



MFL SPANISH POLICY

Thames View Junior School



Introduction

This policy outlines the teaching, organisation and management of MFL Spanish taught at Thames View Junior Primary School. The school's policy for MFL Spanish is based on the new primary curriculum, which is statutory from September 2014. The implementation of this policy is the responsibility of all teaching staff.

Purpose

The purpose of the policy is to describe our practise in MFL Spanish and the principles in which it is based.

Aims and Objectives

At Thames View Junior School we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Children will all learn Spanish on a weekly basis.

The aims of MFL Spanish are to enable children to:

- To develop pupils' communication and literacy skills.
- To develop linguistic competence, extend pupils' knowledge of how language words and explore differences and similarities between Spanish and English.
- To enhance pupils' awareness of the multilingual and multicultural world they live in and to introduce and international dimension to their learning, giving them an insight into their own culture and those of others.
- To provide a medium for cross-curricular links, where appropriate, and for reinforcement of knowledge, skills and understanding developed in other subjects.

Wider School Aims and Ethos:

This policy supports our aims of:

- To ensure all pupils have a voice in their learning and feel valued within the school community.
- To ensure that pupils continue to develop a sense of mutual respect and tolerance.
- To encourage pupils to take responsibility of their own learning to continue to be ambitious students.
- To ensure each child leaves our school prepared for the next stage in their academic journey, ready to positively embrace life in modern Britain.

Consultation

This policy was written by Literacy and Language Lead on consultation with the deputy head teacher in the autumn 2026.

MFL Policy 2025-2026

Sources and references

This policy was written referencing the National Curriculum and the School Development Plan for Thames View Junior.

Principles/Values

This policy is based on our commitment to “Strive for Excellence” and to deliver a broad, balanced and engaging curriculum which is appropriately differentiated according to the needs of the children.

Roles and responsibilities

The languages subject leader will:

- Order, update and allocate resources.
- Manage the implementation of the school policy and updating it.
- Identify needs and arrange in school training so that all staff are confident in using languages within the classroom.
- Keep up to date with new curriculum developments and communicate it to staff.
- Take an overview of the planning to ensure that there is continuity between year groups and that progression is taking place.

Class teachers will:

- Allow for incidental use of Spanish within their learning environments.
- Encourage the use of languages in other areas of the curriculum.
- Provide feedback to the languages leader indicating resources and training needs.
- Reinforce the weekly languages teaching within the classroom.

Objectives:

Speaking and listening

The children will learn to:

- Listen carefully and recognise sounds and combinations of sounds which are similar to, or different from, those of English.
- Understand and respond with increasing competence, accuracy and confidence in a range of situations.
- Join in songs, rhymes, raps and stories which enable them to practise the sounds of the language in an enjoyable and non-threatening way.
- Take part in conversations at an appropriate level, reacting to instructions and questions and expressing opinions and feelings.
- Memorise and recite short texts, and prepare and give a talk on a familiar subject confidently and with regard for the audience.

Reading and writing

The children will learn to:

- Remember grapheme-phoneme correspondences and vocabulary directly taught and reinforced through word games and similar activities.
- Read stories and rhymes for enjoyment and to gain awareness of the structure of the written language.

- Read, copy, and write independently familiar words and simple phrases in context eg classroom items, display labels, weather chart, date etc.
- Write sentences and short texts independently and from memory.

Intercultural understanding

The children will learn to:

- Describe the life of children in the countries where the language is spoken
- Identify similarities and differences in everyday life, social conventions, traditional stories and celebrations.
- Recognise how symbols, products, and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others.
- Recognise and mistrust stereotypes, and understand and respect cultural diversity.

Assessment and Recording

Teachers use Language Angels for our Spanish curriculum.

Spanish overview 25-26

BAME
Rights Respecting
Safeguarding
SMSC

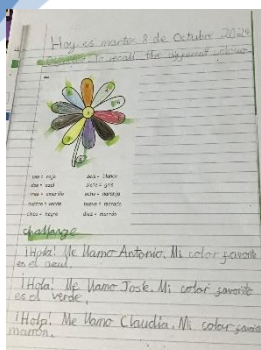
Thames View Junior School – Spanish Overview



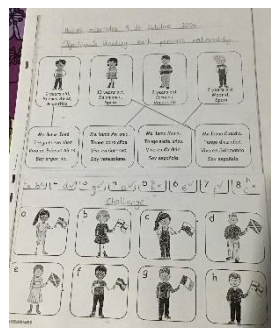
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Phonetics lesson 1 (C) & I'm Learning Spanish (E)	Seasons (E)	Musical Instruments (E)	Vegetables (E)	Ice-Creams (E)	Animals (E)
Year 4	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks	Habitats (I)	Classroom (I)	My Home (I)
Year 5	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	What Is The Date? (I)	The Weather (I)	Habitats	Olympics (I)	Clothes (I)
Year 6	Phonetics Lesson 4 (C) & At School (P)	World War 11 (P)	The Weekend (P)	Regular Verbs (P)	Planets (P)	Me In The World (P)

Key		
C		Core Vocabulary Unit
E		Early Language Unit
I		Intermediate Language Unit
P		Progressive Language Unit

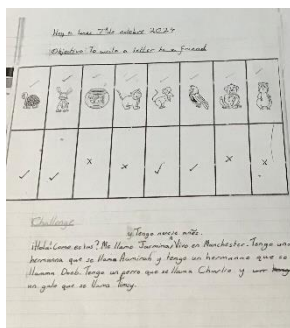
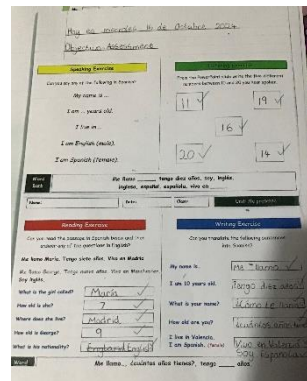
Teachers assess children's work formatively in MFL Spanish through observations and marking. These assessments inform the class teacher's planning for future lessons. At the end of a unit of work, the teacher makes a judgement about the children's achievements. Teachers use the assessment provided by the MFL Spanish lead, in which they state if a child is working below, towards or at the standard in every unit of work.



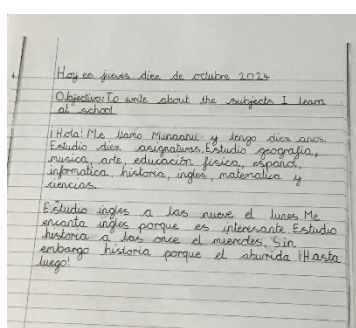
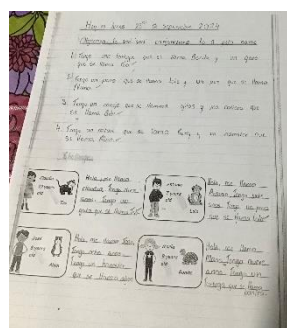
(Year 3 Learning Spanish)



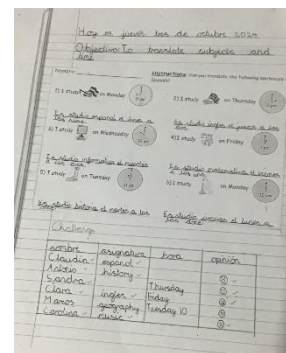
(Year 4 Presenting myself)



(Year 5 Do you have a pet)



(Year 6 At School)



Monitoring and Evaluation

It is the responsibility of the Literacy and Language Lead, the Head Teacher and Governors to monitor the standards of children’s work and the quality of teaching in MFL Spanish. An action plan is written and reviewed annually. The Literacy and Language Lead moderates books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff on a termly basis.

Other Documents and Appendixes

This policy should be read in conjunction with the Teaching and Learning Policy and the National Curriculum.

Governor Approval and Review Dates

Date:

Confirmation that the policy for Spanish in respect of Thames View Primary School, has been discussed, approved and ratified by the Governing Body:

Signed by: Chair of Governors: Date:

Head Teacher: Date:

Approved at the Governing Body Meeting on:

