



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

MFL (Spanish) at Rokeby Primary School

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Contents	
1	Subject Statement
3	Assessment
3	Planning and Resources
4	Teaching and Learning in Key Stage Two
5	Gifted and Talented pupils
6	Role of the Subject Leader
7	Spiritual, Moral, Social and Cultural Development in MfL
8	Parents/Carers
9	Safeguarding in MfL
10	Supporting Children with SEND (Special Educational Needs and Disabilities) in MfL

1. Subject statement

Intent

At Rokeby Primary School, we believe that the teaching of Spanish should inspire curiosity, foster a love of language learning, and develop pupils' understanding of the world beyond their immediate environment. Our intent is to provide a high-quality, inclusive Spanish curriculum that equips all pupils with the confidence to communicate in another language, while deepening their awareness and appreciation of different cultures.

We aim to build strong foundations in speaking, listening, reading, and writing through engaging, progressive lessons that develop key linguistic skills and knowledge over time. Pupils will learn to express ideas clearly, ask and answer questions, and interact with increasing independence. We place particular emphasis on pronunciation, vocabulary acquisition, and grammatical understanding to enable meaningful communication.

Our curriculum is designed to be accessible and enriching for all learners. Through songs, stories, games, and real-life contexts, pupils will experience the joy of language learning in a way that is memorable and purposeful. We strive to nurture resilience and a willingness to take risks, helping pupils to overcome barriers and develop a positive mindset towards learning languages.

In addition, we seek to broaden pupils' cultural capital by exploring the traditions, customs, and daily life of Spanish-speaking countries. This promotes respect, empathy, and global awareness—key qualities for life in modern Britain.

Ultimately, our intent is that every child leaves Rokeby Primary School with a strong foundation in Spanish, a curiosity about other languages and cultures, and the confidence to continue their language learning journey in the future.

Implementation

At Rokeby Primary School, Spanish is taught through a structured, progressive curriculum that ensures clear progression in knowledge and skills from early learning through to the end of Key Stage 2. Lessons are carefully sequenced so that pupils build on prior learning, revisiting and embedding vocabulary and key language structures over time.

Spanish is delivered through regular, timetabled lessons that focus on developing the four key skills: listening, speaking, reading, and writing. Teachers use a range of engaging and interactive approaches—including songs, stories, games, role-play, and visual resources—to support different learning styles and maintain high levels of pupil engagement. Language is modelled clearly and consistently to support accurate pronunciation and intonation.

Key vocabulary and grammatical structures are explicitly taught and revisited frequently to ensure retention. Teachers provide opportunities for pupils to practise and apply their learning in meaningful contexts, encouraging them to communicate with increasing confidence and independence. Scaffolded support is used where necessary, enabling all pupils, including those with additional needs, to access and succeed in language learning.

Assessment is ongoing and formative, with teachers using questioning, observation, and low-stakes activities to check understanding and inform future teaching. Pupils are given regular opportunities to reflect on their learning and demonstrate their progress across the four skill areas.

Cultural understanding is embedded throughout the curriculum. Pupils explore aspects of life in Spanish-speaking countries, including traditions, geography, and daily routines, helping to contextualise language learning and promote global awareness.

To ensure consistency and high-quality delivery, teachers are supported with clear planning, resources, and subject guidance. Where appropriate, cross-curricular links are made to reinforce learning and enrich the overall curriculum experience.

Through this approach, we ensure that Spanish is taught in a way that is engaging, inclusive, and carefully sequenced, enabling all pupils to make sustained progress and develop a secure foundation in language learning.

Impact

We started to teach Spanish in the Summer term of 2026. Our intended impact is:

The impact of our Spanish curriculum at Rokeby Primary School is that pupils develop a secure and growing understanding of the Spanish language, alongside a genuine enthusiasm for language learning. By the time they leave Key Stage 2, pupils are able to communicate with increasing confidence in speaking, listening, reading, and writing, using a range of vocabulary and basic grammatical structures.

2. Assessment

Assessment for learning:

- At the start of new learning/topics teachers will look at previous learning and topics completed by the children or last year's area of learning to understand children's prior learning and attainment.
- As well as introducing new grammatical knowledge that is required for the learning.

Assessment of Learning:

- Children receive feedback on their linguistic skills, through written and verbal feedback, as per our Marking and Feedback Policy (appendix 1).
- Through self and peer verbal assessments
- Teachers annotate their planning, at the end of each lesson.

3. Planning and Resources

Spanish at Rokeby Primary School is planned and delivered using the Twinkl Scheme of Work. This provides a well-structured, progressive framework that supports teachers in delivering consistent, high-quality language lessons. The scheme offers carefully sequenced units, clear learning objectives, and a wide range of engaging resources—including presentations, activities, and assessment materials—which ensure continuity and progression across year groups. By using Twinkl, we ensure that our Spanish curriculum is cohesive, accessible, and aligned with national expectations, enabling all pupils to build their knowledge and skills with confidence.

4. Teaching and Learning- Key Stage Two

MFL Spanish is taught weekly throughout the year as a stand-alone subject using the progressive objectives and the yearly overview which builds on the children's linguistic skills through developing early language skills, intermediate language skills and progressive language skills.

Teachers make assessments at the end of every lesson and this informs future planning and next steps in learning through differentiation, challenge and careful monitoring of progress.

During this time, teachers make it clear to children that it is a language lesson and for this learning they will become 'linguists' in Spanish.

Children are given opportunities throughout the year for collaborative peer work, cookery using traditional Spanish foods, language celebration assemblies for parents, and a Spanish themed day to enhance their Spanish language skills.

5. Parents/ Carers

We aim to involve our parents and carers in many different parts of school life. We involve our parents and carers in MFL by:

- Each half-term, parents are invited into school, to take part in a cross-curricular shared learning event with their child.
- An annual report is sent home, indicating current attainment and progress in MFL.
- Parents evenings are held twice a year and give parents/carers the opportunity to discuss their child's progress.

Parents/Carers can communicate with their child's teacher on Class Dojo, if they need any support with their child's learning and to share with them any resources that the class may need to try and bring in for their themed day.

6. SMSC

Spiritual:

Spanish supports spiritual development by exploring new language and vocabulary. Children are encouraged to express themselves through the teaching of the names of emotions in Spanish. Children know how to ask their peers how they are feeling and know a range of responses.

Moral:

Children are taught an accurate understanding of another culture. Children learn about 'Bastille Day' in Year 3, during the 'Spanish Cultural Lessons' unit and the reasons why this is important to so many people in France and the other countries that celebrate it.

Social:

Spanish supports social development by encouraging a collaborative approach to learning. Children regularly converse in Spanish and share information about themselves, such as their favourite colour or when their birthday is. Children learn the skill of communication, in different ways. They explore different social conventions e.g forms of address.

Cultural:

Spanish supports the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world. Children are taught to appreciate the language and customs of others. When children start learning Spanish in Year 3, children are introduced to France and learn the names of major cities and landmarks.

7. Supporting Children with SEND (Special education needs and disabilities) in MfL

At Rokeby, the scheme that we follow is carefully sequenced, and all lessons cater to the differing levels that children may be at. Each lesson has different levels of challenge, so the needs of children with SEN can be catered for. The lesson plans are repetitive, and vocabulary is constantly revisited throughout the units. Lessons use a lot of visual cues and pictures when language is being taught. This allows children with SEN, who may be visual learners, a chance to make a connection between the vocabulary and the image. There are also lots of songs linked to the units, which incorporate the Spanish vocabulary.