



# MFL (Spanish)

## Intent, Implementation and Impact Statement

This document outlines: the intent and rationale behind the MFL curriculum at Beaconside Primary & Nursery School, how we deliver it and how we measure pupil progress.

# Intent

At Beaconside Primary and Nursery School, all pupils in Key Stage 2 (KS2) learn Spanish as an additional language, the study of which liberates children from insularity and provides an opening to other cultures, deepening their understanding of the world.

Our Modern Foreign Languages (MFL) curriculum is designed to develop linguistic skills through a structured approach that emphasises progression. We aim for our children to possess the confidence to communicate effectively in Spanish, for practical purposes, using both written and spoken forms.

Aligned with our vision to create an inclusive, and stimulating environment, our MFL curriculum offers carefully designed, engaging, and varied learning experiences, accessible to all pupils.

We provide a solid foundation for future language learning at Key Stage 3 (KS3).

Alongside our school values, the MFL curriculum aims to nurture inquisitive and independent communicators who respect diversity and demonstrate reflection and ambition throughout their MFL learning journey.

Our MFL curriculum intent is underpinned by the following principles:

- **Three Pillars of Progression:** Phonics, grammar, and vocabulary are central to progress in learning a language. These pillars should be consistently developed and reinforced, providing pupils with a solid foundation for their language learning.
- **Language Production and Language Comprehension Skills:** Structured opportunities for children to develop skills in speaking, writing, listening and reading in Spanish should be prioritised and frequent. Pupils should build and practise these skills within a variety of engaging contexts, where phonics, vocabulary, and grammar are interconnected to create meaning. Authentic sources should be incorporated into these contexts to enrich the overall learning experience.
- **Cultural Understanding:** Learning a language opens doors to other cultures, fostering pupils' curiosity and respect for global traditions. It should promote celebrating cultural diversity and an inclusive mindset that values different perspectives and experiences.
- **Spiral Curriculum:** To learn Spanish effectively and embed knowledge in long-term memory, pupils must frequently recall, practise, apply, and extend prior learning.
- **Accessible to All:** MFL lessons in Year 3 create an equitable environment for all pupils. The experience of mastering a new skill - learning a language - enhances confidence and serves as a powerful motivator. With appropriate support in MFL lessons, every child can experience enjoyment and success in learning Spanish.
- **Entry into KS3:** Curriculum design should ensure learners are adequately prepared for KS3, incorporating pre-requisites identified through discussions with local KS3 MFL practitioners.

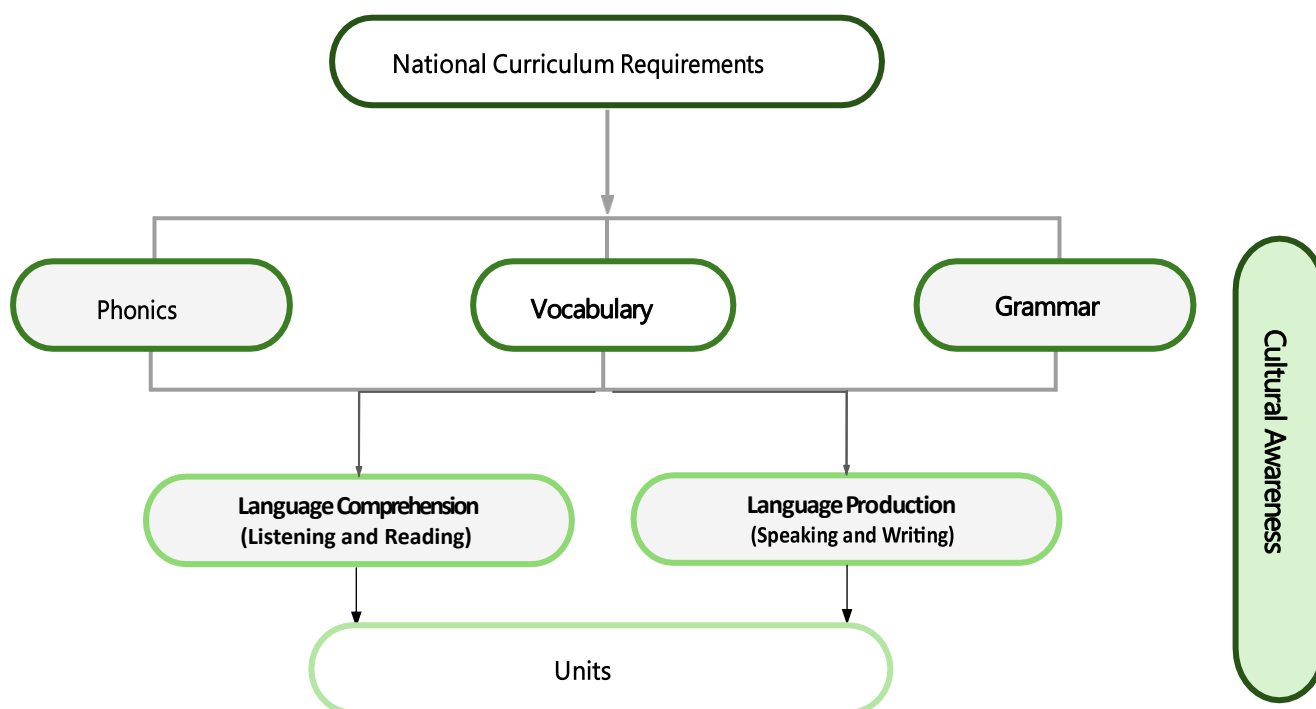
# Intent

## Through our high-quality Spanish lessons, we aim to:

- Teach language production and language comprehension skills, as informed by the National Curriculum, so that children can respond with increased confidence to spoken and written Spanish, as well as communicate accurately in Spanish, both orally and in writing.
- Systematically build pupils' phonological knowledge, enabling them to spell in a phonetically plausible way and read and speak with improved confidence and pronunciation.
- Develop children's understanding of grammatical rules so they can apply them accurately when speaking and writing and interpret them appropriately when listening and reading.
- Expand pupils' vocabulary and provide opportunities for children to manipulate language for their own purposes.
- Enable children to draw comparisons between Spanish and English, as a tool for developing their understanding of both languages.
- Foster cultural awareness and appreciation of countries in the Hispanosphere, enriching pupils' understanding of the world and their place within it.
- Cultivate children's passion for learning a language, through engaging, fun and interactive experiences.

# Implementation

Our MFL curriculum is implemented through a structured approach, ensuring progression and continuity from Years 3 to 6. It is organised as follows:



## Key features of our implementation include:

**Dedicated Weekly Spanish Lessons:** one hour per class - delivered across all KS2 classes throughout the academic year.

**Phonics:** Pupils learn the key sounds of Spanish—those sounds that are written the same but pronounced differently in English—with the aim of embedding them in long-term memory. The sounds are taught by integrating them into words, which are learned in a multi-layered manner through vivid images, auditory repetition, and accompanying gestures. This VAK approach strengthens memory, making the knowledge robust and easily retrievable, and importantly, applicable to new words in various contexts throughout KS2.

**Grammar:** Direct instruction introduces specific grammatical concepts and rules, ensuring that pupils acquire foundational knowledge. This is followed by planned opportunities to apply these concepts during speaking and writing tasks, allowing learners to practise and reinforce their skills in context. The curriculum includes ample opportunities to revisit the same grammar in different contexts or tasks with a range of vocabulary.

**Vocabulary:** Vocabulary is accessed and used, and sometimes, memorised throughout the units. However, our curriculum emphasises developing language production and comprehension skills, language ‘detective’ skills and understanding grammar and phonology, rather than committing vast amounts of vocabulary to memory.

**Skills:** Pupils develop and practise the key skills in language production (speaking and writing) and language

# Implementation

comprehension (listening and reading) as they progress through the planned units. Progression documents outline the skills taught within each year group and how these develop to ensure that NC attainment targets are securely met by the end of KS2.

**Units:** The curriculum is delivered through units, based on specific themes, often culminating in a motivating end outcome. This approach provides children with context and a clear purpose for their learning. Larger pieces of written work typically occur at the end of a unit, allowing ample opportunities for oral practice before composing written sentences. Pupils engage in practical communication around familiar subjects and routines, ensuring balanced opportunities for both spoken and written Spanish. Topics are varied termly or half-termly to maintain student engagement.

**A Spiral Curriculum:** Units are carefully sequenced, ensuring that key skills and knowledge are revisited with increasing complexity. This approach enables pupils to recall and build on their prior learning, aiding effective retention of knowledge in long-term memory. Tasks becoming progressively more complex while broadening pupils' vocabulary and phonological skills.

**Spanish Activity Afternoon:** This event offers enrichment activities, allowing children to participate in cooking Spanish food, creating Spanish crafts, Flamenco dancing, and/or interviewing Spanish-speaking individuals. The afternoon concludes with an assembly where representatives from each KS2 class showcase their learning through presentations, singing, dancing, and role-play. The taught units provide further opportunities for children to gain insights into aspects of the cultures of Hispanic countries.

**Teaching Strategies:** Lessons incorporate a range of teaching strategies, including independent tasks, paired and group work, role-play, language games, and language detective work. Multi-sensory approaches are employed, incorporating visual, auditory, and kinaesthetic activities to cater to diverse learning styles and to enhance engagement. Some tasks focus on interaction between pupils, fostering real-life communication. Meaningful tasks are completed by pupils using the target language in practical ways. In many units, children produce 'mini books', a task that enables them to practise writing skills in manageable sections, alleviating the pressure of facing a large blank page for their extended writing, which, for some pupils, is overwhelming.

**Engaging and Varied Resources:** use of authentic materials, including books, music, and videos, enrich the curriculum and provides real-world context. Puppets, dice, games, flashcards, talking tins, whiteboards and digital resources enhance engagement and provide interactive learning experiences – which the children actively enjoy as they learn.

**Supporting All Learners:** Our MFL curriculum ensures that all children are provided with high expectations while developing their confidence and ability to achieve these. Resources are adapted to meet the diverse needs of learners, ensuring that SEND pupils can access the learning effectively. High-quality scaffolds are employed alongside additional support for those requiring it. Tasks are broken down into manageable steps, with scaffolds and models provided to support understanding and independence. Low-stakes approaches are used, allowing for easy correction of mistakes, which boosts confidence; for example, the use of word cards that can be physically manipulated to create phrases or sentences. The curriculum adopts a 'no ceilings' approach, enabling all children to engage with similar work. Those with a linguistic flair are given opportunities to extend tasks, demonstrating a more complex understanding while further developing and practising their skills.

**Displays:** Spanish working walls and displays around the school reinforce Spanish learning, optimising the learning environment.

**Cross-Curricular Links:** Our Spanish units include cross-curricular links, allowing children to make

## Implementation

connections and apply their language skills to other areas of their learning. Regular references are made to English learning, drawing contrasts and comparisons across the languages.

**Evidence of learning:** All children possess their own books, containing unit vocabulary and grammatical concepts for reference, alongside evidence of their progress and learning. Classroom working walls and displays complement pupils' books. Pictures and videos are stored on-line to evidence speaking, listening and reading skills.

**Spanish after-school club:** This will run in the Spring and Summer terms of 2026, led by an experienced secondary school MFL teacher, aiming to inspire a love of Spanish through fun games and activities.

**KS1:** Whilst Spanish is not taught in KS1, it is introduced to pupils, who are encouraged to answer the register in Spanish and accept and understand praise in Spanish.

**Formative Assessment:** The impact of Beaconside's MFL curriculum is monitored continuously through formative assessment. This is used throughout lessons and includes questioning, observing, listening, quizzes, written tasks, oral presentations and peer assessments. Formative assessment monitors pupil progress and informs teaching, ensuring that lessons are adapted regularly to meet the needs of all learners and that challenge is always provided.

**Data:** An assessment spreadsheet details lesson objectives, expected learning outcomes, and greater depth targets. Pupils' progress is tracked against these targets per lesson, enabling the monitoring of attainment and progress over time, while identifying knowledge gaps to inform future lesson planning.

**The expected impact of our MFL curriculum is that children will:**

- Meet the end of KS2 expectations outlined in the national curriculum for languages.
- Engage in purposeful dialogue in practical situations, such as ordering in a café, with increased confidence and accurate pronunciation.
- Demonstrate an understanding of spoken Spanish on familiar topics by listening and responding appropriately.
- Construct a range of accurate sentences using familiar vocabulary, applying grammatical rules.
- Apply their understanding of phonics to read words, phrases, sentences, and short texts with increased accuracy.
- Know and use a range of language detective skills to comprehend familiar and unfamiliar words in a short Spanish text in order to establish meaning.
- Use a bilingual dictionary to support language learning.
- Be able to compare aspects of the Spanish and English languages.
- Have a greater awareness of the wider world and their place within it, with a knowledge of cultural aspects of Spanish-speaking countries, and a yearning to find out more.
- Leave Beaconside, equipped with a range of language-learning skills to enable them to study Spanish, or any other language, with confidence at KS3.