

MODERN FOREIGN LANGUAGES – CURRICULUM INTENT

ASPIRE – CHALLENGE – ACHIEVE

“Languages for Life”

The Modern Foreign Languages department’s ethos is to foster the enjoyment of language by encouraging pride in successful linguistic achievement. We aim to develop each student to his or her potential in the use and understanding of modern foreign languages at a level appropriate to the learner’s experience. Students follow an aspirational flight path which prepares them effectively for their next stage of study, allowing them to be challenged and successful whatever their level of ability. We are committed to establishing a supportive learning environment that encourages students to feel confident about taking risks and developing informed opinions about the world around them.

Our curriculum is regularly revised and updated to ensure successful progression from one stage to the next from which we want students to reflect on and enhance their skills, ask questions and enjoy challenge. Students are offered a range of activities via listening, speaking, reading and writing including cross-curricular activities in which we raise awareness of the cultures of the countries of the languages studied. Opportunities for regular recap, assessment and review form a significant part of our curriculum intervention. Curriculum intervention is also a key part to our students’ success and throughout every Key stage, students are encouraged to participate in additional sessions. There are opportunities to independently extend students’ skills by encouraging the development of literacy, research, practical and investigative skills and building learning competencies which should prepare our students to become life-long learners.

Competency in a foreign language unlocks a person’s problem-solving, resilience and communication skills, all of which are essential to employability. We hope that our language students have a greater understanding of other cultures and consider themselves to be world citizens.

MFL: WIDER CURRICULUM

KS3	KS4
European Language Day Competition Easter Competition Summer Competition such as the Bastille Day Enrichment French Day Year 9 Primary workshop at Christmas and in the Summer term Year 7 spelling Bee	Paris Trip ELD Competition Summer Competition
Discussion of current or relevant news articles Lunch & after school intervention / Easter & May holiday revision sessions <i>See separate Curriculum Intervention & SMSC Audits for contributions from MFL too detailed to list here</i>	

MODERN FOREIGN LANGUAGES – CURRICULUM MAP

Key = Matching colours denote links between topics either in content or skills across Key Stages

	People and Lifestyle
	Popular Culture
	Communication and the World around us

Key Stage 3	7 A&B	Personal details	Pencil case items and pets	Family and description	Personality and opinion	School	School
	7C	Personal details	Pencil case items	My family and pets	Description	School	School
	8 A&B	Sport & Hobbies	Free Time	Holiday	Holiday	TV and Film	Film
	8C	Sport	Hobbies	Healthy Lifestyle	Healthy Lifestyle	Town & Region	Town & Region
	9 A&B	Healthy Living	Healthy Living	Xmas Market	Festivals & Celebrations- Birthday	Household chores & Pocket Money	Fashion
	9C	Music	TV	Film	Film	Breakfast & Lunch	At the café and market
<p><i>By the end of key stage 3, all students should have the competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. They should 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.</i></p>							
Key Stage 4	10	Family & Relationships	Free time	Healthy Living	Festivals	Holiday	Holiday
	11	Local, national, international and global areas of interest	Current and future study and employment	Identity and cultures	REVISION	GCSE EXAMS	GCSE EXAMS
<p><i>By the end of KS4, students should understand and respond to spoken and written language from a variety of authentic sources. They need 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. They can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. They would have discovered and developed an appreciation of a range of writing in the language studied. Students are expected to know, apply and understand the matters, skills and processes specified in the programme of study. With their deepened knowledge about how language works and enriched vocabulary, this should help them to increase their independent use and understanding of extended language in a range of contexts. Together with a clear understanding of the culture and identity of the countries and communities where the language is spoken and developed language learning skills, this should prepare them for further language study in school.</i></p>							

MFL: SKILLS / KNOWLEDGE PROGRESSION BY THEMES

	Listening <i>Understand and respond to different types of spoken language</i>	Speaking <i>To communicate and interact effectively in speech for a variety of purposes</i>	Reading <i>Understand and respond to different types of written language</i>	Writing <i>To communicate effectively in writing for a variety of purposes</i>	Grammar <i>Students will be expected to develop & use their knowledge & understanding of this grammar progressively throughout their course</i>
Year 7	<p>Listening for gist and detail</p> <p>Familiarising with the phonics</p> <p>Interpreting intonation and tone</p> <p>Identifying key information and justified opinion</p>	<p>Saying single words correctly</p> <p>Focusing on pronunciation and intonation</p> <p>Saying one or two short sentences from memory by expressing opinion and justification</p> <p>Asking and answering questions</p> <p>Reusing language that has been met</p> <p>Conducting a brief role play at the cafe</p>	<p>Skimming and scanning written texts for the main points or details</p> <p>Reading aloud</p> <p>Reading unfamiliar language- using cognates and near-cognates to work out the meaning</p> <p>Identifying patterns</p> <p>Familiarising with different text features</p>	<p>Writing single words correctly</p> <p>Replacing words in sentences to make a new sentence</p> <p>Using one or two key regular verbs correctly</p> <p>Redrafting and improving written work</p> <p>Writing 40 words expressing justified opinion</p> <p>Translating 3 simple sentences.</p>	<p>Masculine and feminine nouns as well as the definite and indefinite articles</p> <p>Possessive adjectives- my/your/his/her etc.</p> <p>Present tense: to be/have and regular verbs</p> <p>Adjectives and adjectival agreements</p> <p>Using 1st, 2nd and 3rd person singular</p> <p>Using there is/are</p> <p>Negative: not</p> <p>Partitive article</p> <p>Questions</p> <p>Using the near future in the 1st person singular.</p>

Year 8	<p>Listening for gist and detail</p> <p>Understanding language for specific functions-identifying the relevant information.</p> <p>Identifying 2-time frames (B Band)</p> <p>Identifying 3-time frames (A Band)</p>	<p>To conduct a role play-answering and asking specific detail.</p> <p>To hold a short conversation expressing justified opinion with reference to at least two to three different time frames</p>	<p>Read authentic materials</p> <p>Understanding longer more complex texts</p> <p>Identifying 2 different time frames</p>	<p>Write up to 50 words</p> <p>More complex justified opinions</p> <p>Include at least 2-time frames together</p> <p>Include a range of connectives and intensifiers making it more interesting</p> <p>Recognising 2-time frames (B Band)</p> <p>Recognising 3-time frames (A Band)</p> <p>Translate 3 longer sentences.</p>	<p>Immediate future</p> <p>Adjectival agreement</p> <p>Negatives</p> <p>Perfect tense</p> <p>Present tense</p> <p>Using the first-person plural</p> <p>Asking questions</p> <p>Comparatives</p>
Year 9	<p>Listening to longer extracts</p> <p>Listening for red herrings</p> <p>Identifying different forms of the negative</p> <p>Understanding synonymous expressions</p> <p>Identifying 3-time frames</p>	<p>Describing a photo card conveying 3-4 pieces of information</p> <p>Understanding and responding to topic related conversation questions.</p> <p>Expressing in 2-3 different time frames.</p>	<p>Reading a range of material</p> <p>Recognising synonymous expressions</p> <p>Recognising the 3 different time frames</p> <p>Understanding the different moods.</p>	<p>Writing between 40-60 words</p> <p>Using more complex phrases</p> <p>Showing a range of interesting vocabulary</p> <p>Exploring different ways of expressing one's opinion.</p> <p>Translating longer sentences which includes the 3-time frames</p>	<p>Interesting adjectives</p> <p>Comparatives and superlatives</p> <p>Present Tense</p> <p>Immediate future</p> <p>Perfect Tense</p> <p>Imperfect Tense</p> <p>Using the third person plural</p> <p>Adverbs</p>

GCSE

Demonstrating general and specific understanding of different types of spoken language

Following and understanding clear standard speech using familiar language across a range of specified contexts

Identifying the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events.

Deducing meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes.

Recognising and responding to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extracting information, evaluating and drawing conclusions.

Role play:

Conjugating a verb in the answer

Using possessive adjectives accurately

Expressing more than one-time frame (Higher)

Being aware of the unpredictable question – (!) and asking a question – (?)

Pronouncing the message clearly

Reading aloud task and short conversation

Focus on the phonics to help with pronunciation

Photo card and Discussion Photo card

Describing what's in the photo; identifying people in the photo correctly, expressing their actions: developing at least 3 answers using time frames: 2 (F tier) or 3 (H tier) saying one justified opinion

Conversation

Developing answers to most questions ensuring all ideas are expressed clearly using a wide variety of vocabulary, some longer

Understanding and responding to different types of written language

Understanding general and specific details within texts using high frequency familiar language across a range of contexts

Identifying the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events

Deducing meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes

Recognising and responding to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts

Writing 5 sentences based on a photo (Foundation Tier)

Writing simple sentences Using the same verb and structure

50 Word Task (Foundation Tier) using conjugated verbs rather than infinitives writing in the present tense only varying the vocabulary and structures

Grammar Gap-fill (Foundation)

Five short multiple-choice grammar tasks to be completed

90-word Task (Higher & Foundation Tier) using two justified opinions varying the vocabulary and structure including some complex sentences

150 word (Higher Tier) using three Time Frames

Using two justified opinions varying the vocabulary and structures including some complex sentences

Nouns-definite and indefinite articles
Adjectives
Intensifiers
Adverbs
Comparatives and superlatives
Pronouns
Negatives

Verbs: regular, irregular, reflexive, modal, imperative.
Tenses: present, future, immediate future, conditional, present participle, perfect, imperfect, pluperfect and subjunctive

Preposition
Conjunctions
Number, quantity, time, dates

	<p>Answering questions in English or non-verbally Answering questions in the target language.</p> <p>Dictation- transcribing short sentences, including a small number of words from outside the prescribed vocabulary</p>	<p>sentences with some complex structures</p> <p>Including justified opinions remembering to ask a question using up to three-time frames avoiding too much 'pre-learnt' material with a clear pronunciation</p>	<p>Demonstrating understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</p> <p>Translating a short passage from the target language into English</p>	<p>Translation into French translating sentences and short texts from English into the target language to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</p>	
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