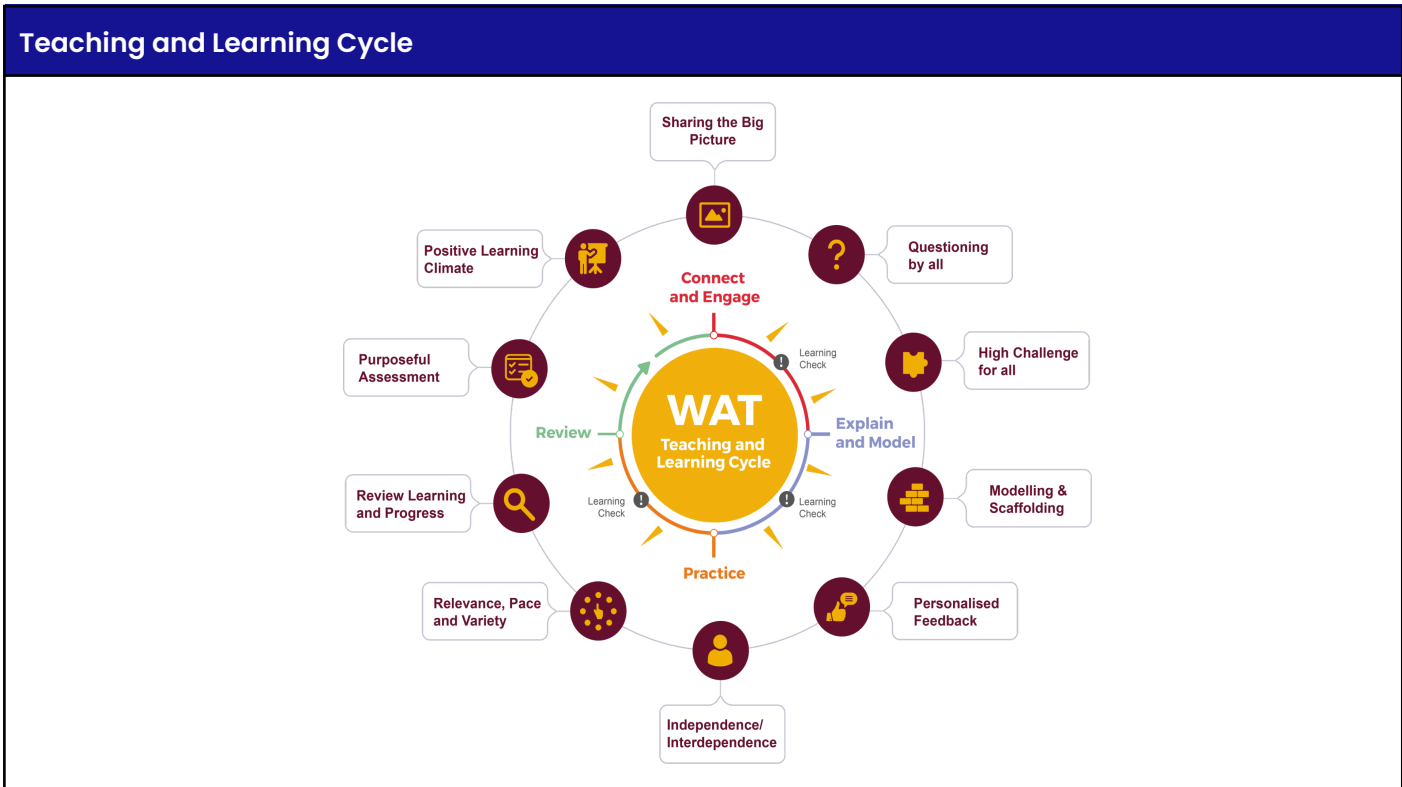


MFL

WAT Aspire Curriculum – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



Long Term Overview

[MFL Long Term Overview](#)

Rationale

At Manor Way we incorporate both French and Spanish into our MFL curriculum. Children in preschool through to Class 4 learn French and children in Class 5 and 6 learn Spanish. Our reasoning for this is that we see languages as an essential part of a broad and balanced curriculum and enables children to understand global citizenship. In addition to this, we feel it is important to provide children with opportunities to explore different languages in readiness for the next stage in their schooling and also to allow them to find patterns with the similarities between languages.



"Our aspirations are our possibilities – believe you can and you will!"

To support the delivery of MFL at Manor Way and to ensure the quality of curriculum, we use [Language Angels](#). Lesson plans are adapted depending on the context of the class and individuals to allow all pupils to achieve in lessons and be challenged.

EYFS and KS1

Within EYFS and KS1, our children are taught MFL as part of their everyday learning, where it is brought in through their learning opportunities. Although it is not a requirement stated in the National Curriculum, at Manor Way we value the importance of providing our children with the opportunity to learn MFL right from the beginning of their education.

Class 3 and 4

In lower Key Stage 2, children are taught French in weekly 30 minute sessions. Long term plans are provided to ensure coverage across school. Each unit of work is aligned to the expectations of the National Curriculum and are chosen carefully to ensure that children are enriched with both phrases and vocabulary to enable conversation and clear communication.

Class 5 and 6

In upper Key Stage 2, children are taught Spanish in weekly 30 minute sessions. Long term plans are provided to ensure coverage across school. Each unit of work is aligned to the expectations of the National Curriculum and are chosen carefully to ensure that children are enriched with both phrases and vocabulary to enable conversation and clear communication.

Medium Term Plans and Knowledge Organisers

MFL MTP

Knowledge organisers for each unit of work set out the skills, knowledge and vocabulary to be developed through the unit. Knowledge organisers for each year group can be seen by clicking on the links below.

Years R-4

[Les animaux](#)

[J'apprends le français](#)

[Couleurs et Nombres](#)

[Les Fruits](#)

[Les Saisons](#)

Years 5-6

[Aprendo Español](#)

[Los animales](#)



"Our aspirations are our possibilities – believe you can and you will!"

[Colores y Números](#)

[Los Saludos](#)

[Desayuno Cafe](#)

[La Ropa](#)

Assessment

The purpose of assessment in MFL is to ensure that children are getting immediate feedback which allows for language to build and learning to move forwards. Both formative and summative assessment strategies are used to achieve this.

Formative assessment takes place in lessons as part of our teaching cycle. It can take many forms, such as Key Learning Tasks, multiple choice quizzes, short-answer quizzes or the use of whiteboards. They are often used in Smart Starts which frequently take the form of low-stakes retrieval quizzes. Marks from these are not collected or analysed centrally; they inform what the teacher does next. The teacher will then deliver appropriately timed feedback that focuses on moving learning forward.

We use the progression document from Language Angels as a guide to what the children should be achieving for each of the key areas of language within their year groups. [MFL](#) – progression document.

High Challenge for All

In KS2, children are taught weekly, 30 minute lessons by class teachers using the Language Angels scheme of work.

Our whole school approach to language teaching and learning is in line with the recommendations of the National Curriculum and the requirements outlined in the Department for Education Languages Programme of Study for Key Stage 2.

The National Curriculum for languages aims to ensure that all pupils:

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

SEND



"Our aspirations are our possibilities – believe you can and you will!"

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated through the class teacher using the scaffolded sheets provided by Language Angels. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts;
- Task management boards;
- Reading rulers, concentration cushions, fidget toys, sand timers.

By reviewing children's progress through formative, and summative assessments then gaps in their understanding, skills and knowledge can quickly be identified and support can be put into place to enable them to make progress. At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.

Vocab

Vocabulary is planned progressively throughout the key stages to enable pupils to hold a conversation around different themes and builds their knowledge to support with the application of the language in an oral and written form.

The vocabulary is outlined on the MTP planned document showing the progression through the year groups.

 MFL MTP