

Modern Foreign Languages Curriculum Intent

Modern Foreign Languages at TAL aims to develop life-long, confident and reflective language learners who are not only curious about languages and cultures different to their own, but also show **empathy** and **respect** in exploring and celebrating the context and culture of communities both within our school and around the world. We provide students with the opportunity to acquire the necessary knowledge and skills to become successful language learners, build their confidence and use their **voice** through the development of effective communication skills. Throughout their language learning journey at TAL, students are exposed to a range of different cultures and customs, which ensures they are able to see further, beyond their local community. Students learn to express their ideas and thoughts in another language and to understand and respond in the target language, both in speech and in writing.

We aim to ensure that lesson content is accessible for all, and use strategies such as dual-coding, incorporation of cognates (in English or students' native languages) and place an emphasis on using target language in lessons in order to ensure that all students make good progress. Where possible, we aim to use authentic texts and resources to ensure that students are exposed to a range of accents, dialects, customs and cultures.

Modern Foreign Languages Phase One Curriculum

The Modern Foreign Languages Phase One Curriculum is designed to develop the necessary skills to succeed both in languages, and more widely in students' future life choices. We aim to build students' self-confidence as a language learner from the very beginning of their time with us, enabling them to succeed, regardless of starting point. In order to best prepare students for progression in their studies, learning is 'chunked' into different topics, which deal with similar themes and vocabulary and grammatical structures are interleaved throughout topics over the course of KS3. Lessons for all students include a range of challenging tasks, allowing students to develop skills which will be invaluable at Phase One and beyond. As students progress along their language learning journey, they become more fluent in the language and confident expressing themselves in the target language and are able to produce longer pieces of work, using grammatical structures of increasing complexity.

In Phase One, students are expected to complete weekly home learning. This learning is assessed in the form of a vocabulary recall test each week. Overall student progress is assessed at the end of each unit by means of an in-class assessment. These assessments focus on different skills each term, ensuring that all skills are assessed formally throughout each academic year.

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---------------------------|------------------------------|-------------------------------|------------------------------------|---------------|----------|
| Year 7 | Introducing myself | Describing myself and others | My school | Free time activities | My house | My town |
| Year 8 | Food & Drink | Travel & tourism | Past holidays | Leisure | Celebrations | Shopping |
| Year 9 | Technology & Social Media | Relationships | My studies and future careers | My values (past, present & future) | Daily routine | Health |