



## Curriculum Intent

The MFL department at Bradford Girls' Grammar school believe that the study of a foreign language helps students develop a sense of cultural pluralism, an openness to and an appreciation to other cultures. We aim to foster pupil's curiosity and deepen their understanding of the world, as well as having a better understanding of their role as global citizens.

In a globalised world characterised by international links and intercultural connections, linguistic skills are primordial for employment and career as proficiency in a foreign language enhances career opportunities and personal development.

Learning a language not only helps to develop a cultural awareness but it also promotes problem solving, thinking skills, literacy and numeracy skills. We strongly encourage our students through our teaching to acquire a thorough understanding of linguistics mechanism, and an understanding of grammar structures as it forms the backbone of a solid knowledge acquisition.

Parallel to developing the knowledge of a language, is the ability to acquire the skills inherent to languages: the application of skills and knowledge are both entwined.

## Curriculum Implementation

The MFL curriculum at BGGGS enables students, regardless of their starting ability to discover more about a foreign language, develop their desire and ability to communicate with and understand speakers and written material of the assessed language in a variety of contexts and for a variety of purposes.

Though they are clear topics to be covered within the syllabus, we do encourage students through a number of activities to review and re-apply previous knowledge to facilitate recall.

Whenever a language has been studied at KS2 we plan our curriculum and teaching to embed the previous knowledge acquired.

- All students at BGGGS study either French or Spanish from year 7 to year 11.
- Years 7, 8 and 9 form KS3, the GCSE course starting in year 10.
- KS3 students have access to a variety of resources to help them progress in their learning.
- The main resources being: Allez y/ Claro with Online access. Textbook Expo 1/ 2/ 3 to supplement the resources and Mira for Spanish
- All GCSE years have access to Kerboodle online which is our main teaching resource.
- This is regularly supplemented by developing targeted resources by teachers.

Through our schemes of work the 4 inherent skills of a language encompass the following acquisition:

### Reading

Pupils learn to:

- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a wide range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken

- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- Pronunciation including phonetics is an integral part of the learning process as it is an essential part of learning a language: to understand the sounds in the listening and to be able to reproduce them to be understood.

### **Writing**

Pupils are empowered to:

- convey clear meaning using the target language appropriately,
- use grammar correctly, punctuate and spell accurately,
- acquire and apply a wide general and subject specific vocabulary, alongside a knowledge and understanding of grammatical terminology in their own language and the target language.
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic written material, adapted and abridged, as appropriate, including literary texts

### **Speaking and Listening**

Pupils are encouraged to:

- develop their ability to communicate confidently and coherently with native speakers in speech, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near or normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken material, adapted and abridged, as appropriate.
- respond perceptively to questions and feedback.

The formative assessment data from ongoing observation of in-class role-plays, listening and reading comprehension and written exercises guide the MFL teachers in their monitoring of their students' understanding, knowledge and skills and inform planning that is suitable for supporting and challenging pupils in all stages of their progress.

Summative assessment in listening, reading, writing and speaking also takes place whenever appropriate including at the end of topics in order to track pupils' performance, with interventions being implemented as necessary.

We build the Cultural Capital of our students by embedding their linguistic acquisitions within a framework which introduces them to a wide range of knowledge which goes beyond their own cultural experience and sets them as intercultural citizens.

This is achieved by teaching languages contextually within topic areas and using target language to model and encourage students to communicate in the foreign language.

Whenever the opportunity arises, we use authentic resources, often facilitated by the immediacy which the internet offers, and also through films, songs, short documentaries.

As part of developing international cultural knowledge, we organise trips to both Spain and France, where students engage in a variety of activities, linguistic and cultural.

Whenever the opportunity rises, we are always keen to have students experience authentic activities such as playing French boules during lunchtime break.

## Curriculum Impact

By the end of KS3 students should have developed:

- A better understanding of the world around them, including some cultural diversity
- The knowledge and application of key grammar points, including tenses, and key vocabulary.
- An increase confidence in expressing themselves orally and in written form using the language learnt
- A developing understanding of key patterns to be able to work independently
- The ability to work to the best of their abilities through acquired resilience and accountability rooted in a mutual respect environment.

By the end of KS4 students should have developed:

- An even better understanding of the world around them, including cultural diversity
- The knowledge and application of a wide range of vocabulary and grammatical structures
- The confidence to express themselves orally and in written form
- A confident understanding of the MFL curriculum
- The ability to perform to the best of their abilities in the national examinations
- The desire to discover even further the world they live in

Every year, we have a range of students who continue to study their language for A levels, and beyond.

Most importantly, through pupils' survey, students frequently express their enjoyment of the lessons and the subject, by mentioning the quality of the teaching, the high expectations of their teachers, the support and opportunities from which they regularly benefit.