

## AIMS

At Ormiston Horizon Academy, the Modern Languages Department aims to:

- make learning Modern Foreign Languages enjoyable and effective as a means of communication
- develop fluency and confidence in the basic means of communication: speaking, listening, reading and writing
- widen horizons through a wide range of language and cultural experience
- encourage appreciation and experience of the linguistic demands of different contexts
- encourage accuracy in the interests of effective communication
- extend vocabulary and encourage delight in words: their meanings, uses and power
- encourage an informed and tolerant attitude to the views of others
- overcome self-consciousness and develop pupils' confidence to express views widely and coherently
- help pupils achieve success in examinations
- help pupils use language effectively in order to achieve goals in employment, personal relationships and life beyond Ormiston Horizon Academy

In the Modern Languages Department, our main aim is to enable pupils to read, write, speak and listen effectively in a Modern Foreign Language, gaining understanding of and control over language. We strive for progression through creativity and engagement, and as such we either write our own bespoke Schemes of Work or adapt existing materials at KS3. At KS4, the majority of pupils study at least one language and follow the AQA GCSE Specification.

- Speaking & Listening – Pupils are encouraged to recognise the power of talk as a means of exploring language and ideas, persuading and gaining confidence. They have opportunities in the classroom to talk in small groups, class discussions and role-plays. An important aim of oral work is that pupils should learn to be good listeners, able to appreciate the views of others as well as articulating their own.
- Reading – Pupils are encouraged to become fluent, independent, inferential and critical readers of all kinds of text, who question and reflect upon what they have read and who enjoy reading for pleasure. They use texts to explore language and meaning, to acquire information, to gain further insights into their own and other cultures and to extend their personal and social awareness. They have access to a wide variety of texts in the classroom.
- Writing – Pupils are encouraged to become confident, articulate writers who understand that writing is a means of learning, shaping experience, exploring ideas and language and expressing thoughts and feelings. They write for a variety of audiences and purposes and learn to appreciate the benefits of drafting, redrafting and proof reading.

## Skills

In **year 7** students learn basic dictionary skills, some metalanguage and some language detective skills (eg. Using cognates and context to work out meaning)

Students in **year 8** learn extended metalanguage and dictionary skills. Memory skills and phonics are introduced early in year 8 with a strong emphasis on accurate pronunciation and confident speaking. Resources are authentic wherever possible.

Students are grouped in mixed ability, language specific classes. Students are allocated either Spanish or French at the start of year 7 and this is the language pathway followed throughout Years 7-11. Students have two language lessons a week. Texts are always authentic and we use the highly successful Pearson Publishers Viva front of class technology.

## **GCSE**

Options are taken at the end of year 8 and then follow a three year GCSE programme giving greater time to absorb and consolidate the learning.

Students follow the new AQA GCSE Specification which covers 3 distinct 'Themes'. These themes are split into teaching topics as detailed below.

Theme 1: Identity and culture

- Me, my family and friends (relationships, marriage, partnership)
- Technology in everyday life (social media, mobile phones)
- Free time activities (music, cinema, TV, food, sport, hobbies)
- Customs and festivals (traditions, celebrations, commercialisation)

Theme 2: Local, national, international and global areas of interest

- Home, town, neighbourhood and region
- Social issues (charity/voluntary work, [un]healthy living)
- Global issues (the environment, poverty, homelessness)
- Travel and tourism (weather, holidays)

Theme 3: Current and future study and employment

- My studies (subjects, teachers, homework)
- Life at school/college (trips, experiences, English school system compared with other countries)
- Education post-16 (college, apprenticeships, employment)
- Career choices and ambitions (using languages in future)

Resources:

For additional information on the curriculum, please contact your child's MFL teacher(s). We create a professional curriculum for our Key Stage three, so there is always support from publishers. We subscribe to an excellent on-line learning facility ([www.linguascope.com](http://www.linguascope.com)) for which your child will have log in details. For GCSE, [www.aqa.org.uk](http://www.aqa.org.uk) provides further information on the specification. We also use Pearson publishers following the very successful Viva set of text books. Please search GCSE [+Language]. Your child's teacher can provide resources to support or extend learning

Setting in KS4:

All students studying GCSE at KS4 are able linguists but within this category, setting is done by ability and by language choice. Classes are to some extent some mixed ability, but made up entirely of those predicted to pass GCSE

Assessment & Exams Students take either foundation or higher exams and these tiers cannot be mixed

Skill	Percentage	Notes
<b>Listening</b>	25%	Exam at the end of year 11
<b>Speaking</b>	25%	Conversation, role play and topic-based discussion conducted by teachers in Year 11 and marked by the AQA
<b>Reading*</b>	25%	Exam at the end of year 11
<b>Writing*</b>	25%	Exam at the end of Year 11

\*Please note that the writing exam includes translation into the language of study and the reading exam includes translation into English.



