

3/11/2026

# Hillstone Primary School

Modern Foreign Languages (MFL)  
Policy 2026





Date reviewed: March 2026  
Date of next review: March 2027

### Intent

The 2014 National Curriculum for Modern Foreign Languages aims to ensure that all children:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Are able to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and that they are 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 writing in the language studied.

Hillstone Primary School intends to use the Language Angels scheme of work and resources to meet these aims while offering a relevant and broad foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning.

The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across KS2. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and also helping the children to improve overall attainment in other subject areas.

The intent is that all pupils will develop a genuine interest and positive curiosity about foreign languages, finding them enjoyable. Learning a second language will also offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. The intention is that our children will be working towards becoming life-long language learners.

### Implementation

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned weekly lessons in KS2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes – building blocks of language into more complex, fluent and authentic language.

Year 3 children are introduced to formal Spanish lessons alongside a geography scheme of work on Spain. This allows children to learn more about the cultural context of Spain and its impact on Europe. In Year 5, language lessons complement children's geography work on the Americas. Through this, children

are able to gain a deep understanding of the importance of the Spanish language in the context of the wider world.

Year 3 pupils begin by studying the 'early language' units available on Language Angels. These are entry-level units appropriate for pupils with little or no previous foreign language learning. Intermediate units increase the level of challenge by increasing the amount and complexity of the foreign language presented to pupils. These are studied by Year 4 and 5 pupils. Year 6 pupils will study the 'progressive' units. These are the most challenging and complex units. During the course of these different units, children will be taught how to listen to and read longer pieces of Spanish text gradually and they will have ample opportunity to speak, listen to, read and write Spanish with and without scaffolds, frames and varying levels of support. Grammar is integrated and taught discreetly throughout all units.

### Assessment

The children are assessed by the teacher to see and monitor the progress they are making in Spanish. This is done informally during the lessons to inform future planning. Professional Judgements are then made on Insight at the end of each term. Work is not recorded in books.

### Cross curricular links

Learning another language presents opportunities to practise and reinforce the knowledge and skills gained in other areas of the curriculum. Some examples are below:

- English: Development of speaking and listening skills. Knowledge and understanding of grammar and sentence construction. Opportunities to compare Spanish with English can be exploited through use of the Spanish alphabet, phonemes, rhyming patterns, spelling links, dictionary work, intonation, different text types and formation of complex sentences.
- Hillstone Life Skills: Identity and knowledge of other countries and cultures
- Geography: Work related to studying other countries, weather
- Science: parts of the body, animals
- Music: singing and world music
- RE: celebration of festivals, storytelling, calendars, customs

Oracy runs at the core of our pedagogy. Our MFL learning is rooted in speaking and listening skills.

### Embedding languages in the curriculum

At Hillstone we believe pupils will learn languages more effectively by having frequent exposure to them. It is our aim that languages will be increasingly embedded in the curriculum. The subject leader will highlight opportunities in medium term planning and provide the necessary resources.

Opportunities for speaking another language should be exploited across all areas of the school day. All staff in school are responsible for ensuring this.

### Equal opportunities and inclusion:

At Hillstone we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to a broad and balanced education, including the teaching of languages. In Spanish lessons, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

### Review

Monitoring of MFL is carried out by the subject leader in the following ways:

- Ongoing, informal discussion with teachers and pupils
- Pupil voice

There is an annual review of this policy by the subject leader for languages.