

## Vision

### **Core purpose**

The purpose of the MFL KS3 curriculum is to ensure students are confident in their **pronunciation** and have a clear understanding of new vocabulary. This contextual knowledge will support future GCSE study. Through the discovery of a universal grammar point, contextualised within each theme, students will have the opportunity to develop a positive interest in **reading, listening, translation and writing** skills. In accordance with the MFL National Curriculum 2013, learning a foreign language is a liberation from insularity and provides an opening to other cultures. Our high-quality languages education will foster pupils' curiosity and deepen their understanding of the world. Above all, we intend to develop in students a love of learning, a sense of curiosity towards others and in line with our curriculum vision, create a brighter tomorrow for all.

Therefore, classroom practice will encompass the following habits and support the Academy values 'We Empower, We respect, We care'

### ***Developing professional skill sets – We empower***

In teaching languages, we develop skills in students- those of communication, listening, understanding, adaptability, problem solving and analytical thinking – that will prepare them for the world of work in whatever field they choose to pursue. The fundamental focus on literacy will teach students to be accurate in their written work and the emphasis on oral language will teach them to communicate confidently and clearly. Both are necessary for working life.

### ***Teaching French and German for their intrinsic value – We respect***

We teach languages for their intrinsic value, that of being able to communicate with people from another country and culture and the global understanding that this fosters. We want our students to be curious about other languages and cultures and in doing so develop international mindedness.

### ***Building empathy – We care***

Through the challenge of learning a language, students demonstrate their resilience to communicate and correct each other and understand other cultures. By embedding culture into our lessons, it fosters an open and enquiring mind in which students ask questions in order to build a greater tolerance for other perspectives and beliefs.

### **Core content**

The curriculum is cumulative with universal grammatical concepts and memory recall built into the scheme of work. In every language lesson, the grammar universal will feature in order to secure a clear understanding of it. The four skill areas of **listening, reading, speaking and writing** are highlighted through key assessments and embedded in each and every lesson. MFL lessons will check prior knowledge and use modelling, deliberate practice, questioning and feedback and challenge to ensure mastery of each theme and universal. This is delivered through a set range of themes, which will be covered in depth to support vocabulary building and manipulation of grammar through interleaving and discussion of word etymology.

We aim to develop lifelong language learners by sparking curiosity for other languages and their cultures, developing students' confidence in another language and equipping them with the toolkit to communicate their ideas and thoughts beyond explicitly taught contexts and respond to speakers in that language. We provide opportunities for students to use their learning in authentic situations by taking them abroad. Furthermore, we invite students with a home language to engage with their heritage and acknowledge their linguistic abilities by completing a GCSE in their home language. We aim to prepare students for the next stage in their language learning at all levels in order to aspire to achieve the following end points:

## End Points

1. **Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation**
2. **Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language**
3. **Read, understand, and be able to respond to a range of authentic texts**
4. **Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately**

**Key concepts – grammar (see overview)**

**Domains of knowledge - topics**

**ELA MFL Progression Map**

<b>End points</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b><u>National curriculum alignment</u></b>
<p><b>Communicate ideas and thoughts orally with confidence, fluency and spontaneity, and with accurate pronunciation and intonation</b></p>	<ul style="list-style-type: none"> <li>To know how to pronounce all single letter sounds</li> <li>To be able to pronounce letter strings</li> <li>To understand how accents (in particular é, è, ç) change sounds</li> <li>To be able to give basic information and opinions</li> <li>To be able to ask simple questions</li> <li>To be able to take part in brief dialogues, using short phrases in the present tense</li> </ul>	<ul style="list-style-type: none"> <li>To be able to apply accents in familiar vocabulary (in particular é, è, ç)</li> <li>To be able to take part in simple conversations, referring to the present, past or future.</li> <li>To start to speak spontaneously – for example to give opinions unprompted</li> <li>To gain confidence in producing extended answers (e.g. using connectives).</li> </ul>	<ul style="list-style-type: none"> <li>To be able to speak with increasingly accurate pronunciation and intonation</li> <li>To be able to apply accents even in unfamiliar vocabulary (in particular é, è, ç)</li> <li>To be able to take part in short conversations on a range of topics, describing, informing, giving information, justifying opinions</li> <li>Students are able to speak spontaneously by asking some questions unprompted</li> <li>Increased familiarity with GCSE speaking activities (e.g. Role plays and Photo cards)</li> </ul>	<ul style="list-style-type: none"> <li>To be able to speak spontaneously by asking questions and expand answers with more detail including time phrases and opinions</li> <li>To be able to initiate and develop conversations by asking and responding to questions</li> <li>To be able to adapt language from other topics for new contexts</li> <li>To be able to narrate events in detail</li> <li>To be able to use range of complex grammar structures, with a range of tenses</li> </ul>	<ul style="list-style-type: none"> <li>To develop coping strategies to deal with unknown words</li> <li>To be able to initiate and develop discussions on a wide range of topics, using the appropriate register</li> <li>To be able to narrate events and express my opinions and thoughts on a wide range of topics</li> <li>To be able to interact naturally, with only occasional hesitation and little rephrasing</li> <li>To be able to use language creatively to exchange and fully justify a wide range of ideas/opinions</li> </ul>	<ul style="list-style-type: none"> <li><i>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</i></li> <li><i>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</i></li> <li><i>Speak coherently and confidently, with increasingly accurate pronunciation and intonation</i></li> </ul>

<p><b>Write at varying length, for different purposes and audiences, using a variety of grammatical structures, and be able to translate accurately both to and from the target language</b></p>	<ul style="list-style-type: none"> <li>• To be able to write short phrases or sentences correctly</li> <li>• To be able to write a few sentences with support (e.g. Sentence Builder), giving basic information and using the first person present tense</li> <li>• To be able to write several short sentences with support to give information and express simple opinions</li> <li>• To be able to express opinions and give simple justifications</li> <li>• To be able to translate simple sentences with familiar words and structures into French</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to refer to the present and past or future tenses (minimum of two tenses) using familiar vocabulary and common time phrases</li> <li>• To be able to write short texts on a range of topics: give / ask information and use the present and past/future</li> <li>• To begin to write short sentences independently which include time phrases and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to translate longer sentences into the French</li> <li>• avoid minor errors in written work (e.g. spellings, genders, agreements)</li> <li>• To be able to give descriptions, narrations and justified opinions, refer to the past/present/future</li> <li>• Produce familiar language independently which include time phrases and opinions.</li> <li>• Begin to understand GCSE writing expectations for 40 and 90 word tasks and describing photos.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to write longer texts (e.g. 90-150 words) on a variety of topics and for different purposes</li> <li>• To be able to link sentences and paragraphs, and structure ideas with a variety of connectives and time phrases.</li> <li>• To be able to use familiar language to express oneself clearly</li> <li>• To have a clear understanding of GCSE writing expectations for 40, 90 and 150 word tasks and translations.</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to use language creatively to express individual thoughts, ideas and points of view</li> <li>• To be able to use a range of grammar structures, including a combination of at least 3 time frames</li> <li>• To be able to translate into French using a range of less common vocab/complex structures</li> <li>• To be able to write sentence structures that are accurate throughout and inaccuracies are isolated</li> <li>• To be able to confidently write longer texts (e.g. 90-150 words) on a variety of topics and for different purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</i></li> <li>• <i>Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.</i></li> </ul>
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## East Leake Academy MFL

<p><b>Read, understand, and be able to respond to a range of authentic texts</b></p>	<ul style="list-style-type: none"> <li>To be able to read (including out loud) and understand a range of familiar words and phrases, and opinions.</li> <li>To be able to match sounds to written words</li> <li>To be able to use a Sentence Builder to understand unfamiliar vocabulary</li> <li>To be able to understand the main points and opinions in short texts which contain familiar language.</li> <li>To be able to translate simple sentences containing familiar vocabulary and grammar into English</li> <li>To be introduced to the reciprocal reading structure to decipher unfamiliar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand the main points, opinions, overall message and some details in short written texts, referring to the present, past or future.</li> <li>To be able to work out the meaning in short authentic texts (e.g. adapted adverts, poems and songs).</li> <li>To be able to translate longer sentences into English, showing awareness of familiar grammar especially tenses.</li> <li>To confidently use the reciprocal reading structure to decipher unfamiliar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To be able to understand the overall message and keypoints of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures.</li> <li>To be able to understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles)</li> <li>To be able to translate with increasing accuracy, into English, short passages containing occasional more complex grammatical structures and less common vocabulary.</li> <li>To automatically use the reciprocal reading structure to decipher unfamiliar vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>To be able to deduce meaning in longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays).</li> <li>To be able to draw inferences and organise and present relevant details from a range of longer texts.</li> <li>To be able to translate into English, accurately with occasional errors, short passages containing more complex language and grammar.</li> <li>To become familiar with a range of GCSE style reading questions (e.g. T, F, NT/ answer in French/German).</li> </ul>	<ul style="list-style-type: none"> <li>To be able to respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material.</li> <li>To be able to recognise implicit meaning in a wider range of longer texts, including extracts from literature written in a less common style.</li> <li>To be able to translate into English, accurately with isolated errors, longer passages containing a range of complex grammatical structures and less common vocabulary.</li> <li>To confidently be able to answer a range of GCSE style reading questions (e.g. T, F, NT/ answer in French/German).</li> </ul>	<ul style="list-style-type: none"> <li><i>Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</i></li> <li><i>Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture</i></li> </ul>
<p><b>Listen to a variety of forms of spoken language to obtain information and be able to respond appropriately</b></p>	<ul style="list-style-type: none"> <li>To be able to understand familiar words, phrases and opinions, sometimes needing them repeated.</li> <li>To be able to understand the main points and opinions from short passages using familiar vocabulary and short phrases</li> <li>To be able to transcribe familiar words.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to transcribe short phrases accurately.</li> <li>To be able to understand the main points, opinions and some details in short passages which include reference to either the present, past or future.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to transcribe sentences accurately.</li> <li>To be able to understand short and longer passages which include opinions with justifications, a range of basic grammatical structures and reference to the present, the past and the future</li> </ul>	<ul style="list-style-type: none"> <li>To be able to deduce meaning and understand the overall message and detail in longer passages which include a range of at least three different tenses, opinions and some more complex grammatical structures and less familiar vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>To be able to draw conclusions and interpret meaning in a range of longer passages covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li><i>Listen to a variety of forms of spoken language to obtain information and respond appropriately</i></li> <li><i>Transcribe words and short sentences that they hear with increasing accuracy</i></li> </ul>