

Modern Foreign Languages Curriculum

In MFL, we learn about languages and the wider world so we can be better communicators and global citizens.

Curriculum Implementation	Curriculum Impact
Students begin their language learning journey in Year 7, where they concentrate on one language.	Students develop an in-depth knowledge of the structure of the language and a wide vocabulary. Students achieve subject mastery.
With varied success in the teaching of MFL at KS2, the MFL curriculum at GLT starts at the beginning in KS3 with in-depth teaching of the basic components to ensure that all students are able to access the curriculum, but is equally challenging with the use of three time frames and complex structures from the very beginning (the basis for a GCSE Grade 4).	Students are fully prepared to undertake a GCSE in the language and are enthusiastic, passionate language learners who feel confident in their linguistic abilities.
In Year 7 students first learn how to talk about themselves and their personal relationships and daily experiences (family, hobbies and school). In Year 8 students enhance their understanding of their identities within a wider context and in relation to others (e.g. giving opinions and descriptions of others). Eventually students are expected to discuss topics with a focus on themselves and others with fluency, including those from different cultures and nationalities in KS4, such as comparing school days and routines in other countries. The curriculum builds to the challenging concept of international and global dimension in Year 11 where students are expected to express detailed and developed opinions relating to environmental issues, ethics and the wider world.	Students make progress and build on prior learning throughout each scheme of learning and from KS3 to KS4. Students develop a rich sense of personal identity and are challenged to understand their role as global citizens.
Students study an enriching range of topics including 'International and global dimension' and 'Future aspirations, study and work' combined with challenging grammatical concepts which require higher-level thinking and well considered responses	Students develop the key skills necessary to continue on to higher education.
Students will study relevant content in relation to the target language country as well as other countries worldwide where the target language is spoken (i.e. South America for Spanish, North Africa for French).	Students gain an appreciation for different languages and cultures. Students create and develop their personal identity in relation to the wider world.

<p>Students will study grammar, with the most complex structures learnt in KS3 creating the foundations for success at KS4.</p> <p>Students are taught through chunking and input flooding of key structures.</p> <p>Students will have an understanding of similarities and differences between French/Spanish and English.</p>	<p>Increase in students' literacy abilities and enable them to succeed in all subjects across the school.</p> <p>Create automaticity in students' language abilities.</p> <p>Students will develop a much richer understanding of the English language</p>
<p>Every SB from Year 7 to Year 11 begins with students explicitly learning and recapping French and Spanish phonics.</p>	<p>Develop and improve students' level of oracy and auracy in MFL.</p>
<p>Students participate in repetitive, chunked and engaging speaking and listening activities.</p>	<p>Promotion of memory retrieval and retention.</p>

Research and reasoning

Throughout the KS3 and KS4 curriculum key structures, essential for communication, are repeated and used across different topics and in different contexts to enable students to recycle and use structures automatically.

Language is introduced using sentence builders through teacher-led listening and translation activities to allow for 'pushed output'; where teachers have total control over student output to ensure that students have ample opportunity to practise and recycle target chunks and structures. Similar to the listening activities, which utilise mini-whiteboards to assess student comprehension and retrieval, reading activities are tailored for students to ensure 90-95% comprehensible input, as "patterns are more likely to be noticed and acquired when they occur in texts which are highly accessible by the target students." (Conti, 2017)

New language is introduced to students in chunks and key phrases, using sentence builders, as opposed to single words. According to Conti (2017), "The brain applies the patterns (chunks) available in our Long-Term Memory to interpret whatever we process (see, hear, feel, etc.) and make sense of it; **if what we process successfully using those patterns is 'new', the brain 'hooks' it to existing structures in the brain and compresses it in chunks which it stores in Long-Term Memory.**"

"This expands the processing capacity of working memory as when patterns are applied automatically, i.e. subconsciously, they by-pass working memory, thereby keeping the latter free for performing other operations...these processes are central to language acquisition, **our teaching must aim at fostering and facilitating them.**"

As a result, students experience more success at an earlier point in their language learning journey which is imperative in creating confident, passionate linguists. Students are also able to communicate



more effectively in three time frames and express personal opinion with more confidence and accuracy early on in their journey, which prepares students more effectively for KS4.

The Language Gym, "Patterns first – why you should 'ditch' word lists, traditional grammar rules and...your", 21/05/2017, Gianfranco Conti, <https://gianfrancoconti.com/2017/05/21/why-you-should-ditch-word-lists-and-traditional-grammar-rules/>