

# CORSHAM PRIMARY SCHOOL

## Modern Foreign Language Policy



Reviewed: September 2025

Policy Ratified by the LGC: September 2025

Next Review Date: September 2028



## Being a Linguist: an approach to MFL



### What is the point of Being a Linguist?

We believe that every child should have the opportunity at Corsham Primary School to study a foreign language to enable them to learn about, and foster an interest in, another language and culture. This will enable them to develop their confidence and skills in another language, a skill which is increasingly valued. The teaching of MFL will also contribute to their literacy skills and raise awareness of other cultures through intercultural understanding.

### The aims of being a Linguist are:

Our intent is to develop confident, articulate young linguists who are curious about the world and equipped with the tools to communicate beyond their immediate environment. Through high-quality Spanish teaching, we aim to:

- Foster pupils' curiosity and deepen their understanding of the world.
- Enable all children to understand and respond to spoken and written Spanish.
- Encourage all children to speak Spanish with confidence, fluency, and spontaneity.
- Develop children's accuracy in pronunciation and intonation when speaking in Spanish.
- Develop children's ability to write in Spanish for a range of purposes and audiences.
- Discover and develop an appreciation of a variety of authentic Spanish texts.
- Promote a love of reading through the eyes of a linguist, encouraging exploration of different cultures and perspectives.

### Where does it come from?

Being a Linguist is delivered using the Language Angels platform, structured and progressive scheme aligned with the National Curriculum for Languages. By using Language Angels, we ensure that our language provision is coherent, consistent, engaging and enriching, enabling pupils to build real linguist and cultural understanding over time.

### What does Being a Linguist Subject Leader entail?

- Provide encouragement and ideas to staff across the school, supporting subject knowledge
- Oversee the progression and coverage of knowledge and skills within Spanish
- Ensures the curriculum meets national requirements and reflects school values
- Collect and evaluate different voices with regard to Being a Linguist
- Ensure planning and learning books are sufficient to effectively represent Being a Linguist

## **What is 'covered'?**

Language Angels is full aligned with the National Curriculum for Languages and supports a broad, balanced and progressive curriculum. It ensures coverage of all statutory requirements by:

- Developing the four key skills: listening, speaking, reading and writing.
- Introducing age-appropriate grammar in a clear and structured way.
- Building thematic vocabulary progressively across year groups.
- Embedding cultural knowledge and fostering intercultural understanding through units linked to real world contexts,
- Providing access to songs, stories, games and interactive resources to make learning engaging and inclusive.
- Offering differentiated units to meet the needs of different learners and year groups.
- Including assessment tools to track pupil progress and inform planning

## **How is Being a Linguist monitored and assessed?**

Subject Leaders review enquiry books, planning and displays. This helps to not only ensure coverage and 'matching up' progress throughout a year group in line with the whole school curriculum map, but also gauges pupil reactions to learning and provides an opportunity to collect different voices.

As there is no requirement to formally report attainment of Linguist, Being a Linguist is assessed through monitoring and measuring progress in the four key areas: listening, speaking, reading and writing. Teachers use a mixture of formative assessment throughout the lesson and summative at the end of the unit.

This assessment is used to inform end of year traffic lights and reports and also to inform teachers in subsequent years.

## **Equal Opportunities**

Teachers should:

- Consider how pupils with learning difficulties will make progress Being a Linguist.
- Take care that the skills, concepts and knowledge which the children develop do not encourage gender or ethnic stereotyping.
- Ensure children with speech, language and communication difficulties understand the enquiry and task.
- Provide extension activities for those children working at Greater Depth or are more able.

When writing and reviewing this policy, staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.