

# Modern Languages







Curriculum Rationale



# MFL Rationale



**ST AUGUSTINE  
OF CANTERBURY  
CATHOLIC ACADEMY**

Intent	Implementation	Impact																								
 <p>Alignment to National Curriculum</p> <p>MFL curriculum covers the aims and subject content of the KS3 National Curriculum.</p> <p>The focus on teaching the pillars of languages prioritizes the learning of linguistic competence, grammar, and vocabulary.</p> <p>These pillars build on the linguistic foundations taught at KS2.</p>	 <p>Pedagogical Approaches</p> <p>Quality first teaching</p> <p>Consistent questioning to verify understanding and knowledge.</p> <p>Embed the 3 pillars of language in lesson planning and delivery through a clear sequence of learning: Review, Teach, Analyse, Practice and assess.</p>	 <p>Approach to Assessment</p> <p>KS3 – assessment bi-annual foci: phonics, grammar, and vocabulary.</p> <p>KS4 – modular assessments used in the 4 skill areas.</p> <p>Past papers used and modified when suitable.</p>																								
 <p>End Points</p> <p><b>Year 7</b> Grammar – key verbs in present tense; tener, estar and ser. Phonics (SSC) – pronunciation and recognition of key 12 sounds. Vocabulary – to describe people and places. To describe what people do and festive gifts and wants.</p> <p><b>Year 8</b> Grammar – key modal verbs; to include poder, deber. Re-visit present tense. Cover future tense and using infinitives. Phonics – re-visit key 12 SSC sounds. Vocabulary – to describe activities, technology possessions and future plans.</p> <p><b>Year 9</b> Grammar – key present, present continuous, past, and future tense verbs. Irregular verbs of hacer and ir. Phonics – re-visit key 12 SSC sounds. Weak/string vowels and syllable stress. Vocabulary – to describe events, school life and Spanish cities and traditions.</p> <p><b>Year 10</b> Theme 1 – identity and Culture Theme 2 – Local area, holiday, and travel. Theme 3 – school.</p> <p><b>Year 11</b> Theme 4 – Future aspirations, study, and work. Theme 5 – International and global dimension.</p>	 <p>Teachers' Expert Knowledge</p> <p>KS3 MFL curriculum created in alignment with:</p> <ul style="list-style-type: none"> <li>MFL Pedagogy review (2016)</li> <li>OFSTED Research review of MFL (2021)</li> <li>new MFL GCSE content (2026)</li> </ul> <p>LDP training events and network. Archdiocese MFL events EDEXCEL / AQA training events AQA associate examiner in MFL Faculty. Chartered College MFL articles Mary Myatt MFL articles. Association for Language Learning pedagogical articles. Regional and social media MFL network</p>	 <p>Performance Data</p> <p>GCSE outcomes summer 2022</p> <table border="1"> <thead> <tr> <th></th> <th>St Augustine</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>9-7</td> <td>47%</td> <td>30%</td> </tr> <tr> <td>9-5</td> <td>80%</td> <td>65%</td> </tr> <tr> <td>9-4</td> <td>93%</td> <td>77%</td> </tr> </tbody> </table> <p>GCSE uptake</p> <table border="1"> <thead> <tr> <th>Year</th> <th>number</th> <th>%cohort</th> </tr> </thead> <tbody> <tr> <td>2021</td> <td>14</td> <td>10%</td> </tr> <tr> <td>2022</td> <td>18</td> <td>15%</td> </tr> <tr> <td>2023</td> <td>22</td> <td>25%</td> </tr> </tbody> </table>		St Augustine	National	9-7	47%	30%	9-5	80%	65%	9-4	93%	77%	Year	number	%cohort	2021	14	10%	2022	18	15%	2023	22	25%
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 Sequencing	<p>Lessons focus on the development (and re-visiting) of phonics represented in clusters of vocabulary and used (and re-used) along a spine of grammatical structures.</p>	 Promoting Discussion and Understanding	<p>MFL curriculum uses knowledge of phonics to understand and access new language.</p> <p>It promotes discussion and drives its students to explore the linguistic unknown.</p>	 Pupils' Work	<p>Clear lesson structure built around phonics, grammar, and vocabulary.</p> <p>Clear signposting.</p> <p>Regular self-marking.</p>
 Addressing Social Disadvantage	<p>A calendar of cultural capital events through KS3 and KS4.</p> <p>Live links to KS5 colleges and industry.</p> <p>Year option process illustrates how a language is useful in the world of work.</p>	 Knowing More and Remembering More	<p>Retrieval starter tasks.</p> <p>Lesson planning to provide "chunk and check" approach to ensure students know more.</p> <p>Grammar features and high-frequency vocabulary and phonics recycled in new semantic fields and different contexts, which strengthens the knowledge base.</p> <p>Use of online platforms – Memrise and Languagenut</p>	 Talking to Pupils	<p><i>In Spanish we:</i></p> <ul style="list-style-type: none"> <li>• Regularly check what we have learnt</li> <li>• How we say unfamiliar words</li> <li>• How we use different verbs</li> <li>• Learn to pronounce unfamiliar words.</li> </ul> <p><i>We learn and remember more by:</i></p> <ul style="list-style-type: none"> <li>• Our FROG starter</li> <li>• Our teacher checking what we know</li> <li>• Re-visiting what we have learnt</li> <li>• Seeing our phonics in listening and reading exercises.</li> </ul> <p><i>I enjoy:</i></p> <ul style="list-style-type: none"> <li>• Having tasks explained clearly</li> <li>• Saying unfamiliar words correctly</li> <li>• Developing my own phrases</li> <li>• Memrise and LanguageNut</li> </ul> <p><i>My teacher helps me by:</i></p> <ul style="list-style-type: none"> <li>• Checking how I say unfamiliar words</li> <li>• Asking me to think and explain answers</li> <li>• Let's me check my own work</li> <li>• Expects the best from me</li> </ul>
 Local Context	<p>Poetry – introduction of literary texts and poetry from Antonio Machado at KS3 and use of literary texts at KS4.</p> <p>Aspects of Geography and History are shared to show how they have influenced the culture and language of Spain and other Hispanic countries.</p>	 Teacher Assessment	<ul style="list-style-type: none"> <li>• regular assessment for learning</li> <li>• Self-marking</li> <li>• Live marking</li> <li>• Low stakes quiz</li> <li>• Mini whiteboards</li> <li>• Class voting</li> <li>• Re-teach of common misconceptions</li> <li>• Exit tickets</li> <li>• "Phonics first" approach to questioning.</li> <li>• Relevant teacher feedback.</li> </ul>	<p>Links/References</p>	