

MFL: CURRICULUM STATEMENT

Intent

In **Modern Foreign Languages** at St Mary's the aim is to develop inquisitive confident and ambitious language learners who are curious and interested in the wider world. Pupils enjoy learning to communicate with others, developing a deeper understanding and appreciation of other foreign cultures. The MFL curriculum aims to develop pupils' ability to communicate confidently and coherently in the target language in speech and writing, conveying what they want to say with increasing accuracy, to express and develop thoughts and ideas spontaneously and fluently. Pupils are exposed to a wide range of authentic spoken and written material, including literary texts and given the skills to be able to read, understand and deduce meaning; listen and respond to, clearly articulated, standard speech spoken at near normal speed. Through the acquisition and application of grammar and vocabulary, pupils will deepen their knowledge about how language works in order to creatively experiment with the foreign language and write or speak at length independently. The department recognises the importance of language learning in today's modern society and providing our pupils with maximum opportunities in lessons, trips and visits to turn our pupils into real linguists; allowing them the opportunity to achieve success that opens doors to future language learning and aspirational and exciting career opportunities.

Implementation

The MFL department work together very well as a team, developing shared resources and expertise – they have recently redeveloped the Yr8 French curriculum and are introducing a new curriculum in Yr7 French (2021-22)

In Years 7 and 8, the foundations are set for the KS4 French curriculum which all pupils start working towards in Year 9. Similarly, in Spanish and German KS4 level work is introduced in the second and third term ready for the GCSE course in Year 10.

The courses taught in all years are designed to gradually cover key grammatical constructions, which are periodically revisited, so that knowledge is retained fully. The acquisition of grammatical structures underpins the topic-based development of the language. The curriculum is designed so that topic areas covered in KS3 in all languages are then revisited and expanded upon at KS4. The curriculum is designed in this way in order for pupils to access the work seamlessly at KS4 and ensure that they are able to make fast, effective and sustainable progress. Similarly the grammar structures covered at KS3 provide the starting point for those at KS4, again enabling pupils to develop their understanding of key structures whilst knowing the start points of each construction very well.

The outline of the French curriculum below is an example of the progression of topics and grammar areas.

French

Year 7: Self, school, free time, family, local area. Grammar – present and near future tenses

Year 8: Holidays, celebrations, leisure (TV, films, shopping), local area (describing region in detail and routine activities), sport (getting to events, illness/ injuries, sporting champions). Grammar use of three timescales

Year 9: GCSE Foundation course to build on Years 7 and 8

Identity: Self, family relationships, arranging to go out, a day out and role models. Grammar use of present and past together

Leisure – sports with full justification, use of new technologies, reading and music, TV viewing habits, night out with friends. Grammar – present, comparative past tense

Celebrations and daily routine – daily life, shopping for clothes, festivals and celebrations, food for celebrations, family celebrations. Grammar – past, present and future tenses

Year 10: Continue with GCSE – foundation or higher depending on ability

Local area – description, negatives, local attractions, weather and trends, community projects

Holidays – all tenses, conditional – dream holidays, hotels, dining out, travel and transportation, market shopping, holiday disasters. Grammar – past, present, future, conditional

School – description, comparisons France / England, rules, healthy living, vices, school exchanges/ visits

Year 11: Continue with GCSE – foundation or higher depending on ability

Future plans – careers, hopes and wishes, applying for jobs, job case studies – all tenses
The wider world – world problems, environment, fair trade, volunteering, big events – all relevant tenses

In addition, in order to ensure the full implementation of the languages curriculum:

- Teachers within the MFL Department have a passion and excellent subject knowledge
- Two members of the department are examiners for GCSE AQA and share expertise to support pupils' exam preparation
- Teachers provide a safe, engaging environment for learning through classroom management
- Teachers blend all four language skills into lessons and teach using the target language where appropriate to ensure maximum language immersion
- All lessons include elements of inter-leaving and retrieval to enable learners to reflect on what they have learnt
- Teachers mark and check learning and understanding, identify misconceptions accurately and provide clear, direct feedback. Teachers respond and adapt their teaching as necessary
- Assessment is focused on speaking, reading and writing, skills which are learnt, practised and embedded into language lessons as routine
- Teachers will have high expectations of all pupils to ensure pupils are independent learners who take pride in their work
- To back up learning in the classroom, trips to both the Opal Coast (Yr7) and Paris (KS4) take place each year: during these trips, pupils practice key transactional language and are exposed to further French language and culture.

Impact

In languages, teachers assess pupils in different ways – questioning, through speaking tasks and in smaller listening and reading tasks. After each activity, teachers use various strategies to gauge how well tasks have been understood and then alter their teaching approach accordingly. Formative assessment also occurs through homework when pupils demonstrate the ability to apply their knowledge and understanding more independently. If necessary, subsequent lessons are adapted to respond fully to any misconceptions.

In languages, teachers summatively measure the impact of the curriculum at the end of each unit through tests that are marked using agreed mark schemes. Over the course of the year all of the skills of listening, reading, writing and speaking are assessed. Results from end-of-unit tests are averaged in order to produce a full picture of each pupils' individual progress. This progress is measured and compared to pupil's end of year target grades and at KS3, which in turn informs next steps for learning if any gaps are identified. GCSE results in all languages have showed a positive progression in recent years. In addition, recruitment into languages at KS4, whilst it stagnated due to the Covid pandemic, is showing good signs of improvement for subsequent cohorts.