

St. Chad's Catholic Primary School

MFL Overview

The intent of MFL at St. Chad's

We aim to teach a modern foreign language to all children in Years 3, 4, 5 and 6 as part of the weekly curriculum. We want our children to enjoy learning speaking another language and we believe that the earlier a child is exposed to a foreign language, the faster that language in question is acquired. We want our pupils to learn fluency in speaking, reading and writing basic Spanish. We hope to expose children to aspects of the Spanish culture and relate it to our own. It is widely believed that the early acquisition of a language facilitates the learning of other foreign languages in later life.

Presentation

- Date to be written top left.
- LO on the next line on the left.
- Date and LO to be underlined with a pencil and ruler in KS2

MFL Learning

- MFL is taught once a week.
- MFL lessons have the following structure:
 - Date and LO
e.g. *Monday 15th April*
LO: to learn Spanish words for animals.
 - PK - Prior Knowledge Question (Not evident in book, this is usually a discussion to recap on prior learning or sharing learnt vocabulary to encourage automaticity).
 - Main teaching and learning with adaptive teaching
 - Blue dot challenge

Assessment

- Summative *end of unit* assessments (Know More / Remember More Quizzes) are used to check understanding. Extra lessons are taught as a result of these assessments if necessary to fill gaps in learning.

Marking

- Tick or dot to indicate whether an answer is correct or incorrect
- Where appropriate, circle mistakes
- Frequent positive comments in books.
- Provide a clarity question, when necessary:
Clarity/misconception marking is used to clarify whether a child understands what they have been learning or to further challenge them.
Blue dot questions are used to 'deepen the moment' during lessons meaning clarity questions are not often needed but can be used when necessary.

Marking codes

Symbol	Details
I	Independent
S	Supported
PW	Paired Work
Signature	Work initialled by teaching assistant or supply
VF	Verbal feedback
Sp	Incorrect spelling
P	Missing/inaccurate punctuation
DP	Dojo Point
	Learning objective not met Work highlighted shows an area of development
	Learning objective met Work highlighted

MFL Terminology

Typically, language assessment systems incorporate these 3 'pillars':

- the system of the sounds of a language and how these are represented in written words (or scripts other than Roman)
- vocabulary
- grammar, including inflectional and/or derivational features (the systems for changing the form of a word and for creating new words, respectively) and syntax

We refer to these 3 pillars as phonics, vocabulary and grammar.

Through learning and practice, the range, complexity and accuracy of the grammatical features and the breadth and depth of learners' vocabulary knowledge will increase over time. The length of speech or text/discourse being understood or produced will do the same. For example, to be better at reading comprehension, learners need to become faster and more accurate at:

- decoding sound–symbol correspondences (how different combinations of letters map to different sounds)
- recognising words
- understanding how the words are 'glued' together with grammar