



MODERN FOREIGN LANGUAGES

Intent – What do we learn and why?

- To create inquisitive linguists, who have a thirst for learning about the world around them.
- To create effective communicators, who use language to break down cultural barriers.
- To encourage analytical thought and the use of linguistic knowledge to solve problems and work out meaning from contexts.
- To provide opportunities to expand all young people's horizons and ambitions.

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."

Nelson Mandela

The intent of our MFL curriculum is to be inclusive and to develop our students' communication skills, self-efficacy and a passion for language learning and different cultures. Through the 3 pillars of progression – phonics, vocabulary and grammar, our students will gain a strong phonetic knowledge that enables them to speak, understand and write with increasing confidence and accuracy. Through our carefully sequenced curriculum, our students will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled within a wide range of different topic areas, becoming resilient and competent linguists, who arrive at each step in their learning journeys more prepared, knowledgeable and confident than before.

Implementation – How is the curriculum planned?

In Year 7, students study either Spanish or German. In Year 8, all students continue with their first language and the majority study French as a 2nd MFL, whilst the single linguists have an extra literacy lesson. All students are encouraged to continue to study a language at GCSE level and beyond.

Our faculty employs a range of strategies to ensure students learn in an enjoyable, positive and memory friendly environment and apply Dr Gianfranco Conti's 'Extensive Processing Instruction' (EPI) principles to our curriculum.

This approach includes:

- Vocabulary presented as 'Sentence builders' which are central to all lessons, enabling students to build accurate sentences and promote independence
- Awareness raising of core grammar for each year group that, along with vocabulary and phonics, are systematically revisited and interleaved from topic to topic, year to year, ensuring durable learning and clear progression from Year 7 to 11
- Extensive drilling of chunks of language, using engaging listening and reading games and speaking activities, ensuring that our students receive substantial receptive and productive practice of language on which they can build upon to attain long term retention and fluency
- Use of texts that are at least 95% comprehensible in Year 7, 85% in Year 8 and 80 % in Year 9 to build fluency and to avoid cognitive overload

- We hope that our diverse and knowledge rich curriculum will develop confident linguists who enjoy language learning and are inspired to take part in the wide range of extra-curricular language competitions and events that we offer, and leave us well-prepared for the next stage in their education or employment.

In Years 10 and 11, we interleave all of the topics within the EDUQAS GCSE curriculum, so that the topics are not compartmentalised. While we teach GCSE students with the A Level course in mind, we also expose students to more authentic structures to prepare them to use languages in the outside world.

At A Level we aim to challenge our students with concepts and study skills that will make them independent learners and enable them to be successful at university level. Students follow the Eduqas A Level Curriculum which covers a range of political, social and cultural topics which enables students to have a greater awareness of the issues around the world. The course also develops the students' independent research skills, their communication skills and their understanding.

Assessment – How do we assess student understanding?

Within our Curriculum Map for each language we have allocated specific Marking Points which are either formative or summative assessments that all of the team within that language will give the students. The aim of this is to be able to moderate within and across the languages to ensure high standards are being achieved within the different skills. In addition to Marking Points, we also have fixed Assessment Points, which ensure that all skills are being assessed under exam conditions. This is also moderated within the faculty to ensure consistency. Students regularly have low stakes and retrieval assessments as part of their lessons so that they are continually exposed to prior learning and so that it can be fully embedded in their brain. We have created Marking and Assessment Points that are similar in format to the GCSE exam style in order to adequately prepare the students from Y7 for the GCSE course. All data is then collated on an internal tracking document and within Teaching and Learning meetings, we allocate time to discuss how specific target groups have performed and what we can do to support those students in subsequent lessons.

Home Learning

Home learning is an essential element of Modern Foreign Languages study and is used to support, consolidate and extend work covered in the classroom. It allows the promotion of independent learning skills as students apply skills to areas of personal interest, as well as encouraging research creativity and initiative. It is set frequently and will be appropriate to the topic and activities covered. In general, KS3 students will have the equivalent of 30 minutes a week, GCSE lessons 1 hour a week, and A Level lessons 4 hours a week (2 hours from each teacher), in addition to independent study tasks set by the Modern Foreign Languages teachers to be completed during Directed Study Time. All tasks will be set and monitored through class charts to provide meaningful and accessible activities for students.

