

MANCHESTER COMMUNICATION PRIMARY ACADEMY

# INTENT AND SEQUENCING

MFL Page Profile

Curriculum



# MFL AT MCPA

## Intent

The intent of MCPA's MFL curriculum is 3 fold:

- Children have a head-start in KS3 MFL, starting Y7 with an ability above the national standard. In particular that they have excellent conversational skills and can manipulate language in a spoken context.
- Children have a good understanding of where the language is spoken, they understand and experience the culture of some of these countries.
- Children have a firm understanding and can articulate the value of language learning in term of broadening horizons, employability and how language learning supports the development of our community qualities.

## Implementation

The MFL curriculum starts in Y3, as the teaching of languages becomes compulsory. Prior to this, staff in Key Stage 1 are given a range of language games and songs which they can use to build curricular foundations in basic knowledge such as numbers, colours etc.

The curriculum in Y3 is split half and half between French and Spanish. In Y4, pupils are given a reminder of both languages, before they choose which to continue through Key Stage 2. This choice element has been implemented in response to feedback from secondary colleagues.

In addition to linguistic content, which has a spoken focus and an emphasis on the development of phonetic awareness; the curriculum includes many opportunities to develop children's cultural understanding. This also helps children to develop an understanding of the value of language learning.

The sequence of learning ensures that prior knowledge is always built on as new knowledge is introduced. This helps to develop children's linguistic and cultural schemata.

Within the sequence of learning goals, whole recap lessons are built in after the Summer holidays, to aid the long-term retention of knowledge.

Frequent retention/development of knowledge is at the centre of the lesson design. This recapping will also draw on the practice and development of speaking skills as this is the main area of focus. Lesson goals are structured around the ability to ask and answer questions which can be added to a conversation, building on prior knowledge as it increases in length and complexity.

## Impact

Children understand the value of learning and knowing another language. They develop cultural awareness and empathy. Their ability to ask and answer questions, manipulating language for a range of contexts is above that of their peers from other schools.

They know and remember the basics which are often forgotten in KS3 MFL such as numbers and the alphabet.

## Research

**Rosenshine's Principles in Action**

**In Memory for Learning by Alex Quigley**

**Closing the Vocabulary Gap by Alex Quigley**

**Dual Coding With Teachers: Oliver Caviglioli**

The structure of the curriculum and the lessons within it are heavily rooted in facilitating retrieval practice via various methods. Cognitive load is carefully considered in the curriculum design as it plans for the introduction of new knowledge in gradual instalments. The sequencing of this knowledge ensures that it builds on what has been previously taught, so that the 'sticky knowledge' is used in the development of schema for each individual religion. Each of these schema link together to form an overall schema for linguistic and cultural knowledge and understanding.

The correct, technical vocabulary is taught from the very start of the curriculum, this is constantly re-visited

throughout the curriculum and is built upon as the years progress. Symbols and icons are used to underpin the teaching of vocabulary, dual-coding its delivery to aid retention.

Teaching makes effective use of appropriate written texts at all levels as the whole curriculum seeks to develop reading and vocabulary.