

Why is Modern Foreign Languages (MFL) important and relevant to the development of the whole child in the 21st century?

Our vision is to instil an ethos of international dimension to open students' minds to people of different backgrounds, gain global cultural awareness and develop their skills and confidence to consider themselves as well-rounded world citizens. With the explosion of technology and social media that take language learning into the area of digital humanities, we understand the need to broaden and deepen our students' exposure and knowledge of foreign languages and cultures. We aim to equip our students with the linguistic skills which will enable them to expand their horizons, travel, interact with native speakers, show compassion and tolerance towards others and choose from a wider range of careers.

Skills students will develop through studying MFL that will benefit them as successful learners:

Our goal is to provide students with the skills they need to become independent learners, learn how to learn and seek ways to improve their performance. Linguistic skills offer communicative competence through listening, speaking, reading and writing. These qualities support literacy and boost transferable skills and knowledge. A wide variety of skills other than linguistic is acquired in the languages classroom. These include analytical, social, spiritual, personal, critical thinking, problem solving, translating, interpretive and creative.

How we bridge from the KS2 National Curriculum for Modern Foreign Languages

Our Year 7 intake has different foreign language learning experiences and has a variety of skills and a broad range of knowledge and cultural insights. In order to cater for the students' varying needs and to ensure a smooth transition, a bridging unit of work has been produced and is continually reviewed. The unit allows us to draw a profile of our mixed-experience Year 7 classes with the various activities focusing on skills rather than content. It helps us diagnose where our students are in terms of competence and we use the findings to plan for progression. The planned activities set suitable learning challenges and provide students with opportunities to consolidate literacy skills, expand language-learning strategies, develop knowledge about language to help improve all four skills and work cooperatively with their peers.

How do we assess our students' performance in MFL as they move across years 7 to 9? How do we track the progress of our students' learning and skill development across years 7 to 9?

Assessment opportunities are built in each of our lessons, allowing us to build up a clear profile of each pupil's attainment. We assess informally and formally in the following ways:

- we test students each week after learning homework has been set
- we assess performance when we evaluate and level written and oral work against success criteria
- we assess comprehension informally when we note responses to our spoken or written instructions
- we test formally at the end of each module of work
- where appropriate, students play an active part through self and peer assessment

Assessment of students' progress is on-going and our regular use of data informs our teaching strategies and our feedback to students.

Grade collections will report if a pupil's progress shows that they are '**on track**' for achieving both the '**expected standard**' at the end of years 7 to 9 and their own **personal GCSE target**. If a pupil continues to make the necessary progress towards the end of year '**expected standards**' then they will be '**on track**' to meet the **national expectation at GCSE** which is **grade 5**.

Year 7

The true purpose of learning a language is to be able to use it in a variety of contexts, and during Year 7 our pupils follow a varied course that challenges them, whether they have studied French before or not. Our pupils will use a wide variety of spoken and written language to develop their skills in the four main areas which include Listening, Speaking, Reading and Writing, whilst also beginning to appreciate the cultural diversity between the UK and different French-speaking nations. By the end of Year 7 it is envisaged that our pupils will be able to understand listening passages made up of simple sentences. They will be expected to be able to pick out and note main points and some details as well as transcribe words with understandable spelling. It is expected that our pupils will be able to take part in simple, structured conversations which include some opinions, using mainly memorised language. They will be able to substitute items of vocabulary to vary the questions or the answers, speaking with a generally accurate pronunciation. They will be expected to use a good range of classroom language to interact in class. They will be able to understand the main points and some details from texts or dialogues taken from a few topics and understand the gist of a variety of stories or poems. Short sentences might be translated from the foreign language into English with limited accuracy. We expect our pupils in Year 7 to be able to write paragraphs from memory made up of short sentences using taught language on a few topics. Some inaccuracy will be expected in their spelling. Similarly, we will expect our pupils to translate phrases or short sentences into the foreign language with some inaccuracy.

Year 8

In Year 8 our pupils will use a wide variety of spoken and written language to further develop their skills in the four main areas which include Listening, Speaking, Reading and Writing, whilst also continuing to appreciate the cultural diversity between the UK and the target language country. By the end of Year 8 it is envisaged that our pupils will be able to understand main points and some details including opinions in longer listening passages which contain words they know taken from several topics and verbs in at least two different tenses. It is expected that they will be able to transcribe word and short sentences with generally accurate spelling. The expectations also are that they will be able to take part in short conversations, asking for and giving opinions, using pronunciation which is generally consistent and accurate. They will be able to understand the main points and specific details from texts as well as understand the gist of more complex stories or poems. They will be able to translate short sentences from the foreign language into English with some accuracy. We expect our pupils in Year 8 to be able to write short paragraphs using memorised vocabulary, writing simple sentences which ask for and give information and opinions using at least two tenses, with spelling which is more accurate than inaccurate. Finally, our pupils will be able to translate simple sentences into the foreign language with some accuracy.

Year 9

In Year 9 French, our pupils will follow Key Stage 3 to Key Stage 4 transition modules of work. The course builds upon the schemes and strategies implemented in Years 7 and 8, using the skills of Listening, Speaking, Reading and Writing to widen our pupils' vocabulary range and increase their knowledge of grammatical constructions in preparation for GCSE. By the end of Year 9, it is envisaged that our pupils will be effectively equipped for the GCSE course through taking more responsibility for improving their own learning and performance. By the end of Year 9 it is envisaged that our pupils will be able to understand short narratives and longer extracts which cover various tenses and complex structures. They will be able to pick out main points and specific details including points of view with language spoken at normal speed. Some of our pupils will be able to infer as attitudes and emotions from the context or tone of voice of the speaker are recognised and understood. Pupils will be expected to transcribe language with increasing accuracy. The expectations also are that they will be able to take part in multi-exchange conversations, changing or adapting the language using a variety of tenses and pronouncing the language consistently well. They will be able to understand a variety of texts. They will be expected to use clues more confidently and apply their knowledge of grammar to work out the meaning of unfamiliar language. They will be able to translate generally accurately more complex sentences from the foreign language into English. We expect our pupils in Year 9 to be able to write longer paragraphs from memory which include some complex structures and extended sentences with a range of tenses, time markers, connectives and intensifiers. They will be able to express opinions, giving reasons and justifications, and ask questions with almost always accurate spelling. Finally, we expect our pupils to be able to translate longer sentences or short paragraphs into the foreign language largely accurately.