

Languages- Aims/Intent – Languages follow the National Curriculum

www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study

Teaching modern foreign languages should build on the foundations of language learning laid at key stage 2, whether students continue with the same language or take up a new one. Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of phonics, core grammar and vocabulary. This enables students 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, providing suitable preparation for further study.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages curriculum fosters students' curiosity and deepens their understanding of the world, enabling pupils to communicate their ideas and thoughts in another language and to understand and respond to what they read and hear.

The aims in Languages are that students will be taught:

1. To understand and respond to spoken and written language from a variety of authentic sources.
2. To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
3. To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
4. To discover and develop an appreciation of a range of writing in the language studied.
5. To increase active and independent involvement in cultural opportunities.
6. To read and develop specific technical vocabulary in languages.
7. All learners (including EAL/SEND and M.A.) to make strong progress.

How cultural capital is enhanced through Modern Foreign Languages:

Personal Development

Enrich linguistic knowledge through further or higher education. Careers using languages. Developing transferable skills, e.g. leadership via Language Leaders.

Social Development

Learning foreign languages offers students a window to other cultures. From year 7, all students are encouraged to participate individually, in pairs and in groups, in an atmosphere of mutual respect that helps to develop self-confidence and the ability to work collaboratively. Studying units on free time and holidays in KS4.

Physical Development

Healthy living and the importance of diet and exercise studied at KS3 and 4.

Spiritual Development

Students have some opportunity to reflect on religious beliefs and practices in different countries through unit on festivals, many of which are religious in origin. Examples studied would include 'Semana Santa'. Course content at both KS3 and KS4 encourages students to reflect on aspects of their lives, and on the universality of human experience, particularly with reference to teenagers.

Cultural Development

All study units in MFL incorporate cultural elements of the Target Language countries and we encourage pupils to have a 'global' and 'outward thinking' view of the world. MFL trips to France and Spain offer an opportunity to travel and experience another culture.

The process of learning a new way to describe common objects or to express familiar ideas compels the language learner to reflect more consciously on the workings of his or her native language, a language often taken for granted and used automatically. Comparing and contrasting the two leads to a deeper awareness and better knowledge of both languages. An example is the existence of the two verbs 'to be' in Spanish, or the lack of the present continuous tense in both French and Spanish.

Moral Development

At GCSE several topics ask pupils to consider points of view on topics such as single parent families and divorce. Pupils are asked to dismiss stereotypes and reflect more on what brings people together rather than separating them. Languages are shown to be a way of understanding others.

How students' vocabulary is developed through Modern Foreign Languages:

Teaching the sounds and structures of the language (from year 7).

Explicit teaching of sound-spelling correspondences (phonics) allows students to develop confidence in reading out loud.

Transcribing unknown words – cognates, tongue twisters, short texts about famous people, customs, and festivals.

From year 7, raising awareness of pronunciation variation, e.g. in the Spanish speaking world. Teaching an understanding of social conventions, for example, formal and informal register.

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Implementation

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

Key stage 3:

During Key Stage 3, students learn French and Spanish. At the start of Y7, students are given a short assessment to evaluate their knowledge of languages and to identify any language-learning skills they may have already gained whilst at primary school. Students acquire competence and confidence in the four skills of listening, speaking, reading and writing. Homework, in the early years of learning a language, is crucial to success and students are expected to learn vocabulary regularly in order to provide a solid foundation for future study.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the curriculum is well sequenced and students can build on their knowledge skills and understanding.

AQA Specification

Key stage 4:

At GCSE all students have the opportunity to study either French and/or Spanish as a GCSE course. Students have three years in which they develop their knowledge of the topic vocabulary, acquire sound grammar proficiency and focus on listening, speaking, reading and writing skills for final assessment by examinations in Year 11. We follow the AQA syllabus in both languages. Residential trips to France and Spain are organised annually.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge developing and honing their skills and understanding in a deep and rich way.

Key stage 5:

Language students who achieve at least a Grade 6 in GCSE French or Spanish are able to proceed to the A Level French or Spanish course. These are demanding yet stimulating courses that provide a firm basis for further study.

Students are assessed throughout the year, using peer and self-assessment and a set success criteria that is shared with the students in each lesson, based on taught content. Teachers will follow their long term planning to ensure the specification is well sequenced and students can build on their knowledge, skills and understanding, taking ownership of their work as it progresses in a deep and rich way.

Impact

Through languages our students will demonstrate that they have made good progress from their starting points and become well rounded individuals. Work in students' folders show they can use a range of phrases, verbs and to construct complex sentences. Discussions with students illustrate that they can explain and explore their own personal beliefs and feelings towards language and culture. Through monitoring teacher's long term sequencing/planning and students' work it will be clear that student's knowledge, understanding of language and their cultural capital have been considerably enhanced. Languages provide opportunities for students 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 students to study and work in other countries. Students know the value of languages both as a life skill and as an asset in the work place.

Students have the opportunity to take part in the Language Leaders programme to support other students in different year groups, which allows them to practise and develop their language skills. We also run several residential trips to France and Spain. These trips support students' understanding of language and culture, and to support their understanding within lessons.

This table outlines the key topic areas covered in French across KS3 and KS4. They are divided into Listening, Speaking, Reading and Writing, with Year 7 and 8 following the NCELP scheme of work from Spring Term Y7. This is skills-based rather than topic based, concentrating on phonics, grammar and vocabulary.

Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether students continue with the same language or take up a new one. Teaching focuses on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of phonics, core grammar and vocabulary. This enables students 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, providing suitable preparation for further study.

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Curriculum map - subject: French

AGE-STAGE	TOPICS (Split up into half terms for KS3 and split into terms KS4/KS5)					
Year 7	Describing what people are like and what they have.	Saying what people do.	Describing family and what they do.	Saying where people go and asking questions.	Asking questions, using negatives and saying what you are going to do.	Expressing what you want, can and must do.
Year 8	Asking how to say and write new words in French. Distinguishing between being and having. Talking about jobs. Talking about what, when, where and why you celebrate. Talking about how	Talking about what you are doing today versus what you did yesterday. Sharing past experiences. People and places in the past. Asking about what happened in the past. Talking about what you	Talking about nouns you can't count. What is it like? Saying what you do or did in a typical day. Talking about what groups of people do. Formal and informal situations: talking to people you do and don't	Talking about what you and others do at school. Talking about what you are doing this week and what you do every week. What is it like? Describing things. Talking about what you can, must, will and want	What is it like? Comparing things. Talking about how groups of people do things. Comparing how people do things. Communicating in other languages.	Communicating in other languages. Talking about the environment. Asking and answering questions about what people did and have done.

	people celebrate. What happens and doesn't happen.	do in your free time and where you do it. Talking about parts and wholes.	know.	to do.		
GCSE Y9	KS3 revision Me and my family My family and my friends Personal relationships/marriage Future intentions	Keeping in touch – internet and social media Use of new technologies	Free time and activities Past tense – what you did last weekend Food and eating out Sport Where you live			
GCSE Y10	Home and local area Customs and festivals in French speaking countries Celebrations	Social issues – charities and volunteering Healthy lifestyle Global issues – social problems (poverty, homelessness, inequality) Environmental issues	Holidays School subjects			
GCSE Y11	School life – daily routine, subjects, opinions School rules and uniform Future studies and Post 16	Jobs and future plans Speaking exam preparation and practice	Speaking exam first week after Easter Revision and exam (early May)			