

## Curriculum Rationale September 2018 Faculty: Modern Foreign Languages

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

KS3 - Learning should take into account KS2 study of modern foreign languages (MFL), whilst providing a solid foundation to build upon prior learning and to develop new skills and knowledge required for KS4. Learning should be engaging, developmental and memorable and should incorporate the four main skill areas (listening, speaking, reading and writing) together with grammatical structures and key topic vocabulary.

KS4 - Learning should take into account study undertaken at KS3, whilst delivering new themes of learning linked to the GCSE specification. At KS4 pupils will continue to develop new skills and knowledge required for KS4 whilst preparing them for the study of languages at KS5. Pupils will develop exam technique and personal strategies to support their own learning. Learning should continue to be engaging, developmental and memorable whilst incorporating the four skill areas (listening, speaking, reading and writing) together with GCSE grammatical structures at both foundation and higher level and key GCSE thematic vocabulary.

KS5 - Learning should take into account study undertaken at KS4, whilst delivering new themes of learning linked to the A Level specification. At KS5 pupils will continue to develop new skills and knowledge required for A Level. Pupils will develop a wide range of learning techniques and personal strategies to enhance their linguistic skills and to promote and develop their capacity for critical thinking. Pupils will also gain a greater awareness of intercultural differences, whilst building their confidence and fluency in spoken language using relevant and topics themes. Learning should continue to be engaging, developmental and memorable and should incorporate the four main skill areas (listening, speaking, reading and writing) together with A Level grammatical structures and key A Level themes. Pupils should develop a thirst for learning and be aware of contemporary, as well as, historical events in the Spanish / French speaking communities.

How does learning develop through each Key Stage?

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at Key Stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased

spontaneity, independence and accuracy. It should provide suitable preparation for further study.

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Pupils should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation

Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate written text, of varying length and difficulty, accurately into the foreign language

What principles guide your decision making? What is distinctive about your curriculum?

Key principles that guide the MFL Department are: · Accessibility to the curriculum

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· Relevant and current · Development of key skills and competencies · Awareness of different cultures and languages · Progressive in level of challenge and expectation

How do you expect to see your curriculum delivered? How do you vary this delivery to meet the needs of all learners?

The MFL curriculum is delivered in blocks of learning that develop pupils' knowledge of topic vocabulary underpinned by the learning of key grammatical structures and skills relevant to the Key Stage that underpin all learning. There is a sequential approach to language learning and pupils need to be able to make the links between current and prior learning. Module assessments take place at appropriate times and inform on progress and attainment. The MFL Department refers to Edexcel GCSE grade descriptors (9-1) to assess all pupils across Key Stages 3 and 4.

How do you vary the learning experiences when delivering the curriculum? (In the classroom / outside the classroom / through different learning opportunities?)

In the classroom interactive resources and effective use of ICT are used to vary teaching and learning. Pupils engage in a variety of learning activities that aim to develop knowledge and confidence, including; language games, group work, paired work and singing to demonstrate their enjoyment and love of learning. Other learning activities outside of the "typical" include: spelling bees, restaurant visits, European Day of Languages events, trips and University visits.

What impact does your curriculum have on the learners at Archbishop Blanch?

The MFL curriculum liberates our pupils from insularity whilst developing empathy and understanding of other cultures. It also develops literacy skills of all pupils as the study of key grammatical concepts supports their understanding in English. Pupils also develop their own curiosity and deepen their understanding of the world in which they live. We also provide opportunities to improve communication skills, independence, resilience and team work as pupils study languages across the Key Stages.

What are your assessments for this academic year?

Half-Term 1 Y7 Spanish Writing assessment on personal information Y8 Spanish Reading assessment on my house and my city Y9 French Reading assessment on social media and relationships Y9 Spanish Reading assessment on my week Y10 French Listening assessment on family and relationships

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Y10 Spanish Listening assessment on holidays and travel Y11 French Speaking assessment on school Y11 Spanish Speaking assessment on school

Half-Term 2 Y7 Spanish Reading assessment on my life and free-time Y8 Spanish Speaking assessment on food Y9 French Writing assessment on my healthy living Y9 Spanish Writing assessment on my week Y10 French Reading assessment on holidays Y10 Spanish Reading assessment on local area Y11 French Reading assessment on world of work Y11 Spanish Reading assessment on world of work

Half-Term 3 Y7 Spanish Listening assessment on my free-time Y8 Spanish Listening assessment on holidays Y9 French Listening assessment on identity and culture Y9 Spanish Listening assessment on school Y10 French Writing assessment on school Y10 Spanish Writing assessment on identity and culture Y11 French Listening on global issues and environment Y11 Spanish Listening on global issues and environment

Half-Term 4 Y7 Spanish Speaking assessment on school Y8 Spanish Writing assessment on holidays Y9 French Speaking assessment on identity and culture Y9 Spanish Speaking assessment on school Y10 French Speaking assessment school Y10 Spanish Speaking assessment on identity and culture

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Y11 French Writing assessment on local area Y11 Spanish Reading assessment on identity and culture

Half-Term 5 Y7 Spanish Reading assessment on family Y8 Spanish Reading assessment on self and others Y9 French Reading assessment on identity and culture Y9 Spanish Reading assessment on identity and culture Y10 French Reading assessment on world of work Y10 Spanish Reading assessment on identity and culture

Half-Term 6 Y7 Spanish Reading assessment on family Y8 Spanish Listening assessment on free-time plans Y9 French Speaking assessment on identity and culture Y9 Spanish Listening assessment on identity and culture Y10 French Speaking assessment on world of work Y10 Spanish Speaking assessment on identity and culture