This document is to be read along our Implementation documents.

General Intent- Why learn a Modern Foreign language?

At LJFS, we believe that developing communicating skills in a Modern Foreign Language imparts a set of lifelong skills which are beneficial for our students’ future life, be it in the world of academia, work or leisure. Studying an MFL has the potential of making our students aware and proud of their own culture and language, whilst developing a strong sense of global citizenship and of personal fulfilment. Additionally, having studied an MFL at KS3 and then, hopefully at KS4, will make our students stand out as desirable candidates for further and higher education, or work positions.

Modern Hebrew has a special place among our MFL languages. Being the language derived directly from the Torah and our Jewish customs, revived to suit the modern State of Israel, it has a huge importance in contributing to educate our students towards the love and comprehension of the Jewish faith.

We therefore strive

* To awaken our students’ curiosity and love for Modern Foreign Languages and other cultures.
* To make our students aware that learning a foreign language will most probably improve their understanding of their own native language.
* To develop in our students the resilience necessary to learn the various skills of communication in a different language system.

More specifically, for each MFL, we endeavour to

* Develop students’ ability to understand the studied written and spoken MFL, at an individually stretching level.
* Develop students’ ability to communicate in the studied MFL, both in writing and speaking, at an individually stretching level.
* Develop students’ knowledge of the culture and customs in the country/countries where the MFL is used.
* Enable the students to acknowledge etymologic similarities between the studied MFL and English, through the use of cognates and semi-cognates. (Mainly in French and Spanish)
* Enable the students to discover grammatical and syntactic similarities and differences between English and the studied MFL.
* Develop our students’ confidence in their ability to succeed at a high level when their knowledge of the MFL is assessed.

In order to achieve these aims, our long-term planning includes the following categories:

* **Pronunciation:** Correct pronunciation is essential for good communication, whether it is to understand what is being said, to be understood in the MFL or to read it correctly. It is at the basis of all the curriculum.
* **Vocabulary**: We aim to use the vocabulary that will frequently be used by students in real life situations, were they to visit the country or countries where the MFL is spoken. We do this by teaching real life topics which are relevant to young people (For instance, the use of the Internet, the school system, the Environment) and show them how these topics are viewed in the country/countries where the MFL is used.
* **Culture**: Our teaching includes numerous references to the influence of the culture and customs in the learned MFL country/countries on the way language is spoken, and vice versa. For instance, the usage of *tu* vs *vous* in French, or the custom of starting working and school week on a Sunday rather than on a Monday, in Modern Hebrew, etc…
* **Grammar and Literacy:** Our long-term planning includes various references to the knowledge of how languages function in general, which may be similar or different to English. For instance, the use of infinitives, the importance of genders, the existence or non-existence of verbs for ‘have’ and ‘be’ (Hebrew), the order of words, etc. We believe these points are extremely valuable for students and enable them to improve their understanding of their native language. Literacy is the opportunity to understand the inner workings of all languages, including their own. It therefore links back to English language.
* **Skills and attitude to learning:** These include language skills (Speaking, Reading, Writing, Listening, translating) and general skills**,** usually transferrable. For instance: gathering and analysing information, categorising knowledge, taking independent notes, using reference material, etc…
* **Exams skills:** To enable further pursuit of language studies, we aim to prepare the students to achieve at a high level in the MFL, and prepare them for the skills and knowledge required by examining boards. (For instance: being able to orally describe a picture, to take part in roleplays, to write at various levels of proficiency, or to read and write about various topics). This section will be updated as soon as the new MFL GCSE exams are finalised.
* A note needs to be added regarding the pronunciation of Modern Hebrew. By the time they reach our high school, most students have mastered the pronunciation of Modern Hebrew and we therefore do not feel the need to teach any pronunciation at that stage. However, students who are new to Hebrew do spend a lot of time learning to read, write and pronounce every letter.