



## **Statement of Intent**

Every subject maximises the potential of each student, enabling them to become successful learners, confident learners and responsible citizens. We will ensure that all students are well prepared for life and work and are keen to make a positive difference to the world they live in.

## **Modern Foreign Languages**

### **Intent**

At Richard Lander School, we aim to provide students with a quality education in languages. That's to say, our students learn not only to understand the vocabulary of the new language, but also the mechanics behind it, thus allowing them to manipulate the language for their own use. Students understand phonics and are able to express themselves clearly, accurately and confidently in the target language for different purposes and different settings.

It is important to us that our students receive a global education of the world and that they are able to view cultures and world events through a range of lenses, understanding the concept of multiple perspectives.

We seek to provide our students with as many opportunities as possible to interact with native speakers and indeed opportunities to travel to the countries whose languages we study.

At RLS we have a strong belief in tolerance, understanding, acceptance and curiosity for other cultures. We intend to deliver a rich curriculum which intertwines with other subject areas to allow our students to develop an inter-disciplinary approach to their learning.

### **Skills**

The most obvious skill that our students develop over their time at RLS is, of course, the ability to be effective communicators. The study of languages allows our students to become problem solvers, they can identify patterns and decode language, they are independent and creative thinkers. Over time, they develop an awareness of rules and their application and in turn can apply these rules. These skills not only allow them to thrive within the MFL classroom but, indeed, allow them to use these skills across the curriculum.

### **Purpose of Study**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them 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 pupils to study and work in other countries.

### **Aims**

The national curriculum for languages aims to ensure that all pupils:

- 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
- can 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.

## **Rationale**

Students begin their MFL journey by learning to greet others and introduce themselves. Over the course of the foundation year, they learn about key verbs in the target language, they develop an understanding of verb paradigms and regular present tense verbs. Students move on to talking about the past, being able to use the past tense to talk about what they did and describe events. They go on to use the near future tense, giving opinions and reasons, as well as encountering the concept of adjectival agreements. The curriculum is spiral and revisits key themes and major grammar points, allowing students to interleave knowledge and build upon it. By the time students reach GCSE, they are able to recognise and use all major time frames, including the conditional, subjunctive and pluperfect. We use authentic texts and media to ensure that students have a technicolour language learning experience, which inspires them to go on to travel, study and work abroad in the future.

The MFL curriculum follows a spiral model whereby key ideas are revisited throughout the five years to allow students to deepen their knowledge. Students start with key verbs in the present tense and we gradually use these key verbs to form new tenses. This allows our students to talk in greater depth. We are keen that all students are taught to the top and all students have access to top level phrases and structures. We use sentence builders to help support weaker students as well as pushing those who are naturally more able in MFL.

## **Assessment**

Students have vocabulary checks every 4 weeks to assess their knowledge of high frequency words which are embedded and taught in the SOW and form the Silent Starters for all year groups. Students at KS3 are assessed in all 4 skills (listening, speaking, reading and writing) once throughout the academic year and these assessments practise the GCSE skills needed in all skill areas. Students at KS4 are assessed in each skill area (listening, speaking, reading and writing) twice during the academic year and at least one of these assessments is conducted as a formal mock exam. The results of these assessments are then analysed and help to inform future teaching and learning. Teachers identify any gaps in knowledge within their classes following this analysis and adapt their lesson plans to address these gaps.

We constantly change and adapt our SOW in line with any gaps in knowledge and understanding that arise eg. HFW silent starters were introduced following a realization that students were not performing as well as expected in vocabulary checks and were unable to effectively recall key vocabulary. We are in the process of adapting the SOWs in line with the new GCSE specification introduced from September 2024 and will continue to assess the coverage of the 3 pillars of vocabulary, grammar and phonics, making changes where necessary.

## **French:**

### **Year 7 French**

Students discover the key verbs “être” and “avoir” as well as the verb “aller”. They also visit regular and irregular -er verbs. Students look at the concept of time and tenses but remain largely in the present tense. Themes covered are: My Personal World and Studying and my Future

### **Year 8 French**

Students move on to using the perfect tense, drawing on their knowledge of the verbs “être” and “avoir” from Year 7. Students use the imperfect tense to give opinions in the past. Students then

use 'aller' seen in Year 7 to talk about the future using the near future tense. Themes covered are: My Neighborhood, Media and Technology and Travel and Tourism.

### **Year 9 French**

Students strengthen their understanding of time ideas and verb conjugations, as well as learning to use the imperfect tense to go beyond giving an opinion. Students then move on to using the comparative and superlative as well as looking at modal verbs in more detail. Students investigate how to form the simple future tense and imperfect tense and by the end of the year can use three tenses, opinions and reasons. Previously seen themes are revisited but to a greater depth and sophistication. In year 9 the themes covered are: Media and Technology, My Personal World, Studying and my future, Travel and Tourism and Lifestyle and Wellbeing.

### **Year 10 French**

Students develop their time frames further by learning how to form and use the conditional tense. Students consolidate their knowledge of the simple future tense and use more sophisticated structures such as si + present tense + simple future tense, en + the present participle as well as "avant de" and "après avoir " + past participle. The imperative is also introduced in year 10, as well as the passive voice. Additionally, students learn more complex structures (e.g. pronouns y and en). Previously seen themes are revisited but to a greater depth and sophistication. In Year 10 the themes covered are: Travel and Tourism, my Neighbourhood, my Personal World and Studying and my Future.

### **Year 11 French**

Students revisit all of the vocabulary and grammar seen over the previous years as well as learning about the subjunctive. By the end of the year, students are able to use 6 time frames, the subjunctive and the passive voice as well as understanding and using complex structures.

Previously seen themes are revisited but to a greater depth and sophistication as revision ahead of mock exams and the real GCSE exams. This revision also focuses heavily on the application of the vocabulary and grammatical content learned in previous years to the specific exam skills needed for the four GCSE papers. In year 11 all themes are revisited: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and my future, and Travel and tourism

### **Spanish:**

#### **Year 7 Spanish**

Students learn how to introduce themselves, count and spell in Spanish. They learn present tense verb conjugation and some important irregular verbs. They also gain an understanding of adjectives and adjectival agreement, as well as learning how to form negative sentences and give opinions. Themes covered are: My Personal World and Studying and my Future.

#### **Year 8 Spanish**

Students move on to talking about the past, using mostly regular and some irregular preterite tense verbs as well as being able to talk about the near future. By the end of the year students are able to write using three tenses. They learn how to use the comparative to give more detailed opinions and gain a broader understanding of how stem changing and reflexive verbs are formed. Themes covered are: Travel and Tourism. Media and Technology and Lifestyle and Wellbeing.

#### **Year 9 Spanish**

Students revisit the present, preterite and near future tenses as well as learning how to use the imperfect tense and the present continuous tense. They explore phrases used with the infinitive as well as using the comparative and superlative to be able to give more advanced opinions. Students are introduced to the use of direct object pronouns and gain an in-depth understanding of the verbs ser and estar as well as relationship verbs. Previously seen themes are revisited but to a greater depth and sophistication. Themes covered are: My Personal World, Media and Technology, Travel and Tourism, Lifestyle and Wellbeing and Studying and my future.

#### **Year 10 Spanish**

Students revisit all main tenses and gain a more solid understanding of the more complex tenses: imperfect, conditional, passive, as well as learning phrases which use the subjunctive. They explore the use of demonstrative adjectives as well as indirect object pronouns to be able to gain a

deeper understanding of more complex language. Previously seen themes are revisited but to a greater depth and sophistication. Themes covered are: Studying and my Future and My Neighbourhood.

### **Year 11 Spanish**

Students revisit all tenses and gain a deeper understanding of the present subjunctive, for different purposes and contexts (e.g. commands, desires, wishes), as well as using the imperfect continuous. They revise all topic related vocabulary to be able to understand and communicate in more detail whilst using more complex language and structures. Previously seen themes are revisited but to a greater depth and sophistication as revision ahead of mock exams and the real GCSE exams. This revision also focuses heavily on the application of the vocabulary and grammatical content learned in previous years to the specific exam skills needed for the four GCSE papers. In year 11 all themes are revisited: My personal world, Lifestyle and wellbeing, My neighbourhood, Media and technology, Studying and my future, and Travel and tourism.