

# Trust MFL Curriculum Overview

## Intent

The languages curriculum is designed to empower students to have the ability and confidence they need to manipulate language spontaneously in unfamiliar contexts.

By focussing on productive skills from the outset, the curriculum aims to overcome barriers to language acquisition to ensure that students are productive and receptive skills are equally strong.

Whilst the development of productive and receptive skills are equally weighted through each unit, teacher use of target language and the regularity of speaking and writing activities for students ensure that they are constantly challenged to produce language independently and spontaneously from the outset in Year 7.

It is essential by the end of Year 8 to ensure that students are secure in the ownership of their language skills to be able to become meaningful and independent producers.

The structure of our course sequences core verbs and tenses at its foundation because student confidence with verb forms is the strongest tool in enabling them to communicate effectively. Vocabulary and additional grammatical concepts are sequenced to enhance the sophistication of their communication.

Grammar is taught inductively with students first encountering new concepts through exposure to set phrases used in familiar contexts. Students are encouraged to use their prior knowledge to elicit patterns to work out new structures. The principles are formation are only taught after students have elicited the patterns and are confident in using set phrases in familiar contexts.

## Subject content

- Family and friends
- Technology
- Free time
- Customs and festivals
- Home and town
- Global issues
- Travel and tourism
- Life at school
- Careers

## Skills

- Listening (AO1)
- Speaking (AO2)

- Reading (AO3)
- Writing (AO4)
- Tense:
- Present
- Modal verbs
- Reflexive
- Separable
- Imperfect
- Perfect
- Future
- Conditional
- Past conditional
- Gender and cases
- Adjectival endings
- Comparative/Superlative
- Word order

## **Implementation**

In MFL, skills and knowledge are taught using a spiralled approach allowing key content to be introduced and revisited at regular intervals across all key stages. This approach deepens student understanding and supports students to apply their existing knowledge in unfamiliar and increasingly demanding contexts. In class, students work progressively through differentiated outcomes with regular checkpoints built in allowing students to reflect on their learning and teachers to react where necessary.

Each unit focusses on both language and culture to inspire passionate linguists who can communicate with confidence and spontaneity. The four key skills: listening, reading, speaking and writing (including translation) are practised regularly and equally over the course of each unit.

Literacy is developed through the systematic use of toolkits, glossaries, dictionaries and speaking and writing frames as well as the explicit teaching of grammatical concepts and key terminology.

[French Twyford and William Perkin](#)

[French Ada Lovelace and Ealing Fields](#)

[German Ada Lovelace](#)

[German Twyford and William Perkin](#)

[Spanish Ealing Fields and Twyford](#)

[Spanish William Perkin](#)

## **Impact**

The MFL department uses a range of AfL strategies to assess student progress and allows teachers to identify any gaps or misconceptions on which they can act. Examples include the intelligent use of mini white boards, targeted questioning, prior knowledge quizzes and regular vocabulary testing. Within each lesson, students have the opportunity to self-assess in green pen using model answers and success criteria. Outside of the lesson, prep tasks require students to work independently to either consolidate existing knowledge or familiarise themselves with new content. Termly standardised homeworks are planned based on quarterly assessment data to address identified gaps across the four key skills.

MFL quarterly assessment structure:

Q1: KS3: A02, A03. KS4: A01, A04 (Unit 1)

Q2: A01, A02, A03, A04 (Unit 1/2)

Q3: KS3: A01, A04. KS4 A02, A03 (Unit 3/4)

Q4: A01, A02, A03, A04 (Unit 1-5)

Following each assessment round, time is allowed in class for structured feedback on assessments to support students to reflect on their learning journey. Time is allocated in class for students to redraft written work based on teacher feedback. Students record and monitor their progress in their exercise book trackers and teachers record homework and assessment data centrally. The analysis of this data enables teachers to adapt lesson-level resources and out-of-class work and to put any necessary intervention in place.