

MFL Curriculum Intent

In Salford City Academy, we aim to promote languages and believe that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should stimulate pupils' curiosity and deepen their understanding of the world.

We endeavour to teach new content in a creative and stimulating way to widen pupils' knowledge of the culture, history and literature of the new language. We hope that upon ending their language learning experience at Salford City Academy, students will have a love of languages and will want to continue to develop their language skills, seeing these as important for lifelong learning.

The Spanish Curriculum at Salford City Academy is centred around the following three pillars of language.

Vocabulary- New vocabulary is taught and learnt in each topic, building upon language seen in previous lessons, units and years. Students are encouraged to find patterns in language, recognise cognates and use context to elicit new vocabulary. In order to fully embed this vocabulary, we have ensured that there is an opportunity to revisit and recycle this language as the curriculum progresses.

Grammar- New grammar is taught in context. In year 7 students are introduced to key verbs in the present tense and there is a heavy focus on securing adjectival agreement and positioning within different contexts. Towards the end of year 7, we introduce the future time frame which will be revisited in all subsequent topics in their language learning journey. At the beginning of year 8 we introduce the past tense within the context of holidays which again students will see in each topic moving forwards. As students enter year 9, they begin to deepen their grammatical knowledge and use more complex structures. Students will use key structures seen throughout KS3 with some degree of independence, manipulating grammar to suit their purpose.

Phonics- Phonics and pronunciation are taught explicitly from the outset so that students have a strong understanding of the Spanish sound and spelling system. Teaching phonics and pronunciation supports students at Salford City Academy with not only their speaking skills, but also their listening, reading and writing skills at all levels. It promotes autonomy and independence and helps build confidence in students' language learning abilities.

The MFL curriculum at SCA is underpinned by the following curriculum principles.

Entitlement: All students at Salford City Academy have the right to learn the basics of another European Language and to explore the culture of the country or countries where that language is spoken. Language learning at Salford City Academy enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It also provides opportunities for pupils to develop oracy skills and build confidence enabling them to communicate for practical purposes, learn new ways of thinking and read authentic texts in the target language.

Coherence: Our MFL curriculum is designed and sequenced so that knowledge of vocabulary and grammar builds term by term and year by year. Linguistic competency deepens and expands at every step. We have designed this curriculum so that by the end of Year 9, students in the academy are operating as learners with some degree of independence and have acquired an excellent foundation in the Spanish language. At the end of KS3 we envisage that students will be knowledge rich and well prepared to access the KS4 curriculum. Vocabulary, grammar, and the sound and spelling systems of Spanish are taught explicitly.

Mastery: Our curriculum is designed to provide students with a secure foundation in Spanish. We ensure that linguistic knowledge and its application in context are secure before moving on to the next step. Extensive practice is planned in order to build the skills needed for communication and develops competency in the following areas.

- Understanding and responding to spoken and written language from a range of authentic texts.
- Speaking with confidence, fluency and spontaneity.
- Writing for different purposes and audiences.

Adaptability: The core linguistic competencies and essential vocabulary are the same in all contexts, but departments and teachers adapt lessons and tailor specific content to meet the needs of their pupils. For example, for those students who lack confidence in speaking, teachers take steps to scaffold speaking activities to support students in developing their oracy skills.

• **Representation:** Our curriculum presents Spanish as a global language, spoken by a diversity of people. From year 7, students are aware that Spanish is spoken not only in Spain but also in many Latin American Countries and there are opportunities to explore this within our curriculum. For example, in year 9 students learn about a town or region in a Spanish speaking country other than Spain. In addition to developing students' linguistic capabilities, we endeavour to widen student's awareness of the world and other

cultures, challenge Eurocentric ideologies and aspire to provide all students with the tools to represent themselves communicatively within our curriculum.

•**Education with character:** The MFL curriculum provides pupils with an opportunity to learn about others' cultures and beliefs and compare them with their own. In Salford City Academy, we enhance this with our enrichment programme where students are exposed to other languages, the British Council Language Assistant programme, and opportunities for overseas visits.