



Modern Foreign Languages Programme of Study

“The limits of my language are the limits of my world.” Ludvig Wittgenstein



Curriculum Intent:

In today's global society, the ability to communicate in a foreign language is a valued skill which provides opportunities to meaningfully connect with others, improve self-discipline, and broaden horizons. We endeavour to equip students with the knowledge and skills to become enthusiastic, confident linguists, with intercultural competence. A logically sequenced coverage of relevant themes underpinned by a core foundation of grammar, vocabulary and phonics encourages students to:

- Successfully manipulate target language to describe past, present, and future events, compare a range of viewpoints and convincingly justify their own opinions.
- Understand and respond to spoken and written expressions of target language in a range of contexts with increasing accuracy and fluency.
- Step beyond the familiar and locate target language speaking countries within geographical, historical, socio-political, and cultural contexts.

Our ambitious learning journey is carefully planned for student progression by repeatedly revisiting and building upon existing knowledge. In addition to exploring the national curriculum and GCSE requirements, lessons foster the enjoyment of language learning and firmly embed the science of learning. The curriculum highlights the cognitive, practical, and personal benefits of language learning, and specialist colleagues are committed to providing stimulating quality first teaching adapted to ensuring success and achievement for all. Natural cross-curricular links are made and opportunities to raise the profile of MFL outside the classroom are embraced by colleagues across the school.

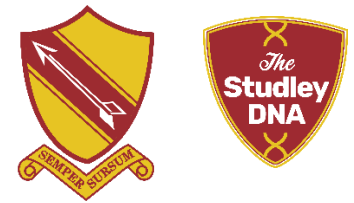
Curriculum Implementation:

At KS3, French has recently become our primary language. Year 7 and Year 8 largely follow the *Dynamo* programme of study, supplemented by a variety of other resources including authentic materials, multimedia and IT. Spanish is offered as part of our SHINE extra-curricular offer from Year 8. Current Year 9 study a legacy curriculum after choosing to continue with either French or Spanish, and this will be the language available to them at KS4. The Year 9 curriculum has been enhanced to ensure that students benefit from a rigorous offer that combines KS3 content with increased skill-based learning which provides an engaging taster of GCSE content. This is to ensure that students can make informed decisions during the Options process and is part of a wider school initiative to increase uptake at GCSE. At KS4, we use the Edexcel specification and matching programmes of study for each language (Year 10 French, Spanish and German, Year 11 Spanish). The curriculum is carefully planned for student progression through schemes of learning which continually revisit and build upon existing knowledge. Students are taught in mixed-ability sets across both Key Stages except for current Year 11.

Firmly embedded at all levels are the four key skills: listening, speaking, reading, and writing. These are underpinned by grammatical understanding, vocabulary acquisition (the primary aspect of home learning via our soon-to-be-launched online platform *Languagenut*) and increasingly, phonics and sound-symbol correspondences. Grammatical concepts are taught explicitly using subject-specific terminology, sequenced to complement topic vocabulary, and spaced to maintain reasonable cognitive load. Students work independently, in pairs, in groups and as a whole class to develop their understanding, and teachers work hard to meet the needs of all learners through adaptive quality first teaching, including Shimmer, Sparkle, SHINE extended writing tasks. To enhance students' language learning, we are redesigning our contribution to the 'Studley Promise' - students in Year 7 and Year 9 will be offered rewards experiences, and KS4 will be offered the opportunity to visit a target-language speaking country, usually as a cross-curricular experience with another curriculum area.

Curriculum Impact:

Since the transition to 9-1 GCSEs the curriculum area has experienced positive outcomes. Staff are committed to continuous development to ensure successive cohorts enjoy consistently similar success. Pupil progress is monitored through self, peer, and teacher assessment, with a learning dialogue maintained through regular verbal and written feedback and gap tasks. Students reflect on their learning and progress and consider their 'next steps' through target setting linked to KS3 pathways or target grades. Knowledge and progress checks and individual check-ins within lessons continually measure individual progress, in addition to the scheduled *Formative* assessment and whole class




feedback during each module of learning. A summative *Diagnostic* assessment of skills and knowledge is scheduled at the end of each module of learning, with individual feedback and reflection. The four key skills of listening, speaking, reading, and writing are equally weighted at GCSE and therefore lessons are designed to include an element of each of these wherever possible, although work is beginning to address the new draft GCSE specification for first teaching in September 2024.


Alongside academic progress, studying a language allows pupils to flourish as individuals and encourages an outward facing outlook. Students develop a wide range of lifelong transferable skills as well as cultivating qualities such as tolerance, resilience, independence, compassion, and intercultural understanding. These skills and qualities benefit pupils not only during their MFL lessons, but as they move on to further education, the world of work and form future relationships. Studying a language at Studley High School encourages students to become positive members of the school, local and global communities.

KS3 Programme of Study for 2023-24

Skills: Across each module there will be equal development of listening, speaking, reading and writing within each topic.

Knowledge: grammar, vocabulary, phonics and metacognition are embedded across each module.

 *Links to prior learning*

FRENCH (4 lessons/fortnight)		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 7	Course: Dynamo 1	<i>La rentrée</i> (Back to school)		<i>En classe</i> (In class)		<i>Mon temps libre</i> (My free time)	<i>Ma ville</i> (In town) 
	Skill Focus	Listening, Speaking, Reading and Writing have an equal weighting in each module. Across the school year, each of these skills will be assessed in at least one diagnostic assessment.					
	Diagnostic Assessment	Speaking/Reading		Writing/Listening		Listening, Speaking, Reading, Writing (to include Year 7 exams)	

FRENCH (3 lessons/fortnight)		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 8	Course: Dynamo 1	<i>En ville</i> (In town)	<i>Ma vie de famille</i> (My family life) / <i>Vive les vacances!</i> (Long live holidays!)	<i>Vive les vacances!</i> (Long live holidays!)		<i>À loisir</i> (At leisure)	<i>J'adore les fêtes!</i> (I love festivals!)
	Skill Focus	Listening, Speaking, Reading and Writing have an equal weighting in each module. Across the school year, each of these skills will be assessed in at least one diagnostic assessment.					
	Assessment	Reading	Speaking	Listening/Reading/Writing (to include Year 8 exams)		Speaking/Reading/Listening	

FRENCH (3 lessons/fortnight)		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 9	Course: Dynamo 2 (Rouge)/ GCSE	<i>En ville</i> (My free time)	<i>Vive les vacances!</i> (Long live holidays!)	<i>À loisir</i> (At leisure)		GCSE Taster Sessions / <i>Qui suis-je?</i> (Who am I?)	<i>Qui suis-je?</i> (Who am I?) / Film/Cultural Project
	Skill Focus	Listening, Speaking, Reading and Writing have an equal weighting in each module. Across the school year, each of these skills will be assessed in at least one diagnostic assessment.			KS4 assessment criteria Accurately referring to three time frames Cultural capital		
	Assessment	Reading	Speaking	Listening/Writing (to include Year 9 exams)	Listening, Reading, Speaking, Writing		

SPANISH (3 lessons/fortnight)		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 9	Course: ¡Viva! 2/GCSE	<i>Mi ciudad</i> (My city)	<i>Mis vacaciones</i> (My holidays)	<i>¡A comer!</i> (Let's eat)		GCSE Taster Sessions / <i>¡Desconéctate!</i> (Get away from it all!)	<i>¡Desconéctate!</i> (Get away from it all!) / Film/Cultural Project





	Skill Focus	Listening, Speaking, Reading and Writing have an equal weighting in each module. Across the school year, each of these skills will be assessed in at least one diagnostic assessment.			KS4 assessment criteria Accurately referring to three time frames Cultural capital
	Assessment	Reading	Speaking	Listening/Writing (to include Year 9 exams)	Listening, Reading, Speaking, Writing

Key Enrichment Opportunities





Year 7	<i>Module 2 En classe: Cultural capital - contrast UK/French school system</i> <i>Module 5 En Ville: Cultural capital - study of Paris, bring in French café food</i>
Year 8	<i>Module 4 Ma vie de famille: bring in French breakfast food</i> <i>Module 3 J'adore les fêtes: case study on Bastille Day</i>
Year 9	<i>Rewards visit to French/Spanish café or restaurant</i> <i>Options MFL House Competition - Staff Survey</i> <i>MFL Monday - cross-curricular links</i>







KS4 Programme of Study for 2023-24

The KS4 course covers the 5 Edexcel themes: (1) Identity and Culture, (2) Local Area, Holiday and Travel, (3) School, (4) Future Aspirations, Study and Work, (5) International and Global Dimension. Across each module there will be equal development of listening, speaking, reading and writing within each topic alongside grammar, translation, vocabulary and metacognition. Each module will also have a particular focus.

GCSE FRENCH		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 10	Course: Studio Edexcel	<i>Qui suis-je? (1)</i> <i>(Who am I)</i> Focus: daily life, relationships 		<i>Les temps des loisirs (1)</i> <i>(Leisure time)</i> Focus: media and hobbies 	<i>Jours ordinaires, jours de fête (1)</i> <i>(Ordinary days, celebrations)</i> Focus: festivals	<i>De la ville à la campagne (2)</i> <i>(From town to country)</i> Focus: region 	<i>Le grand large (2)</i> <i>(The open ocean)</i> Focus: tourist transactions 

	Skills/ Assessment	Baseline Assessment Reading Speaking	Speaking + Listening	Speaking + Reading	Speaking, Listening, Reading, Writing (Year 10 exams)
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GCSE GERMAN		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 10	Course: Stimmt! Edexcel	Zeit für Freizeit (1) (Time for Leisure) Focus: free time 	Menschliche Beziehungen (1) (Human relations) Focus: positive relationships 	Willkommen bei mir (1) (Welcome to my place) Focus: daily life 	Ich ♥ Wien (2) (I love Vienna) Focus: tourist transactions 		
	Skills/ Assessment	Baseline Assessment Reading Speaking + Writing	Speaking + Listening	Speaking + Reading	Speaking, Listening, Reading, Writing (Year 10 exams)		

GCSE SPANISH		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Year 10	Course: iViva! Edexcel	Back to Basics Focus: Grammar and Phonics Revision iDesconéctate! (2) (Get away from it all!) Focus:  present/past 	iDesconéctate! (2) (Get away from it all!) Focus: present/past 	Mi vida en el insti (3) (My life in school) Focus: using three time frames 	Mi gente (1) (My people) Focus: present continuous and relationships 	Intereses e influencias (1) (Interests and influences) Focus: exploring further tenses 	
	Skills/ Assessment	Baseline Assessment Reading	Speaking + Writing	Speaking + Listening	Speaking + Reading	Speaking, Listening, Reading, Writing (Year 10 exams)	

GCSE SPANISH		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer A	Summer B
Year 11	Course: iViva! GCSE	<i>De costumbre (1)</i> (As usual) Focus : Cultural identity, festivals	<i>¡A currar! (7)</i> (Off to work!) Focus: future plans	<i>¡A currar! (7)</i> (Off to work!) Focus: future plans	<i>Ciudades (5)</i> (Cities) Focus: tourist transactions	<i>Revision/Consolidation</i>	
	Skills/ Assessment	Speaking, Listening, Reading, Writing (to include Year 11 mocks)		Listening, Speaking, Reading, Writing		Speaking, Listening, Reading, Writing (GCSE 9-1 final examinations)	

Key Enrichment Opportunities:

Year 10	Opportunity for overseas residential visit	<i>French : De la ville à la campagne - mini project on geography of France (régions/ départements/ arrondissements)</i>
		<i>French: Jours ordinaires, jours de fête - mini project on festivals</i> <i>German: Willkommen bei mir! - mini project on festivals</i> <i>Spanish: Mi vida en el insti: mini project on school UK/Spain</i>
<i>French: Au collège: mini project on school UK/France, Un œil sur le monde- link to citizenship education</i> <i>German: Eine wunderbare Welt- link to citizenship education</i> <i>Spanish: De costumbre - mini project on festivals, Hacia un mundo mejor - link to citizenship education</i>		
<i>Mock exams feedback - metacognition</i>		
Year 11		

Other extra-curricular opportunities (all years)

- 'Bake Time for Others' House Competition
- European Day of Languages
- 'Star Linguist' reward scheme

Online Radio

Spanish: <http://www.listenlive.eu/spain.html>

French: <http://www.listenlive.eu/france.html>

Memrise vocabulary learning

KS3 French: <http://www.memrise.com/user/morganks3french/courses/learning/>

KS4 French: <http://www.memrise.com/user/hounsdownks4french/courses/learning/>

KS3 Spanish: <http://www.memrise.com/user/morganks3spanish/courses/learning/>

KS4 Spanish: <http://www.memrise.com/user/ks4spanishmorgan/courses/learning/>



Duolingo

Download the app or visit <https://www.duolingo.com/>

Online language dictionaries

www.wordreference.com

Pronunciation

<http://www.acapela-group.com/>

Revision

KS3 www.bbc.co.uk/bitesize/subjects/z2nygk7

KS4 www.bbc.co.uk/bitesize/subjects/zhsvr82

Languagenut Homework Platform

[Languagenut V2023-11-10](#)