



Trinity St. Peter's

Church of England Primary School

where children shine

MFL

Curriculum

Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

MFL Vision Statement:

Modern Foreign Languages (MFL) at Trinity St Peter's enables pupils to become confident, curious communicators who enjoy learning about different languages and cultures. Through engaging and interactive lessons, pupils develop their speaking, listening, reading and writing skills, building a secure foundation in vocabulary and grammar. They learn to express themselves with increasing accuracy and independence, whilst gaining an appreciation of other cultures and the wider world.

Intent

The purpose of our MFL curriculum is to equip every child with the knowledge, skills and confidence they need to communicate effectively in another language and to develop an appreciation of other cultures.

We implement the National Curriculum through the Primary Languages Network scheme to deliver a high-quality, engaging languages education that fosters curiosity and enthusiasm for language learning. Spanish is taught from Year 3 to Year 6, allowing pupils to build knowledge and confidence progressively over time. The curriculum is designed to develop pupils' understanding of phonics, vocabulary and grammar, enabling them to strengthen their speaking, listening, reading and writing skills. We aim to nurture confident communicators who are willing to take risks, practise new language and learn from mistakes in a supportive environment. Pupils gain a secure foundation in language structures and pronunciation, whilst also developing an awareness of cultural diversity and global communities.

Our curriculum is designed to develop key learning behaviours for later life, including confidence, resilience, communication and curiosity. Pupils are encouraged to express themselves, practise regularly and reflect on their learning in order to improve accuracy and fluency. Through this, they are prepared not only for the next stage of education but for life in an increasingly interconnected world.

The curriculum is carefully structured using a progressive scheme (Primary Languages Network) to ensure that pupils build on prior learning and achieve clearly defined end points.

Implementation

Our KS2 children will have consistent access to a broad, balanced and high-quality Modern Foreign Languages curriculum which will:

- Develop confidence in speaking and listening by engaging pupils in regular opportunities to practise pronunciation, conversation and performance in a supportive environment.
- Build and secure pupils' knowledge of vocabulary, phonics and grammar, enabling them to understand and communicate ideas with increasing accuracy and independence.
- Provide opportunities for pupils to read and write in the target language, applying their knowledge creatively and meaningfully across a range of contexts.
- Foster an understanding and appreciation of different cultures, helping pupils to recognise similarities and differences and develop respect for the wider world.

In addition to this curriculum, we teach MFL through the school's core values:

Service – Hope – Imagine – Nurture - Enjoy

Service

Learning a language is a way for children to connect, understand and serve others in a diverse and interconnected world. In MFL, pupils are encouraged to live out the value of service by communicating with kindness, showing respect for other cultures and recognising the dignity of all people as children of God. As pupils develop their skills, they grow in confidence to share, listen and respond thoughtfully to others, demonstrating how they can serve God and one another through meaningful communication and cultural understanding.

Hope

Through the study of languages, pupils are encouraged to approach learning with a sense of hope, understanding that progress takes time, effort and perseverance. As they practise new vocabulary and sounds, they begin to see that mistakes are not failures but important steps in the learning journey. The MFL curriculum promotes resilience by supporting pupils to keep trying, even when learning feels challenging, and to take pride in their developing skills.

Imagine

Our MFL curriculum encourages pupils to use their imagination as they explore new languages and ways of expressing themselves. Through songs, stories, role play and creative activities, children are given opportunities to experiment with language, take risks and communicate ideas in innovative ways. Inspired by the diversity of cultures and traditions around the world, pupils begin to see language as a creative tool that can connect people and open doors to new experiences.

Nurture

Our MFL curriculum creates a safe, inclusive and supportive environment where pupils feel valued, respected and confident to express themselves. Through learning a new language, children are encouraged to listen carefully, respond thoughtfully and show kindness towards others, both within the classroom and in the wider world. Engaging activities such as collaborative work, role play and discussion help to build positive relationships and a strong sense of belonging.

Enjoy

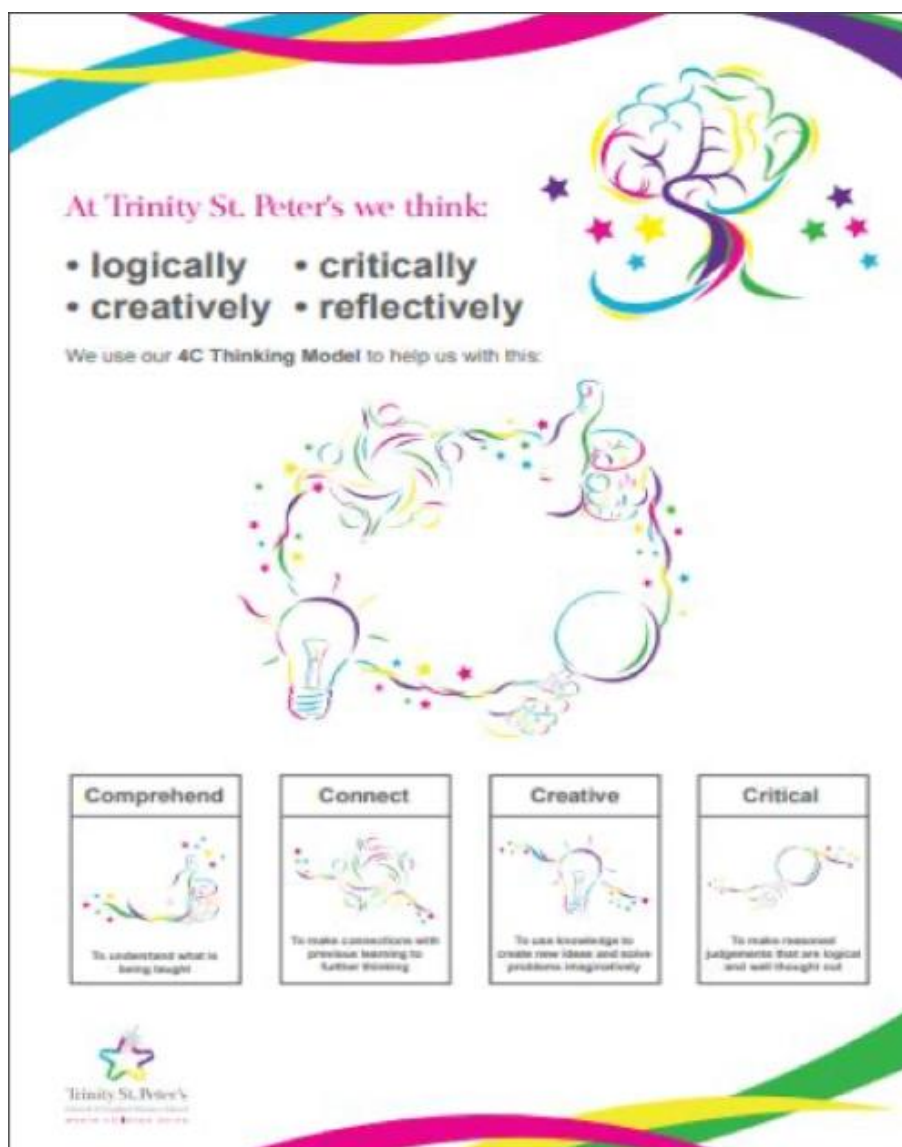
Enjoyment is at the heart of learning, as we strive to inspire a love of language in every child. Lessons are designed to be engaging, interactive and memorable, using songs, games, stories and role play to bring language learning to life. Pupils are encouraged to take part with enthusiasm, celebrating their progress and taking pride in their achievements. By creating a positive and supportive environment, children develop confidence and a genuine enjoyment of learning a new language.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible and compassionate citizens. Through their learning in languages, pupils develop an understanding of different cultures and communities, helping to broaden their horizons and deepen their appreciation of the wider world. Success in language learning builds confidence and raises aspirations, enabling children to see the value of communication in real-life contexts. In doing so, they are prepared to thrive as global citizens in an increasingly interconnected world.

4C Thinking Model

We also embed the school's 4C Thinking Model into all MFL lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in MFL. It supports pupils in understanding new vocabulary and language structures, making links with prior learning and applying their knowledge in different contexts. Pupils are encouraged to think creatively when speaking and writing, experimenting with language to express their ideas. Opportunities are planned for pupils to reflect on their learning and evaluate their progress, particularly in their use of pronunciation, grammar and communication.



Vocabulary is VITAL

Valued	We value vocabulary in MFL and it underpins everything we do.
Identified	Spanish vocabulary is identified by the computing subject leader and is explicitly planned for. It is clearly found on all Knowledge Organisers and medium term plans.
Taught	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key Spanish vocabulary and the Spanish medium term plans include additional vocabulary to be taught.
Applied	Vocabulary is explicitly taught in every lesson. Our knowledge organisers are used as a teaching tool for key Spanish vocabulary and the Spanish medium term plans include additional vocabulary to be taught.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key Spanish vocabulary.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

Sequence Structure

The sequence of lessons across MFL follows the same structure:

MFL Sequence structure	
Phase 1- Revise	• Pre-assessment task • Prior learning revisited – spaced retrieval task • Key question/ topic introduced • Knowledge Organiser shared
Phase 2- new learning	• Medium term planning to inform lessons • Knowledge-rich lessons • Vocabulary explicitly taught • Reference to Knowledge Organiser throughout
Phase 3- review	• Post- assessment task • Children know more and remember more

Lesson Structure

Each lesson, within the sequence, follows the structure so prior knowledge is constantly revisited and transferred to long term memory.

MFL Lesson Structure	
Phase 1- Recap and connect	• Recap previous learning and activate prior knowledge • Refer to Knowledge Organiser • Link to previous MFL learning and real-life context
Phase 2- New learning	• Explicit teaching of new STAR vocabulary and/ or grammar is taught here, including the teaching of the vocabulary in a context where applicable. This will begin with 'my turn, your turn' activities and then the new learning will be practised through games, songs and partner work.
Phase 3- independent task and plenary	• Children will complete an independent task, which could be oral or written. • Teacher will give live feedback and spend time at the end of the lesson to go over any misconceptions.

Oracy in MFL

Opportunities for structured talk are central to all MFL lessons. Pupils are encouraged to practise speaking aloud, ask and answer questions and take part in conversations using newly acquired vocabulary and sentence structures. They are also supported to become 'language detectives', discussing and explaining what they think words and phrases mean by identifying patterns, spotting similarities to English and drawing on prior knowledge.

Teachers model pronunciation and scaffold language through repetition, questioning and sentence stems such as:

- "I think this means..."
- "It is similar to... in English"

This approach supports pupils in developing confidence, accuracy and fluency, enabling them to communicate effectively and think critically as language learners.

MFL Long Term Plan

All our planning is based on our key principles and intent for our curriculum.

Year Group	Autumn	Spring	Summer
Year 3	A new start Calendar & Celebrations	Animals Carnival & Numbers	The Hungry Giant Going on a picnic & Where I live
Year 4	Welcome to school My town, your town	Alien faces & Family Moving our bodies	At the doctors & jungle animals Summertime
Year 5	Me and my friends Time in the city	At the market Clothes	Out of this world Going to the seaside
Year 6	This is me Homes & houses	Playing sports My best day ever	Tapas culture Let's celebrate

Progression Documents

A comprehensive set of progression documents from Primary Language Network supports teachers in understanding how knowledge and skills build from Year 3 to Year 6 (stage one- four). These documents ensure clear progression across vocabulary, grammar and phonics.

These are all accessed by staff through Primary Language Network (and are not published in entirety here due to copyright reasons).

KS2 Curriculum Overview: Stages 1-4 in Autumn One				
Autumn One	Overview of teaching and learning approach	Throughout the SOW there are opportunities to introduce and practise appropriate target language vocabulary, to identify and use nouns, adjectives, verbs, prepositions, and conjunctions in the target language, to explore and build a secure understanding of the target language phonics, and to find out more about the culture of the target language countries. There is access to native speaker pronunciation in every lesson. Progression in vocabulary acquisition, grammar, and phonics, is planned for and built in across the 4 stages. Language learning skills and links between languages and literacy are explored age and stage appropriately. Within the body of the lessons there are planned for /suggested opportunities to sing, play games, perform, develop extended writing (Rainbow Writing), keep a record, and make links across the curriculum.		
		Stage One	Stage Two	Stage Three
		Beginning to be language detectives and explore language learning skills.	Revisiting and developing language learning skills as "language detectives".	Revisiting and extending language learning skills as "language detectives".
		Unit Title: A new start.	Unit Title: Welcome to school.	Unit Title: Me and my friends at school.
		Begin to explore the target language: greetings, asking a name, and numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours.	Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a target language school building and make comparisons with own school. Children revisit and extend understanding of nouns and how to use these in simple target language sentences about classroom objects.	Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3 rd person singular to introduce a friend. Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.
				Unit Title: This is me!
				Recall, revisit and use familiar language. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Recall key questions and answers about themselves. Learn adjectives to talk about personality. Recall describing eye and hair colour. Write a poem all about themselves. Learn job nouns.

Assessment in MFL

Assessment in Modern Foreign Languages is ongoing and based on pupils' development across the four key skills: speaking, listening, reading and writing, alongside their understanding of vocabulary, phonics and grammar. Teachers assess pupils through:

- Observation of pupils' participation, pronunciation and responses during lessons
- Discussion and pupil voice when practising language and exploring meaning
- Written outcomes in pupils' books, demonstrating their application of vocabulary and sentence structures

Assessment takes place at key points:

- Start of unit – identifying prior knowledge and language recall
- During lessons – ongoing teacher observation, questioning and feedback
- End of unit – completion of the 'Puzzle It Out' assessment, evaluating pupils' speaking, listening, reading and writing skills

Assessment is used to inform future planning and ensure progression across year groups. The Primary Languages Network scheme provides guidance and assessment materials to support teachers in making accurate judgements about pupils' attainment and progress in MFL.

Subject Leadership and Monitoring

The MFL subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning and curriculum coverage
- Conducting book scrutiny
- Gathering pupil voice
- Monitoring progression and outcomes
- Supporting staff through CPD and guidance

Monitoring ensures that the MFL curriculum is implemented consistently and that all pupils receive a high-quality MFL education.

Impact

The impact of our MFL curriculum is that pupils develop a genuine love of language learning that they carry with them into later life. Our well-structured and well-taught MFL curriculum leads to strong outcomes, with pupils demonstrating increasing confidence and competence across speaking, listening, reading and writing. Our results reflect what our children have learnt. Our philosophy is that a broad and balanced curriculum leads to strong outcomes and the successful attainment of end points at each stage of learning.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to equip our pupils with the language skills they need, using a growth mindset approach to support the retrieval of vocabulary and language structures from long-term memory.

The quality of pupils' work, at every stage, is of a high standard. Pupils are able to communicate confidently, recall and apply vocabulary and demonstrate their understanding using appropriate language. All learning is carefully sequenced towards clear end points, ensuring pupils are well prepared for the next stage of their education.

We ensure that any reading done in Spanish is planned to a stage appropriate level and fluency.

The impact of the MFL curriculum is measured through the following:

- Assessment at the end of each unit of work ('Puzzle It Out')
- Vocabulary and language structures assessed throughout lessons and sequences
- Pupil voice
- Progress evident in children's books and across learning experiences
- Observation of speaking and listening during lessons

Policy reviewed: 2025/26

Next review: 2027/28