

Lionheart Trust Modern Languages

Our vision

In a fast-changing world where young people are true global citizens, our purpose is to equip students with the skills, knowledge and confidence to enable them to thrive, communicate and converse in the modern world. As described in the national curriculum our vision is to provide our learners with the skills to know how to learn a language through reinforcement and repetition and by developing secure knowledge foundations. We are dedicated to developing both linguistic skills and cultural understanding in our students, through a curriculum that encourages independent, resilient, reflective and curious learners, and ultimately inspires a love for languages.

Our Lionheart community and intended outcomes

Lionheart students come from a diverse range of backgrounds and from across lots of different primary schools where their previous learning has been dependent on the availability of language specialists. Our mission therefore is to build on these foundations and experiences to ensure that all students are confident and competent in expressing themselves in another language.

Across our 6 secondary schools there is a close-knit team of Heads of Subject determined to ensure that students develop strong linguistic competence and cultural understanding in order to equip them for future study and work. Speaking a foreign language is an asset to any job in any sector and the transferable skills mastered when learning a language make us better communicators and problem solvers and more resilient in all areas of life.

The curriculum model

Our MFL joint curriculum is designed to ensure all students make significant progress between years 7 and 11. The curriculum journey in Modern Languages is built on the triangulation of the 3 key principles of grammatical knowledge, rich vocabulary knowledge and phonics. The 6 schools follow a program of study that includes joint topic contexts with a core grammar and core vocabulary requirement. Students are introduced to grammar structures which are carefully sequenced so that each new concept can act as a building block for the next, and can lead to mastery. For example, one of the main irregular verb conjugations that students will learn in French and Spanish is the verb 'to go', which in turn is the key to mastering the near future tense. This mapping is crucial in ensuring students' understanding and command of language later in their linguistic studies. There is a strong focus throughout the learning journey on phonics, which speeds up vocabulary acquisition. This is a 5-year process, developed jointly by looking at the needs and requirements of GCSE and beyond at KS5 and higher education, as well as the links to KS2 and the national curriculum.

Each of our schools have 2-3 hours of taught modern languages a week across Key stage 3 and 4, with some schools being able to offer more than one language.

Teaching and Learning

We aim to focus relentlessly on meeting the needs of each individual pupil, through quality first teaching every lesson, every day, so our young people achieve their very best. Lessons focus on the 4 key skills in language learning: listening, speaking, reading and writing. Initially in each new topic area listening and

speaking is a priority so students can be spontaneous in using the target language. There is a core element of vocabulary per topic which is part of knowledge organisers, and a high frequency word essentials list (tier 2 words) for all years 7 to 9 to build vocabulary and develop literacy skills in MFL, which will later inform for productive skills, particularly at GCSE and beyond. The wide-reaching vocabulary equips and supports students to feel more confident when faced with the variety of authentic and literary resources used in daily teaching.

A strong focus on developing metacognitive approaches such as the learning scientists, is vital to all lessons, as well as Rosenshine's principles and reciprocal reading. Low stakes testing, retrieval quizzes, interleaving with prior learning over a period of time and revisiting supports students in committing words to long-term memory. This is part of formative assessments in lessons. When students inevitably come across new vocabulary, they are able to unpick it through their understanding of patterns and cognates through a reciprocal reading approach to developing skills. Dual coding through sentence builders and the use of scaffolding and concrete examples allow students to develop their productive skills, and are an aid to ensuring the challenge required for more able students to develop a more elaborative and extended approach to speaking and writing, skills.

All year 7 take part in a Trust wide Spelling Champs competition of 3 stages that really enhance the topics for the year as well as High Frequency Word learning to further embed the phonics and vocabulary of their first year of language study.

Homework

Each context has its own knowledge organiser and students are given this per unit of work to aid learning. A developed system of quizzes on the VLE based on vocabulary acquisition and listening, reading and translations skills allow students to practice the content of what is taught at class level. Vocabulary is provided as home learning broken into manageable chunks each week either to focus on productive or receptive skills.

Assessments

Students complete a range of skills tests within school per unit throughout KS3 and 4. Assessments take place either during or towards the end of each unit (from a common base), and cover the 4 language skills at least once across the year. Any assessment is cumulative so that prior learning can be committed to long-term memory. For summative assessment at the end of year 7 and 8 all students complete a common test in reading, listening and writing skills, and in year 9 the end of year assessment is a hybrid GCSE speaking test. Throughout KS4 students also complete a series of 3 mock exams to include all skills. There is regular and robust tracking in place to identify barriers and common misconceptions, which allow for moderation across Trust schools.

The curriculum content overview

Attached is our 5-year plan of key joint contexts (2 per year group at KS3) leading to a KS4 program which follows the AQA specifications. This shows the core grammar development throughout KS3, and each context for staff has a separate detailed scheme of learning to follow in lessons which contains the core vocabulary. The individual extra topics are decided per school to manage the different time allocations for MFL within Lionheart.

Lionheart Trust Curriculum Planning MFL : 5 Year plan of common contexts across all schools



Year 7		Year 8		Year 9	
Core Contexts	Core Grammar	Core Contexts	Core Grammar	Core Contexts	Core Grammar
<ul style="list-style-type: none"> Phonics focus Family School <p>+ individual topic which meets need of school context</p>	Phonics Dictionary Skills Articles Adjectives (WO/Agreements) Personal Pronouns Connectives Possessive Adjectives Quantifiers 1 st person verbs – present tense/near future Common Irregular (<u>avoir/être</u>) Basic connected verbs (I like to)	<ul style="list-style-type: none"> Where I live/ town Food and drink <p>+ individual topic which meets need of school context</p>	All of Year 7 + Ordinal Numbers Comparative/ Superlative Conditional basics Prepositions Modal Verbs (you can) Perfect Tense (1 st person)	<ul style="list-style-type: none"> Holidays Festivals/culture <p>+ individual topic which meets need of school context</p>	All of Year 7, Year 8 + Imperfect (1 st /3 rd person) Near Future Adverbs Imperative basics Pronouns, (direct basics, emphatic)
Year 10 and 11				Resources	
<p>Themes:</p> <p>1 Identity and Culture: family and relationships, <u>freetime</u> and technology, festivals and celebrations.....</p> <p>2 Local, national, international and global areas of interest – Home, town, neighbourhood and region/ Social issues/ Global issues</p> <p>3 Current and future study and employment – My studies/ Life at school/ Education post 16/ Jobs, career choices and ambitions</p> <p>4 Revision/ exam prep</p>		<p>Grammar:</p> <p>As guided in <u>AQA SPEC</u></p>		<p><u>VLE</u></p> <p><u>L drive</u></p> <p><u>Kos/booklets</u></p> <p><u>Textbooks (various)</u></p> <p><u>Website subscriptions to support eg languages gym</u></p>	