

<p>What will you see in MFL lessons?</p> <p>MFL lessons are fully inclusive and all pupils, including pupils with SEND, have access to the MFL curriculum. Pupils are taught in a specialist language teaching room with display materials to support their learning. Lessons are conducted predominantly in the target language. This is well planned and used appropriately, in accordance with the age and ability of the children. Spanish ambassadors lead the start of lessons with questions on previously learned material and there are also quick ‘Preguntas Picantes’ which are graded retrieval questions, aimed at practising prior learning. Lessons are topic based and have grammar, phonics and vocabulary elements, practised through interconnected listening, speaking, reading and writing skills. There is a wide range of challenging, purposeful activities and although learning is sequenced and carefully planned, opportunities to actively communicate in the language are provided so that learning may be spontaneous and not constrained. Roleplay, games, puzzles, songs, rhymes, presentations, dictionary practice, whiteboard work, running dictations, storytelling, drama, language apps, Zoom calls with Spain, cultural capital, work with authentic materials are just some of the activities which form part of MFL lessons. Pupils often work in pairs or groups, enhancing transferable skills such as team work, problem solving, turn taking and cooperation. Pupils are challenged by the teacher, their peers and themselves to extend their learning in a fun, practical environment.</p>	<p style="text-align: center;">Primary MFL</p> <p>What will you see in pupils’ MFL books?</p> <p>All work in MFL books centres around a purpose. In KS1, MFL activities are mainly evidenced using recordings or photographs. Year group floor books provide a selection of work in MFL. In LKS2, printed workbooks with scaffolded tasks are completed and in UKS2, pupils use exercise books for more independent work. A wide range of activities is evident in all books which include listening, reading and writing tasks and photographs show independent and supported work. Each child has an assessment ladder which the teacher completes as each objective/skill is taught, to build up a continuous picture of how pupils are progressing.</p> <p>When looking at the research review series and our current pupils, what common misconceptions will be addressed and when?</p> <p>A common misconception in MFL is about how to make progress in languages. Rather than focusing on the building blocks of a language (phonics, grammar and vocabulary), many believe that learning a language is about simply increasing pupils’ vocabulary, through different topics. To ensure linguistic progression, there is a strong emphasis on the three pillars of progression in the Liverpool College MFL schemes of work. Pupils understand the importance of placing vocabulary in context and are curious about how grammar works in a foreign language. They challenge themselves to use their</p>	<p>What will you see that is specifically linked to Liverpool College and extends beyond the National Curriculum?</p> <p>From KS1, pupils at Liverpool College benefit from one timetabled MFL lesson each week - a 30 minute Spanish lesson in KS1 extending to a 1 hour Spanish lesson in KS2. Lessons are taught by a subject specialist. Curriculum continuity from KS1 onwards ensures that our pupils have time to develop the knowledge they need to become confident communicators.</p> <p>Liverpool College offers many unique language learning opportunities: A specialist classroom in KS2 provides immersion in a language learning environment; Language leaders in the form of Captains (KS1) and Spanish Ambassadors (KS2) enable pupils to have language leading roles, both in lessons and beyond the classroom; Links with Spanish schools through Zoom calls, epal communication and Spanish visits, ensure authentic use of curriculum content taught; MFL competitions provide competitive language experiences for pupils of all abilities; MFL activity sessions allow second language acquisition opportunities and cultural links with the languages studied; Native speaker parent visits (for many languages, including community languages) show languages in action; Film making in Spanish inspires pupils to be creative with language; Spanish workshops help pupils to delve deeper into the culture of the country; MFL at public events allows pupils to show off their skills.</p>
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LCA Subject on a Page

What formative / summative assessment will you see in MFL?

Formative assessment takes place each lesson as skills taught are observed by the teacher to assess pupils' understanding and application. Summative assessment takes place at the end of each topic/term and grades are awarded. Teachers assess against an assessment ladder of objectives and low stakes end of topic assessments which relate to both the topic taught and previously learned material. Pupils are subsequently given an ARE grade.

phonic knowledge to pronounce words accurately and this helps them to rationalise unfamiliar language and structures.

Data from the last twelve months reveals particular strengths in:

Numeracy in MFL. Number work is particularly strong across KS1 and KS2. Knowledge of Spanish phonics has also increased significantly. Listening, speaking and reading skills are well developed

Data from the last twelve months reveals a current focus must be on:

Grammatical accuracy. Pupils understand grammar explanations but are challenged when applying grammar rules independently, out of context.

