



Saint Joseph's Catholic Voluntary
Academy

How we teach MFL at Saint Joseph's

A Lesson Handbook: Guidance and Resources for Teaching Staff

<p>Vision: Intention, Implementation, Impact</p>	<p>Intent</p> <p>It is our intent at St Joseph's to provide all of our children with a high quality education in Modern Foreign Languages (MFL), which develops their love of learning about other languages and cultures and helps provide them with an understanding of the world. We aim to build the children's 'cultural capital' so that they have a knowledge and understanding of the richness and diversity between cultures. All pupils at St Joseph's will be expected to achieve their full potential in their foreign language learning (Spanish) - the ultimate aim is that pupils will feel confident engaging in spoken Spanish, develop skills in reading, listening and writing, and know how important languages will be in their future. We hope that all pupils will develop a genuine interest and curiosity about languages, finding them enjoyable and exciting and show a desire to continue their language learning past KS2. We believe that learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.</p> <p>Implementation</p> <p>Children develop their love of language learning and develop skills throughout their time in KS2 at St Joseph's. In our scheme of work - "Language Angels" – the Spanish curriculum has a focus on speaking, listening, reading and writing skills, as well as making children aware of grammatical features of the Spanish language. Teachers follow the sequence of lessons from this scheme of work adapted to suit our pupils covering a wide variety of topics and themes. Weekly lessons are taught (20 minutes) ensuring progression by building on previous lessons. At the start of each lesson, teachers recap on prior learning – last week and last month. Previous language will be revised, recalled and consolidated whenever possible and appropriate. Performance is a key part of pupils' Spanish learning. The opportunities that we plan for this includes singing songs, drama/role play activities and performing rhymes. Our SEND and disadvantaged pupils are supported in the language learning through the use of visuals and support in the classroom. Teachers will adapt planning and resources as necessary to reflect the children's understanding and their varying needs. Lessons are differentiated providing the appropriate level of support and challenge. Vocabulary is displayed in classroom to serve as a reminder to children.</p> <p>Impact</p> <p>Our MFL curriculum ensures that all pupils develop key language learning skills set out by the national curriculum, as well as a love of languages and learning about other cultures. An action plan has been created by the subject lead to monitor targets we wish to implement across the school. The subject leader will also liaise with all staff across year groups by attending termly year group meetings to discuss strengths and any emerging needs. These meetings also feed in to the triangulation of evidence for the monitoring of Spanish. The Subject Leader monitors the effectiveness of the language teaching provided throughout the year with termly learning walks, planning checks and pupil interviews. The class teacher will monitor the learning and progression made by pupils across the key stage. Spanish is assessed using the St Joseph's progression document, which is differentiated by year group. The Spanish lead regularly monitors assessment sheets to ensure all classes are using them. Learning an additional language will offer pupils the opportunity to explore relationships between language and identity, develop a deeper understanding of other cultures and the world around them with a better awareness of self, others and cultural differences. It is hoped that children will foster a love of language and a desire to further learning beyond the classroom and in their future.</p>
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Medium Term Planning: Steps in books	<p>We use a Language Angels to develop our Spanish curriculum, including long term plan which helps us to structure the weekly lessons. Fully structured lessons are introduced in KS2 only, but we have mapped out some core learning that needs to take place in EYFS and KS1 to provide a secure foundation to knowledge.</p> <p>We have a MFL sticky knowledge document which structures the knowledge taught in each topic. The key vocabulary is mapped out and works alongside the sticky knowledge document.</p> <p>Due to having mixed-year classes, we have 2 cycles: Cycle A and Cycle B. These alternate each year to ensure full coverage in Key Stage 1 and Key Stage 2.</p> <p>Each topic has clear outlines of the key vocabulary taught, the sticky knowledge and key questions.</p> <ul style="list-style-type: none">• Key Stage 2 use this on working walls and refer to this when something new is taught or during space learning sessions.																																			
Lesson Approach / Weekly Planning Differentiation	<p>We teach MFL for 1 hour every fortnight.</p> <p>For each MFL topic, we have teacher notes to provide support for teachers, as well as key questions that build the sequence of learning as provided by Language Angels</p> <table><tr><td></td><td>Advent 1</td><td>Advent 2</td><td>Lent 1</td><td>Lent 2</td><td>Pentecost 1</td><td>Pentecost 2</td></tr><tr><td>Y3/4 Cycle A</td><td>ELT Phonics & Pronunciation</td><td>ELT I am learning Spanish</td><td>IT The date</td><td>ELT The Seasons</td><td>IT Presenting myself</td><td>IT My family</td></tr><tr><td>Y3/4 Cycle B</td><td>IT Phonics & Pronunciation</td><td>ELT I am learning Spanish (revisit – focus on writing and extending discussion)</td><td>IT What is the weather?</td><td>IT The Classroom</td><td>IT My home</td><td>ELT Fruits</td></tr><tr><td>Y5/6 Cycle A</td><td>PT Phonics & Pronunciation</td><td>PT At school</td><td>IT Clothes</td><td>ET Animals</td><td>IT Do you have a pet?</td><td>IT Habitats</td></tr><tr><td>Y5/6 Cycle B</td><td>PT Me in the world</td><td>IT At the Café</td><td>IT Celebrations</td><td>PT The weekend</td><td>ELT Instruments</td><td>ELT Ancient Britain</td></tr></table> <p>The teacher will take the teacher notes, sticky knowledge document and key vocabulary and create their weekly plans, ensuring that it is meeting the needs of all children in the class.</p> <p>Each lesson starts with a revisit question from the previous session, followed by the key vocabulary focus for the lesson.</p>		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	Y3/4 Cycle A	ELT Phonics & Pronunciation	ELT I am learning Spanish	IT The date	ELT The Seasons	IT Presenting myself	IT My family	Y3/4 Cycle B	IT Phonics & Pronunciation	ELT I am learning Spanish (revisit – focus on writing and extending discussion)	IT What is the weather?	IT The Classroom	IT My home	ELT Fruits	Y5/6 Cycle A	PT Phonics & Pronunciation	PT At school	IT Clothes	ET Animals	IT Do you have a pet?	IT Habitats	Y5/6 Cycle B	PT Me in the world	IT At the Café	IT Celebrations	PT The weekend	ELT Instruments	ELT Ancient Britain
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Prior Learning/Recap	<p>To start the lesson, there should be a recap of prior learning.</p> <p>We have a spaced learning Long Term Plan which allows children to revisit prior learning and embed their understanding of topics from previous years, as well as taught in their current year.</p>																																			
Key Vocabulary	<p>We also have a key vocabulary document which maps out all of the vocabulary taught in each year group, across all topics in our MFL curriculum.</p> <p>Key vocabulary is included on the weekly planning and is put up on the working wall so that it is visible for all pupils.</p>																																			

Assessment	<p>Assessment for learning</p> <p>We use live feedback to support the children in their development of Spanish. Work is mainly verbal and staff will assess against insight objectives, that link to our sticky knowledge.</p> <p>Any recorded work will either be in books, displayed on the MFL working wall or on seesaw as an evidence base.</p> <p>Characterising Learners:</p> <p>Working Towards: making a lot of mistakes, require a lot of teacher directed questions to develop their conceptual understanding.</p> <p>Expected: Meeting the minimum expectation for each lesson.</p> <p>Greater Depth: These learners should access planned opportunities to dig deeper in their learning.</p>
How do we cater for all pupils?	<p>At St Joseph's, we ensure every student is both challenged and encouraged to reach their full potential. Our teaching embraces questioning techniques that stimulate critical thinking, urging students to delve deeper into various ideas. Feedback plays a crucial role in our approach; we focus on guiding students to reflect on their work, helping them identify areas for improvement. We strive to create a supportive environment where students feel empowered to think independently and develop their skills. Our aim is to challenge each student in a way that inspires them to continue striving for excellence in their learning journey. In this way, we foster a culture of curiosity and growth at St Joseph's.</p> <p>Meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) at St Joseph's involves a strategic, inclusive approach that ensures all learners can access and engage with the curriculum. Initially all teacher plan for varying need using the EEF 5 a day approach. This includes ensuring that needs are met through explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology. From there, if further support is required we will adapt the task through use of scaffolding, offering alternative formats of tasks, providing multi-sensory learning opportunities and adjusting the task's complexity. Where needed we can adapt the entire curriculum through modified content, providing flexible progression routes and specialist intervention. It is these strategies that support our varied needs in St Joseph's and ensure that each SEND pupil's individual needs are met in a structured, supportive, and inclusive environment. This not only enhances access to learning but also fosters independence, confidence, and long-term achievement.</p> <p><u>Working Walls</u></p> <p>Working walls are an important feature in our classrooms that help support children's learning. They are interactive displays that show current topics, vocabulary, key learning points, and examples of children's work. These walls are updated regularly so that pupils can use them as a reference during lessons, helping them to remember what they have learned and apply it to new tasks.</p>

	<p>By making learning visible and accessible, working walls encourage independence, build confidence, and help children stay engaged with their learning journey.</p> <p><u>Marking and Feedback</u></p> <p>Most marking and feedback should be done at the point of teaching, in front of the child.</p> <p>Every time feedback is given the children are expected to respond to this in their purple pen.</p> <p>Teaching staff can give written feedback in blue pen, but no long extended written responses are needed.</p> <p>A green highlighter is used to identify where the success criteria or lesson objective has been met in a written piece of work.</p> <p>A yellow highlighter is used to identify a spelling error or an area which needs the child's attention.</p> <p>Peer marking against the success criteria is in pink pen.</p> <p>Staff should be circulating the room, unless targeting specific children for support.</p> <p>Staff will identify key topic words in yellow which have been mis-spelt, so that children can edit or self-correct.</p> <p>Live marking allows the child to identify points of success or improvement at the point of learning. It also allows the teacher to identify areas which need further teaching, individually or whole class.</p>
Homework	<p><u>Homework</u></p> <p>MFL homework tasks may be given as and when it is appropriate to do so by staff, and will be a task that will reinforce prior learning.</p>