



MFL Curriculum Statement

King's Academy Binfield and King's Academy Oakwood

This document sets out the MFL curriculum that we have selected as most appropriate for our students that will support them to achieve our vision and aims; 'dare to be remarkable' and 'opportunity and success on a global stage', in a foreign language.

Intent

Learning another language provides not only an understanding of other cultures, but broadens students' horizons whilst also deepening their understanding of the world in which they live. It is therefore imperative that all our students have the opportunity to study and explore a foreign language; it will not only support them in becoming well-rounded individuals who "dare to be remarkable" and can access "opportunity on a global stage" but also enable them to develop the essential basic skills that prepare them for the next stage of their education and their future lives.

Languages are taught from the very start of our student's journey at King's Academy Binfield and King's Academy Oakwood and every student learns at least one foreign language throughout their time with us. EYFS and Key Stage 1 students learn Spanish through the spoken language, with a core focus on phonics. French is introduced in Key Stage 2 and is taught alongside Spanish to ensure that all students have a solid foundation that is later built on in the secondary phase. During Key Stage 3 all students continue to learn Spanish and French, with the exception of a small minority of students identified as needing significant additional support with their literacy. These students study Spanish only. At Key Stage 4 students have the option to study either French and/or Spanish, with the majority continuing to learn at least one language for GCSE, and some studying both which enables them to become dual linguists.

Languages will continue to be offered at Key Stage 5 with the option for students to study both.

At the end of their learning journey at King's Academy Binfield and King's Academy Oakwood, our students will have the ability to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and the written form. The course covers the four skills in equal measure, as guided by the current GCSE and A-Level requirements, and each skill is equally weighted. Alongside the linguistic knowledge and understanding that students will acquire, they will also develop further skills that will allow them to access the next stage of their education and their future lives. These include the ability to be resilient, confident, independent, curious, creative and empathetic individuals.

EYFS and Key Stage 1

Students learn Spanish for up to one hour a week through the spoken language with a core focus on phonics, sequencing and numbers.

Key Stage 2

Students will study French and Spanish for up to one hour a week from Year 3, with each language alternating every half term.

The course follows the national curriculum aims for languages and by the end of Key Stage 2 students will be expected to:

- understand and respond to spoken and written language from a variety of authentic sources
- 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
- write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Students are taught to:

- listen to spoken language and show understanding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation
- present ideas and information orally
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- write phrases from memory, and adapt these to create new sentences
- describe people, places, things and actions orally and in writing

Key Stage 3

The course follows the national curriculum aims, with a focus on the GCSE requirements for languages at Key Stage 4. Whilst material from the Pearson language courses Viva and Dynamo are used to support planning and teaching, we have built the curriculum around core grammar and skills most appropriate to our students.

At Key Stage 3 all students study Spanish, with the majority also studying French. Students have 6 lessons a fortnight, with 3 spent studying Spanish and 3 studying French. As well as teaching the core structures and vocabulary needed to be successful language learners, lessons will also focus on developing key grammatical and linguistic skills that students will need to master for the new-style GCSE examinations. These concepts will be taught using the skills outlined in the Oracy Framework. Running two languages together ensures that our students experience two new cultures and can spot parallel linguistic similarities in both French and Spanish. Recall and retrieval practices run through our schemes of learning to reinforce key language and ensure that cross-over of the two languages is minimised.

Our curriculum:

- Ensures students have a solid grasp of tenses, building from the present tense in Year 7 to ever more complex conjugation
- Includes a variety of grammatical structures to ensure mastery by Key Stage 4 of the core language
- Introduces an ever-increasing amount of vocabulary with recall at the heart of every scheme
- Gives students the opportunity to give and justify their opinions
- Includes topics about wider, topical issues
- Uses the four skills interwoven throughout lessons (listening, reading, writing and speaking), giving equal measure to their importance
- Has dictation and translation at its core to support students in all aspects of language learning
- Offers ample opportunities for students to use the language verbally, develop conversations and ask and answer questions
- Is underpinned by solid phonics, pronunciation and intonation instruction
- Introduces students to literary texts to support their reading and develop their creativity

Key Stage 4

Pupils continue studying either French and/or Spanish, with the majority continuing with one language and some taking both to become dual linguists. Students already fluent in another language, not taught at King's, will have the opportunity to take an early GCSE in this language, provided that their families have secured tutors to ensure they are fully prepared for all four elements of the GCSE skills; listening, reading, speaking and writing.

Implementation

Primary

Cultural exploration and understanding forms a large part of the curriculum at primary as it is essential that our students are aware of different cultures and customs to broaden their horizons and embed the skills that will enable them to succeed on a global stage .

EYFS and Key Stages 1 and 2

Languages in the primary phase at King's are an essential part of the curriculum, and students begin learning Spanish from Nursery. Through the use of a stringent phonics programme, the students are immersed in the Spanish sounds in each lesson. In Nursery, the topics are cross-curricular and designed to introduce the students to the culture of Spain hand in hand with single words and sounds, such as the colours of the flag, traditional foods and flamenco dancing. Through the use of songs and dance, the phonics are embedded, as is a love of learning and engagement.

In Reception and year 1, the phonics focus is continued, alongside the introduction of the Spanish alphabet, numbers, shapes and animals. By linking these topics to other areas in

the curriculum and building close cross-curricular links, students are able to understand the role of Spanish and language-learning in the bigger picture.

As far as possible, vocabulary taught builds on the language and structures that students are acquiring through the primary curriculum with their class teachers.

By Year 2, students are able to take part in short Spanish conversations, including simple questions and greetings.

Key Stage 2

At Key Stage 2, French is introduced alongside Spanish with one language being taught every half term. The French course focuses on phonics and builds students up towards being able to hold simple conversations in French in Years 3 and 4, with writing and more complex skills introduced in Years 5 and 6. The Spanish course moves students towards being able to write Spanish accurately and builds on the speaking work started in Key Stage 1 and EYFS. Translation skills are included as students work through Key Stage 2 across a range of topics. By Year 5 students are able to produce written paragraphs and speak in both French and Spanish for an extended period of time. By Year 6, students learn key verbs in the present tense.

Key Stage 3

The curriculum sequences knowledge and skills and uses recall and retrieval to build on prior learning from the primary phase as well as from lesson to lesson. Grammar embedded in translations and dictations is at the forefront of planning to ensure that all students have access to the skills required to succeed at Key Stage 4 and beyond. Alongside these skills we also ensure that lessons and sequences of lessons enable students to develop the basic skills of literacy, numeracy, digital literacy and oracy. This is achieved through carefully planned lessons with cross-curricular elements. Knowledge is categorised into topics, following the content provided through *¡Viva!* And *Dynamo* with additional challenging vocabulary and concepts added into the schemes to stretch our most able students. Where students join King's Academy Binfield in year 7 from other primary schools, intervention is put in place during lesson and home learning time to accelerate their progress and bring them quickly in line with the other learners.

Each unit of work is delivered alongside a comprehensive knowledge organiser which contains the core vocabulary and grammar. This method ensures that all students have access to the main vocabulary and skills that they need by the end of the topic and/or unit. Lessons then use this vocabulary across the four skills of listening, speaking, reading and writing, supplementing in other language to ensure stretch and challenge for all. Every lesson across languages begins with a 'Do Now' task based solely around recall of vocabulary, grammar or structures. This allows us to track student's language retention and implement intervention where needed.

Translation in its many forms is embedded throughout MFL lessons as we know the importance of this skill in enabling our students to become fluent readers and writers both at Key Stage 4 and beyond. Translation is also used through listening in the form of dictation and in speaking tasks through partnered discussion and mini whiteboard peer work.

Oracy is woven throughout the teaching of MFL as it is essential that our students are confident speakers of the target language as well as readers and writers. Every lesson sees

our learners using target language and speaking with confidence. To support students' oracy and to embed listening techniques, a portion of each lesson is delivered in the target language. There are lessons, in particular explicit grammar teaching, where there is little to no target language to ensure students are able to fully understand all instructions, as appropriate.

Grammar is taught explicitly from the very beginning of Key Stage 3, building on the grammar learnt previously during the primary phase. It is imperative that our students are able to recognise and accurately use a range of different tenses and other grammatical elements by the end of Year 9 so as to achieve the very best results in their GCSEs and, even more importantly, become confident and able linguists. In Year 7, students revisit the present tense in both French and Spanish as this is the cornerstone of becoming proficient in another language. In Year 8 students learn both the future tense and the past tense in French whilst regularly reviewing the present tense learnt in Year 7. They begin to interweave the tenses and produce work showcasing these. In Spanish, they first learn the past and then the future tense so as to minimise confusion between the languages. In Year 9 more complex tenses, including the imperfect and conditional are taught in both languages in readiness for the GCSE course.

It is fundamental that the learning captured during lesson time is followed up at home to ensure that vocabulary and skills are firmly embedded in the long term memory of our students. As such, homework in languages takes the form of self-quizzing through our Google online learning platform. The low stakes, resource-led nature of these tasks ensure that our students practise and retain the core vocabulary.

A blend of testing types are used alongside the self quizzing for homework and 'Do Now' recall tasks. All four skills are tested throughout the year, with a final assessment in the summer term. Again, translation forms a part in all of these assessments. Speaking assessments take the form of the GCSE style, with students completing a role play task, photo card description and general conversation/presentation in both languages each year. These tasks are planned into the curriculum at different times for both languages to minimise the crossover and maximise embedding understanding of the GCSE-style assessments.

To supplement our curriculum further we run after-school MFL enrichment clubs to support students and offer intervention for those highlighted by internal data. These small group interventions allow teachers to focus support individually and students to build their confidence in the four skills.

We subscribe to a number of online learning tools which students use alongside our everyday lesson content and homework. www.senecalearning.com and www.languagenut.com are used to supplement our curriculum, covering wide-ranging and varied vocabulary across the core topics studied throughout the Key Stages. We use www.quizlet.com to support students in learning the core vocabulary and phrases from their knowledge organisers and lessons. Quizlet Live function, Quizizz and Kahoot! are used in remote learning and small intervention groups to support competition and engagement. All students are asked to download the free version of Duolingo and are encouraged to practise this in their own time. All of these tools are instrumental in student motivation and engagement and they underpin the core course content.

Of course our curriculum is not just about what takes place in the classroom and we therefore run a Year 7 French trip with PGL under the 'Language Detectives' course where

students spend a week in Normandy at the PGL centre speaking French, learning about French culture and, of course, eating cheese and visiting a bakery. In Year 9/10 students travel to Spain for four days to visit Madrid. These experiences allow the students to experience the target language in practice, appreciate a culture outside of their own and allows them to use their language in context.

Impact:

We know our curriculum is working in the MFL department through the engagement of students, both observed and recorded in student voice. We use AGFU criteria that allows students to succeed in languages. This raises motivation and participation in lessons and students feel that they are able to achieve in a subject they ordinarily find challenging. Students from all groups are becoming more resilient and independent in their learning. Knowledge organisers are used routinely in class and students feel empowered when using them. As students gain in confidence their reliance on using this resource is being removed. The quality of teaching and learning in MFL has been praised consistently during learning walks and DDIs by both external and internal observers.

Most importantly, students frequently express their enjoyment of the lessons and the subject: mentioning the quality of the teaching, the support and the opportunities from which they have benefitted.

We have a high number of students wishing to continue learning both languages for GCSE which further reinforces the positive impact our curriculum has on the learning experience.

END-POINT VISION:

At the end of the primary phase students are able to read age appropriate material in French and Spanish, understand classroom instructions and simple spoken texts, communicate their opinions and ideas and can write short texts in the target language. Students will have developed a strong appreciation for different cultures as well as learning a language, and are ready to continue this journey in the secondary phase.

Building on the key skills taught in the primary phase, by the end of Key Stage 3, students are competent in all four skills, giving them a solid foundation to support their learning of one or more languages at KS4. They will be able to initiate and develop conversations, read widely in the target language and be able to transcribe from complex spoken texts. They will demonstrate a confident understanding and use of key grammatical elements, including tenses and showcase a wide range of well-learnt vocabulary. As a result of the continued focus on translation, their speaking and writing styles will become more competent as they replicate the more complex structures modelled in their learning.

By the end of Key Stage 4, students are able to speak confidently and fluently, responding to unexpected questions and asking relevant questions in return. They will be able to write fluently for a range of subjects, and demonstrate the ability to read a wide range of literary and authentic texts. They will have developed a passion for learning their chosen language(s) and show true stamina in the face of complex material. This will ultimately translate into students achieving or beating the national average in their GCSE assessments with a number choosing to continue their language studies to Key Stage 5.