

The Modern Foreign Languages (MFL) Department strives:

- to awaken our students' curiosity and love for Modern Foreign Languages and for the cultures in which these languages are spoken;
- to make our students aware that learning a foreign language will most probably improve their understanding of English;
- to impart them with the belief that learning a language is possible, and it can be fun.
- To contribute to the school priority to increase the number of students that achieve Ebacc

Our intent

- Our intention is to enable the students to achieve a GCSE qualification in their chosen language at the end of KS4, a course of study which is strongly encouraged by the school.

The KS3 curriculum is therefore geared to impart the students with the motivation to want to continue their language studies at the GCSE level. It must open a window to the world of the foreign language, awaken their curiosity for it and give them a sense of satisfaction for being able to communicate or understand communication in the foreign language.

The school currently offers courses in Modern Hebrew, French and Spanish.

- The Language Department aims to organise opportunities for students to immerse themselves in the language and culture they are learning, whether it is by organising correspondence with other students who are native speakers of the learned language, watching films and programmes in the foreign language, or inviting language assistants to the school.
- Our more able students are being stretched by working with more complex language, and having opportunities to compare between the foreign language grammar, etymology and syntax and their English counterparts. They will develop the skills to produce language in a resourceful way, where known structures are applied to new contexts.
- Our less able students will benefit from a practical approach, learning through a semi-automated language production based on repeating and revisiting, in a way that boosts confidence and enables well-rehearsed basic communication.

- The nature of language learning is accumulative, expanding and recycling. Therefore, the learning goes from the simple (word) to the complex (sentences and paragraphs), from simple grammar (present tense) to the more advanced (other tenses), and from easy syntax (simple sentences) to the more challenging (eg. subordinate clauses).
- In order to enable memorisation of the learned knowledge and skills, we are using a **spiralling methodology**, which implies progress whilst repeating, constant revisiting of learned material whilst also strengthening words and expressions that can be used in any topic. We also use many games and game-like activities, some competitive, to raise the students' motivation and ensure repetition is fun rather than tedious.
- In Year 9, students specialise in either Spanish or French (in addition to Modern Hebrew) to support and encourage the selection of a language for GCSE. The additional curriculum time with a focus on a single European language should enable deeper study and greater confidence.
- We have found the following studying programmes to be a good basis for our aims. They all consist in textbooks and a wide range of digital resources, to which we add a variety of other resources.
 - Modern Hebrew: The *YeshvaYesh* Wohl Hebrew Programme, published by Matach
 - French: The *Studio* Series, published by Pearson
 - Spanish: The *Viva!* Series, published by Pearson