



## Languages Curriculum Overview

### Our department's vision

The Language Department's vision is to:

1. Equip pupils with the knowledge & cultural capital to thrive in life
2. Celebrate diversity
3. Provide the foundations for the study of language at higher education
4. Enable pupils to live/work/study in other countries

### What knowledge have we selected in our curriculum and why?

The French/Spanish curriculum at Reach is delivered with carefully designed exposure to the appropriate vocabulary, phonics and grammar at each stage of their language learning journey. We aim to cultivate pupils' curiosity of the world and equip them with the tools to be able to communicate this enthusiasm with our global neighbours.

pupils initially start learning Spanish in Year 3 at Reach. This early introduction equips pupils with the tools to be a confident, successful language learner early on. This then makes it easier for them to access increasingly aspirational content later on in the curriculum.

We aim for 100% of our pupils to be entered for and to achieve the GCSE qualifications required to flourish in any career, be enthusiastic global citizens and live lives of choice and opportunity. This in turn will ensure pupils are able to access A-Level Languages where desired.

#### 1. Knowledge-rich:

We know that effective language knowledge and confidence with speaking needs to be developed from a young age. Lack of both is often a barrier to language learning when pupils arrive in Year 7. We begin our focus in the Primary curriculum on phonics and spoken language. This is then developed further all the way through to A-Level, as we recognise how vital this is for effective communication. This supports the children to become confident linguists, and means that the focus, when arriving in Y7 and beyond, is on expanding the range of vocabulary and grammatical structures that our pupils will already be able to pronounce/understand with confidence.

At primary level, each term focuses on a new model text, presented as a letter written by one character from a Spanish-speaking country to another, because we know that providing a narrative to the delivery of new content supports learning. In addition, these characters bring

the language to life. Pupils read and listen to the text gradually as they move through the lessons. By the end of each cycle the aim is for pupils to successfully be able to translate the entire text and be able to manipulate key phrases to make the text relevant for themselves. Pupils will also be able to read the lines with accurate Spanish accents and write them down accurately in dictation-style tasks.

At secondary level, pupils work across a series of lessons to answer a question which, in Year 11, are the types of questions that will appear in their speaking exams. Initially, they are exposed to a model POINT paragraph text (Personal Response, Opinion, Illustration, New Person, Tense) written by the teacher with recycled, high level vocabulary and intentionally sophisticated grammatical structures and phonics that meet the criteria for them to be able to produce an impressive response in their own words to the question. This serves as the core of their learning - They first memorise this, before we expose them to additional vocabulary which they could substitute parts of the original text for.

## 2. Backwards planned:

Our curriculum is backwards planned from A-Level to ensure core concepts are embedded across the years. Spanish is introduced from Year 3 onwards and lessons are delivered by native Spanish speakers when possible, and non native staff is supported to deliver quality lessons. When it comes to the accent in which Spanish is taught we have at this time 2 accents: Castilian Spanish and Latin Spanish (Uruguay).

The Common European Framework of Reference for Languages (CEFR by the Council of Europe) refers to dialectal variation as part of sociolinguistic competence, which includes awareness of dialect and accent. This exposure to different accents creates more flexible auditory learning when it comes to understanding the language.

This allows for both knowledge and confidence to grow from a really young age. Lack of both is often a barrier to language learning when pupils arrive in Year 7 – Having preempted this, the earlier we can familiarise pupils with the language and what it takes for them to be dedicated language learners, the easier it is to embed more aspirational content later on in the curriculum. This in turn allows more time for mastery of the functionality of the language, for example grammar.

As pupils head into Years 7 and 8 they are familiar with Spanish and are able to delve deeper into the key verb phrases and vocabulary required at Key Stage 3. In Year 7 pupils will continue their study of phonics in Spanish and will be introduced to French phonics and key vocabulary. Throughout Years 7 & 8 pupils focus primarily on building a strong foundational knowledge of vocabulary alongside key grammar points. In Year 9 onwards, pupils are explicitly taught grammatical structures and are able to use this knowledge to support them in successfully producing spoken and written language.



### 3. Carefully resourced:

We have thought really carefully about the resources used in lessons for our MFL lessons. In primary, we base our learning around Pen-Pal letters which provide a starting point for the learning we do termly. Each lesson in primary follows the same structure to maximise learning time once children get into the lesson routine. Each lesson will have a do now, a retrieval section, a phonic section and a key learning section with an exit ticket to ensure children have understood the key learning of the lesson. Our curriculum ensures pupils attention is drawn specifically to phonics to ensure learning is as efficient as possible. When vocabulary is introduced, we ensure learners have the opportunity to use the words in both comprehension and production. Our curriculum allows for a healthy balance of intentional and incidental learning – Leaning on the promotion of intentional learning as we are aware that the evidence shows explicit teaching works best with novice learners.

In Years 7, 8 and 9, lessons follow a similar structure and include resources from the National Centre for Excellence for Language Pedagogy. These resources are research informed and ensure that our learners are prepared for the new changes to GCSE French. In Year 10 and 11, learners follow the AQA GCSE specification for either French, Spanish or both. Throughout the GCSE course of study pupils are exposed to a wide variety of vocabulary, grammar and, importantly, cultural aspects of the Spanish and French language through all four skills of listening, reading, writing and speaking. pupils work from a word level (recognising and producing key vocabulary), to a sentence level (modifying language to produce extended sentences with the final goal of paragraph level (producing coherent and complex paragraphs both written and oral in the target language).

In Years 12 and 13, while studying a language A-level, pupils will use their linguistic learning to support them in the following tasks: delving deeper into the cultural, historical, political and artistic aspects of the hispanic and / or francophone world, analysing a literary text and film in the target language and conducting an independent research project on a topic of their choice related to their target language.

### 4. Aspirational, inclusive and diverse:

Within our context (Feltham) we stand out and we are in the midst of trying to change the path of languages in our area. Also a national problem – Between 1992 and 2004, entries for A Level French dropped by 50% and was again halved by 2019. We acknowledge the research regarding the obstacles required to overcome before the government's Ebacc Ambition is a reality and all are met here –

- 1) We ensure more pupils continue to study languages – They are not optional.
- 2) We implement them in primary school from Year 3.
- 3) We ensure pupils of all abilities can develop their language knowledge.
- 4) We encourage the study of other languages in the face of the dominance of English.
- 5) We ensure from early on they know how to sound out words in a foreign language through the explicit teaching and frequent retrieval of phonics, celebrating and creating a culture of



mistake making being ok.

6) We ensure building blocks are in place to enable greater autonomy (I.e. Explicit teaching of grammar only after initial exposure, teaching language in chunks)

7) Ensure pupils are clear on how to make progress by modelling what a great one looks like, consistent and clear feedback

8) Sen interventions and academic interventions are avoided during Spanish lessons. In the cases where this cannot be avoided children will have interventions on rotations so they do not miss the lessons every week.

9) We have just launched our home languages project – We offer those studying their native language outside of the school the option to take it with us.

### 5. Rigorously assessed:

In Primary, assessment happens during every lesson through oral assessment, the writing in their books, their completion of the exit ticket and the rigorous monitoring tracker. Summative assessment takes place at the end of each term. Providing a chance for the teacher to review what needs to be revisited next term. Assessment in primary is done by term, this is because each term reflects the 3 key topics that links to GCSE examination.

From Y6 onwards pupils continue to be assessed by their teaching every lesson through the use of questioning, low stakes quizzing and an exit ticket. Furthermore, pupils are assessed at regular points in the cycle with 100% quizzes to ascertain their recall of key vocabulary as well as their deeper understanding of grammar. This 100% quiz is based on their classwork and homework which allows pupils the opportunity to consolidate their learning outside of school. Similar to primary, a summative assessment takes place at the end of each term which informs the teacher's approach to the next cycle.

### 6. Regularly evaluated and reflected upon.

The introduction of Spanish in Y3-Y5 is to serve as exposure to the language. In these year groups we assess the children to ensure that they are learning the key vocabulary and sounds that they will need to have a sound foundational understanding of the language when they arrive in Year 6. We use both formative and summative assessments to ensure we are providing the right support to each child. In secondary, factual recall allows us to weekly track pupil knowledge and encourages pupils to appreciate the importance of knowledge. This will reduce cognitive load in assessment, freeing up space to focus on application. Application questions allow us to track what they understand and prepare them for formal assessments, adhering to the specific demands of the MFL GCSE. They are intentionally exposed to the exam formats from an early stage, as we have learnt from experience that despite high levels of knowledge and application skills, lack of exam practice can mean pupils are thrown in formal assessments.



## Curriculum Maps

Primary Curriculum Map			
Year	Autumn	Spring	Summer
<b>3</b>	<p><b>Identity and Culture</b></p> <p>This topic goes over who we are, how we are, and other everyday introductions whilst exploring Pedro's pen-pal letter.</p>	<p><b>Local and global</b></p> <p>This topic goes over introductions in more detail, where we live, the weather and our likes and dislikes whilst exploring a new pen-pal character - Marta</p>	<p><b>School and Work</b></p> <p>This topic recaps all of our previous learning and dives deep into our like or dislike of school, school subjects and studying whilst exploring a new pen-pal character - Joaquin.</p>
<b>4</b>	<p><b>Identity and Culture</b></p> <p>This topic goes over who we are, how we are, and other everyday introductions whilst exploring our already familiar character Pedro's second pen-pal letter and the past tense.</p>	<p><b>Local and global</b></p> <p>This topic goes over introductions in more detail, where we live, the weather and our likes and dislikes. We also delve into personality traits and physical descriptions whilst exploring our pen-pal character - Marta and the past tense.</p>	<p><b>School and Work</b></p> <p>This topic recaps all of our previous learning and dives deep into our like or dislike of school, school subjects and studying. We introduce new vocabulary to expand the children's vocabulary whilst exploring our pen-pal character, Joaquin's second pen-pal letter.</p>
<b>5</b>	<p><b>Identity and Culture</b></p> <p>This topic goes over who we are, how we are, and other everyday introductions whilst exploring our already familiar character Pedro's third pen-pal letter and the future tense</p>	<p><b>Local and global</b></p> <p>This topic goes over introductions in more detail, where we live, the weather and our likes and dislikes. We also delve into personality traits, physical descriptions in more detail and our own neighbourhood whilst exploring our</p>	<p><b>School and Work</b></p> <p>This topic recaps all of our previous learning and dives deep into our like or dislike of school, school subjects and studying. We introduce new vocabulary to expand the children's vocabulary whilst exploring our pen-pal</p>



		pen-pal character - Marta and the future tense	character, Joaquin's pen-pal letter.
<b>6</b>	<b>Who am I?</b>  Using the verbs ser and estar in the singular form to describe personalities and moods.	<b>School life</b>  An introduction to the topic of school, describing likes and dislikes of school subjects.	<b>My neighbourhood and others</b>  Consolidation of the future tense to discuss where you live and where you are going to go at the weekend

## Secondary Curriculum

### Year 7 - Spanish

Autumn	Spring	Summer
<b>My neighbourhood</b>  Using nouns in the plural and estar to describe what there is / isn't in our local area.	<b>Describing loved ones</b>  Using comparatives to compare family members and friends.	<b>Describing my studies</b>  Consolidating understanding of regular -ar verb conjugation and using the third person singular to describe what other people study.

### Year 8 - French / Spanish

Autumn	Spring	Summer
<b>French : Family, friends and relationships</b>  As students start their French learning they are exposed to cognates through the topic of family, friends and relationships with a primary focus on phonics and grammar to ensure that students are confident in their spoken and written French.	<b>French: Local Area</b>  In this cycle pupils are introduced to the whole verb paradigm for -er verbs and the use of formal language (tu vs vous) is consolidated through the topic of local area. The primary focus for students and teachers is on their ability to express themselves in French.	<b>French: Healthy lifestyles</b>  Pupils are introduced to the perfect tense and use this to discuss sports which they have played and foods which they have eaten.  <b>Spanish: Narrating events</b>  Pupils learn to narrate events in the past and present while also being exposed to elements of the hispanic world. Pupils are



<p><b>Spanish: At home and at school</b></p> <p>Pupils describe events which have happened and often happen in their two key environments of home and school. Pupils also recall the use of modal verbs to discuss what people must do in school.</p>	<p><b>Spanish: Free time activities</b></p> <p>In this cycle pupils describe what they and others do in their free time including; hobbies, technology, social networks, travel and volunteering.</p>	<p>also introduced to comparisons in Spanish.</p>
---	---	---

**Year 9 - French / Spanish**

Autumn	Spring	Summer
<p><b>French: The francophone world</b></p> <p>Pupils are introduced to the francophone world through the topic of holidays. The perfect tense with avoir &amp; etre is consolidated.</p> <p><b>Spanish: Studies and future goals</b></p> <p>Pupils discuss their current studies and explore their future plans using both the future tense and structures which indicate the future tense.</p>	<p><b>French: Free time activities</b></p> <p>In this cycle pupils describe what they and others do in their free time including; hobbies, technology, social networks, travel and volunteering</p> <p><b>Spanish: Healthy Lifestyle</b></p> <p>Pupils consolidate their knowledge of cognates and phonics to discuss health and lifestyle issues in Spanish.</p>	<p><b>French: Studies and future goals</b></p> <p>Pupils discuss their current studies and explore their future plans using both the future tense and structures which indicate the future tense.</p> <p><b>Spanish: Talking about where people are from</b></p> <p>Pupils consolidate their knowledge of ser and estar to describe other people. Pupils are also introduced to key historical and cultural aspects of the hispanic world including the critical discussion of a film and hispanic heroes in the news.</p>

**Year 10 - French / Spanish**

Autumn	Spring	Summer
<p>What was your childhood like?/If you could visit France, where would you go?/Describe a memorable day at school?</p>	<p>What do you think of marriage? / Do you prefer to go on holiday with family or friends? / What do you think of your school rules?</p>	<p>What do you do in your free time? (Sports) / Would you like to volunteer in the future? / What was your primary school like?</p>



**Year 11 - French / Spanish**

Autumn	Spring	Summer
What sector would you like to work in in the future? / What do you do to stay in shape? / What do you think of social media?	What is your favourite celebration? / What can we do to help the environment? / Gap year or university?	

**Year 12 -Spanish**

Autumn	Spring	Summer
Intensive Grammar Programme  Cyberspace  Modern & Traditional Values	Study of Film/Text  Gender Equality  The influence of idols  Regional Identity in Spain  Cultural Pride	Intensive practice of skills for assessments/exams:  - Speaking - Essay Writing Skills

**Year 13 - Spanish**

Autumn	Spring	Summer
Immigration  Racism  La Convivencia  Young People  Today - Modern Citizens	Study of Film / Text  Popular Movements  Monarchies & Dictatorships  Consolidation of Year 1 Work	Intensive practice of skills for assessments/exams:  - Speaking with a stimulus card - Essay Writing Skills - Independent Research Outcomes