

St Michael's Church of England High School Curriculum Plan 2022-23

MFL



The Aims of the Framework for MFL

The Framework for MFL 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 they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

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.

Pupils should be taught to:

GRAMMAR AND VOCABULARY

- identify and use tenses or other structures which convey the present, past, future as appropriate to the language studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods as appropriate
- develop and use a wide ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- use accurate grammar, spelling and punctuation.

LINGUISTIC COMPETENCE

- listen to a variety of forms of spoken language and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations
- express and develop ideas clearly with increasing accuracy
- speak coherently and confidently
- read and show comprehension of original and adapted materials from a range of different sources
- 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.

Subject Intent Statement

The purpose of the MFL curriculum at St Michael's is to ensure that every student has the opportunity to develop and practise their knowledge of MFL enabling our students to become competent and effective linguists who can use transferable skills and knowledge to manipulate whichever language they are studying. We promote an aspirational curriculum by creating the opportunity for pupils to study Spanish whilst following an engaging and culturally enriching curriculum plan that incorporates the different skills required for learning a Modern Foreign Language, Speaking, Listening, Reading and Writing. Through the implementation of 'Big Ideas' Students will study different topic areas and themes as well as authentic materials and literature to enhance their cultural awareness with a focus on life in Spanish speaking countries. Pupils are challenged at St Michael's through constant exposure to key vocabulary and grammar, continually flourishing and developing their level of vocabulary by developing memory and recall through our rich Knowledge Curriculum. At St Michael's we ensure that we equip our students with the factual knowledge they require to be able to confidently problem solve and critically reason, supporting the development of higher order thinking skills to facilitate deep, long term learning and enhancing their communication skills through the effective use of phonics and the reading of ambitious authentic materials.

Pupils will be taught to:

- understand and respond to spoken and written language from a variety of authentic materials
- 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
- 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.
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read literary texts in the language to stimulate ideas, develop creative expression and expand understanding of the language and culture
- 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

MFL teaching builds on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one.

MFL students begin their studies learning Spanish throughout KS3. In Year 7 MFL students begin with the themes of personal introduction and leisure and in Year 8 holidays and tourism and where we live. We ensure students experience a balance of higher level vocabulary and grammatical concepts in their programme of study. The topics are revisited and linked throughout KS3 and 4. Students are provided with one knowledge organiser per half term per language which covers the fundamental retrieval of key vocabulary and grammar. We include low stakes quizzing in every MFL lesson and retrieval practice is effectively used in various forms to ensure consolidation of vocabulary. A number of students choose to study MFL at KS4 and have the opportunity to opt for their chosen language in Y9.

At key stage 4 students follow AQA GCSE. Students study three themes, Theme 1 Identity and Culture, Theme 2 Local, National, International and Global areas of interest and Theme 3 Current and Future Study and Employment. Lessons are collaboratively planned to ensure consistency across the languages curriculum. Knowledge organisers are used for KS4 topic areas and lessons begin with low stakes vocabulary tests from the knowledge organiser. Students are also given opportunities for wider reading from authentic materials and literature.

Students are formally assessed twice a year. A question level analysis is also completed to identify areas for personalised intervention strategies to be implemented.

Students are provided with reading and writing support in the form of differentiated vocabulary mats and targeted reading strategy exam guides for Grade 5 and 9. To prepare for the spoken element of the GCSE exam our students benefit from intensive 1:1 input from a native speaker

What are the Big Ideas in MFL? KS3

1. High Frequency Words

This big idea focuses on the requirement to effectively recall and put into context vocabulary that is most prominent in the language.

2. Verbs and Tenses

This big idea focuses on the essential grammar concept of verb conjugation to access every aspect of the language to enable learners to use the language effectively in multiple situations.

3. Gender of Nouns

This big idea focus on the grammar involving naming words and the need for the students to recognise this and to make required agreements.

What are the Big Ideas in MFL?

4. Pronunciation, Intonation and Fluency

This big idea includes the understanding and practice of phonics in MFL to encourage and improve every aspect of the spoken word.

5. Asking for, Giving and Justifying Opinions

This big idea focuses on the development of questioning and justifying opinion.

6. Intercultural Understanding

This big idea promotes cultural understanding in French and Spanish speaking countries.

How are the Big Ideas developed through Key Stage 3

Year 7

1.High Frequency Words

Evidenced through the consistent use high frequency words Sp from frequency lists (added to knowledge organisers).

2. Verbs and Tenses

Subject pronouns, present tense of regular/common verbs, modals, near future, simple negatives.

3. Gender of Nouns

Gender of nouns, common m/f noun endings, articles, adjectival agreement, possessive adjectives.

Year 7

4. Pronunciation, Intonation and Fluency

All Sp phonics, intonation in question forms, liaison.

5. Asking for, Giving and Justifying Opinions

Express and ask for likes/dislikes. Basic connectives to give reasons.

6. Intercultural Understanding

Christmas and Easter celebrations. Spanish speaking countries, etiquette, authentic texts

Year 8

1.High Frequency Words

Revisit high frequency words, add additional from adapted frequency lists.

2. Verbs and Tenses

Present tense (wider range of verbs), passé, composé/preterite, near future, modals, small range of conditional tense verbs.

3. Gender of Nouns

Revisit adjectival agreement with further irregular forms, agreement of past participle, agreement in comparatives.

Year 8

4. Pronunciation, Intonation and Fluency

Revisit all Spanish phonics, revisit intonation in question form.

5. Asking for, Giving and Justifying Opinions

Opinions in past tense. Wider range of opinion phrases, connectives and intensifiers.

6. Intercultural Understanding

Geographical context, foreign currency. Transactional language around town, authentic texts.

Year 9	1.High Frequency Words Revisit high frequency words, add vocab from adapted frequency lists. Different uses of high frequency words.	2. Verbs and Tenses Present/preterite, near future (wider range of verbs) and conditional	3. Gender of Nouns Revisit adjectival agreement and possessive adjectives. Agreement in comparatives and superlatives. Agreement of past participle.
Year 9	4. Pronunciation, Intonation and Fluency Revisit Fr/Sp phonics, revisit intonation in question forms. Spontaneity e.g. in role play responses	5. Asking for, Giving and Justifying Opinions Opinions in three tenses. More complex opinion phrases e.g. me chifla Comparatives.	6. Intercultural Understanding Sp cuisine, customs, festivals, music and TV programmes. Transactional language around town. Authentic texts of increasing complexity.

What topics are used to explore these ideas?

	Autumn Term	Spring Term	Summer Term
Year 7	Personal Introduction Family and Friends	Hobbies and Sports Expressing opinion	School subjects and Education Describing School
Year 8	Holidays Food and Drink	House and Home Daily Routine	Family Region
Year 9	Technology Hobbies/Leisure	Making arrangements/ Jobs and Careers	Organising events Diet/Healthy Living

Key Stage 4**GCSE MFL****Exam board: AQA**

Paper 1: Listening

Paper 3: Reading

Paper 2: Speaking

Paper 4: Writing

How are the Big Ideas developed through Key Stage 4

Year 10	1.High Frequency Verbs Revisit top high frequency words, add from adapted frequency lists. Different uses of high frequency words.	2. Verbs and Tenses Revisit all tenses y7-9 and use with wide range of regular and irregular verbs. Subjunctive, present continuous (Spanish)	3. Gender of Nouns Revisit adjectival agreement including wider range of irregular adjectives. Revisit agreement with reflexive verbs.
Year 10	4. Pronunciation, Intonation and Fluency Revisit all Fr/Sp phonics, liaison/silent consonants/ include spontaneity e.g. role play, photo card and conversational responses.	5. Asking for, Giving and Justifying Opinion Revisit basic and complex opinion phrases in three tenses. Comparatives and superlatives. Extended reasons for opinions.	6. Intercultural Understanding Different attitudes and values on marriage Fr/Sp. Fr/Sp customs and festivals. Fr/Sp cities vs British cities. Authentic texts from an interesting range of topics.
Year 11	1.High Frequency Words Revisit top high frequency words from adapted frequency lists. Different uses of high frequency words.	2. Verbs and Tenses Revisit all tenses y7-10 and use with wide range of regular and irregular verbs. Present tense and participate a wider range of negative constructions	3.Gender of Nouns Revisit agreement of past participle with PDO. Demonstrate adjectives. Revisit with interrogative forms
Year 11	4. Pronunciation, Intonation and Fluency Revisit all Sp phonics, revisit liaison/silent consonants (spontaneity and interactions e/g. in role play, photo card and conversational responses.	5. Asking for, Giving and Justifying Opinion Subjunctive phrases in opinions. Increased range of tenses in opinions e.g. imperfect. Complex language e.g. si clauses.	6. Intercultural Understanding Charity/environmental organisations in Fr/Sp. Fr/Sp holiday destinations, school life and post-16 in TL country. Authentic texts on a range of topics.

Teaching Schedule

	Autumn Term	Spring Term	Summer Term
Year 10	Holidays Diet/Lifestyle	Education Jobs and Careers	Home and Local Area Festivals
Year 11	Culture and Identity Global and Environmental Issues	Healthy Living / Sports and Leisure Activity	Exam Strategy/Revision/Speaking Preparation

Subject Curriculum Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	SPANISH Personal Introduction My Life	FRENCH Personal Introduction	SPANISH Hobbies and Leisure Expressing opinion	SPANISH Sports/ Weather	SPANISH Family and Friends	SPANISH School and Education
Enhanced Learning opportunities	Cross Curricular Maths		Sports Presentation		School Promo Video	
Year 8	SPANISH School and Education	FRENCH Where we live	SPANISH Holidays	SPANISH Where we live	SPANISH Food and Drink	SPANISH Festivals and Customs
Enhanced Learning opportunities		Role play/Visit			Day of The Dead Activities	
Year 9	SPANISH Technology/TV/ Cinema	SPANISH Making arrangements	SPANISH Jobs and Careers	SPANISH Expressing opinion/ Organising daily life	SPANISH Healthy Living	SPANISH Tourism and Intercultural Understanding
Enhanced Learning opportunities	Authentic Films and Literature		Cross curricular opportunity to develop links with Science or PE			Visit to TL country
Year 10	Holidays Using 3+tenses Time expressions Transport Comparisons Adjectives	Education/ Further Education Future tense Conditional Time expressions Conditional Tense	Careers/jobs/ ambition Subjunctive Gender Future Tenses	Diet/Lifestyle Mealtimes Food and drink Describing Events Ordering Food	Home and Local Area Vivir Estar/Ser Nationalities Facilities Description/comparison Hay/No hay Conditional + vivir Extended writing	Leisure and Festivals Irregular Present Tense Hobbies La Tomatina Customs and Traditions

Enhanced Learning opportunities	1:1 speaking opportunity with native speaker				Restaurant Visit	
Year 11	Family and Relationships Technology Family Revision Developing opinion Reflexive verbs Adjectival Agreements	Global and Environmental Issues Complex verbs Se debe Conditional Forming an argument Questioning	Healthy Living Revision of preterite Giving advice Modal verbs Extended opinion	Sports and Leisure Activity Time phrases Opinion	Exam Strategy/ Revision of all Themes /Speaking assessment preparation Role Play Photo Card Conversation	
Enhanced Learning opportunities					1:1 Speaking TA	

