

Intent, Implementation and Impact Statement -MFL (Spanish)		
Intent		
<b>Learning for Living:</b> At Brunswick Park, we aspire for children to develop an interest in other languages and cultures. We aim to foster a curiosity about other languages and begin to equip children with the skills of language learning, to spark an interest in the possibility of travelling or working abroad or in a multilingual environment, and to give children the cognitive challenge of learning a new language. Spanish is our language of choice and we train our class teachers to teach Spanish, ensuring consistency in our approach. Children whose secondary schools do not offer Spanish will still have the skills that learning a new language requires.	<b>Respect:</b> Many different languages and cultures are represented at Brunswick Park Primary School, including a large Spanish-speaking community. We choose to teach Spanish as it is a language many of our children will hear in the local area, and we want them to relate to and have an interest in the language and culture of their peers. By learning the home language of children they know, our pupils will deepen their understanding of how others live.	<b>Support and Challenge:</b> All children, regardless of ability and home language, are expected to participate in learning Spanish. Children who have difficulties with reading and writing in English are supported in the same way as in other lessons – through scaffolds, visual supports and differentiated activities. Children who already speak Spanish are given activities which improve their reading and writing skills in Spanish, as we have identified that children whose home language is Spanish often cannot read or write it. We also challenge children to develop a deeper understanding about their native language, questioning how the grammar itself is structured.
Implementation		
<b>EYFS:</b> MFL is not taught in EYFS. Children are encouraged, through the People and Communities area of learning, to notice and celebrate differences in the families they know. Children are exposed to stories and songs from different cultures and in different languages. Children take part in whole school events such as International Day and Carnival to enrich their awareness of other countries, cultures and languages.	<b>KS1</b> MFL is not taught in Year 1 or Year 2. Through the English and Humanities curricula, children begin to learn about other countries and cultures. Children are exposed to stories and songs from different cultures and in different languages. Children take part in whole school events such as International Day and Carnival to enrich their awareness of other countries, cultures and languages.	<b>KS2</b> In Years 3-6, MFL is taught weekly by class teachers. The teachers cover topics such as greetings, animals, food and colours and children are taught to speak, read, and write in Spanish. There is an emphasis on speaking, listening and practicing communication. Children are expected to repeat the new vocabulary multiple times until it is fully embedded. We differentiate adult support and adapt resources where needed to support all learners.
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<b>EYFS</b> Using Development Matters, children are assessed against the Early Learning Goals for People and Communities. This provides them with a strong foundation in which they develop awareness of other countries, cultures and languages, which they will build upon in KS1 before starting Spanish in Year 3.	<b>KS1</b> Children are assessed in the Humanities against the Humanities assessment materials. The Humanities curriculum builds on the learning from EYFS, and prepares children for starting Spanish in Year 3.	<b>KS2</b> Children are assessed termly through a wide range of activities, including low skates testing, games and quizzes. Using evidence from testing, the children's work and interactive activities, such as drama, teachers evaluate the children's progress against a set of termly objectives. The children's progress is recorded on DCPro Online termly, and the end of year outcomes is shared with parents and carers through pupil reports. This data is also used to inform interventions (if needed) for identified pupils that might be falling behind with their progress.

## Intent

At Brunswick Park, we aim to foster curiosity and confidence in language learning while developing children's cultural awareness and appreciation for diversity. Our choice of Spanish reflects the linguistic and cultural makeup of our community and the global relevance of the language. We follow the Oak National Academy's Spanish curriculum for KS2, which offers a sequenced, inclusive and engaging programme that builds vocabulary, grammar, phonics and cultural knowledge over time. All children are given opportunities to engage with authentic contexts and practise listening, speaking, reading and writing in Spanish.

## Implementation

Children in KS2 have a dedicated weekly Spanish lesson, taught by our class teachers, using the Oak National Academy's high-quality resources. Lessons are delivered through structured video input, visual slides, quizzes and supported tasks that follow a clear progression. Vocabulary and grammar are introduced through thematic units and revisited regularly to support retention. All learners, including EAL and SEND pupils, are supported through scaffolds and visual cues, while Spanish-speaking children are challenged through reading and writing activities that extend their skills. In EYFS and KS1,

children build foundational cultural awareness through songs, stories and participation in school-wide celebrations like International Day and Carnival.

### Impact

We assess children's Spanish knowledge and skills termly through activities such as games, quizzes, verbal responses and written tasks. Teachers use these assessments, alongside Oak's unit quizzes and interactive tasks, to track progress and inform planning. Outcomes are recorded and reported to parents annually. By the end of Year 6, children are expected to communicate with increasing confidence and fluency, show understanding of spoken and written Spanish, and demonstrate a growing appreciation for other cultures, preparing them for further language study in secondary school and life as global citizens.