



# MFL Curriculum

## Implementation

**'let your light shine'**  
**Matthew 5:16**

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# 1. Modular knowledge approach

The MFL curriculum has been designed with the focus on a core group of vocabulary themes which are covered again in KS2. This allows the children to build upon prior knowledge and offers retrieval practice to enable knowledge transfer to the long-term memory. The journey of these themes is shown below:

Thread – from origin	Numbers ↓	Salutations ↓	Colours ↓	Food ↓	Time - Days & Months ↓
<b>Y3 Units</b>	Numbers Days & Months Reteach	Salutations Reteach	Reteach	Reteach	Reteach
<b>Y4 Units</b>	Animals Family Holidays	Family Animals Hobbies	Animals Recall & Extend of Animals	n/a	Hobbies Holidays
<b>Y5 Units</b>	Time & Hobbies Food Reteach	Hobbies Reteach	Reteach	Hobbies & Food Food Reteach	Time Locations Reteach
<b>Y6 Units</b>	Family Going Abroad	Family & Occupations Homes	Clothes Buildings & Homes	Occupations Homes Going Abroad	Occupations Homes Holidays & Going Abroad
<b>Additional opportunity for recall</b>	Writing the date in French as a starter activity every lesson.	Reteach Week Focus for all years	n/a	Annual 'French Day' breakfast items	Writing the date in French as a starter activity every lesson.

## 2. Developing Disciplinary knowledge and skill development



In each lesson, the children should practice their reading, writing, speaking and listening. This is rehearsed through the introduction and application of new vocabulary within their half-termly themed focus.

When new vocabulary is introduced, it directly links with the theme of the half-term and builds upon the knowledge developed in the previous lesson. The teacher shares the new words explicitly, ensuring clear pronunciation, sharing the spelling which provides the children with something to read as they repeat the pronunciation. This is then applied in a variety of contexts within the lesson where the children use their reading, writing, speaking or listening to recall and apply within the task.

We use the Jolie Ronde scheme to support our teachers when teaching MFL. The Medium-Term Planning has been designed specifically for Hawkesley, alongside the Jolie Ronde scheme which offers CPD and in-depth lesson guidance to teachers in addition to the MTPs. Children complete their 'you' task in the activity books which provide a good variety of appropriately challenged activities to apply knowledge.



### 3. Lesson Structure



Feature	Function
Do Now	To recall knowledge and check for u/s
Hinge Knowledge Retrieval	To offer retrieval practice for key knowledge that they need in order to progress
I (Model/Guided Discourse)	The teacher clearly shares knowledge, models it in use.
We	Knowledge/skill is rehearsed.
You	Knowledge/skill is applied independently.
Exit ticket (cumulative)	An assessment tool used to obtain whether the lesson objective has been achieved or not. This informs the next Do Now and sequencing for GAP filling.

# 4. Formative Assessment



## Assessment for learning strategies

### Hinge Points

Key pre-planned questions which inform the teacher whether the students have understood the knowledge shared and are ready to progress.

### Exit Tickets

An assessment tool used to obtain whether the lesson objective has been achieved or not. This informs the next Do Now and sequencing for GAP filling.

### Cumulative assessments

Exit tickets are accumulated throughout the term which offers the children additional retrieval opportunities to recall/embed knowledge while combatting the forgetting curve.

### **Class Feedback 5 mins:**

The teachers are to identify a class misconception, share it within the first 5 mins of the next lesson and address the misunderstanding, this is followed after precise praise and is evidenced in the LO slip.

# 5. Summative Assessment



## End of unit assessments

The exit tickets of each half-term are accumulated in an end of unit assessment which is used to inform the next half term's reteach and retrieval lessons.

## End of year assessments

The end of year assessments focus on recall of vocabulary and is followed by activities to apply this within a variety of contexts while using their reading, writing and listening. This is used to capture data which will help to strategically analyse whether the provision is right for our students and where whole-school areas for development are.

## Reteach weeks

The area of whole-class weakness (identified in the end of unit assessment) is re-taught during the first week back. This areas any misconceptions at the first opportunity and ensures that the right memories are made.

## Retrieval Weeks

The second week back in every half-term is a retrieval week where teachers select key knowledge that they have identified needs to be retrieved.

## Autumn Anchors

Anchors are identified from the Summer B, end of Year assessments. These are whole-class GAPs that the previous teacher informs the next of and is address and retaught during the children's return to school in September.



# 6. Vocabulary Progression

The vocabulary progression and themes throughout their learning in KS2 has been mapped out and outlined so teachers have access to what knowledge they have been introduced to before, this ensures that they can build upon previous knowledge.

Vocabulary Development Vocabulary is revisited progressive to ensure it is retained in the long-term memory.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 3	<b>Numbers</b> zéro zero un one deux two trois three quatre four cinq five six six sept seven huit eight neuf nine dix ten		<b>Colours</b> rouge red bleu blue blanc white vert green noir black jaune yellow orange orange rose pink marron brown gris grey violet purple	<b>Food</b> les oranges oranges les poires pears les prunes plums les fraises strawberries les pommes apples les tomates tomatoes les bananes bananas c'est bon It's good c'est mauvais It's bad les chips crisps le coca cola coca cola les sucettes lollipops le chocolat chocolate les bonbons sweets	<b>Time</b> lundi Monday mardi Tuesday mercredi Wednesday jeudi Thursday vendredi Friday samedi Saturday dimanche Sunday janvier January février February mars March avril April mai May juin June juillet July août August septembre September octobre October novembre November décembre December	<b>Revisit Salutations</b> bonjour hello au revoir goodbye comment ça va? how are you? ça va...bien, I am fine très bien, mal, great, poorly comme ci, comme ça so so/ok merci thank you comment t'appelles-tu? what's your name? je m'appelle I'm called Monsieur Mr Madame Mrs Mademoiselle Miss quel âge as-tu? how old are you? j'ai... ans I'm... years old
	<b>General</b> excellent excellent super great très bien very good Salut! Hi! un(e) a écoutez listen regardez look asseyez-vous sit down levez-vous stand up répétez repeat silence! quiet!		<b>General</b> Est			





## 7. Supporting pupils with SEND

We aim for all MFL lessons and learning questions to be accessible to all pupils. Pre-teaching of music vocabulary provides all children with the opportunity to demonstrate an understanding of subject specific language. The use of dual coded Knowledge Notes and Organisers provide visuals to aid understanding and recall. In addition, knowledge notes are utilised in all lessons to minimise cognitive overload, so children can use and apply their knowledge more easily. Sentence stems can be used where necessary to aid with written evidence.

As part of termly SEND reviews, the SENDCO uses the foundation assessment tracker to identify pupils where Tier 1 and Tier 2 intervention isn't effective in ensuring mastery for all in order to provide tailored CPD and training to staff.

True Inclusion ensures that students with SEND are advised to not be taken away from MFL lessons as this is proven to be detrimental for pupil progress. They are included in the lessons in full where the class teacher (or additional adult) provides any extra support required.



## 8. Celebrating diversity

We are committed to ensure that our curriculum reflects the diversity of British society.

In MFL, the children are exposed to a variety of LGBTQ+, disabled and members of the GM/BME (Global Majority and Black and Minority Ethnic) including:

CURRENTLY NOT SURE HOW TO COVER THIS IN MFL

Exploring and celebrating another culture?



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

Promoting diversity across our Trust



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

Proud to support our LGBTQ+  
staff, pupils & families



**BDMAT**  
Birmingham Diocesan  
Multi-Academy Trust

A Disability Champion



## 9. Staff CPD

All staff have undergone CPD in Cognitive Load Theory, Spaced Practice Retrieval Theory and planning the wider curriculum. Staff receive regular quality first teaching coaching from senior leaders to support with the implementation of all areas of the curriculum.

- **Audits** (offer a temperature check and open forum for staff to share knowledge/concerns)
- **Briefing training based on audit needs** (targeted small-step CPD to enhance outcomes)
- **Curriculum leader coaching for target teachers** (quality assures and trains staff to enhance outcomes)
- **Detailed MTPs** (Subject leader designs Medium Term Plans which clear map out the learning objectives and expected standards with suggested activities and written Do Now and ETs)
- **Vocabulary** – Vocabulary glossaries outline the best way of defining age-appropriate terminology.
- **Knowledgeable Subject Leader** – Leader is proficient and knowledgeable in French and has the expertise to support staff with their teaching. The staff mostly need support in checking pronunciation.



# 10. Extra Curricular

## FRENCH DAY

During Autumn A, the whole school participates in French Day where they learn about a different aspect of French culture every year, dress in the colours of the French flag, sing songs in French and enjoy a French breakfast in the hall.



### Fabulous French Day – Friday 1<sup>st</sup> October 2021

This year we are celebrating the 1<sup>st</sup> anniversary of a Hawkesley tradition – European languages day! In Key Stage 2 at Hawkesley, we learn French... so we are having a French day!

#### Come dressed in the colours of the French flag:

Your child is welcome to come in own clothes, in the colours of the French flag (Red, white, and blue).

#### French Breakfast:

Later on in the morning, children will take part in a French breakfast in the hall, where they can taste a selection of French goods.

#### All about France – Lesson:

During the afternoon, each class will be learning about a different aspect of French culture and language.

Year 1 – French landmarks

Year 2 – French fashion (*Yves Saint Laurent*)

Year 3 – Tour de France

Year 4 – French landmarks

Year 5 – French fashion (*Coco Chanel*)

Year 6 – French history

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We look forward to celebrating the European Languages day with you all soon!

# 11. Book Layout



<p style="text-align: right;">La date d'aujourd'hui est _____</p> <p><u>I.O.</u> – To describe my family situation created in French</p> <p><u>S.C.</u>          - Read &amp; define new vocabulary.          - Spelling rehearsal.          - Accuracy of pronunciation.          - Recall practice &amp; application of new vocabulary.</p> <p><b>Do It Now:</b></p> <p><b>Write the French translations for these words/phrases:</b></p> <p><u>Family Members:</u></p> <p>My mum – _____</p> <p>My dad – _____</p> <p><u>Occupations:</u></p> <p>A doctor – _____</p> <p>A teacher – _____</p>	<p><b>Key Vocabulary:</b></p> <p><u>General:</u>          Le - the          dans - in          ma/mon - my          mais - but          et - and          aussi - also          un - one          une - one          de / des - some          avec - with          manger - ate          pour - for          il y a - there is          sur - on          aussi - also          parce que - because          Je suis - I am          J'ai - I have          Avec - with</p> <p><u>Descriptive Adjectives:</u>          J'aime - I like          Je n'aime pas - I do not like          J'adore - I love          J'etats - I hate</p>
<p><b>Previous Lesson - Whole Class Feedback:</b></p>	
<p>1. Last lesson's success:</p> <p style="text-align: center;">We were great at recalling the English translations for the family members in French.</p> <p>2. Was the Exit Ticket met?</p> <p style="text-align: center;"><b>YES / NO</b></p> <p>3. <b>Yes - Consolidation / No - Correction</b></p> <p style="text-align: center;">Remember to use your commas in a list and then place 'et' (and) before the final item.</p> <p style="text-align: center;"><u>E.g.</u> J'ai un sœur, trois frères et un gric chat.</p>	
<p><b>Exit Ticket:</b></p>	
<p><b>Tell me about your family...</b></p> <p>_____</p> <p>_____</p> <p>_____</p>	