

Modern Foreign Languages Policy

Whitefriars School



Approved by: SLT
Effective from: September 2022
Review date: September 2022
Next Review Date: July 2023

Intent



Article 29: *Your right to become the best that you can be.*

The pupils will foster their curiosity and deepen their understanding of the world through language learning. Pupils will learn to express their ideas and thoughts in other languages. Pupils will also learn how to communicate for practical purposes and explore a variety of sources of authentic materials.

The pupils will learn key grammar and vocabulary in other languages. They will listen to a variety of forms of spoken language to obtain information, respond appropriately and transcribe words and short sentences that they hear.

The pupils will learn to speak coherently and confidently in other languages with increasingly accurate pronunciation and intonation. They will learn to cope with unfamiliar language and respond to speakers of the language. They will develop their writing skills and be able to write at varying length for different purposes and audiences, using the variety of grammatical structures they have learnt. They will learn to discover and develop an appreciation of a range of writing in the language studied.

They will also learn to read literacy texts which include stories, songs, poems, and letters. Pupils will watch foreign films and learn to decipher them. They will learn a lot about cultural aspects from a variety of countries which speak that language.

Implementation



Article 28: *Your right to learn and go to school.*

Timetable

In the primary section Spanish is taught as its own subject in Key Stage 2. Pupils learn about a variety of topics during the academic year. Spanish is taught weekly.

In Key Stage 3 pupils have bespoke Spanish lessons. Pupils have two timetabled lessons per week in Years 7, 8 and 9.

Pupils have the option of studying Spanish or French at GCSE level in Years 10 and 11. Pupils are encouraged to study a language to fulfil the requirements of the English Baccalaureate. These pupils have three lessons per week. Pupils have the option of studying Spanish or French for one of their A-Levels. These pupils have five lessons per week.

Skills and Content

In the curriculum the pupils develop their language skills across different topics. The structure of the curriculum is designed so that students build on their vocabulary and grammatical knowledge at each stage of their learning.

The pupils learn how to read, write, listen, and speak in a Modern Foreign Language. These skills develop through the whole school, from the beginning of Year 4 to the end of the secondary section. The part of the skill taught in each year group and each stage is well-designed and based on the through-school approach. Secondary section teaching is fully integrated with and builds upon the development of skills in the primary section. The secondary section curriculum fully builds on the primary section curriculum and continues to develop the students' linguistic skills and cultural understanding of the Hispanic speaking world.

Our curriculum fully embraces and meets all the requirements of the National Curriculum and enhances this according to the needs of our pupils.

GCSE and A-Level

The curriculum has been designed so that Spanish teaching at GCSE and A-level fully develops from that taught in the earlier key stages. As such pupils are fully prepared for this higher level of study.

GCSE and A-Level exam boards provide a variety of topics to be covered. The modules reflect the needs and interests of our pupils as well as being fully integrated in our whole school curriculum. The topics taught include the development of the required grammatical skills.

Extra-curricular

Primary section pupils take part in a Spanish day to deepen their understanding of Spanish culture. There is also a regular Spanish Menu to further develop curiosity and appreciation.

All secondary section pupils have the opportunity to attend an MFL Film club, where pupils explore a range of films in modern foreign languages. This deepens and enhances the curriculum. There are weekly French and Spanish booster sessions which provide pupils with tailored support as well as developing their love for languages.

We run trips to tour the Instituto Cervantes, and pupils visit the Treasures of the Hispanic Society Museum and Library, and the Cervantes Theatre. This deepens and enhances the curriculum.

Implementation - Skills

	Listening	Speaking	Reading	Writing
Year 4	<ul style="list-style-type: none"> Understand words and short phrases relating to a familiar theme. Understand simple questions. Transcribe sounds and words (phoneme to grapheme). 	<ul style="list-style-type: none"> Give basic information on a familiar theme using simple words or phrases. Repeat words with good pronunciation and intonation. 	<ul style="list-style-type: none"> Understand familiar words and short phrases to a familiar theme. Recognise taught words, saying what they mean. 	<ul style="list-style-type: none"> Write words or short phrases to give basic information on a familiar theme. Produce a recognisable spelling of a familiar word in the target language.
Year 5	<ul style="list-style-type: none"> Understand longer sentences to familiar themes, identifying the key point. Understand a range of simple questions. Transcribe short familiar words. 	<ul style="list-style-type: none"> Give basic information on familiar themes using simple phrases. Repeat words and phrases with good pronunciation and intonation. 	<ul style="list-style-type: none"> Understand short sentences relating to familiar themes. Recognise taught phrases, saying what they mean. 	<ul style="list-style-type: none"> Write simple sentences to give basic information on familiar themes. Produce a recognisable spelling of a familiar phrase in the target language.
Year 6	<ul style="list-style-type: none"> Understand short passages on familiar themes, identifying the key points. Answer a range of simple questions. Transcribe to short familiar sentences. 	<ul style="list-style-type: none"> Give a short presentation on familiar themes and starting to develop conversation. Accurately pronounce words and phrases. 	<ul style="list-style-type: none"> Understand longer sentences on familiar themes, identifying the key point. Recognise cognates and near cognates. Write the meaning of familiar words and phrases in English. 	<ul style="list-style-type: none"> Write longer sentences to inform, describe or narrate on familiar themes. Recognise cognates and near cognates. Translate familiar words and phrases accurately in the target language.
Year 7	<ul style="list-style-type: none"> Understand short passages on familiar themes and responding by identifying key points and some detail on simple opinions. Transcribe a range of familiar words (including cognates and near cognates). 	<ul style="list-style-type: none"> Respond to a range of simple questions and express an opinion. Give a presentation providing some detail on familiar themes. Use some accurate pronunciation and intonation of language. 	<ul style="list-style-type: none"> Understand short texts on familiar themes, identifying the key points and some detail (including simple opinion). Translate words and phrases relating to familiar themes into English. 	<ul style="list-style-type: none"> Write on familiar themes using longer sentences to inform, describe or narrate, providing some detail (using simple opinion). Translate words and phrases relating to familiar themes into the target language.
Year 8	<ul style="list-style-type: none"> Understand short passages on a range of themes and responding by identifying key points and details. Transcribe words, including some unfamiliar words and short phrases. 	<ul style="list-style-type: none"> Respond to a range of questions giving information and expressing opinion. Give a presentation, providing more detail on familiar themes. Use accurate pronunciation and intonation of language. 	<ul style="list-style-type: none"> Understand short texts on a range of themes on familiar themes. Respond by identifying key points and details (including opinions). Translate short sentences relating to familiar themes into English. 	<ul style="list-style-type: none"> Write on a range of themes using longer sentences to inform, describe or narrate, providing more detail (using simple opinion). Translate short sentences relating to familiar themes into the target language.
Year 9	<ul style="list-style-type: none"> Understand longer passages, on a wider range of themes, and responding by identifying key points and details relating to events from two different time frames. Transcribe short sentences. 	<ul style="list-style-type: none"> Respond to a wider range of questions, giving information and expressing opinion. Give a presentation on a wider range of themes and relating events from two different time frames. Use increasingly accurate pronunciation and intonation of language. 	<ul style="list-style-type: none"> Understand longer texts on a wide range of themes on familiar themes. Respond by identifying key points, opinions and details relating to events from two different time frames. Translate longer sentences relating to a range of themes into English. 	<ul style="list-style-type: none"> Write on a wider range of themes using longer sentences to inform, describe or narrate, providing more detail and relating events from two different time frames. Translate longer sentences relating to a range of themes into the target language.
Year 10	<ul style="list-style-type: none"> Understand longer passages, on a wider range of themes, and responding by identifying key points and details relating to events from three different time frames. Transcribe longer sentences. 	<ul style="list-style-type: none"> Respond to a wider range of questions, giving information and expressing opinion more accurately as part of spoken exchange. Give a presentation on a wider range of themes, providing details (including opinion) and relating events from three different time frames. Use generally accurate pronunciation and intonation of language. 	<ul style="list-style-type: none"> Understand longer texts on a wide range of themes. Respond by identifying key points, opinions and details relating to events from three different time frames. Translate short passages relating to a range of themes into English. 	<ul style="list-style-type: none"> Write on a wider range of themes using longer sentences to inform, describe or narrate, providing more detail and relating events from three different time frames. Translate short passages relating to a wide range of themes into the target language.
Year 11	<ul style="list-style-type: none"> Understand and listen to longer passages on a wide range of themes, and respond by identifying key points, some details, including opinion and justifications and identify details on three-time frames. Transcribe longer and more complex sentences. 	<ul style="list-style-type: none"> Respond to a wider range of questions, giving information and expressing opinion as part of spoken exchange accurately. Give a presentation on a wider range of themes, providing details, opinion and justification and relating events from three different time frames. Using generally accurate pronunciation and intonation of language drawn from a wide range of themes. 	<ul style="list-style-type: none"> Understand longer texts on a wide range of themes. Respond by identifying key points, opinions and justifications and details relating to events from three different time frames. Translate short passages relating to a range of themes into English. 	<ul style="list-style-type: none"> Write on a wider range of themes using longer sentences to inform, describe or narrate, providing more detail, opinion and justification and relating events from three different time frames. Translate short passages relating to a wide range of themes into the target language.
Year 12	<ul style="list-style-type: none"> Listen and respond to spoken passages including some extended passages from a range of different contexts and sources Summarise information from spoken sources, reporting key points and subject matter in speech 	<ul style="list-style-type: none"> Use language spontaneously to initiate communication, by asking and answering questions Express thoughts and feelings through presenting personal viewpoints over a range of themes and topics Apply knowledge of pronunciation, morphology and syntax, vocabulary 	<ul style="list-style-type: none"> Read and respond to a variety of texts including some extended authentic texts written for different purposes and audiences Translate passages from the target language to English using complex grammatical structures 	<ul style="list-style-type: none"> Write on a wider range of themes using complex grammar structure – including authentic sayings and materials Translate passages relating to a wide range of themes into the target language.
Year 13	<ul style="list-style-type: none"> Listen and respond to spoken passages from a variety of contexts in the target language, covering different registers and types, including authentic communication involving one or more speakers Assimilate and use information from spoken sources, including material from online media 	<ul style="list-style-type: none"> Develop arguments by using persuading techniques Analyse and evaluate in speech, including interaction with speakers of the target language Apply idioms to communicate accurately and coherently, using a range of expression – including the list of grammar in this specification 	<ul style="list-style-type: none"> Read and respond to a variety of texts from a range of authentic contemporary, historical and literary, fiction and non-fiction texts Translate unseen passages from the target language to English 	<ul style="list-style-type: none"> Write on a wide range of themes and topics using authentic and complex grammar and linguistic structures Translate passages relating to a wider range of authentic topics into the target language

Implementation – Content



Article 13: *Your right to have information.*

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 4	What is your name?	What is your favourite animal?	Do you have any pets?	What is in your school bag?	When is your birthday?	How can we read a short story in Spanish?
Year 5	Can you tell the time?	How do you give your opinion?	What sports do you play?	What music do you listen to?	Who is in your family?	What do we look like?
Year 6	What is the weather like?	Where are you from?	Where do you live?	What festivals do they celebrate in Spain?	How can we read a poem in Spanish?	Where shall we go on holiday?
Year 7	Meet and greet	All about me	My bubble	My hobbies	My home	Cultural project
Year 8	My town	My school	Healthy living	Holiday and travel	Film studies	Cultural and research project
Year 9	Free-time and entertainment	Fashion and shopping	The world we live in	The Spanish-speaking world	Studying Spanish literature	Cultural and research project
Year 10	Me, my friends and family	Technology in everyday life	Travel and tourism	Life at school	My studies	Free time activities
Year 11	Home, town, neighbourhood and region	Social issues	Global issues	Education post-16	Jobs, career choice and ambitions	Exams
Year 12	Modern and traditional values	Cyberspace and Equal rights	Immigration and Racism	Integration	Film study	Film study
Year 13	Modern day idols	Spanish regional identity and cultural heritage	Youths nowadays and Popular movements	Monarchies and dictatorships	Literature study	Literature study

Implementation – GCSE French and Spanish (AQA)

Component title	Content Overview
<p>Listening</p> <p>Understanding and responding to spoken language</p> <p>25%</p> <p>Written paper</p> <p>35 minutes (foundation)</p> <p>45 minutes (higher)</p>	<p>All components cover the following topics:</p> <ul style="list-style-type: none"> · Me, my friends and family · Technology in everyday life · Free-time activities · Home, town, neighbourhood and region · Social issues · Global issues · Travel and tourism · My studies · Life at school · Education post-16 · Jobs, career choices and ambitions
<p>Speaking</p> <p>Communicating and interacting effectively in French</p> <p>25%</p> <p>Verbal exam</p> <p>7-9 minutes (foundation)</p> <p>10-12 minutes (higher)</p>	
<p>Reading</p> <p>Understanding and responding to written French</p> <p>25%</p> <p>Written paper</p> <p>45 minutes (foundation)</p> <p>1 hour (higher)</p>	
<p>Writing</p> <p>Communicating effectively in writing</p> <p>25%</p> <p>Written paper</p> <p>1 hour (foundation)</p> <p>1 hour 15 minutes (higher)</p>	

Implementation – A-Level French (AQA)

Component title	Content Overview
<p>Social issues and trends</p> <p>Paper 1: 50%</p> <p>Listening and responding, reading and responding, translation into English, translation into French</p> <p>2 hours 30 minutes written exam</p>	<p>Aspects of French-speaking society: current trends</p> <ul style="list-style-type: none"> • The changing nature of family (La famille en voie de changement) • The cyber-society (La cyber-société) • The place of voluntary work (Le rôle de bénévolat) <p>Aspects of French-speaking society: current issues</p> <ul style="list-style-type: none"> • Positive features of a diverse society (Les aspects positifs d'une société diverse) • Life for the marginalised (Quelle vie pour les marginalisées) • How criminals are treated (Comment on traite les criminels)
<p>Political and artistic culture</p> <p>50%</p> <p>Listening and responding, reading and responding, translation into English, translation into French</p> <p>2 hours 30 minutes written exam</p>	<p>Artistic culture in the French-speaking world</p> <ul style="list-style-type: none"> • A culture proud of its heritage (une culture fière de son patrimoine) • Contemporary francophone music (la musique francophone contemporaine) • Cinema: the 7th art form (cinéma: le septième art) <p>Aspects of political life in the French-speaking world</p> <ul style="list-style-type: none"> • Teenagers, the right to vote and political commitment (les ados, le droit de vote et l'engagement politique) • Demonstrations, strikes—who holds the power? (manifestations, grèves—a qui le pouvoir?) • Politics and immigration (La politique et l'immigration)
<p>Literary texts and films</p> <p>20%</p> <p>2 hours written exam</p>	<p>You will study one literary text and one film in French.</p>
<p>Individual research project</p> <p>30%</p> <p>21-23 minutes oral exam</p>	<p>You will identify a subject or key question which is of interest to you and which relates to a country or countries where French is spoken. You will develop your research skills by answering this question.</p>

Implementation – A-Level Spanish (AQA)

Component title	Content Overview
<p>Social issues and trends</p> <p>Paper 1: 50%</p> <p>Listening and responding, reading and responding, translation into English, translation into Spanish</p> <p>2 hours 30 minutes written exam</p>	<p>Aspects of Hispanic society</p> <ul style="list-style-type: none"> • Modern and traditional values (Los valores tradicionales y modernos) • Cyberspace (El ciberespacio) • Equal rights (La igualdad de los sexos) <p>Multiculturalism in Hispanic society</p> <ul style="list-style-type: none"> • Immigration (La inmigración) • Racism (El racismo) • Integration (La convivencia)
<p>Political and artistic culture</p> <p>50%</p> <p>Listening and responding, reading and responding, translation into English, translation into French</p> <p>2 hours 30 minutes written exam</p>	<p>Artistic culture in the Hispanic world</p> <ul style="list-style-type: none"> • Modern day idols (La influencia de los ídolos) • Spanish regional identity (La identidad regional en España) • Cultural heritage (El patrimonio cultural) <p>Aspects of political life in the Hispanic world</p> <ul style="list-style-type: none"> • Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana) • Monarchies and dictatorships (Monarquías y dictaduras) • Popular movements (Movimientos populares)
<p>Literary texts and films</p> <p>20%</p> <p>2 hours written exam</p>	<p>You will study one literary text and one film in Spanish</p>
<p>Individual research project</p> <p>30%</p> <p>21-23 minutes oral exam</p>	<p>You will identify a subject or key question which is of interest to you and which relates to a country or countries where Spanish is spoken. You will develop your research skills by answering this question.</p>

Impact

Teacher questioning about and after all explanations, using techniques to ensure that all pupils are included in the questioning, allows the teacher to assess the level of understanding of their teaching. This allows future explanations to be planned during lessons. This keeps pupils at the point of learning.

Teacher guiding of first practise supports pupils with new knowledge and skills when they first use it and ensures that misconceptions are immediately rectified. Pupils are targeted for guiding based on the assessment information gleaned from lesson questioning and distance feedback.

Learning tasks are differentiated so that pupils focus on their precise next steps and practise what they most need to practise. Distance feedback, questioning and guiding allows the teacher to glean the assessment information necessary to plan this.

Teachers monitor and track development of skills and understanding of content and plan future learning accordingly.

Secondary section teachers complete class feedback logs to provide distance feedback. These identify individual, group and whole class misconceptions which are used to plan the next lesson's explanations, questioning, next steps, and guided group.

Questioning, live tweaks to explanations, teacher guiding, a focus on next steps and class feedback logs all ensure that any knowledge or skill gaps are immediately closed so that pupils have the key information needed for subsequent learning, lessons, and examinations.

Year 10, Year 11 and Sixth Form pupils complete an assessment or examination each half term. These assessments match final examination criteria and generate working at grades for the pupils for that particular content. This assessment, combined with ongoing teacher assessment and professional judgement is used to generate half termly predicted grades. Predicted grades are the MFL department's judgement as to the grades pupils are most likely to achieve in the final GCSE and A-level examinations. Pupils are assessed in reading, listening and writing during the half-termly assessments. During GCSE and A-level courses they also complete a speaking assessment so the department can generate the working at grade for all the four skills.