



St. Paul's Catholic Junior School
MFL (Spanish) Curriculum and Teaching Policy
October 2025

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Intent

There are several key concepts which drive the MFL curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our MFL Curriculum (focused upon the teaching of Spanish) uses the National Curriculum Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to MFL is knowledge rich, covering the objectives of the National Curriculum. We aim to encourage children to become familiar with the sounds of a Modern Foreign Language (Spanish), developing basic vocabulary and introducing conversational communication skills. We also seek for MFL at St. Paul's to be humanity rich, encouraging our pupils to see the importance of language as a tool for cross cultural communication and mutual understanding, thus fulfilling our mission statement. We believe that the teaching of MFL fosters skills which can be used both now and in their adult futures to make a difference in the world.

3. ORACY

Speaking and listening is central to the teaching of Spanish at St. Paul's. Lessons are packed full of the modelling of speech and of both peer and teacher led interaction. Oracy is therefore central to our approach.

4. RESILIENCE

We promote a growth mindset attitude which encourages perseverance when challenges arise. Children are encouraged to try their best and a 'have a go' approach is employed in all lessons.

5. MENTAL WELL BEING

We aim for children to feel proud of their successes in lessons, promoting good self esteem. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' Spanish skills in all areas prepare them for the demands of KS3 languages.

We are committed to weaving career related learning through our MFL curriculum to prepare all of our pupils for the future.

In all MFL lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

At St. Paul's, through quality first teaching, we apply a progressive model of MFL teaching, through which we aim for all children develop a coherent and progressive knowledge of language, vocabulary and different cultures. Topics are mapped out for each year group, seeking to build upon prior learning. Children are encouraged to attempt basic conversation, listening to our expert Spanish teacher, who will model correct pronunciation. They learn about the variety and diversity of Spanish speaking life around the world, focusing in particular on Spain and South American countries.

MFL is taught throughout the year in stand alone lessons, with each year group completing a different aspect of Spanish each half term. Within our curriculum, the key knowledge and skills for each year group can be seen in our progression maps. All children in the school have a weekly Spanish lesson with our expert teacher. The children listen to the teacher and respond accordingly. Children are also encouraged during some lessons to begin to write Spanish words and sentences in their books, with appropriate scaffolds given. This expectation increases as pupils progress up the school.

Our approach is generative, enabling pupils to make links between new and existing knowledge to aid retention. Vocabulary and conversational structures are taught progressively between lessons in each topic and also built on between year groups.

Vocabulary development is integral to the teaching of MFL within St. Paul's. Our expert teacher uses resources produced by SIL, which enable the thematic teaching of Spanish. Vocabulary progression between year groups is mapped out on these resources.

We seek to encourage the importance of Spanish in the classroom by displaying MFL resources in the classroom and corridors. This helps provide a stimulating environment for children to work in and help reinforce the teaching and everyday use of Spanish.

We also seek to provide a range of enrichment opportunities for MFL to cement and widen knowledge, skills and behaviours. Each year, in September, we celebrate European Languages day to further promote and widen the children's exposure to different languages and cultures.

Assessment:

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for MFL. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. This helps the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation regarding SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This

approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.

- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. This enables teachers to support pupils to take part in all subjects.

Impact

At St. Paul's, we ensure that all students are exposed to rich learning experiences that:

- Enable all students to make good progress in their Spanish knowledge, skills and vocabulary from whatever the students starting point may have been. Pupils will apply and understand the matters, skills and processes specified in the relevant programme of study. We define good progress as knowing more and remembering more. It is the widening of knowledge, skills, understanding and behaviours.
- Encourage children to take an interest in the similarities and differences between Spanish and English cultures and also the diversity that exists within the global Spanish speaking communities.
- Prepare children for the next stage in their lives. We aim for children to have formed a sound basis for MFL study at KS3 and also to have developed skills and understanding that they can take through to their future careers.
- For pupils to feel proud of their successes in MFL.
- for our pupils to be kind, respectful and resilient and to carry these skills forward into their future.
- for all pupils to feel inspired that they can use their linguistic skills to make a positive difference in their own lives, within society and to the world around them.