

Co-op Academy Leeds MFL Curriculum Intent 2023-2024

By the end of their education, a student of MFL at Co-op Academy Leeds will:

By the end of their education, our MFL students will develop their understanding of other cultures, building on their first language and background. They will be equipped with linguistic skills to deal with real-life situations and acquire employability skills such as; communication, social and cultural awareness, resilience and problem-solving. We aspire to expose our pupils to a broad and ambitious Modern Languages curriculum, which is rich in skills and knowledge, develops self-efficacy, kindles curiosity and promotes diversity and tolerance of other cultures. Our curriculum will give pupils the opportunity to:

- use language skills, receptively and productively, for communication in the real world, for practical purposes, for their immediate needs, interests and beyond and to express and justify opinions;
- develop their confidence and autonomy to access new and unfamiliar language through the use of decoding skills brought about by the explicit teaching of phonics and sound patterns;
- work towards becoming a fluent and spontaneous speaker of the foreign language.

Our department mission is:

Our mission is to develop curious, tolerant and educated students with a genuine interest in learning about other cultures and languages. Our ultimate goal for our pupils is to develop their ability to be self-efficacious and to create the optimal conditions for learner success.

In order to achieve a true understanding of MFL topics have been intelligently sequenced following this rationale:

Where possible we replicate the order by which children naturally acquire their first language. We therefore, for example, start in Year 7 by learning key phonics. The learning of these sounds is reinforced in every unit of work, when we introduce new sentence builders and knowledge organisers. In Year 7 pupils learn the key grammatical ideas on which all languages are built. Students start by introducing themselves in the present tense, give opinions and talk about their possessions. This allows students to learn how adjectives behave, and the importance of the genders of nouns. Students also learn about the infinitives and how verbs are conjugated, including common irregular verbs such as 'to be' and 'to have'. This knowledge is essential in order to be able to access the Year 8 and 9 curricula, where students learn to describe events in the past and future as well as complex structures. When appropriate we also 'seed-plant' chunks of language. Seed planting exposes students to common chunks of language before students are expected to understand the grammar behind the phrase. For example, students learn the important phrase 'I would like' from the first term, even though the conditional is not taught explicitly until Year 9.

The MFL curriculum will address social disadvantage by addressing gaps in students' knowledge and skills in these ways:

Teachers ensure that there is regular and systematic practice of the essential knowledge so that students know their knowledge gaps and have the tools to practise effectively to close those gaps. This is achieved by implementing and embedding retrieval practice in all of our lessons. Students will understand what it is to be a linguist. Pupils will have a curiosity and fascination in discovering the world and its people, as well as having an interest and intention to travel in order to deepen their understanding of different cultures and societies. They will understand the ways in which languages are interconnected and in which languages play a part in our daily lives. Students will develop an extensive core of vocabulary and grammatical structures which will be learned and regularly practised and retrieved so that students are confident communicators in a variety of contexts across all 4 language skills

We fully believe MFL can contribute to the personal development of students at Co-op Academy Leeds in these ways:

The focus of our ambitious curriculum is heavily directed to the development of all students' communication skills, self-efficacy, strong and durable retention of language, independence and autonomy. Through the 3 pillars of progression – phonology, vocabulary and grammar, students will gain a strong phonetic knowledge that enables them to converse (and pronounce new vocabulary) confidently and provides a reinforcement of many literacy skills from their first language. They will learn how to manipulate grammar to allow them to personalise information and retain core phrases that can be recycled in a large number of real-life situations. Through this knowledge and confidence, they will become resilient and competent linguists who are open-minded and versatile communicators.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

Students will leave the school with the knowledge and understanding that enable them to apply what they know to both familiar and unfamiliar contexts from family life to ethical issues and the world of work. This will help them to go on to achieve their potential, not just at A Level and in Higher Education but as global citizens living in a dynamic and interdependent world. Linguists at Co-op Academy Leeds will have an appreciation for the world they live in and a deep understanding of their place in an ever-changing multi-cultural society. Through a knowledge rich curriculum, students will acquire the skills needed to develop the four main skills of reading, writing, speaking and listening in the target language. The invaluable communication skills and creativity developed through learning a foreign language will foster a deeper understanding and appreciation of other cultures on a local, national and international stage of which can be used in the world of work.