



St Agatha's Catholic Primary School

Policy	Modern Foreign Languages Policy
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Foreign Languages Policy

Introduction

Learning a foreign language is part of the National Curriculum and a requirement in Key Stage 2.

St Agatha's Primary School has adopted a whole school approach to the teaching of Spanish to all KS2 pupils.

Aims

Our aim is to develop the confidence and competence of each child learning Spanish. Our goal is for them to be passionate, curious and confident about their own foreign language learning abilities when they finish the primary school.

We will help them develop and demonstrate substantial progress in the 5 key language skills necessary for learning Spanish:

- Speaking
- Listening
- Reading
- Writing
- Grammar

Pupils of all abilities will develop solid foundations in the key language learning skills. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. Pupils will extend their knowledge of how language works and explore the similarities and differences between Spanish and English, whilst learning about culture in other countries and comparing it with their own.

Teaching and Learning

The whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of authentic writing in the language studied.

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.

3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Organisation & Delivery

Spanish is taught in a whole-class setting by the class teacher and classes are taught in mixed ability groups. Each class has a timetabled lesson of at least thirty minutes per week.

Teachers plan their lessons using the Kapow scheme of work, drawing in with their own ideas and experience and those of their colleagues.

The lessons are designed to motivate, captivate and interest children from the first moment. They have clear, achievable objectives and incorporate different learning styles. SEN children have access to the curriculum through variation of task, grouping or support from an adult.

Lessons include:

- PowerPoints and interactive whiteboard materials
- Interactive games
- Songs
- Differentiated worksheets throughout each teaching unit

Each lesson will focus on a combination of the 5 key language learning skills (speaking, listening, reading, writing and grammar).

Assessment

Where appropriate, worksheets will be completed by the children and kept in their books which can be passed through the years and become a portfolio of their learning.

At the end of every Kapow unit, assessment is used to determine the learning and progression of all pupils in the key language learning skills as well as monitoring their progress against the 12 attainment targets stipulated in the DfE Languages Programme of Study for Key Stage 2.

Monitoring and evaluation

The Subject Leader monitors the effectiveness of the language teaching provided throughout the school through learning walks and feedback is given to teachers delivering foreign language lessons. The Subject Leader and class teacher will together monitor the learning and progression made by pupils across the key stage.

The Subject Leader will also encourage cross-curricular topics be taught in Spanish to knit together various areas of the curriculum.