Modern Foreign Languages

CURRICULUM INTENT

STOCKSBRIDGE HIGH SCHOOL

"One language sets you in a corridor for life. Two languages open every door along the way."
Frank Smith

We believe that the overriding role of languages education is to develop students' ability and ambition to communicate with native speakers in speech and the written word. The study of a language will broaden our student's horizons with the opportunity to either study French or Spanish to GCSE level. The overarching aim of our curriculum is for our students to develop a can-do attitude. We encourage them to step beyond their local and familiar cultural boundaries and develop new ways of seeing the world by including references to culture and SMSC within our curriculum content. By the end of Y11 our students will be prepared for immediate language use and also have the ability and hopefully the desire to continue on to further language study.

The curriculum is designed around the four key skills required for language acquisition:

Listening: to understand and respond to spoken language

Speaking: to communicate and interact in speech

Reading: to understand and respond to written language

Writing: to communicate in writing

Language awareness enhances students' general awareness of languages. As part of every series and sequence of lessons, taught with 3 hours a fortnight at Y7, 4 hours a fortnight at Y8/9 and 5 hours a fortnight at KS4, students are given the opportunity to analyse how the target language works. In Y11 students are taught in tiered sets to enable the specific teaching of their exam requirements. In Y10 they are in mixed ability sets. Our curriculum is developed through series and sequences of lessons that are built upon and integrated with recall activities that develop retention of vocabulary and grammar. Our students are lesson by lesson developing language repair strategies that in turn develop independency in their learning. Within the classroom SEND students are supported in all aspects of their learning journey with classroom support from us, the teacher and resources such as word mats and knowledge organisers to support their vocabulary recall and acquisition. The majority of students study a language from Y7 to Y9 with a small minority removed to follow ALP provision instead. In Y9 students opt to follow a language having been provided with an advised route to follow. Our overarching aim is to produce linguists who not only see the positives of learning a language post 16 but also who understand how a language will open doors for them in their future chosen careers.

Our classrooms are areas where students deepen their knowledge about how language works and enrich their vocabulary not only in the target language but also in English. We compare the languages they know (predominantly English) to the language that they are learning, and students are given the opportunities to reflect on their own language learning strategies. We aim to have our students listen to and understand clearly articulated, standard speech at near normal speed by the end of their learning journey.

Communicative competence enables students to communicate in the target language for meaningful purposes. In every series of lessons, students engage in language activities and tasks involving the integrated language skills of listening, reading, spoken production, spoken interaction and writing. The curriculum is designed around enabling students to communicate confidently and coherently with native speakers, conveying what they want to say with increasing accuracy with the ability to express and develop thoughts and ideas spontaneously and fluently. To do this, students will acquire increasing knowledge and understanding of the grammar of the target language and therefore will be able to understand and respond to authentic spoken and written material at the appropriate level to their age and ability.

Socio-cultural knowledge and inter-cultural awareness give students access to new cultural dimensions and encourages them to reflect on their own culture. Within this, students acquire cultural information about the target country and communities and are encouraged to compare other cultures to their own. Many lessons have clear links to SMSC topics and comparisons are made between England and the country of their learnt language which initiates discussion. We use as much cultural material in the classroom as possible to bring languages to life and offer trips abroad in order to immerse our students in the culture and the language that they are learning.