanish.
- All staff are familiar with our chosen curriculum content and have experience of learning and delivering a second language at a minimum of KS2 level.

Curriculum Organisation

At Dove Bank, Spanish was introduced as our modern foreign language in September 2024 and is taught to all pupils in Key Stage 2. From September 2026, teaching will follow the **Primary Languages Network** scheme of work, providing a progressive and engaging curriculum that develops pupils' confidence and competence in Spanish.

As Spanish is still a relatively new subject within our curriculum, pupils are currently at different stages of language acquisition. To ensure continuity and progression, the Languages Lead carefully allocates units from the Primary Languages Network scheme based on each class's prior learning and existing knowledge. This flexible approach ensures that pupils build securely on previously taught content while working towards the expectations of the Key Stage 2 National Curriculum.

Spanish is taught through a dedicated weekly lesson, with frequent opportunities to revisit and apply learning throughout the school day and across the wider curriculum. Children are encouraged to use Spanish in meaningful contexts, such as classroom routines, greetings and simple conversations, enabling them to develop confidence through regular practice. A little-and-often approach supports long-term retention and encourages pupils to communicate in increasingly authentic situations.

The Primary Languages Network curriculum develops the four key language skills of **listening, speaking, reading and writing** alongside an understanding of phonics, grammar and vocabulary. Lessons provide regular opportunities for pupils to listen attentively, respond to spoken language, engage in conversations, read and understand familiar words and phrases, and write with increasing independence. Pupils progressively develop their understanding of grammatical concepts, sentence structures and language patterns, enabling them to communicate with increasing accuracy and fluency.

Vocabulary is at the heart of our Spanish curriculum. Carefully sequenced learning ensures that pupils revisit and build upon previously taught vocabulary and grammatical structures, helping them to make connections and retain knowledge over time. Through songs, games, stories, role play and interactive activities, pupils develop their pronunciation, confidence and enjoyment of language learning. Regular retrieval opportunities and purposeful repetition enable children to embed key knowledge and apply it in a range of contexts, preparing them well for further language learning at Key Stage 3.

Children in the Foundation Stage and Key Stage 1 may be introduced to Spanish through practical speaking and listening games and songs, classroom management phrases and during registration, before beginning more formalised learning in KS2.

Subject Specific info

SPanish is usually taught during one weekly session, usually lasting between thirty and forty-five minutes, although teachers may choose to dedicate more of their weekly timetable if they feel this is necessary to cover learning objectives. Teachers may also determine it unnecessary to conduct a discrete Spanish lesson if their intended learning outcomes will be covered through cross-curricular teaching in another subject area. Learning may also be built into classroom routines/ timetables.

In the future, we aim to enrich the children's learning at the end of Key Stage Two, by organising an overseas trip to a Spanish city, where they can apply and put to use all of the language they have learnt during their four years of study at Dove Bank.

The MFL subject leader is part of the Association for Language Learning, which provides useful updates, resources and CPD for teachers.

Children record written learning in their Spanish Languages journal. New units of learning are demarcated by knowledge organisers, meaning that the children have quick and easy access to a plethora of vocabulary, readily available to use in further learning. Journals should be looked at and marked by teachers regularly to ensure that objectives have been met and that progress is being made by all children. Self and peer assessment of work is also encouraged in these journals, although verbal feedback is deemed the most valuable in Languages lessons. As most Spanish learning may be heavily based on oral activities, it is recommended by the subject leader that teachers record this type of learning by filming the children on their staff iPad. Online games and music is also encouraged to ensure children are given the best chance of retaining learning.

Assessment

It is expected that all MFL work is marked in line with the School's marking policy.

Teachers assess children's progress informally during the lessons, evaluating progress against the Key Stage 2 MFL Framework. Progression will be measured through skill levels.

The Key Stage 2 MFL Framework Learning Objectives are split into the following categories:

- Oracy – listening and speaking;
- Literacy – reading and writing;
- Knowledge about language;
- Intercultural Understanding and Contact;
- Language learning strategies.

Assessment opportunities are presented within MFL teaching, such as;

- Listening activities;
- Speaking activities;
- Reading activities;
- Writing activities.

Teachers will record summative assessments in the Foundation Assessment files and will assess children against the Medium Term Planning documents.

MFL across the Curriculum

English

The learning of a modern foreign language naturally contributes to the development of our children's listening and speaking skills. It also develops the children's grasp of linguistic features such as rhyme, rhythm, stress and intonation, supports the understanding of various aspects of grammar 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 play number games that reinforce counting and calculation skills, expand their understanding of date and increase their knowledge about money.

PHSRE

One of the main benefits to the children of learning a modern foreign language at primary school level is a social one. Those children who have difficulty in reading and writing, but who have good oral skills, will often find that they excel at speaking in foreign languages. This success breeds confidence, which in turn increases self- esteem and gives them a more positive attitude to school in general.

Geography

We may ask the children to do research on the cities in which the particular foreign language is spoken after they have first found them on a map or a globe. In MFL lessons, children will learn about the climate of Spain and how to describe the weather.

Music

We teach children songs in the modern foreign language – both traditional and modern – which of course helps them develop a sense of rhythm and an ear for melody, interlinking with music based skills.

History

We teach children about traditional festivals of the countries whose language we are studying and compare them to ours.

Science

Children reinforce their knowledge of food group and healthy eating during the first term of our Spanish curriculum.

Art & DT

Children may be taught about famous Spanish artists. Children may explore the tastes and textures of transitional Spanish food dishes and learn how to make these themselves.

SMSC

Spiritual	MFL supports spiritual development by teaching pupils to accept and embrace other languages and cultures, in particular Spanish culture. Pupils are encouraged to be empathetic to the cultures, beliefs and traditions of others. This gives them the opportunity to consider 'identity' and what it means to them and others, and how identify may differ due to spoken language. Children explore emotions through language, reflect on different uses of language and they are often given the opportunity to use their imagination and creativity in groups and pair work. MFL promotes self-esteem by developing pupils' confidence, in particular, speaking a new language.
Moral	Spanish affords pupils opportunities to explore moral issues through a range of listening, reading, writing and speaking activities. It supports moral development by encouraging pupils to show empathy and understanding, providing the potential for children to learn about right from wrong and the choices that famous figures from Hispanic culture have made. Stereotypes and intolerance are challenged through the teaching of language and culture. MFL encourages respect for others' cultures and languages and it promotes trust and fairness.
Social	Spanish supports social development by encouraging pupils to work proactively and co-operatively in pairs and groups, using a new language

	to communicate. Pupils are encouraged to experiment with language and learn from their mistakes. There is a supportive environment in Spanish lessons where mistakes are seen as learning opportunities, rather than as failures. In lessons, pupils are expected to use each other as learning tools and develop social strategies for giving and responding to feedback. Independence and self-esteem is nurtured and success is celebrated in and out school by using positive feedback for example, from teacher and peers, Spanish stickers to name a few.
Cultural	Cultural development and cultural awareness are fundamental in language learning at Dove Bank. Exploration of language and culture is crucial to language learning, whether through lessons, celebrations of typical Spanish fiestas and traditions, school projects, assemblies, language celebration days etc. Pupils are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as well as comparing new cultures to their own. Pupils are encouraged to discuss and challenge stereotypes within a national and international context. Our links to the local high school who deliver Spanish at KS3/4, enables cultural visits and events organised in order to show value and appreciation to Spanish culture.
Student Wellbeing	Learning a language opens up a range of opportunities for our pupils as they move through the school and begin to consider career aspirations. With Spanish being the fourth most spoken language in the world, we believe that learning this as a second language will enable students to strive for careers in the education, tourism and travel and translation sectors.