

Modern Foreign Languages (Spanish) Policy



Cockerham Parochial C E Primary School

‘Where a love of learning grows’

**‘I can do all things through Christ who
strengthens me’
Philippians 4:13**

Modern Foreign Languages (Spanish) Policy

Written: July 2026

Review: July 2028

Subject Intent

At Cockerham Parochial CE Primary School we teach Spanish through the Rachel Hawkes KS2 programme for Years 3–6. Our curriculum develops confident communicators who enjoy learning languages, understand different cultures and are well prepared for secondary education. Children develop listening, speaking, reading and writing alongside phonics, grammar and vocabulary through engaging, well-sequenced lessons. We strive to embed the skills of listening, speaking, reading, and writing necessary to enable children to use and apply their Spanish learning in a variety of contexts and lay the foundations for future language learning.

Christian Vision

Our curriculum reflects our vision by valuing every child, encouraging perseverance, curiosity, respect and appreciation of God's diverse world. Language learning promotes understanding, compassion and global citizenship. Cockerham Parochial C E Primary School strives to be a positive force in the life of the church by creating a community where the Gospel principles of Jesus are in evidence; where the talents and abilities of all are valued; where every child is known and loved and where compassion, forbearance and forgiveness are the hallmarks.

The school is committed to the widest and fullest education of its pupils in partnership with the home and Parish; encouraging each child to develop their full potential.

Growing in knowledge

Growing in faith

Growing in God's love

MFL Vision

The learning of a foreign language in primary school provides a valuable educational, social, and cultural experience for all pupils. Pupils develop communication and literary skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multi- cultural world and introduces an international dimension to pupils' learning, giving them insights into their own culture and those of others. The learning of a foreign language provides opportunities for cross-curricular links and for the reinforcement of knowledge, skills and understanding developed in other subjects.

Aims

The aims of MFL education are to:

- To ensure an early start towards competence in a foreign language.
- To develop language learning skills which can be transferred to any language.
- To broaden linguistic awareness extending literacy beyond English.
- To develop cultural knowledge and awareness extending children's horizons.
- To encourage positive attitudes towards language learning through lessons that are enjoyable and fun.
- To promote an interest in learning other languages and cultures, particularly those that relate to our wider school community.
- Develop confidence in listening, speaking, reading and writing.
- Build secure phonics, vocabulary and grammar.
- Foster curiosity about Spanish-speaking countries and cultures.
- Prepare pupils for KS3 language learning.
- Promote resilience, communication and collaboration.

Teaching and Learning

A variety of techniques is used to encourage the children to use the foreign language actively, including games, role-play, and songs. Mime can be used to present new vocabulary. A multisensory and kinaesthetic approach to teaching is used i.e., a physical element is introduced into some games, rhymes, and songs, as this serves to reinforce memory. Lessons are made as enjoyable as possible, which enables the children to develop a positive attitude to the learning of Spanish. We endeavour to create a positive learning environment where all contributions are valued and where it is safe to make a mistake. Initially, the emphasis in Year 3&4 is placed on Speaking and Listening Skills but Reading and Writing Skills are developed as the course progresses. The use of ICT and in particular the interactive whiteboard is integrated into the lessons. Video recordings and photographs can be used to provide evidence of achievement. Lessons are conducted in the target language to maximise the curriculum time and to help the children develop comprehension strategies. The objectives for each lesson are made explicit to the children at the start of each lesson, so that they can evaluate their progress and see the relevance of the tasks. Children with SEN (Special Education Needs) are enabled to access the curriculum through variation of task, differentiated material, use of ICT, grouping or through support from an adult.

Implementation

Spanish is taught weekly in Years 3–6 using the Rachel Hawkes scheme. Lessons follow a progressive sequence with regular retrieval practice, songs, games, role play, sentence building, reading aloud, dictation, translation and independent writing. Teachers maximise use of the target language and revisit prior learning through short follow-up activities.

Curriculum Progression

Year 3/4 introduces greetings, phonics, numbers, colours and simple sentences, develops sentence building, opinions and questions. Year 5 extends grammar, verb use and longer reading and writing whilst increasing fluency, accuracy and independent communication which preparing pupils for secondary school.

Outcomes:

The intended impact of our curriculum is that children build semantic and procedural knowledge; Children will have a sound understanding of how language differs in the world around them.

Therefore, children will be able to:

- Ask and answer questions;
- Use correct pronunciation and intonation;
- Memorise words;
- Interpret meaning;
- Understand basic grammar;
- Use dictionaries;
- Work in pairs and groups, and communicate in Spanish;
- Look at life in another culture;
- Read and decode words.

Additional Enrichment

- EYFS (Early Years Foundation Stage) & KS1: Say hello & good morning in a variety of different languages, celebrate International Languages Day (February 21, 2024), celebrations around the world; Chinese Language Day 2026
- Years 3 - 6: Celebrate International Languages Day (February 21, 2024), take part in National Day of Spain (October 12, 2023), sample traditional Spanish cuisine, La Vuelta (August 26-September 17, 2023). Chinese Language Day 2026

Assessment

Assessment is predominantly formative through questioning, observation, retrieval activities and low-stakes quizzes. End-of-unit assessments inform teacher judgements against National Curriculum expectations and Rachel Hawkes progression.

Inclusion

Adaptive teaching ensures all pupils access learning through modelling, scaffolding, visuals, repetition, partner work, technology and appropriate challenge.

Cultural Capital

Pupils explore festivals, traditions, geography, music, food and everyday life across the Spanish-speaking world while promoting British Values, SMSC and protected characteristics.

Role of Subject Leader

Monitor standards, support staff, review curriculum, oversee assessment, manage resources and report to governors.

Monitoring and Review

The subject leader monitors planning, pupil voice, work scrutiny, assessment and lesson observations in line with the whole-school monitoring schedule. Policy reviewed every two years.