

MFL Best Practice Grid

What should we see in MFL lessons as best practice?

- Teachers **narrate the purpose of activities** – the what, the why, the how, how this links to previous learning, where it will help going forward
- Teachers are flexible with the **pace and choice of activities** based on what students are able to show they can do.
- Teachers prioritise **transferable language** which can be recycled across topics to develop student mastery of language
- Teachers have selected **chunks of language**, which are broken down before building back up to sentence/paragraph level answers.
- All students have **blue KO folders** to support with organisation, revision and homework.
- For reading and listening, where vocab is introduced for the first time, lessons will be very **knowledge based**. Lessons will then shift to **skills based**, with an element of recapping prior knowledge to be able to tackle the task. This may be in one lesson or may take place over a series of lessons
- For speaking and writing, lessons will move from **passive* to active*** to build student knowledge and competence.
- Students know more and remember more over time and **knowledge is secure**.
- Students aim for **spontaneity** and **automaticity** in their answers as a result.
- Students develop their **cultural capital** through Rushey 3 activities and through teacher reference in lesson time where this links to the unit.
- **Target language** is used for routine classroom language.
- Teachers use **English for the exposition of key concepts**.
- **Phonics** are embedded into lessons with the aim to engender confidence, independence and success in pronouncing new words.

* Passive - understanding language for reading and listening (into English)

* Active - producing language in written and spoken form (into French)

What does effective questioning and scaffolding look like in MFL?

Questioning

- **MWBs** > checking understanding, or spelling of single words and phrases, ability to write sentences and produce extended responses
- **Call and response** as a whole class to check pronunciation or verbal recall of words, phrases and sentences – very effective to highlight common errors
- **Flash cards** used on entry to test understanding of previously taught knowledge – informs teacher of common errors/success rate of class
- **Vocab tests** to check understanding of previously taught knowledge – informs teacher of common errors/success rate of class
- Teachers use **cold-calling** to ensure that all students contribute and gain a representative view of student knowledge.
- Teachers may ask **students to repeat answers** to check knowledge.
- **Questions will appear more straight forward** than would be seen in other subjects as **substantive knowledge** is the priority.
- Students are asked to **explain grammar** choices.

Scaffolding

- Teachers use '**challenges**' as a means of building up chunks of language into sentences and paragraphs, with each paragraph increasing in difficulty, using more complex chunks to improve the examples provided.
- Teachers **support with pronunciation** and understanding by removing **layers of support** at each stage of the learning process
- Use of the acronym **TIQEM** to model step by step how to approach a reading and listening comprehension activity – eliciting the steps from students and getting them to think aloud to the class to use this approach.
- Use of the acronym **FORQE** as a structure to show how to build up an answer for writing or speaking.
- Resources which are **tailored to the level of the group**. With more complex structures there will either be fewer chunks of language on the grid OR a selection of complex structures will be seen on the grid along with more recognisable phrases. The aim of the teacher is to avoid cognitive overload by managing the amount of content taught in one lesson.
- **KS4 written tests and extra challenge in KS3 active tests** provide students with **guided practice** in writing model sentences/paragraphs from memory that can be used in own answers.
- Brainstorming ideas and language features and **planning an answer** as a class before planning/writing own answer.
- Students have opportunities to **work in pairs** before the teacher takes answers at a whole class level.

	<ul style="list-style-type: none"> • Creating/using tailor made worksheets which guide students through the structured step by step approach explained above.
<p>What does great modelling and exposition look like in MFL?</p> <p><u>Exposition</u></p> <ul style="list-style-type: none"> • Targeting specific skills during a term and being very explicit with students about this throughout the term so that our explanations and modelling can be tailored accordingly to suit those skills. • Teachers narrating the what, the why and the how of the lesson. • Teachers use clear, simple explanations and repeat the core elements of the exposition to reinforce key concepts • Grammar concepts are usually taught in English in the first instance to avoid misconceptions, and reinforce connections with the English language. • Teachers use different voices/volumes and rhymes to make words memorable during choral rep • During the introduction of new language, connections are made to existing knowledge or linked words to help embed the new learning <p><u>Modelling</u></p> <ul style="list-style-type: none"> • Teachers share example paragraphs either through resources or using a visualiser. • Teachers use 'challenges' with example sentences showing how to build from a simple statement to quality answers. • Chunks of language are prioritised for speaking and writing to help avoid working memory overload. • Choral repetition and repeating back to students to model pronunciation and sentence structure, and explicitly teach vocabulary. • Teachers use target language, where appropriate, to develop and improve student listening and speaking skills. • Teacher uses TIQEM to model step by step how to approach a reading and listening comprehension activity – thinking aloud to the class to model how to use this approach. • Teacher uses FORQE to model how to build up an answer for writing or speaking. • KS4 written tests model sentence structures and paragraphs that can be used in own answers. • Extra challenge in KS3 vocabulary test acts as a model for own answer. 	<p>What does retrieval practice look like in MFL?</p> <ul style="list-style-type: none"> • All teachers use entrance activities to engage students in retrieval practice of previously learnt vocabulary, i.e. rolling 'self-test' PPT, Quizlet flashcards, targeted questioning by teacher, hand held flashcards on entry, self testing using knowledge organisers, recall activity from previous lesson/sequence of lessons • Interleaving curriculum from previous topics. Before teaching vocabulary for new topic, teachers display the vocab and ask students to look for words they already know. Teachers narrate to students how our curriculum is designed so that we recycle previously learnt vocab in new contexts. • Teachers plan opportunities throughout lessons/units to question students on prior knowledge/topics, i.e. speaking activities in pairs on questions from previously studied topics. • Regular low stakes testing throughout KS3 and KS4 (red books) – students receive feedback on what they now and what they don't know to inform their revision. Student homework to prepare for vocabulary tests is to regularly 'self-quiz' on key words for the test. • Recap section in vocabulary tests pushes students to review/recall words learnt in previous tests. • KS4 vocabulary tests are staggered (i.e. content of the tests contains material from topic studied in previous half term). • KS4 vocabulary tests are cumulative – every test contains content which is transferable and can be recycled across all topics. (i.e. key words, opinions, quality) for repeated recall to achieve mastery. This is highlighted in green on the test PPT. • KS3 vocabulary tests are cumulative as words learnt in previous topics are recycled in a new context, these are highlighted in yellow on student's vocabulary sheets. • KS3 topics visited in more depth at KS4 • Use of summative assessments which cover the current topic and previous topics.

What will you see in pupils' workbooks?

- Only purposeful work in the front which shows **progression from single words, to sentences, to paragraphs**, as well as a **range of skills** from one term to the next
- Games and *rough work* in the back of the books
- Evidence of a **passive (into English)/active (into French) split**
- **Evidence of how to tackle reading, listening and writing tasks**
- **Limited written work** in blue books where the focus for the term is **speaking**
- **Written work maybe limited** in blue books where the focus is writing due to **regular use of MWBs**.
- Students may have access to revision prompts to support with speaking and writing.
- Written work through **vocab tests** can be found in **red books**.
- **Self corrections** visible on written tasks.
- Use of the acronym **TIQEM** to tackle reading and listening comprehension activities with a range of exercises complete.
- Use of the acronym **NLB** to ensure that students know to never leave blanks.
- **Vocab lists and key words** listed following reading and listening tasks.

What formative assessment and feedback will you see in MFL?

- **Regular low stakes testing throughout KS3 and KS4** (red books) – students receive feedback on what they now and what they don't know to inform their revision. Student homework to prepare for vocabulary tests is to regularly 'self-quiz' on key words for the test.
- **MWBs** to check understanding and provide whole class feedback.
- **Cold calling** students as often as possible with **verbal on the spot feedback** when teachers are responding to student answers, giving advice on how to improve
- **Whole class choral rep** to identify misconceptions with pronunciation in a low stakes environment.
- **Identification and challenge of misconceptions** of meaning, pronunciation, spelling, sentence structure.
- Use of **games** to check understanding
- **Worksheets** evident in books to review and consolidate learning
- **Revision prompts** to pull together learning following a sequence of lessons
- Working through **past papers/assessments** in detail
- **Colour coding of tests/assessments** to determine progress against target
- **Student corrections** made in a different colour pen.
- **Whole class feedback** used as main means of feedback after every assessment or summative piece of work
- **Explicit teaching** on how to revise for **passive and active** tests

What questions are useful to ask the children about their learning to elicit understanding?

Questions will elicit substantive knowledge and inference.

Teacher questions

- Comment dit-on....en francais?
- Qu'est-ce que c'est an anglais?
- What?/How?/Why questions?
- How could you improve it?
- How do you know this is correct ?
- What key words do you need to listen out for?
- What MIGHT you hear?
- What MIGHT you see in the text?
- What are the distractors?
- Where in the text proves this?
- Why do you think that?

How do teachers in MFL engage with the subject community?

- HoFs are part of a distribution list for the Leicester MFL Network Meeting where **best practice is shared**
- Ideas and thoughts from the **MFL Network Meeting** shared with the wider team
- HoFs engage **with** the **SIF** with Trust schools
- **MFL specific research** summarised and shared with the team through co-planning/PL Mondays - Driscoll, P (2013) Debates in Modern Languages Education (Debates in Subject Teaching), Routledge
- Liaising with the **SCITT** and engaging in **PD** available for mentors of trainees
- The MFL department **hosts Interns** from the SCITT internship programme
- The Foreign Language Assistant brings an up-to-date **added cultural dimension and authenticity** in the French speaking world
- X – **#MFLTwitterati/Steve Smith/Gianfranco Conti/Rachel Hawkes/Esmeralda Selgado**
- **Association of Language Learning** (ALL) membership
- Membership of **Facebook Groups**
- Observing each other informally, **co-planning** within the team and **sharing of resources**

Observer questions

- What do you have to do?
- What are you doing?
- Why are you doing that?
- How do you know what to do?
- What skill are you focusing on?
- Why are you doing it like this?
- Why do you have a recap on the vocab tests?
- What is the extra challenge for on the vocab tests?
- What does passive and active mean?
- What did you learn last lesson?
- What are you aiming to do at the end of the term?
- How does this lesson link in?
- What is FORQE?
- What is TIQEM?
- What is NLB?

How is writing taught in MFL?

- Students are explicitly taught how to learn to spell
- Students are taught to look for clues in French spelling and to attach new learning to them
- Active weekly vocab tests ensure students build upon vocabulary
- Differentiated KOs – including grammar structures ensure learning is commensurate with ability
- Phonics are explicitly taught and the link between sound and spelling
- Learning is broken down into manageable chunks from word to sentence level
- Use of MWB – to check understanding
- Acronyms ensure criteria for writing has been met– FORQE
- Writing frames – carefully controlled scaffolding leading to independent writing
- Sample/model answers provided
- Students taught to ‘control’ what they write as there are word and time limits in exam
- Language use of teacher is differentiated
- Bespoke worksheets/power points that move from word to sentence to paragraph level
- Prompts for questions – prepared model answers by students with more able students taught to manipulate language to match the question asked

How is literacy taught in MFL?

Reading:

- Learning is linked to students’ prior knowledge with an emphasis on identifying cognates, synonyms and linked words within texts.
- Teachers build students’ vocabulary through the method of direct instruction thus teaching essential pieces of vocabulary needed to understand a text.
- Students taught the acronym TIQEM which encourages students to use clues to be gained from the title etc. to gain insight into the text.
- Students taught the techniques of skimming, scanning, inference and reading with a purpose e.g. reading for gist.
- Students complete weekly passive tests which teach students vocabulary that they need to be able to understand texts.
- Students taught to understand the question and identify key words in the question.
- Teachers support students to breakdown phrases in order to help with comprehension of pieces of text.
- Students are taught French phonics so that students are able to break down words into syllables to aid students with reading aloud.
- Teachers support students with using the context of a text to help students understand unknown vocabulary.
- Students are explicitly taught key grammatical concepts e.g. adjectives, nouns, infinitives and how these are put together to create sentences and help understand unknown pieces of vocabulary.
- Transcripts are used after having completed listening activities so that students can make sound-spelling connections.
- Teachers make connections to English to support students’ understanding of vocabulary and memorisation by creating links.

Oracy:

- Students are taught key phonics sounds to help them say words by recognising sound-letter combinations.
- All students expected to talk at some point during the lesson. Choral response is used as a beginning to help build students’ confidence.

- Discussions take place as a whole class, in pairs and in teams.
- A variety of games are used that support students' oracy and require students to listen to each other e.g ping pong, ooh la la.
- Teachers model pronunciation including focusing on tone of voice and how students respond.
- Students are taught how to speak naturally when answering questions.
- Students are explicitly taught listening skills to put into practice when completing listening questions.
- Prior to writing, dictation is used to model to students the types of answers the teacher is expecting from them.
- Teachers use model answers to demonstrate to students what they are expected to be able to produce and the acronym FORQE is used to support students to build their answers.
- Students are taught to listen carefully to the question and adapt the question to give an answer.
- Students use their phonics knowledge to read aloud key pieces of vocabulary. Students listen to each other and give feedback on pronunciation errors.
- Teachers explicitly teach repair strategies and filler phrases to be used to support students in assessments.
- Teachers support students to vocalise their ideas in the language by brainstorming in English initially.
- From day one, students are expected to participate in the lesson. This continues until the end of their time here.
- Challenge tasks are used which include sentence starters to support students to build their own answers to questions.

How do we support all students in MFL (SEN/NTE/Emerging readers/PP)

- Students who struggle with writing can complete their vocab tests verbally – giving answers orally or giving options of answers. Multiple choice answers, gap-fill answers.
- Students have access to dual coded knowledge organisers to support with understanding the vocabulary.
- Adapted and differentiated task types to support students with completion of the tasks.
- Use of visuals/objects/gestures to demonstrate the meaning of the word in English.
- Students seated near students who have a similar language.
- Students seated near to the front for regular check-ins.
- Worksheets can be printed and completed to support student completion of the work
- Differentiated expectations of how much work is completed.
- Classes use choral repetition with no-opt out which included the meaning of the words being introduced.
- Connections are made to English and use of memorisation techniques to support students with learning the vocabulary.
- Students explicitly taught phonics and sound-spelling connections to support with pronunciation and writing.
- Curriculum is designed to focus on the most transferable pieces of vocabulary which means that these pieces of vocabulary are regularly repeated to support with embedding knowledge.
- Concepts that require specific cultural knowledge and understanding are identified and explained to broaden horizons.
- Common mistakes explicitly taught.
- Students explicitly taught how to revise passive and active vocabulary.
- Targeted questioning to ensure these students have understood.
- Use of mnemonics to support retention.
- High expectations of all students including in classwork and homework to ensure learning is embedded.