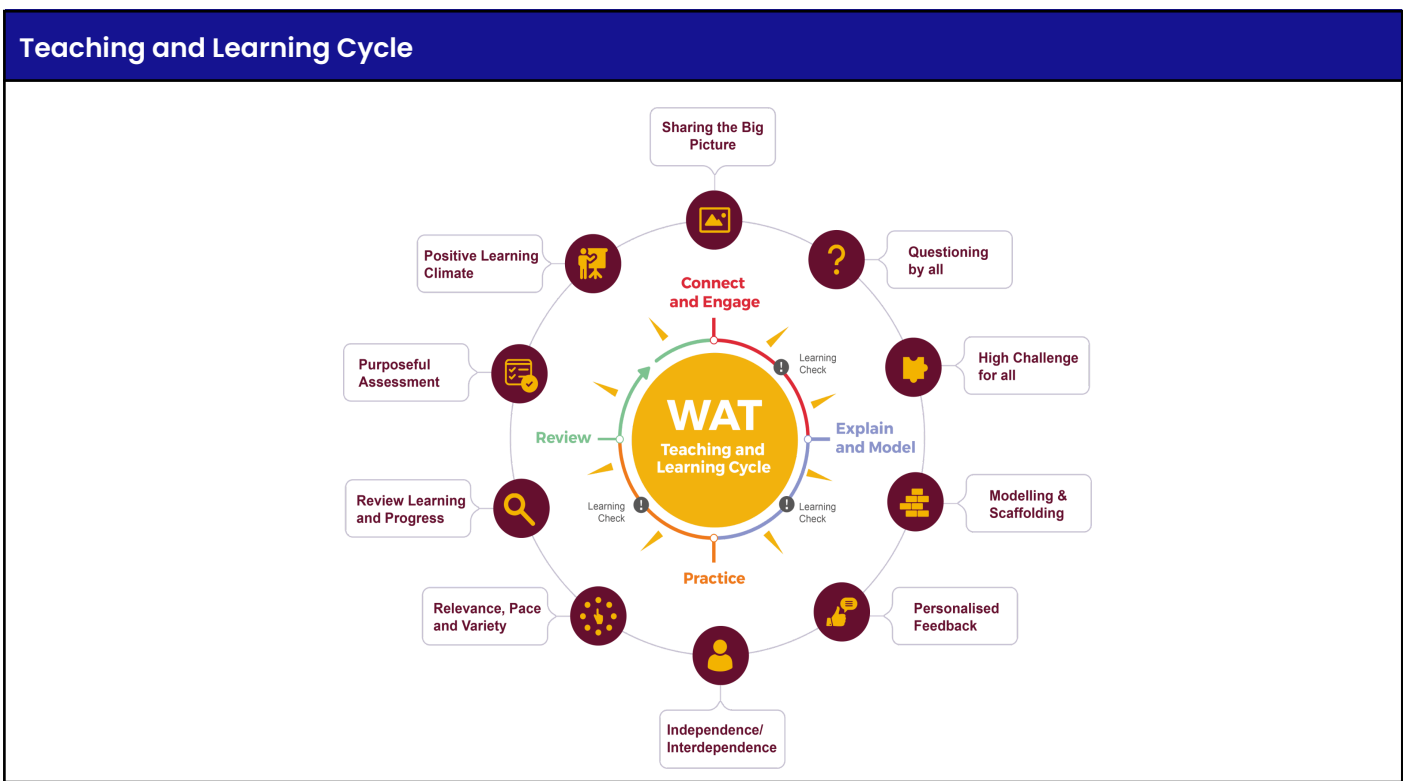


MFL

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 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.

To support the delivery of MFL at Manor Way and to ensure the quality of curriculum, we use [Language](#)



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

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 discreetly. 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

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](#)

[Colores y Números](#)

[Los Saludos](#)

[Desayuno Cafe](#)

[La Ropa](#)



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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.

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

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.



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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

Years R-4

[J'apprends le français - Vocabulary List](#)

[Les Instruments - Vocabulary List](#)

[Les Animaux - Vocabulary List](#)

[Les Fruits - Vocabulary List](#)

[Colours & Nos - Vocabulary List](#)

[Les Saisons - Vocabulary List](#)

Years 5-6

[Yo Aprendo Español - Vocabulary List](#)

[Los Animales - Vocabulary List](#)

[Colores y Números - Vocabulary List](#)

[Los Saludos - Vocabulary List](#)

[Desayuno En El Café - Vocabulary List](#)

[La Ropa - Vocabulary List](#)