

# Modern Foreign Languages

## Subject Philosophy

Queen Elizabeth's  
*School*



At QE we aim to help students develop a broad understanding of the culture of countries and communities where their languages are spoken and let them experience the journey and thought processes involved in acquiring a language. We strongly believe that language learning at QE will shape the next Global generation and further expand our already blossoming twinning links with our partners in Europe. Pupils are given opportunities to communicate for practical purposes, learn new ways of thinking and read foreign literature in the target language. Languages are beneficial for linguists who wish to embark upon being translators, teachers, journalists, artists, diplomats, designers, engineers, managers in marketing and public relations. Languages open doors to new meetings, friendships and adventure, foster respect and understanding - let yourself be tempted! This will help students consider their own identity and place in the world as well as to appreciate and empathise with different ways of seeing the world.

## Intent

QE's languages curriculum aligns with the aims and subject content of the KS3 National Curriculum, GCSE and A Level Specifications. We aim to achieve academic success through empowering pupils to gain knowledge across a wide and stimulating range of matters central to the society and culture of the countries, where the language is spoken, to celebrate diversity, to be resilient and to master skills that will open for them doors to an incessantly changing world. The study of a language can break down barriers and create opportunities, empowering young people to broaden their horizons and chances of success in life. Such skills enable students improve their life chances and options to live and work outside of Devon where opportunities and aspiration can be limited. Our vision is the development of confidence in communication through oracy, literacy and delving intellectually deeper into both concepts and content.

## Design

We have re-designed our curriculum to ensure it helps all learners to be able to progress, gain confidence and succeed, and have adopted a successful national scheme, which has a logical progression of phonics, oracy and literacy. We work closely with our partners in other Trust schools to ensure quality curriculum delivery. All lessons in KS3 are based around a phonics sounds and a grammatical point. The number of lexical items introduced is kept minimal in order to build a stronger working memory. We have deliberately constructed the lessons around scaffolding and logical short step progression. They all begin with a retrieval exercise to build and revisit previous knowledge.

Sentence builders and activities designed to practice recognition of sounds, patterns and subsequent retrieval are part of all lessons. Each class uses mini-whiteboards to aid immediate feedback on progress in grammatical structures.

## Delivery

In MFL lessons, target language input is used as much as possible and it is routinized, structured and has open/negotiated forms of use. Our starter activities deliberately revisit a previous topic, word list or lesson in order to interleave.

We link this to our Knowledge Organisers - a carefully selected list of vocabulary and grammar on a weekly basis focusing on high frequency language which is considered, based on its transferability between topics and themes. This is how we develop independent thinking and spotting of patterns.

Students also overlap spoken and written language closely as the content is similar. This alongside listening and reading ensures all four skills are taught in a balanced manner.

We use sentence builders to assist with pattern building and this is particularly beneficial to students with special educational needs.