

## **Bonneygrove and Millbrook Primary Federation**

### **Modern Foreign Languages (Spanish) Subject Guidance**

#### **INTENT**

At Bonneygrove and Millbrook Primary Federation, we believe that learning a Modern Foreign Language should be engaging, inclusive and purposeful. Our MFL curriculum is designed to develop pupils' confidence in communication, foster curiosity about other cultures and prepare pupils for future language learning.

Our intent is firmly rooted in the **National Curriculum for Languages (2014)** and shaped by the shared values and ethos of both schools. Spanish is taught as our chosen Modern Foreign Language, using the **Language Angels programme**, ensuring a structured and progressive approach to language learning.

Through MFL, pupils develop:

- Listening and speaking skills in a foreign language
- Reading and writing skills at an age-appropriate level
- Knowledge of grammar and language structures
- Confidence to communicate and express ideas
- Awareness and appreciation of other cultures and ways of life

In line with the **Ofsted Inspection Framework (November 2025)**, our MFL curriculum is ambitious, inclusive and carefully sequenced so that pupils **build language knowledge progressively and develop confidence as linguists over time.**

#### **WHY WE TEACH MODERN FOREIGN LANGUAGES THE WAY WE DO**

We teach Spanish through speaking, listening, reading and writing because children learn languages best when they are immersed in regular, structured practice.

Our approach encourages pupils to:

- Listen attentively and respond with increasing accuracy
- Speak confidently using correct pronunciation
- Read and write words, phrases and simple sentences
- Recognise patterns in language and grammar

Using **Language Angels**, pupils revisit and build upon prior learning, ensuring progression and retention. Lessons are engaging and interactive, supporting motivation and enjoyment.

We include cultural celebration days, language games, songs and rhymes to make Spanish engaging and exciting. Allowing children to have real experiences makes learning relevant and purposeful. This is particularly important for pupils who may experience digital poverty or have limited access to cultural experiences beyond school. Pupils also partake in role play activities with opportunities for performance and presentation. In Spanish language lessons pupils have the opportunity to engage in speaking and listening activities as well as reading and writing activities, making use of Language Angels resources. Cross-curricular links are also made with other subjects wherever possible.

Learning a foreign language builds **cultural capital** and broadens pupils' understanding of the world. It supports inclusion by celebrating diversity and preparing pupils to live and work in a global society.

### **ROLE OF THE MFL SUBJECT LEADER**

The MFL Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the MFL curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for Languages (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for Modern Foreign Languages across the Federation
- Oversees the delivery of Spanish through **Language Angels**
- Ensures progression in language skills and vocabulary
- Monitors the quality of teaching and learning through lesson visits, book looks and pupil voice
- Supports teachers' subject knowledge and confidence in language teaching
- Ensures SEND and EAL provision is embedded within MFL lessons
- Manages resources and supports staff training
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the MFL Subject Leader ensures pupils leave the Federation with confidence and enthusiasm for language learning.

### **SEND INCLUSION**

SEND inclusion is integral to the design and delivery of the MFL curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

**Assess → Plan → Do → Review**

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious MFL curriculum as their peers.

### **SUPPORTING PUPILS WITH SEND IN MFL**

Pupils with SEND are supported through:

- Visual prompts, images and symbols
- Repetition and overlearning of key vocabulary
- Short, structured activities
- Use of songs, actions and games
- Flexible outcomes focusing on listening and speaking

These strategies reduce barriers and support confidence and engagement.

### **EAL SUPPORT**

Pupils with English as an Additional Language are supported through:

Clear modelling of pronunciation

Visual scaffolds and repetition

Opportunities to draw on existing language knowledge

Partner talk and collaborative learning

Learning an additional language supports metalinguistic awareness and confidence.

### **IMPLEMENTATION**

The MFL curriculum is carefully planned, coherently sequenced and progressive.

Spanish is taught regularly using **Language Angels**, which provides structured lessons, clear progression and built-in assessment.

Across the Federation, pupils revisit:

Listening and speaking skills

Vocabulary and pronunciation  
Grammar and sentence structure  
Reading and writing in Spanish  
Teaching is underpinned by:  
Consistent lesson structure  
Use of audio and visual resources  
Repetition and retrieval  
Opportunities for performance and spoken language

## **EXAMPLES OF WHAT WE TEACH IN MODERN FOREIGN LANGUAGES**

### **Key Stage One**

Greetings and introductions  
Numbers, colours and days  
Fruits and vegetables

### **Key Stage Two**

Family, food and daily routines  
Describing people and places  
Simple sentence construction

(Spanish is introduced in line with the National Curriculum requirements.)

## **IMPACT**

The impact of the MFL curriculum is seen in pupils who:

Enjoy learning a foreign language  
Speak with increasing confidence and accuracy  
Recognise and use key vocabulary and structures  
Show curiosity and respect for other cultures  
By the end of Key Stage Two, pupils can:  
Understand and respond to spoken Spanish

Speak in full sentences using accurate pronunciation

Read and write simple phrases and sentences

Pupils leave the Federation with a strong foundation for secondary language learning.

### **OUTCOMES – NATIONAL CURRICULUM 2014**

By the end of the Federation, pupils meet the expectations of the **National Curriculum for Languages (2014)**, developing skills in listening, speaking, reading and writing.

### **DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION**

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be confident communicators who:

Enjoy learning languages

Show curiosity about the wider world

Respect cultural diversity

Communicate with confidence and resilience

Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

### **PUPIL VOICE**

#### **EYFS**

“It’s good to learn different languages...”

“... because then you will be able to go there and talk.”

#### **Key Stage One**

“We learned about fish and fruit. I like octopus and apple.”

“I like learning Spanish, we can use it when we go to secondary school. My brother learns Spanish in secondary school and I can tell him what I have learnt.”

#### **Key Stage Two**

“My lessons are fun. I want to meet someone Spanish so I can speak to them and ask them how they are.”

“I like learning Spanish because its fun. It’s good if you go to Spain.”

#### **SEND**

“I like saying the words.”

#### **EAL**

“I enjoyed learning about colours in Spanish.”

“I like to learn different languages. It’s very useful. I can go to different places.”

### **Why Intent is STRONG**

Modern Foreign Languages is prioritised because leaders recognise the importance of language learning in developing communication skills, cultural awareness and confidence. Leaders have deliberately designed a progressive Spanish curriculum, delivered through **Language Angels**, that reflects the needs of the Bonneygrove and Millbrook community and prepares pupils for future language learning.

Leaders understand that exposure to other languages and cultures broadens pupils’ horizons and builds cultural capital. As a result, the curriculum places strong emphasis on speaking, listening, vocabulary acquisition and understanding of Spanish culture. This intent ensures equity, ambition and inclusion for all pupils.

### **Why Implementation is STRONG**

Teaching is consistent, structured and progressive, with clear sequencing of vocabulary and language structures. Lessons provide regular opportunities for repetition, oral rehearsal and active participation to build confidence and fluency.

Assessment information is used to identify pupils working below age-related expectations. These pupils are supported through repetition, visual aids, modelling and supported speaking opportunities. Pupils working at ARE consolidate learning by using familiar vocabulary and sentence structures accurately.

Pupils working at GDS are challenged to apply language independently, extend sentences and use language creatively in new contexts. SEND pupils access the same ambitious curriculum through adapted tasks, repetition and visual support. EAL pupils benefit from making connections between languages, oral rehearsal and confidence-building speaking activities.

### **Why Impact is STRONG**

As a result, pupils develop confidence in speaking and listening to Spanish and demonstrate curiosity about other cultures. Pupils who begin below ARE make sustained progress and participate confidently in lessons. Pupils at ARE communicate ideas using familiar structures, while pupils at GDS apply language with increasing independence and accuracy.

Pupils leave the Federation well prepared for secondary MFL study, with positive attitudes towards language learning and an appreciation of cultural diversity.