



KS2 MFL Co-ordinator's checklist

Paperwork:

Do we have a policy for KS2 Languages?	
Is it in the same format as policies for other subjects in school?	
Has it been recently updated?	
Who is responsible for updating it?	
Is there a governor linked to MFL?	
Is there an action plan for implementing or improving MFL provision?	
Where and how is the subject co-ordinator keeping track of student progress?	

Policy:

Why does this school teach languages at KS2? What are the benefits for our children?	
Are we meeting the KS2 Entitlement? Are we working towards it? Why/why not?	
Who teaches languages? To which children? When? For how long? How often?	
If a visiting 'specialist' is involved – what are their 'specialist' qualifications? Are they familiar with primary methodology? If not how is this being addressed? When and how does the visiting teacher liaise with the class teacher? How are lessons integrated into the rest of the curriculum? Or are lessons separate distinct appendixes to the curriculum? Who line-manages the visiting teacher? What quality-assurance measures are in place?	
If classteachers deliver lessons – what are teacher's strengths & weaknesses? If needed, how are staff supported with their own language skills?	
What resources are available? Do children have access to bilingual dictionaries? Are 'authentic' materials (such as video clips of real children, webcams & websites, stories and songs which would be familiar to native speakers) used frequently?	
Are any direct or indirect links made with children or schools that speak the language(s) that you are studying? Who is responsible for this? What are the benefits to children?	
Who is responsible for ensuring there is progression from term to term, year to year? How is this measured? (National Curriculum Levels? Mapped to the languages Ladder? Using ASSET? etc.) Is this in line with other non-core subjects? If not why is a separate case being made for languages?	
What does the school want children to have achieved by the end of year 6? What are your success criteria?	
How is the issue of transition from KS2 to KS3 being tackled? What involvement is there with secondary school(s)? Who is responsible for liaison? Are regular meetings held? Is the experience of children in this school comparable to that of children in other schools going on to the same secondary? How do you know?	

Classroom practice:

Do children and teachers enjoy lessons? What activities do they enjoy best?	
Are the strands of the KS2 Framework – Oracy (speaking & listening), Literacy (reading & writing), ‘Intercultural Understanding’, ‘Language Learning Strategies’ and ‘Knowledge About Language’ – understood and given equal weighting by all teachers?	
What opportunities do children have to speak in the target language? In addition to choral repetition, are children encouraged to do pair-work? Group-work? Role-play? Join in with songs or stories?	
Are children presented with a range of language to listen to in lessons in addition to the teacher’s voice? (eg. video/sound files/DVD’s including native speakers in a range of male/female/adult/child voices)	
Is reading supported by the teaching of the alphabet and key phoneme/graphemes in the target language in a systematic manner? What support is in place for teachers as well as children?	
Are literacy links regularly and explicitly exploited? Do children regularly compare pronunciation/word order/ text layout with conventions of English/mother tongue?	
Do written tasks gradually progress from copying single words in year 3 through combining nouns & adjectives (yr 4) to creating a short sentence using a core structure (yr 5) and eventually to linking short sentences with connectives such as ‘and/but/because’ (yr 6)? Are techniques such as ‘human sentences’, mini-whiteboards, paired-writing and word-frames used to scaffold writing?	
What cultural understanding do children gain through the scheme of work? Do children have an opportunity to find out about aspects of geography, art, music, food and tradition of the countries where the language they are studying is spoken?	
Do teachers make a point every lesson of asking children what they have learnt and how they think they have learnt it? Are children encouraged to share and collect strategies for memorising language?	
Do children know how well they are doing? Are their views sought or considered in planning units of work?	