MODERN FOREIGN LANGUAGES

Our vision:

Part of our World discipline, Modern Foreign Languages provide an insight into different cultures through the timeless beauty of the spoken and written word. Languages play a pivotal and varied role; broadening our understanding of our first language, developing our communication skills and allowing us to understand different societies, cultures and nations.

Throughout their time at Woldgate School, children will become **investigative**, **inquisitive**, and **rational** as they build a body of knowledge but also learn how that same knowledge can be proven and how discoveries are made, tested, and refined.

Everything you do in MFL should be worthy of great merit, character, and value.

Of great merit: **FLUENT**	To develop fluency in another language, pupils will develop mastery of the three areas of speech: • Learning the system of sounds in the language and how these are written and spelled. • Developing vocabulary. • Building the correct grammar. Repeated practice and reinforcement through retrieval activities in which children revisit and reinforce aspects of language learned so far to lay the foundation for new learning is at the heart of this process. We also take care to carefully select the vocabulary children start to master. It is estimated that the 2,000 most common words in a language represent more than 80% of the words in most written and spoken texts. An ability to understand and use these words has an immediate practical use. However, high-frequency words serve as 'anchor points' to help learners navigate texts, both spoken and written, as well as supporting the development of grammar.
Of great character: **CONFIDENT**	An important factor in determining whether a child will continue to study languages is the strength of their positive view of themselves as language learners. Consequently, the department takes great care to build a culture of praise to build pupils' confidence. However, it is also important that children understand the type of error corrections they will encounter in lessons as learning from mistakes is an essential part of their education. Teachers will choose carefully which errors to correct in children's' work. This is because focused error correction (when a teacher focuses on one or a few elements of language production for correction) is more effective than unfocused error correction (when a teacher corrects every

	error that a pupil makes). However, for any correction to be effective our classrooms need to be places where mistakes are understood to be helpful in the learning process, and where making errors and error correction is normalised. Consequently, our teaching prepares children for the kinds of error correction they might receive either from teachers or from peers.
Of great value: **RESPECTFUL**	Pupils who choose to continue studying languages often do so because they wish to communicate with others outside of the UK, to discover more about cultures and peoples, and because they see the usefulness of language for their future. Through high quality languages teaching, our department aims to promote further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures. This is also promoted through the lesson content, which uses language learning as a way to explore traditions and festivals to promote understanding of other cultures. In addition, use of genuine texts (including fiction, non-fiction, and cinema,) provide realism and authenticity to language learning to look at how social context affects language use as well as building cultural awareness.

Our teaching:

Most lessons will incorporate activities which enable pupils to practise and develop multiple skills across speaking, listening, reading, writing and translation as we believe that a multi-modal delivery helps to scaffold and develop these skills and prepares children to use language genuinely as authentic speakers. However, we recognise these aspects place different demands on learners. When speaking, for example, pupils need to be aware of the ongoing shared discourse and respond quickly to new information received – consequently, listening skills become more important. There is also often more time pressure in spoken scenarios. Writing, on the other hand, gives learners time to think about content and how to express it. However, spelling becomes a key factor for pupils to consider to ensure comprehension and fluency.

These key differences in demands between speaking and writing inform the way we deliver the curriculum and in the way we deliver class activities and tests to assess progression. However, as a department we recognise that each aspect of language contributes to the three key 'pillars' of language learning:

- **the system of the sounds** of a language and how these are represented in written words
- **vocabulary**
- **grammar and syntax**

These three aspects develop each mode of language use. For example, to improve their listening skills pupils need to develop sound–symbol correspondences (how different combinations of letters map to different sounds), they need to recognise words they have learned, and finally understand how the words are 'glued together' through grammar.

- As well as ensuring the modes of language reinforce each other, correct pronunciation and exploration of the **sounds of the language** assist with spelling and the movement from phonemes to graphemes.
- Our schemes of learning explicitly identify the target **vocabulary** that is needed so that cumulatively as they work through their time at Woldgate, children master the essential building blocks to language and this involves systematic revisiting of prior vocabulary as part of our teaching in lessons.
- Our department builds a working knowledge of **grammar** – consequently when pupils encounter new phrases they will, wherever possible and appropriate, learn to manipulate the words and grammar they contain, as soon as possible. This is important so that children are not simply imitating phrases but increasingly 'thinking in' and expressing themselves through the language. As well as developing awareness of grammar, this builds their creativity and confidence across all modes of speaking, listening, reading, and writing.

To achieve these aims, we include the following components to our lessons and schemes of learning.

- 'Sentence builder' tasks are used in lessons, enabling pupils to build accurate sentences and decode the grammar of the target language.
- Extensive retrieval of language through games and speaking activities
- Use of texts that are 95% comprehensible to build fluency and confidence
- Explicit teaching of language learning and decoding skills
- Regular grammar instruction.

The department's teaching consequently has adapted aspects of the work of Giafranco Conti. It is our ultimate aim that, with time and practice, knowledge of phonics, grammar and vocabulary becomes 'automatic' for pupils.

As they build their confidence, learners can understand longer written texts and spoken discourse. In turn, this means that they can access a wider range of meanings across a range of contexts. They will then be more likely to efficiently and appropriately draw on contextual information and bring in their knowledge of the world or background knowledge of a topic. This in turn allows them to better understand both familiar and less familiar topics and further develop their understanding of the culture of the language in scope.

Consequently, over time, children are able to express themselves more articulately in speech and in writing. It helps them to write and speak for different purposes, across a wide range of contexts and for different audiences and so they become 'alive' to the language. Our teachers aim to scaffold this through the way they model the target language and prompt pupils to use it in lessons.

Use of the target language in lessons.

All children learn a new language when they arrive at Woldgate School through their time at Woldgate School and they do so explicitly with direct language instruction that **appropriately balances the use of English and the 'target' language they intend to learn**. Naturally we want learners to be exposed to the language they are learning. However, we do not want them to be overwhelmed by it in their early stages of language learning to the point that it could demotivate them and so we work systematically to achieve a balance that sees using the target language as an essential part of practice and reinforcement, including building familiarity with rhythms, sounds and intonation. For younger pupils, for example, this will involve the planned

use of target language for classroom routines. As children progress, activities will be led in the target language to help embed knowledge in the long-term memory, support practice and recall, and help pupils to respond to language in meaningful ways.

By **using increasing degrees of target language** not only provides more examples of the language but also enables children to 'try out' the language as often as possible. To further develop confidence**, the texts and speech we use as stimulus in lessons increase in complexity and authenticity** to help children develop their understanding of the language in a 'real' setting. Even where they are created for the classroom or for younger learners, they will be authentic to the contexts, resembling real-life situations.

Our curriculum

Our curriculum has been planned to build mastery of the three key pillars of language:

The system of the sounds of a language and how these are represented in written words

In their language lessons pupils will listen to a variety of forms of spoken language to obtain information and respond appropriately. As they develop their knowledge they will initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address.

While they begin with transactional language to introduce themselves – thereby being introduced to the language - they will move onto reading and comprehension of original and adapted materials from a range of different sources to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Vocabulary

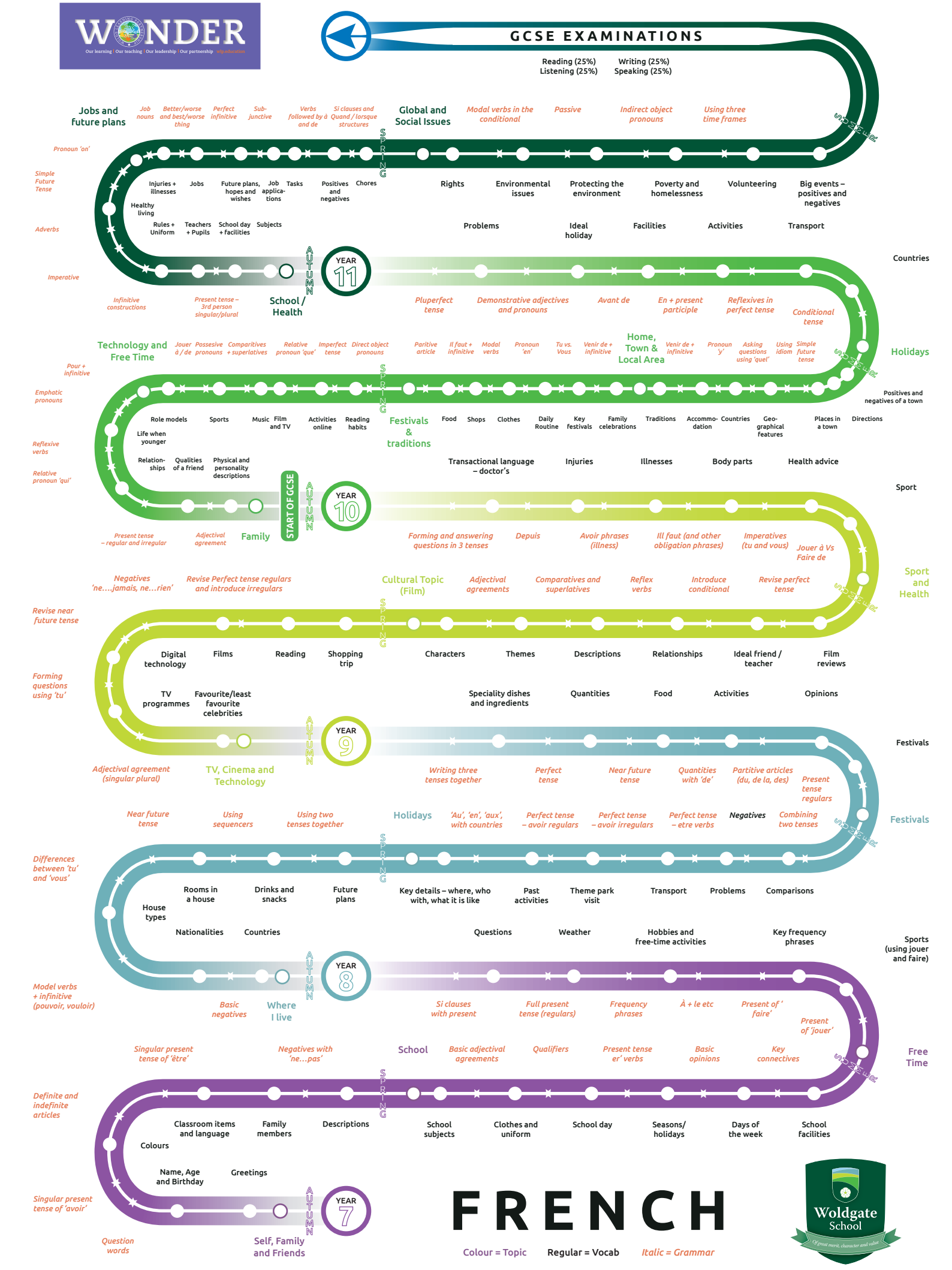
Pupils will develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues. At lower school they begin with their immediate surroundings and experiences before moving into cultural topics and wider contemporary issues such as health and careers.

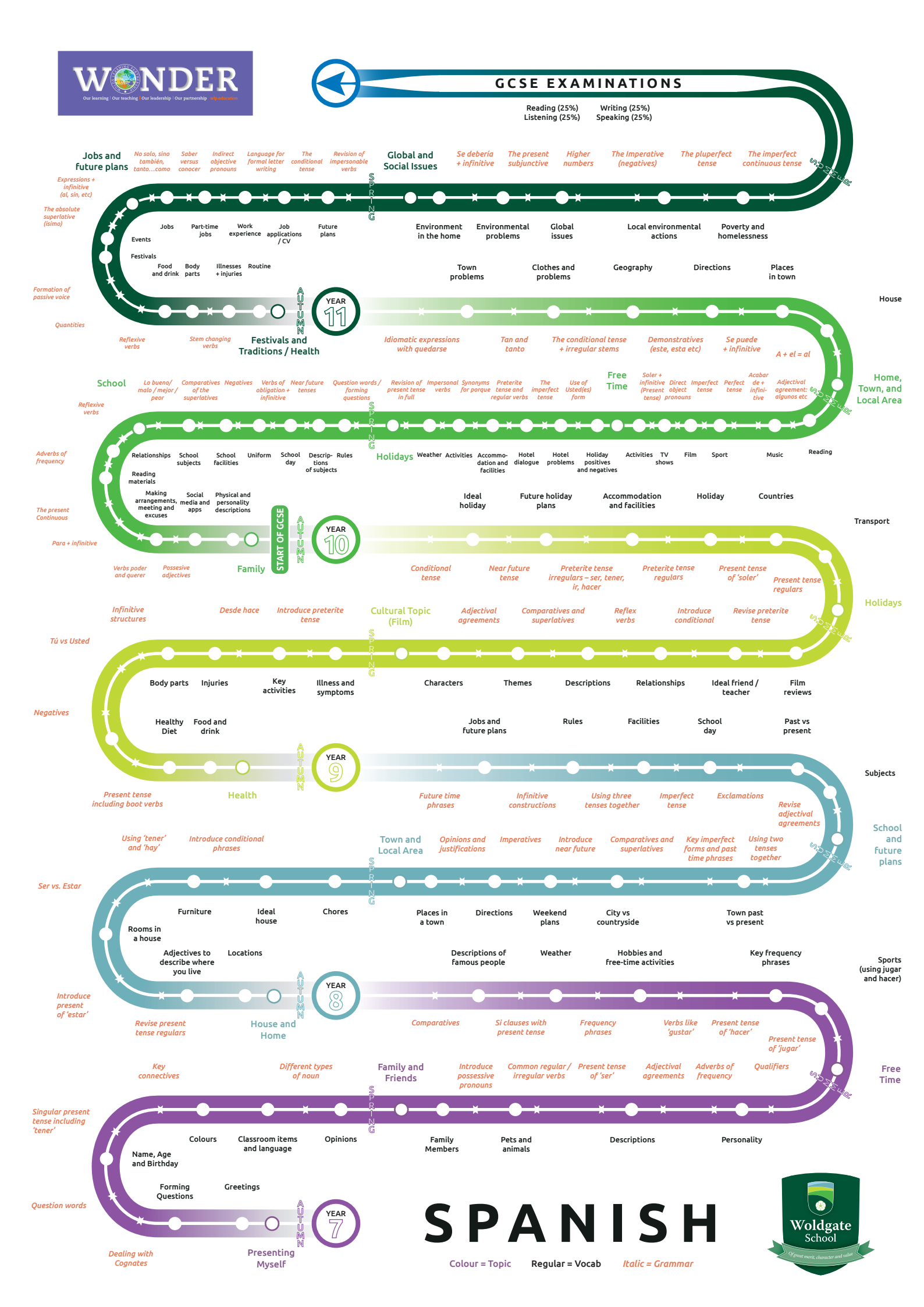
Grammar and syntax

Pupils will learn to identify and use tenses or other structures which convey the present, past, and future. As with vocabulary, this carefully matched to content as pupils begin Year 7 in the 'here and now' to introduce themselves and master the simple present. In that first year they will also reflect on previous and future events through their discussion of hobbies, interests, and leisure time. As pupils move through their time at Woldgate they will continue to move through tenses continually to develop their expertise until it becomes automatic.

They will also use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.

All children will take languages until Year 9 and all have the opportunity to take it to GCSE with the curriculum pathway established to allow children to take two languages if they wish.


WONDER
Our learning | Our teaching | Our leadership | Our partnership wlp.education
GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
Jobs and future plans
Job nouns
Better/worse and best/worse thing
Perfect infinitive
Sub-junctive
Verbs followed by à and de
Si clauses and Quand / lorsque structures
Global and Social Issues
Modal verbs in the conditional
Passive
Indirect object pronouns
Using three time frames
Pronoun 'on'
Simple Future Tense
Adverbs
Imperative
Injuries + illnesses
Jobs
Future plans, hopes and wishes
Job applica-tions
Tasks
Positives and negatives
Chores
Healthy living
Rules + Uniform
Teachers + Pupils
School day + facilities
Subjects
Rights
Environmental issues
Protecting the environment
Poverty and homelessness
Volunteering
Big events – positives and negatives
Problems
Ideal holiday
Facilities
Activities
Transport
Countries
Infinitive constructions
Present tense – 3rd person singular/plural
School / Health
Pluperfect tense
Demonstrative adjectives and pronouns
Avant de
En + present participle
Reflexives in perfect tense
Conditional tense
YEAR 10
Technology and Free Time
Jouer à / de
Possesive pronouns
Comparitives + superlatives
Relative pronoun 'que'
Imperfect tense
Direct object pronouns
Paritive article
Il faut + infinitive
Modal verbs
Pronoun 'en'
Tu vs. Vous
Venir de + infinitive
Home, Town & Local Area
Venir de + infinitive
Pronoun 'y'
Asking questions using 'quel'
Using idiom
Simple future tense
Holidays
Pour + infinitive
Emphatic pronouns
Reflexive verbs
Relative pronoun 'qui'
Positives and negatives of a town
Role models
Sports
Music
Film and TV
Activities online
Reading habits
Festivals & traditions
Food
Shops
Clothes
Daily Routine
Key festivals
Family celebrations
Traditions
Accommo-dation
Countries
Geo-graphical features
Places in a town
Directions
Life when younger
Relation-ships
Qualities of a friend
Physical and personality descriptions
Transactional language – doctor's
Injuries
Illnesses
Body parts
Health advice
Sport
START OF GCSE
Present tense – regular and irregular
Adjectival agreement
Family
Forming and answering questions in 3 tenses
Depuis
Avoir phrases (illness)
Ill faut (and other obligation phrases)
Imperatives (tu and vous)
Jouer à Vs Faire de
YEAR 9
Negatives 'ne….jamais, ne…rien'
Revise Perfect tense regulars and introduce irregulars
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise perfect tense
Sport and Health
Revise near future tense
Forming questions using 'tu'
Digital technology
Films
Reading
Shopping trip
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
TV programmes
Favourite/least favourite celebrities
Speciality dishes and ingredients
Quantities
Food
Activities
Opinions
Festivals
Adjectival agreement (singular plural)
TV, Cinema and Technology
Writing three tenses together
Perfect tense
Near future tense
Quantities with 'de'
Partitive articles (du, de la, des)
Present tense regulars
YEAR 8
Near future tense
Using sequencers
Using two tenses together
Holidays
'Au', 'en', 'aux', with countries
Perfect tense – avoir regulars
Perfect tense – avoir irregulars
Perfect tense – etre verbs
Negatives
Combining two tenses
Festivals
Differences between 'tu' and 'vous'
House types
Rooms in a house
Drinks and snacks
Future plans
Key details – where, who with, what it is like
Past activities
Theme park visit
Transport
Problems
Comparisons
Nationalities
Countries
Questions
Weather
Hobbies and free-time activities
Key frequency phrases
Sports (using jouer and faire)
Model verbs + infinitive (pouvoir, vouloir)
Basic negatives
Where I live
Si clauses with present
Full present tense (regulars)
Frequency phrases
À + le etc
Present of ' faire'
Present of 'jouer'
YEAR 7
Singular present tense of 'être'
Negatives with 'ne…pas'
School
Basic adjectival agreements
Qualifiers
Present tense er' verbs
Basic opinions
Key connectives
Free Time
Definite and indefinite articles
Classroom items and language
Family members
Descriptions
School subjects
Clothes and uniform
School day
Seasons/ holidays
Days of the week
School facilities
Colours
Name, Age and Birthday
Greetings
Singular present tense of 'avoir'
Question words
Self, Family and Friends
AUTUMN
SPRING
SUMMER
FRENCH
Colour = Topic
Regular = Vocab
Italic = Grammar
Woldgate School
Of great merit, character and value


WONDER
Our learning | Our teaching | Our leadership | Our partnership | wlp.education
GCSE EXAMINATIONS
Reading (25%)
Listening (25%)
Writing (25%)
Speaking (25%)
YEAR 11
Jobs and future plans
No solo, sino también, tanto...como
Saber versus conocer
Indirect objective pronouns
Language for formal letter writing
The conditional tense
Revision of impersonable verbs
Global and Social Issues
Se debería + infinitive
The present subjunctive
Higher numbers
The Imperative (negatives)
The pluperfect tense
The imperfect continuous tense
Expressions + infinitive (al, sin, etc)
The absolute superlative (isimo)
Jobs
Part-time jobs
Work experience
Job applications / CV
Future plans
Events
Festivals
Food and drink
Body parts
Illnesses + injuries
Routine
Environment in the home
Environmental problems
Global issues
Local environmental actions
Poverty and homelessness
Town problems
Clothes and problems
Geography
Directions
Places in town
Formation of passive voice
Quantities
Reflexive verbs
Stem changing verbs
Festivals and Traditions / Health
Idiomatic expressions with quedarse
Tan and tanto
The conditional tense + irregular stems
Demonstratives (este, esta etc)
Se puede + infinitive
A + el = al
House
YEAR 10
School
Lo bueno/ malo / mejor / peor
Comparatives of the superlatives
Negatives
Verbs of obligation + infinitive
Near future tenses
Question words / forming questions
Revision of present tense in full
Impersonal verbs
Synonyms for porque
Preterite tense and regular verbs
The imperfect tense
Use of Usted(es) form
Free Time
Soler + infinitive (Present tense)
Direct object pronouns
Imperfect tense
Perfect tense
Acabar de + infinitive
Adjectival agreement: algunos etc
Home, Town, and Local Area
Reflexive verbs
Adverbs of frequency
Relationships
School subjects
School facilities
Uniform
School day
Descrip-tions of subjects
Rules
Holidays
Weather
Activities
Accommo-dation and facilities
Hotel dialogue
Hotel problems
Holiday positives and negatives
Activities
TV shows
Film
Sport
Music
Reading
Reading materials
Making arrangements, meeting and excuses
Social media and apps
Physical and personality descriptions
Ideal holiday
Future holiday plans
Accommodation and facilities
Holiday
Countries
The present Continuous
Para + infinitive
Verbs poder and querer
Possessive adjectives
Family
START OF GCSE
Conditional tense
Near future tense
Preterite tense irregulars – ser, tener, ir, hacer
Preterite tense regulars
Present tense of 'soler'
Present tense regulars
Transport
YEAR 9
Infinitive structures
Desde hace
Introduce preterite tense
Cultural Topic (Film)
Adjectival agreements
Comparatives and superlatives
Reflex verbs
Introduce conditional
Revise preterite tense
Holidays
Tú vs Usted
Body parts
Injuries
Key activities
Illness and symptoms
Characters
Themes
Descriptions
Relationships
Ideal friend / teacher
Film reviews
Negatives
Healthy Diet
Food and drink
Jobs and future plans
Rules
Facilities
School day
Past vs present
Present tense including boot verbs
Health
Future time phrases
Infinitive constructions
Using three tenses together
Imperfect tense
Exclamations
Revise adjectival agreements
Subjects
YEAR 8
Using 'tener' and 'hay'
Introduce conditional phrases
Town and Local Area
Opinions and justifications
Imperatives
Introduce near future
Comparatives and superlatives
Key imperfect forms and past time phrases
Using two tenses together
School and future plans
Ser vs. Estar
Furniture
Ideal house
Chores
Places in a town
Directions
Weekend plans
City vs countryside
Town past vs present
Rooms in a house
Adjectives to describe where you live
Locations
Descriptions of famous people
Weather
Hobbies and free-time activities
Key frequency phrases
Sports (using jugar and hacer)
Introduce present of 'estar'
Revise present tense regulars
House and Home
Comparatives
Si clauses with present tense
Frequency phrases
Verbs like 'gustar'
Present tense of 'hacer'
Present tense of 'jugar'
YEAR 7
Key connectives
Different types of noun
Family and Friends
Introduce possessive pronouns
Common regular / irregular verbs
Present tense of 'ser'
Adjectival agreements
Adverbs of frequency
Qualifiers
Free Time
Singular present tense including 'tener'
Colours
Classroom items and language
Opinions
Family Members
Pets and animals
Descriptions
Personality
Name, Age and Birthday
Forming Questions
Greetings
Question words
Dealing with Cognates
Presenting Myself
AUTUMN
SPRING
SUMMER
SPANISH
Colour = Topic
Regular = Vocab
Italic = Grammar
Woldgate School
Of great merit, character and value

Why do we sequence the curriculum this way?

As is clear from the diagram above, there is a very careful interplay between the topic, the grammar, and the vocabulary as children move through the languages curriculum.

Our schemes of learning explicitly identify the target vocabulary that is needed so that cumulatively as they work through their time at Woldgate children master the essential building blocks to language, which involves systematic revisiting of prior vocabulary as part of our teaching in lessons.

Vocabulary is also linked to grammar - for example, a good verb knowledge is linked to grammatical understanding of verbs. However, the department also teaches and reinforces key grammatical concepts at the appropriate time. For example, revisiting comparatives and superlatives when comparing the city and countryside or conditional phrases when talking about their ideal home in the future.

These core aspects of content are reinforced through speaking, writing, reading and listening to help them establish mastery through a structured approach and careful use of assessment.

Our assessment

The curriculum is sequenced carefully so that relevant existing knowledge is revisited through frequent assessment in lessons as part of our 'prepare' activates at the start of each lesson. For each unit, new content is delivered sequentially in increasing difficulty but is segmented into components that are assessed through interim tests so that misunderstandings and errors can be picked up progressively as children progress through that topic.

As a department we take care to consider how errors are corrected to maximise learning. Evidence suggests that focused error correction is usually more effective than unfocused error correction and so teachers will not correct every error that a pupil makes, rather they will focus on agreed aspects, linked to the schemes of learning.

How we correct errors.

As a department, error correction will take place in the following ways:

- **recasting**: re-stating what the pupil said, but correcting errors in it.
- **prompting**: where the correction is made by the learner themselves with support.
- **explanation**: where explicit information is given about a rule relating to the cause of the error

As a result, assessment and correction is a dynamic process in languages, happening in the lesson verbally as much as in books. Developing corrections with children prompts them to think about the language they used and to correct the error themselves. Indeed, error correction in both spoken and written language is most effective when done immediately.