



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>
<p>Medium Term Planning: Steps in books</p>	<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> <table><tr><th></th><th>Advent 1</th><th>Advent 2</th><th>Lent 1</th><th>Lent 2</th><th>Pentecost 1</th><th>Pentecost 2</th></tr><tr><td>Year 3/4 Cycle A</td><td>I'm Learning Spanish</td><td>Animals</td><td>Fruits</td><td>Musical Instruments</td><td>Little Red Riding Hood</td><td>I can...</td></tr><tr><td>Year 3/4 Cycle B</td><td>Presenting Myself</td><td>Family</td><td>Home</td><td>Habitats</td><td>Classroom</td><td>Goldilocks</td></tr><tr><td>Year 5/6 Cycle A</td><td>Do you have a pet?</td><td>What is the date?</td><td>Weather</td><td>Clothes</td><td>Romans</td><td>Olympics</td></tr><tr><td>Year 5/6 Cycle B</td><td>At school</td><td>Regular Verbs</td><td>The weekend</td><td>World War 2</td><td>The Planets</td><td>Me in the World</td></tr></table> <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.		Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2	Year 3/4 Cycle A	I'm Learning Spanish	Animals	Fruits	Musical Instruments	Little Red Riding Hood	I can...	Year 3/4 Cycle B	Presenting Myself	Family	Home	Habitats	Classroom	Goldilocks	Year 5/6 Cycle A	Do you have a pet?	What is the date?	Weather	Clothes	Romans	Olympics	Year 5/6 Cycle B	At school	Regular Verbs	The weekend	World War 2	The Planets	Me in the World
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Lesson Approach / Weekly Planning Differentiation	<p>We teach MFL for 20 minutes every week.</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> <p>Los animales (1) - Teacher Support Notes</p> <p><u>Key Language</u></p> <table><tr><td>un león</td><td>=</td><td>a lion</td></tr><tr><td>un pájaro</td><td>=</td><td>a bird</td></tr><tr><td>un conejo</td><td>=</td><td>a rabbit</td></tr><tr><td>un caballo</td><td>=</td><td>a horse</td></tr><tr><td>un cerdo</td><td>=</td><td>a pig</td></tr><tr><td>los animales</td><td>=</td><td>the animals</td></tr></table> <div><p>TEACHING GRAMMAR NOTE & EXPLANATION</p><p>In Spanish, <u>INDEFINITE ARTICLES</u> are the equivalent of our English words "A" and "AN".</p><p>We use the <u>INDEFINITE ARTICLE</u> with nouns when the hearer, listener or reader does <u>NOT</u> know exactly what or which one of something we are referring to.</p><p><i>Example: "A dog is barking."</i></p><p>In Spanish, there are <u>TWO INDEFINITE ARTICLE</u> words for our English words "A" or "AN".</p><p>Which version you need depends on the noun.</p><p>The <u>TWO INDEFINITE ARTICLE</u> words in Spanish are:</p><ul style="list-style-type: none">un - the INDEFINITE ARTICLE to use before <u>MASCULINE</u> nouns.una - the INDEFINITE ARTICLE to use before <u>FEMININE</u> nouns.</div> <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>	un león	=	a lion	un pájaro	=	a bird	un conejo	=	a rabbit	un caballo	=	a horse	un cerdo	=	a pig	los animales	=	the animals																	
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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. Any recorded work will either be 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. Expected: Meeting the minimum expectation for each lesson. Greater Depth: These learners should access planned opportunities to dig deeper in their learning.</p>
How do we cater for all pupils?	<p>Differentiate the learning environment</p> <p>For learners working towards:</p> <ul style="list-style-type: none"> • Create a safe environment where children can make mistakes. • Allow them time to process. <p>For learners working at greater depth:</p> <ul style="list-style-type: none"> • Make the environment less safe through questioning: "Are you sure?" "Is that always true?" "How do you know?" • Challenge their thinking. <p>Support for learners 'working towards'</p> <p>These pupils will not be in a position to complete the final task on their own.</p> <ul style="list-style-type: none"> • Give adult support through the independent task, so that it becomes another model or guided activity. • Provide additional scaffold through questioning or resources. • Break the task down for them into smaller steps. • Model how to respond when we don't understand something. • <p>Digging Deeper: Catering for all pupils, including those working at Greater Depth</p> <p>Challenge should be present throughout each aspect of the lesson, <i>not seen as something which comes at the end of the sequence.</i></p>

	<p>Challenge may be present through the task itself, how the teacher asks for the task to be completed, or by supplementary questioning</p> <p>Additionally, opportunities to dig deeper within the learning objective should be provided wherever relevant.</p> <p>These should be open to all, but only once a pupil has demonstrated a sound understanding of the essential teaching point.</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>