

## OCL MFL Curriculum: Statement of Intent

### **Purpose of study**

*The OCL MFL curriculum believes that a strong foundation for knowledge is essential for language learning. Our curriculum focuses on students mastering and retaining key structures and vocabulary over time that they become confident and spontaneous communicators in another language. We want our students to develop in the following key areas:*

### **Character:**

We want our students to become confident communicators, who can use language flexibly in real-life contexts. Through learning another language our students will be encouraged to have a curiosity and understanding of other cultures. Through exploration of another language, they will also learn more about themselves and the world beyond their classrooms. Their language skills should help to inspire a love of language learning and give them the confidence to communicate with speakers of these languages here and abroad. Our curriculum is an inclusive curriculum, where all students can achieve, and all are enabled to develop their skills and ability to speak the language spontaneously.

### **Competence:**

Students should be able to speak and write with increasing complexity, spontaneity, and fluency as they progress in their learning. Vocabulary and grammatical structures are introduced sequentially and interleaved for effective retrieval practice. We also use language beyond the curriculum and expose students regularly to authentic texts, culture and student-led discussion, enabling them to deepen their understanding of the French and Spanish-speaking world.

### **Community:**

We want our students to gain an understanding of their local, national, and global communities through MFL, by helping them to explore different cultures and communities across the world where the languages are spoken. Our curriculum allows our students to appreciate cultural diversity and discuss complex issues with sensitivity, such as through engaging with social issues. Our goal is that through study, students will gain a sense of global responsibility, respect and tolerance for other cultures.



### **Core concepts and principles of progression**

The Oasis MFL curriculum is carefully sequenced so that knowledge and structures are repeated and become gradually more complex over time and combines language acquisition with practice.

- **Spontaneous speech** is developed through regular pair-talk in lessons, where students can convey opinions across a broad range of topics and learn to initiate conversations with their peers. They are encouraged to develop their spontaneous talk for their own uses and for real-life contexts, to motivate and engage them. The speaking element of the curriculum also helps students' production of key vocabulary and structures to become automatic and they move towards discussing more complex issues in their speaking throughout their years of study.
- **Listening skills** are embedded as a core part of the curriculum so that students have regular opportunities to listen and respond to listening texts, including listening texts from authentic resources. We use listening not only as a comprehension tool, but also as a way for students to develop their understanding and recognition of high frequency vocabulary, structures and patterns used in the language.
- **Reading skills** are developed throughout the course of study with exposure to a range of texts, including authentic resources that help students to acquire and retain high frequency structures and commit them to memory. Students are exposed to a range of texts, including literary texts, to build their understanding of key vocabulary and to develop their comprehension skills. Gradually, the texts used become increasingly more complex, so that students have frequent models to inform their own writing production.
- **Writing production** enables students, in every topic, to develop their ability to express opinions and give justifications across a wide range of themes and topics and through use of a wide range of structures, including idiomatic expressions. The level of challenge for students in their writing increases throughout the course of study, with a focus on them developing a flare in their writing and building towards using highly complex structures.
- **Grammatical structures** are introduced and interleaved regularly across the curriculum so that students' production of these structures becomes automatic. As students progress in their language-learning, they are exposed to more complex grammatical structures and practise these over time so that they can embed them successfully into their speaking and writing production.
- **Cultural understanding** is developed across the curriculum through opportunities for students to explore the cultures where the language is spoken, as well as to consider issues of historical and global importance. Cultural knowledge is also supplemented through modules in years 7-10 where students study a film from the French or Spanish speaking world.



## Aims/outcomes

Through our carefully sequenced and ambitious curriculum we intend that our curriculum will achieve these aims/outcomes:

### 1. To equip all students with the knowledge, skills and understanding so that they can produce language (in speaking and writing) to:

- Give a range of opinions and justifications on a wide range of topics studied and on topics beyond the specification
- Express ideas and opinions on issues in their local community, as well as their global community
- Express ideas in a range of tenses using a range of grammatical structures
- Use the language playfully and for their own purpose, including being able to communicate with their peers.

### 2. To improve students' cultural understanding and awareness through:

- Exposing them to authentic resources including videos, articles and literary texts about the French or Spanish-speaking world
- Studying a French or Spanish- language film of cultural and historical importance
- Exposing them to cultural holidays and festivals in the French or Spanish-speaking world
- Developing their understanding of social and global issues related to the countries studied

### 3. To enable all students to develop their character, confidence, and identity through languages, evidenced by:

- A lifelong love of language-learning and skills that they will use throughout their lives
- The confidence to produce the language within a culture where it is acceptable to make mistakes and use them for future growth
- Empathy, sensitivity, understanding and openness to others
- An understanding of the wider importance of language-learning within our global context