

## Curriculum Statement Modern Foreign Languages

### Our Vision

Our vision is to create opportunities across all three key stages for all learners to develop a passion for language learning and a genuine interest in the customs and culture of the countries in which those languages are spoken. From September 2022 some lessons will contain “Culture” snippets to develop cultural and international awareness. We strive for a consistent sense of purpose, engagement, challenge and enjoyment in language learning; both within the classroom and beyond. Parents are encouraged to discuss with their child the benefits of language learning, and to support them with their learning where possible.

We promote and exploit all opportunities for using diverse languages confidently for real life communication purposes in preparation for the real world, both now and for later in life. We promote the idea that communicating in a foreign language, both at home and abroad, contributes to students’ personal development and understanding of cultural diversity. We achieve this through extensive use of the Target Language and cultural and linguistic visits and school exchanges abroad. We foster trans-disciplinary learning through the Yr 8 ATL curriculum, and we encourage our students to use their language skills in projects with local tourism and environmental industries, including Olympic and international sailing events.

Our MFL Department is especially proud of former Budmouth Academy students who have continued to use and develop their language skills after leaving school. We actively encourage all youngsters to consider how they might use French, Spanish, German, or community languages for working / travelling abroad or for employment / studying in the UK. We provide meaningful encounters with Budmouth alumni who have gone on to pursue language-related careers.

We support Budmouth students who are growing up in multilingual households if they wish to take GCSE or A Level examinations in these “community languages”.

### The Budmouth Academy Curriculum

The curriculum has three elements:

1. **Intent:** What must be learnt
2. **Implementation:** How it will be learned

### 3. **Impact:** How we will know that learning is secure

The curriculum adheres to the above three elements, ensuring progression in each subject area, and the curriculum values the development of the 11 identified future skills. We recognise that, as well as knowledge, students need to develop their ability and skills to apply and repurpose knowledge in order to survive in a rapidly changing world. In applying knowledge to real-world contexts and allowing young learners to take the lead in using this knowledge to find solutions and answers, learning is deepened.

#### **Intent:** What must be learnt?

Learning a foreign language requires a wide range of skills and learning habits to be developed over time; knowledge, grammar, literacy, cultural awareness and communication skills. Listening, speaking, reading, writing and translation skills are developed through the study of varied topics, which differ slightly in each language. Our Curriculum Overview documents contain detailed information relating to the lessons taught in each topic, by year group and language.

Our MFL curriculum in Key Stages 3 and 4 is delivered using a common curriculum made up of standardised Curriculum Overviews and common, standardised lessons, used by all teachers. Our curriculum is based on the three “pillars of progression”; vocabulary, phonics and grammar. Our aim is for students to build confidence in understanding (Listening, Reading, Translating into English) and producing the TL (Speaking, Writing and Translating into the TL). Lessons in which knowledge, vocab and grammar are new focus more on understanding, before progressing onto the practice of productive skills. We recognise that students will make mistakes, and try to foster a reassuring, supportive culture in which mistakes are part of the learning process. We promote the development of Future Skills in MFL, such as communication, resilience and cross-cultural competency.

#### **Implementation:** How it will be learned

Our MFL curriculum is broad and inclusive. In Year 7 and Year 8 most students currently study two languages. In all other years most students study one language.

We use a wide range of engaging, challenging and differentiated resources; text books, Kerboodle (Vocabulary Builders / digital text book / interactive activities / worksheets / Exam Pulse), a Learning Booklet containing deliberate practice tasks for all key skills, Formal Practice Booklets and teacher-made resources.

To develop vocabulary, phonics and grammar, we use the Target Language as much as possible, as we believe that students benefit from this immersion in the language. This helps to develop strong listening skills, lexical, phonetic and grammatical awareness, which ultimately leads to the ability to communicate verbally more confidently, more accurately, and more naturally. We emphasise the importance of relevant and clear communication in both writing and speaking, for both academic and real-life purposes. Whilst we hold the belief that if “they can say it, they can write it”, we recognise that individual learners may be stronger in certain MFL skills than others.

Grammar is taught in small steps through modelling usage in model texts and explaining how it works. We use practice tasks to provide an opportunity for students to show understanding of the structure, (ie T/F or find the mistake), before they then apply what they have learnt through scaffolded, differentiated production tasks, usually discussed first, then written. We provide support for those who need it, such as sentences starters and prompts, and our lessons contain “Extra” extension tasks to challenge the more able, and promote individual creativity. Students are also used as “interpreters” alongside teacher Target Language use, which is a challenging, high-level skill, of value for real life.

All lessons begin with a starter task (*On y va! / Los! / ¡Vamos!*), completed in silent “Concentration” conditions. Each topic is covered within a half-term of study and consists of vocabulary building, teacher input, modelling and deliberate practice, preparation for Formal Practice, Formal Practice opportunity, then DIRT. In DIRT lessons, students re-visit their assessed work, recognise What Went Well (WWW) and Even Better If (EBI), and are supported in correcting and improving their work.

The process of modelling and deliberate practice requires recall and retrieval of prior knowledge of vocabulary and grammatical structures, revisiting and extending language, and applying it in a new topic. Key concepts and language are embedded in the long-term memory through modelling and deliberate practice. Each student has access at home to an electronic learning booklet. We also provide a slim paper copy of the LB in KS4, which can be used in lessons and at home. KS4 LBs contain reference resources such as key verb tables in all three tenses, and differentiated practice tasks in the key GCSE skills, often with F and H alternatives. Misconceptions and gaps in learning are addressed throughout the learning process, and particularly in the DIRT phase. The above skills are all developed further during our A Level courses, with the additional skill of “summary writing” for both reading and listening.

**Impact:** How we will know that learning is secure.

Our “KS3 Descriptors” outline the knowledge and skills progression through Key Stage 3, and the standards linked to the different levels of attainment. In all three key stages we address misconceptions and gaps in learning during the deliberate practice phase by varying questioning, providing verbal and written feedback and by creating regular opportunities for DIRT. Regular and meaningful homework tasks give learners opportunities to reinforce classroom learning and to practise more independently.

We assess at the end of every topic through a Formal Practice opportunity, conducted in test conditions, and marked using a common framework. The skills assessed alternate in each topic, and every topic contains either a written or spoken assessment. Spoken tests in KS3 are performed in pairs. Formal Practice tasks are similar to Learning Booklet tasks. This enables all students to experience GCSE-style assessment tasks and to build confidence in tackling these. Quizzing and traditional vocabulary tests are regularly used to aid long-term memory. These are often “do now” starter tasks.

In Yr 10 and Yr 11 all resources are differentiated by Foundation and Higher tier, which help us to select the correct tier of entry for GCSE examinations. In KS4 we conduct “Minor Assessments” mid-way through each half-term, which usually focus on extended writing practice, linked to the Formal Practice. Our GCSE Speaking resources for each language provide key guidance and practice when preparing for the speaking test. Yr 11 students begin working on their “nominated” spoken topic at the start of Yr11. End-of-year exams are conducted in Yr 9 and Yr 10, and mock GCSE exams take place in Yr 11.

In Key Stage 5 we conduct “Minor Assessments” mid-way through each half-term. Each topic culminates in an end-of-unit assessment from the online Kerboodle assessment resources, followed by DIRT. There are regular assessment opportunities for students to practise essay writing and stimulus cards discussions, both informally and formally. The Individual Research Project forms a key part of the curriculum in Yr 13. A formal end-of-year exam takes place at the end of Yr 12 and there are two mock exams in Yr 13. MFL teachers conduct regular “Progress Fortnight” discussion with A Level linguists in order to gauge current progress, address misconceptions, and agree on next steps; both academically and in relation to further study or employment.