



'Learn to love, love to learn'

MFL subject leadership

1) What is the intent?

In MFL: What is the intent behind the sequence of learning / curriculum?

The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

(Following the national curriculum)

- Through the teaching of MFL there will be a clear **progression** in the understanding of French through the KS2. By following iLanguages, this will promote a consistent approach to modern foreign languages.
- Through the teaching of MFL, children will listen attentively to spoken language and show an understanding by joining in and responding through the use of **echo and corral teaching** strategies.
- Across KS2, children will explore the **patterns and sounds of language** through songs, stories and rhymes and link the spelling, sound and meaning of words.
- Children should be able to **read** a modern foreign language carefully and show understanding of words, phrases and simple writing.
- Children will be encouraged to engage in conversations which will include asking and responding to questions to express their opinion.
- Children will be taught to speak in sentences using **correct pronunciation**, familiar vocabulary, phrases and basic language structures.
- Children will be taught to present ideas and information **orally** and in a grammatically correct **written** form from **memory** to a range of audiences to **express ideas explicitly**.

2) Implementation – MFL subject leaders will use:

- Lesson observations / check ins
- Long term and medium term planning – (does it show a learning journey?) a sequence of lessons, any links to learning enquiries, building upon prior knowledge etc?
- Learning enquiry walls, learning enquiry big books (if enquiry links are made), class twitter pages / website pages, learning journals will demonstrate what has been taught.
- Pupil conferencing

- Talk to teachers – are they teaching the intended curriculum?

3) What is the impact?

- Pupil conferencing – are children able to speak in French confidently by the end of KS2?
- Do children remember what has been taught and can they recall prior learning?
- Can children talk about their learning experiences and how these skills and knowledge can be used in the future?

4) What will excellence look like in MFL?

- Teachers know the intent of MFL– why we are teaching what we are teaching
- There is a very clear journey in MFL which constantly makes links to and builds on previous learning
- Children will speak confidently and enthusiastically about the knowledge they have gained – including specific knowledge around **speaking, listening and writing in a foreign language**.
- Children are able to pronounce and recall specific **vocabulary** correctly in French
- Children can recall and discuss a wide range of different topics in French
- Children can make **links** between learning MFL in the classroom and its relevance in the outside world and their future.