

MFL CURRICULUM OVERVIEW

INTENT

At Orange Tree School we believe that every child has the right to access education regardless of the challenges they are facing. As a SEMH School, we see education as a key part of the therapeutic process. Our curriculum supports the vision of progress, inclusion and empowerment by giving students the opportunity to learn and develop in a supportive and creative environment. It is much more than preparing students to pass exams but about meeting the needs and aspirations of all our students. We ensure all students have the opportunity to study a rich and broad curriculum which is personalised to meet their needs and target the gaps in their learning come about due to their circumstances. We cater for the language learning experience that may have been missed and scaffold and support new learning. We implement our own curriculum. All our students have the opportunity to enrich their core of academic subjects with languages, humanities and creative subjects including art and music. We believe that our community of children should not be disadvantaged by missing out on developing rich cultural capital. If their needs allow, we take them on trips to galleries, plays and museums.

The aim of the MFL Department is to enable all pupils to learn to communicate in Spanish, build on existing knowledge, encourage them to recognise the value of languages and also make progress in learning the language. All pupils are provided with an introductory lesson on arrival to determine previous learning and understanding of the subject. With further sessions the language is introduced with topic vocabulary; verbs; tenses and grammar structures. Skills such as listening, speaking, reading and writing are practised. These skills transfer to other subjects- writing with accuracy; speaking to communicate; listening for understanding and reading for comprehension as well as for pleasure. The aim is to deliver an enjoyable curriculum for all key stages, ensuring a positive experience on the basis that learning a language should be fun.

We understand that our young people come to us under very challenging circumstances and can be traumatised in many areas of their life including education. There may be gaps in their schooling which impact their knowledge and skills or they could have extremely

high expectations of themselves and attempt to project 'perfection' through their education. Flexibility with content, approach and a bespoke plan of learning guides the language lessons. Plans and schemes of work are reviewed and continuously reassessed. Their mental health issues can also impact their ability to read for pleasure or even process texts. Tenses, verbs and vocabulary are regularly reviewed and revised. We therefore firstly aim to reengage them with MFL in our school classroom, developing confidence; identify the gaps in their learning through communication with them, MFL teacher or through communication with parents. Sessions are personalised and individualised enabling progress within the MFL curriculum, dependent on their individual circumstances with careful consideration for their general well-being.

We provide a wide and varied MFL curriculum across all key stages. All skills are practised- listening; speaking; reading; writing and translation. Different resources are prepared to enable effective learning- online; interactive; visual; listening and reading.

We endeavour to inspire and motivate pupils, initially encouraging participation, providing appropriate stretch and challenge with the highest expectations for all. We aim to fill the gaps in their MFL learning as well as enable them to thrive in languages, and effectively equip them with the knowledge, skills and understanding to communicate in another language and be able to pass their exams.

- Resources we use to support with career progress, using the Gatsby Benchmark model:
<https://icould.com/explore/categories/subject/modern-languages> and Fast Tomato.

CURRICULUM IMPLEMENTATION

MFL is offered in an adaptive and flexible language learning environment. We provide a wide and varied MFL curriculum across all key stages, introducing pupils to the language through games, visual aids, reading and listening material as well as the written word. We also seek to foster an enjoyment of learning a language and promoting communication. In order to meet the needs of our individual students we cover AQA syllabus, we offer them the National Curriculum (Key Stage 3) and AQA (Key Stage 4). Much of the initial work is focused on speaking and encouraging participation as well as building their confidence in learning a

language. Moving towards the receptive skills – listening and speaking then productive skills – reading and writing with the focus on the individual learner. All lessons are individualised within the curriculum.

Despite the challenges of having a multi ability classroom, we always ensure a positive learning environment, providing a flexible and adaptive learning approach. Starter activities, date, title and learning aims are on the board as they enter the classroom. Tasks are named and numbered to show structure, progression and challenge. Breaks are offered and a variety of activities within different skills are presented.

Our aim is to inspire and motivate pupils, providing appropriate stretch and challenge, and MFL staff have high expectations whilst meeting the individual needs of their mental health challenges and understanding the processes needed to learn a language. Also allowing time to process and factor in recapping previous learning.

We aim to provide pupils with a solid foundation on which to build their futures, and effectively equip them with the knowledge, skills and understanding that they need in order to reintegrate and be successful in an increasingly demanding world.

KS3

Students are taught once a week. A starter activity is introduced each lesson to encourage short term memory and recap previous work. Also building on previous learning and scaffolding to support gaps in knowledge. Scheme of work and curriculum overview are followed with lots of support, praise and encouragement in order to participate in learning process. When work is completed verbal feedback is given immediately and then marked for corrections in spelling and grammar. Queries and questions are answered verbally and as a follow up task when necessary. Stickers and stars are used to encourage positive responses. Rewards on ISAMS and postcards sent home to promote links with learning. Cross curricular themes such as numbers and prices with Maths; location of Spanish speaking countries with Geography; Spanish Civil War with History; Connectives, verbs and nouns with English. Previous learning is used as the basis of most starter activities therefore developing and promoting participation as well as progressive language learning. All lessons are sequenced and build on previous learning. Pupil personal interests are introduced in Spanish to encourage individual progression. This also supports them in a nurturing, holistic learning environment.

PROGRESSION:

- Skills for progression to Key Stage 4: Developing language structure, learning new vocabulary, learning new tenses and grammar structures ...
- Gatsby benchmark 4 (how skills in topic link to the world of work): reading, speaking and translating...(translator); writing skills to a variety of audiences (journalist); language knowledge and empathy on process of learning a language (language teacher); speaking, understanding cultural differences and appreciating traditions and customs (diplomat).

KS4

In Years 10 and 11, students are taught Spanish two sessions a week. All lessons are flexible and adapted to the individual student. Scaffolding work is essential since there are often gaps in learning, topics are revisited, and grammar is revised. It is also important to build on previous knowledge. This depends on mood, attendance and detailed background information about each student as well as the syllabus. GCSE includes listening, speaking, reading and writing skills as well as translation. All these skills are practised, live marking and individual feedback given in order to target necessary skills. Feedback is given immediately and written responses to promote learning and embedding structures. All students are encouraged to complete learning tasks in their own time and give their own opinions. Home learning booklets with vocabulary and grammar notes are given so students have independent learning at home and study sessions. Personal interests are furthered in the language in order to capture individual passions. Plans are personalised and pace is adapted according to the needs of the student. Verbal feedback is immediate and live marking is practised. Lessons are always flexible and adaptive where the students are at the centre of learning. Breaks are offered within lessons and activities are varied so as to maximise learning potential. The focus is on building confidence, encouraging the spoken word, and finally, more importantly, promoting the joy of learning a language.

PROGRESSION (education)

- Skills for progression to KS5: Writing essays, developing a rich and broad vocabulary, discussion of topics, reading around the topic, watching foreign films
- Gatsby benchmark 4 (how skills in topic link to the world of work): conversation (air hostess); subject knowledge (translator)

KS5

Students can be taught A level languages. Initially bridging the gap between GCSE and A level course with grammar revision and scaffolding previous knowledge. There is a new level of learning environment, recognising the differing needs of each student at this level, offering a more sophisticated learning experience at this level. The focus is on communication, speaking; listening; translation as well as reading and writing. Supplementary work is given on new grammar structures, background reading is supplied and reading around the topic is encouraged. A variety of revision methods is practised in order to develop language

structures and learning methods so as to commit to memory new vocabulary and expressions. Written, visual, listening as well as repetition and speaking is encouraged when learning a language. Promoting the needs of the real world with concrete examples.

PROGRESSION AND IMPACT

- skills for progression onto education employment or training:
- Gatsby benchmark 4 (how skills in topic link to the world of work): conversation (air hostess); subject knowledge (translator); cultural awareness, recognition of importance different languages as well as traditions and customs (diplomat)

CULTURAL CAPITAL

- Sessions on cultural awareness and traditions
- Videos on festivities and celebrations
- Foreign films
- Background reading (history; politics)
- Reading for pleasure (books; magazines; newspapers)
- Family connections and experiences

LITERACY: literacy across all areas of the curriculum and school life.

Within all classes, literacy is promoted and there is a consistency across the school. All subjects have the same word of the week so that developing vocabulary is a whole school approach. Vocabulary selected are used across the curriculum to introduce, recap knowledge and further develop understanding of these terms. Teachers all use a yellow highlighter to highlight literacy errors in students work and a target is written in their exercise books or discussed. Verbal feedback is given with explanation or discussion depending on spelling error or grammatical mistake. Understanding reasons is important for future learning. All classrooms have dictionaries and thesauruses to support with developing reading and writing skills. Some Spanish words can be understood in English. Foreign language dictionaries are also available and used in conjunction with online translation resources.

Spelling is corrected in the foreign language with a green pen and corrections made by the student. Literacy targets and rules for accents are given and explained. Numeracy awareness- dates, numbers, prices.

BRITISH VALUES:

The current curriculum for modern foreign languages covers contemporary and relevant issues pertaining to modern society, such as clean energy and urban development, topic of the environment is studied with recycling, global warming and green issues.

A brief history of countries such as Spain (dictatorship of Francisco Franco, Spanish Civil War 1936-1939) to present an awareness of democracy.

Individual students' opinions and ideas are encouraged. Students are encouraged to not only share their own viewpoints but to identify and appreciate the views of others. Study of an MFL promotes a better ability to connect with and appreciate and respect other cultures. An understanding of different cultures, respect traditions and celebrations – Names Day; January 6; May 1; May 5, November 1; December 24.

The importance of laws and rules in both the classroom and in a wider cultural context, are included in the curriculum for MFL. Students are taught the value and reasons for law and order. Rules in the classroom- no chewing; no mobile phones, studied in the language with the verb must/ must not. Awareness of Spain and South America.

The study of a foreign language puts students in a strong position to appreciate the importance of mutual respect, both in the classroom and in society. Students are encouraged to give their opinion and to respect each other. Discussion and study of topics such as abortion, taking drugs and smoking.

The celebration of diversity is integral to the study of a modern foreign language. By immersing students in both the language and the culture of a foreign country, we encourage students to appreciate the diversity present in our own society.

Viewing celebrations (watching online) –Processions and celebrations during Semana Santa in Spain; cinco de mayo in Mexico. Costumes, dresses, festivities and traditions.

LINKS TO SMSC:

Students studying a modern foreign language are provided with a wealth of opportunity to experience and discuss Spiritual, Moral, Social and Cultural issues of modern-day society. The study of MFL inherently puts the student in a position where they can become familiar with other cultures, conversing with members of other nationalities. The current curriculum for MFL's covers contemporary and relevant issues pertaining to modern society, such as clean

energy, respect and tolerance of others' religions and beliefs, a study of different religions in Spanish speaking countries of the world, along with an awareness of democracy. Knowledge of political structures Fascism in Franco's Spain; Communism in Cuba. This provides not only an opportunity for the student to voice their views on these topics, but also for students to experience the views of a different culture and expand on their own. In Spanish there is a polite form of 'you', this is explained and used in context. Social interaction and use of 'you' within the family tu and usted in Spanish. The celebration of diversity is at the heart of studying foreign languages and in lessons ample opportunity is given to promote British Values. Cultural traditions and celebrations of costume, dance and festivities are pointed out and noted throughout the year using online resources.