

MFL -Spanish and French

Curriculum Information



How has our curriculum been designed?

Intent

At each stage of the MFL curriculum the knowledge and skills that students develop at St Augustine's are:

- Listening skills, using a range of materials including authentic materials such as adverts, songs and radio audio recordings;
- Reading skills, using materials we have in school, as well as many reading materials created on purpose for our students and containing elements of differentiation to cater for all abilities. This also includes authentic materials such as comics, short poems and adverts in line with the new GCSE expectations.
- Speaking skills: role plays and short presentations are embedded in our lessons on a very regular basis;
- Writing skills: students are trained on describing photos and pictorial documents, also using authentic materials. Students are consistently used to building up good writing skills via a scaffolded approach (new words with letters missing, sentences with gaps, ordering words to create complex sentences, translating from English into French/Spanish and vice versa). Students are also trained on writing short and long writing tasks;

Implementation

Half termly formal assessments are completed in assessment books and marked by the teacher. These alternate listening, reading and writing tasks;

We use PowerPoints created by the MFL teachers in each lesson;

Key concepts, grammar rules and vocabulary are constantly reinforced with recaps at the start of lessons and the use of regular mini vocab tests and plenaries;

Cross-curricular links are made obvious to the students to support transfer of knowledge better;

Each new module has elements of revision and recapping as well as new concepts and sets of vocabulary being introduced;

There are constant references to key vocab and grammar taught in previous modules;

Our activities are designed to show evidence of new knowledge being applied as well as testing students on vocab, grammar rules and tenses taught before, so that students gradually build up a bank of words, grammar rules and tenses to be able to tackle more and more challenging work;

Impact

Most students are highly engaged with the new curriculum, both in writing (evidence: book looks) and verbally (evidence: learning walks during which students are seen answering questions, reading out answers in the target language and practising the language via role plays);

Students tend to retain vocabulary and structures more, being able to remember and re-use past vocab/structures within new topics;

Modules allow for more natural and logical progression;

Many of the topics are cross curricular, interesting to learn and relevant to the students (ie: topic about health issues in Year 8 French, topics about global issues linked to geography such as environmental problems at KS4, new module about the circus in France linked to drama in Year 8 French, etc...).

Disadvantaged pupils and those with SEND acquire the knowledge and cultural capital they need to succeed in life.

In MFL, lessons and the resources we use are always differentiated, as we very rarely use them as they are in textbooks or with a software. Learning objectives take into account previous knowledge and are realistic in outcomes. Resources are always adapted to suit our students, or created from scratch to make them more relevant, fun and interesting and to enable all students to access the work and make some progress. With the new curriculum maps, a bigger focus is put on cultural background from Spain and France.

Research Links/Professional Links

- The exam board we use in MFL for Spanish and French is Edexcel.
- Network hubs via a National Professional Qualification.

Sequencing

The curriculum maps are based around topics based on grammar progression. Each lesson taught contains elements of listening, reading, speaking and writing. Each lesson is broken down into a number of short activities alternating through the 4 MFL skills. A particular focus is based on students' oral participation in class. Each lesson contains a starter, a plenary to sum up the lesson objective and check what has been retained by the students, as well as frequent mini plenaries at various points of the lessons;

Teachers use a mix of resources from the course book we use (software and textbooks), materials created by the teachers as well as authentic materials.

Questioning is a key part of MFL teaching and is an important expectation of each observed lesson;

Students are expected to fully participate in class, repeating new vocabulary, justifying word order and specific grammar points, practicing role plays and answering questions in the target language;

When completing written classwork, students alternate between working individually and working in pairs (more occasionally in small groups);

Teaching at the front is kept to a minimum, as MFL is a practical subject. Teachers facilitate the learning by carefully preparing lessons and designing activities to enable language acquisition and progress. Teachers fully support the students with the tasks they need to complete;

Students use class books to complete their written work. They also have assessment books containing all formal assessments (one every half term at the end of every module and alternating two skills each time) as well as writing tasks practices;

Each module starts with a revision/recap of vocabulary and grammatical concepts previously taught by the teacher to enable a slow start and for students to consolidate linguistic elements which were previously taught.

Teachers prepare a lot of their own resources as well as differentiating tasks so that our students have a chance to access the schemes of work and make progress.

Teaching at the front is kept to a minimum, as MFL is a practical subject. Teachers facilitate the learning by carefully preparing lessons and designing activities to enable language acquisition and

progress. Teachers fully support the students with the tasks they need to complete;

Students use class books to complete their written work. They also have assessment books containing all formal assessments (one every half term at the end of every module and alternating two skills each time) as well as writing tasks practices;

Each module starts with a revision/recap of vocabulary and grammatical concepts previously taught by the teacher to enable a slow start and for students to consolidate linguistic elements which were previously taught.

Teachers prepare a lot of their own resources as well as differentiating tasks so that our students have a chance to access the schemes of work and make progress.

Teaching at the front is kept to a minimum, as MFL is a practical subject. Teachers facilitate the learning by carefully preparing lessons and designing activities to enable language acquisition and progress. Teachers fully support the students with the tasks they need to complete;

Students use class books to complete their written work. They also have assessment books containing all formal assessments (one every half term at the end of every module and alternating two skills each time) as well as writing tasks practices;

Each module starts with a revision/recap of vocabulary and grammatical concepts previously taught by the teacher to enable a slow start and for students to consolidate linguistic elements which were previously taught.

Teachers prepare a lot of their own resources as well as differentiating tasks so that our students have a chance to access the schemes of work and make progress.

Teaching at the front is kept to a minimum, as MFL is a practical subject. Teachers facilitate the learning by carefully preparing lessons and designing activities to enable language acquisition and progress. Teachers fully support the students with the tasks they need to complete;

Students use class books to complete their written work. They also have assessment books containing all formal assessments (one every half term at the end of every module and alternating two skills each time) as well as writing tasks practices;

Each module starts with a revision/recap of vocabulary and grammatical concepts previously taught by the teacher to enable a slow start and for students to consolidate linguistic elements which were previously taught.

Teachers prepare a lot of their own resources as well as differentiating tasks so that our students have a chance to access the schemes of work and make progress.

Assessments cater for all needs, with students being provided with easy tasks, middle ability tasks and challenging tasks with each assessment to have a chance of achieving at least some of the exercises and, for the most able, to fully demonstrate their linguistic skills and work at a challenging level;

As our school is a multi-ethnic school with students coming from a wide variety of backgrounds and countries, a particular focus is put upon presenting students with characters and people from a variety of faiths, cultural backgrounds and countries so that students can also identify with

them.

Key Stage	Level	Qualifications	Exam Board
Key Stage Three	National Curriculum		
Key Stage Four	GCSE	French and Spanish	Edexcel
Key Stage Five	N/A at this stage		