



Curriculum Intent and Implementation

Modern Foreign Languages Department Intent

We aspire to give our pupils a broad and ambitious Modern Foreign Languages curriculum which is rich in knowledge and skills, develops self-efficacy, promotes diversity and tolerance of other cultures, and also augments pupils' *cultural capital*. Our curriculum will give pupils the opportunity to use receptive and productive language skills for communication in the real world, for their immediate needs, interests and beyond. They will have a secure understanding of the key grammatical concepts required to manipulate language effectively. We also aim to develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns. Our pupils will work towards becoming fluent and spontaneous speakers of MFL. They will also learn specific language acquisition skills which will stand them in good stead for future language learning. We want our learners to demonstrate resilience and to be unafraid of making errors.

Our lessons are delivered employing the expert subject knowledge of experienced teachers who have a passion for languages. Our pedagogy aims to nurture a positive attitude towards language learning. We aim to reduce cognitive load (less is more), use controlled input-output, and scaffolding and promote the understanding and production of language through extensive practice. Through the teaching of topics, we engage in regular, spaced recycling and retrieval of high frequency vocabulary and grammar across as many modalities as possible (speaking, writing, reading and listening), as well as interleaving in order to embed the learning in the long term memory. Formal and informal assessments are used to inform future learning in subsequent modules, allowing teachers to focus on areas of knowledge and understanding which may need more practice.

Retrieval tasks:

Lessons begin with a retrieval task which tests prior knowledge or the knowledge acquired through a learning homework. This may be done via whiteboards, booklets or in students' exercise books. In this way, teachers are able to gain a good picture of pupils' knowledge.

Explanation and Reading:

Within the booklets provided at KS3 there are a number of texts which are used to further practice the structures being focused upon, as well as to improve students' reading skills. Pupils may be asked to read individually or practise reading in pairs in order to strengthen

sight-sound correspondence and improve pronunciation. The teacher may read a text and pupils will follow it. Pupils will annotate more complex texts and may be asked to complete tasks such as finding key words or synonyms.

Modelling:

Staff use a range of techniques to model language verbally and visually. This could be via sentence builders, video or audio clips, presentations or use of the visualiser. The 'I do, we do, you do' approach is used when introducing new structures or vocabulary. Careful teacher questioning ascertains the depth of the learning taking place. A 'no hands up' policy ensures that all pupils are engaged.

Deliberate Practice:

Deliberate practice is carried out via reading, listening, speaking and writing as individuals or in pairs. Students are given a lot of opportunity for a range of independent practice, both within lessons and during home learning. This could be done as an individual or as part of a pair. As a department, we engage in mass practice, spaced practice and interleaved practice. Multi-modality activities are also used to embed the learning. Whiteboards enable all pupils to participate fully in activities and give teachers quality feedback on progress throughout the lesson.