

Subject Curriculum Information Pack



Pedmore
High School

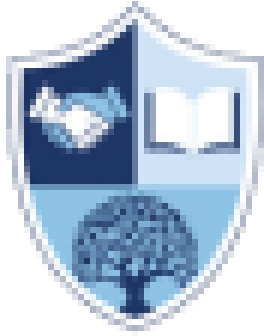
Aspire, Persevere, Succeed

Curriculum Intent



Pedmore
High School

Aspire, Persevere, Succeed



Pedmore High School

PEDMORE HIGH SCHOOL

Czech proverb:

'You live a new life for every language you speak. If you only know one language, you only live once.'

INTENT IMPLEMENTATION IMPACT

INTENT

In Modern Foreign Languages, we aim to develop inquisitive confident and ambitious language learners who are curious and interested in the wider world. The main aims for our pupils are **fluid communication** and a broad **cultural awareness** in our multilingual and multicultural world. They will gain a **strong phonetic knowledge** to enable them to converse confidently (and pronounce new vocabulary) and a reinforcement of many **literacy skills** from their first language. They will learn how to **manipulate grammar** to allow them to **personalise information** and **retain core phrases** that can be recycled in a large number of **real-life situations**. Through this knowledge and confidence they will become **resilient and competent linguists** who are open-minded and versatile communicators.

The Modern Foreign Language Department promotes a love of language learning and want students at Pedmore to believe in themselves and strive to '*Aspire, Persevere, Succeed*'. We believe in creating an environment where pupils develop their potential and where all individuals succeed in making themselves and others proud. We recognise the importance of language learning in today's modern society and provide our students with maximum opportunities in lessons, trips and visits to turn our students into real linguists; allowing them the opportunity to achieve success that opens doors to future language learning and aspirational and exciting career opportunities.

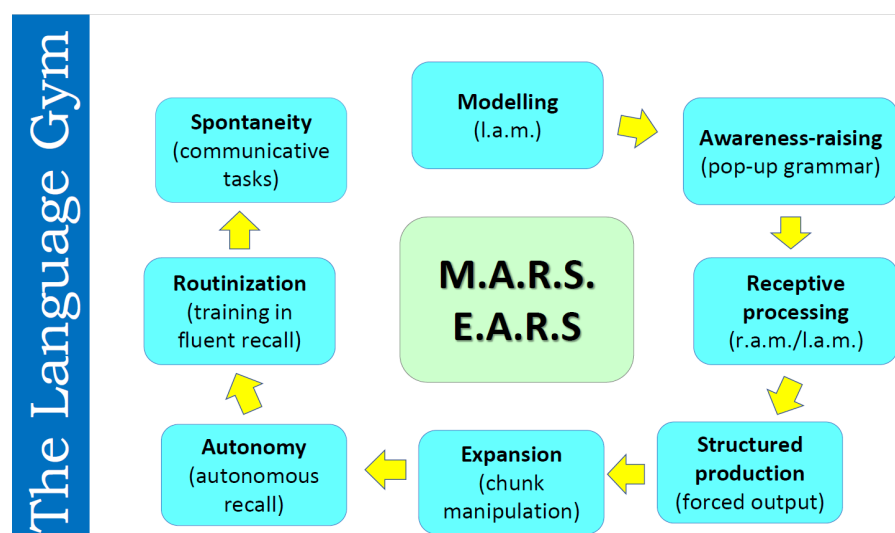
IMPLEMENTATION

Critical Concepts:

- Provide a curriculum which builds on prior knowledge and in which language acquisition is cumulative.
- Establish a learning environment which supports and challenges students in which they are not afraid to take risks so that misconceptions can be promptly addressed.
- Develop students' resilience, independence and confidence in speaking, writing and understanding a language.
- Promote a wider world awareness and an understanding of the career and life opportunities that the transferable skill of learning another language can bring.

In the MFL department, we believe that students need a three-year KS3 programme to embed the key knowledge elements of new language acquisition to help them to succeed with greater independence and challenge during KS4. Our curriculum is implemented through a variety of teaching approaches and tasks which encompass the four key skills of listening, speaking, reading and writing. Language is taught through both productive and receptive skills in “chunks” which is presented in a sentence builder style format. This reduces the cognitive load and allows pupils to be able to make rapid progress and communicate more readily.

Our schemes of work follow Gianfranco Conti’s EPI (Extensive Processing Implementation) approach and we follow his MARS-EARS approach explained below.



1) **MODELLING** Core structures/chunks are **presented and modelled** in context through reading aloud (e.g. Sentence builders & subsequent activities) **using 98 % comprehensible input**. Pupils are gaining familiarity with the language (phonetically & translation into L1)

“With the majority of L2 learners for listening and reading input to be conducive to learning, around 98 of the words must be familiar.” (Nation, 2013)

2) **AWARENESS RAISING** Sensitizes the learners to the patterns/rules governing the target chunks formation and use (Recognition of grammar but not explained in depth YET.)

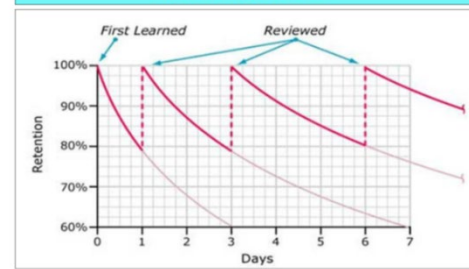
3) **RECEPTIVE PROCESSING**- Practising the core phrases until pupils are absolutely RECEPTIVELY confident BEFORE moving on to them producing them themselves. (Longer texts but still 98% comprehensible input.)

Intensive recycling in the lesson

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

- Major memory loss within the first 20 minutes from first processing the word
- Second major memory loss within the first 9 hours
- Within 31 days without rehearsal of target item 79 % is lost
- Primacy of long-term planning over short-term planning
- Too much zooming in too little zooming out

Spaced practice



Extensive processing – (**exposure to the language**): the **more exposure** a learner has to the chunks, the more likely they are to **retain** the language.

Intensive Recycling in the lesson (Major memory loss within the first 20 minutes from first processing the word. Hence the importance of recycling the same items over and over again. Flooded input, Controlled input and Thorough processing are essential in order to maximize recycling.

4) **STRUCTURED PRODUCTION** Intensive scaffolded and highly controlled **production** practice (PUSHED OUTPUT) Introduction of more 'thinking' and cognitive load – making students think back to what they have learnt & start to use it, but with support of SB/KO. Start to include L1 to L2 translations. (Pop-up Grammar can also be included at this stage.)

5) **EXPANSION** Structure is learnt in **greater depth** and practised with old and new vocabulary. **Explicit work on grammar** and generative processing - students expand to language patterns. Less use of KO/SBs & support to encourage them to really think!

Interleaving is powerful because we learn best through ASSOCIATIVE learning, **by hooking the new to the old**. The **core structures are practised with old and new vocabulary and structures overtime through systematic recycling** (scaffolding might still be necessary); After much (semi-) implicit practice the students -through deductive teaching or inductive learning;-learn the rule(s) governing the target item(s) in greater depth. If applicable, more aspects of the rules governing the target items are modelled and practised (e.g. from one or two persons of the present tense, to all six persons).

6) **AUTONOMY** Extensive oral and written practice in which the scaffolding is gradually faded out and **spoken or written output is produced by pupils with little support**. Language is practised productively without scaffolding but still in familiar contexts and focus is on fast retrieval (automaticity) The aim is to develop **most students' autonomy** in the use of the target structure by the end of this phase; **This phase continues throughout the academic year** or even the following year(s) through systematic recycling across topics and Interleaving. Students perform structured and semi-structured tasks which may elicit the use of the target structure (surveys, interviews, role-plays, picture tasks, unstructured essays).

7) ROUTINISATION – where the focus is on **fluency** development. “A grammar structure can be said to have been acquired only when it has been automatised across all 4 skills and it is applied successfully across a wide range of contexts.” (Smith & Conti, 2016)

8) SPONTANIETY - Spontaneous production of written / spoken language in response to questions or a task. Practise in unfamiliar contexts (and combining previously learned language.) Practice in unplanned response through a stimulus that elicits the use of the target structure(s) is provided at spaced intervals over the year

“Task based language teaching is a student-centred approach to second language instruction. Activities focus on having students **use authentic target language** in order to complete meaningful tasks, i.e. **situations** they might encounter in the **real world** and other project based assignments.” Ludwig, 2015

FLUENCY: Extensive practice frequency and regularity being key. **Use across a wide range of contexts**; Practice occurs with language you know; Task repetition; Working to a time constraint in an effort to increase speed while understanding/producing an increasingly large quantity of input/output; Planning/preparing for tasks.

AUTOMATICITY is the ultimate goal of language teaching. **Strong long-term retention** is important, but being able to **retrieve** what we have learnt fast and effortlessly is key in language learning.

- In language lessons, the curriculum and our knowledge organisers have been designed to provide students with a solid **grammatical** grounding in the language whilst also introducing CORE transferable **vocabulary** (tier 2) together with a thematic approach to new vocabulary teaching (tier 3), to provide the building blocks of language competency needed for GCSE study and real-life communication outside of the classroom. Attention to **phonics** plays a central part during the ‘modelling’ stage of each knowledge organiser so that students are confident at saying the new words and phrases. This ensures that students have a clear knowledge of the fundamentals in MFL. That they understand the syntax of the language and can discuss grammatical rules and apply their own linguistic knowledge to the new language in a range of tenses to be able to speak and write coherently, creatively and with complexity on a wide variety of topic areas to express a variety of viewpoints.
- There is regular testing of the different components that encompass the GCSEs: reading, writing, speaking and listening. This is to familiarise student with these skills, to continually build on their abilities and to track and monitor their developments.

- During lessons, teachers encourage an inclusive environment by actively inviting students to communicate in the target language wherever possible, building confidence and familiarity with new vocabulary and pronunciation at all times

KS3 MFL Curriculum

At KS3, the teaching focus follows Conti's **MARS-EARS** approach and there is a heavy focus on modelling, awareness-raising, receptive skills, structured production and expansion (MARS-E) in order to build pupils' confidence. At the start of each knowledge organiser, there is an initial focus on phonics for accurate pronunciation, which then is constantly revisited during the teaching cycle. Key areas of grammar and vocabulary are also revisited and consolidated further through reading / listening tasks and retrieval tasks.

By the end of Key Stage 3, students will be able to communicate effectively and spontaneously with others in the target language. There is a specific focus on asking and answering questions and talking creatively about a visual stimulus. They will also be familiar with different cultural traditions of Christmas and Easter and will be able to make comparisons with their own culture. They will also be able to use three tenses and justify their opinions using a range of structures which will provide them with the skills needed to ensure a smooth transition into the KS4 curriculum.

KS4 MFL Curriculum

At Key Stage 4, teaching needs to build on prior knowledge acquired during KS3. Pupils will be taught how to communicate in more sophisticated ways. They will consolidate their knowledge of the three main tenses (Present, Perfect (French), Preterite (Spanish) and Future). Students will be taught and will need to have an awareness of other tenses (conditional, perfect, imperfect, simple future, pluperfect and subjunctive) to access the higher grades. Candidates will need to master at least two of these additional tenses to achieve grades above a GCSE Grade 6. They will have more exposure to exam style questioning and the skills needed to be successful.

They will acquire more in-depth knowledge of the Geography and Culture of the target language country through the learning of festivals, holiday destinations and important landmarks.

IMPACT

Formal Assessments take place every half term and we assess all 4 skills formally twice per year. – Please see curriculum assessment maps for which skills are assessed and when. All classes complete the same assessments so that we can moderate within the department.

GCSE writing papers are also moderated across the Invictus Education Trust throughout the year to ensure consistency.

Informal assessments take place in most lessons through Mini White Board (MWB) activities to check understanding and to address any misconceptions immediately.

Students are also assessed through GRIT tasks (Growth, Resilience Independent Tasks) which and teachers live mark during these tasks and feedback immediately to individuals or to the whole class to address any common misconceptions or errors.

At KS4, we start to use exam-style questions to challenge our students and to prepare them fully for the GCSE examination.

Formal Mock examinations take place in the Autumn term Year 11.

Year 7 Curriculum Assessment Map



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Curriculum Assessment Map: Year 7 Urdu

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Urdu Alphabet	Letter joining Rules and Short vowels	Constructing Sentences	Likes and Dislikes / Festivals	Language Development / Festivals	Language Development
Key Learning & Skills	Recognise shapes and sounds of the Urdu alphabet. Identify the three different shapes of the alphabet. Meeting and greeting people · Giving your age Speaking presentation about yourself . Apply knowledge and understanding Presentation skills Group/paired work.	Joining 2 and 3 letters to make words developing onto 4 and 5 letters joining. Simple introduction of yourself. Urdu short vowels and their sounds. Using short vowel words in reading and writing. Building basic vocabulary	Learn to read and write short sentences Continue to develop basic vocabulary Develop reading and writing skills Apply knowledge and understanding Presentation skills Group/paired work	Talking about things you like (fruit, veg, colours) Building on primary Urdu Writing sentence with opinion Apply knowledge and understanding Presentation skills Group/paired work Poster about Ramadhan Design an Eid card	Continue to develop the ability to read and write short sentences and building basic vocabulary. Apply knowledge and understanding Presentation skills Group/paired work	Continue to develop the ability to read and write short sentences and building basic vocabulary. Apply knowledge and understanding Presentation skills Group/paired work Read and write sentences Design an Eid card
End points	<ul style="list-style-type: none"> Identify Alphabets and their sound Identify different shapes of Alphabets and learn to join letters to make words To be able to write short sentences and read simple sentences and Translate into English Give simple information in Urdu Develop vocabulary and write sentences with opinion 					
Informal (formative) Assessment	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.
Formal (summative) Assessment	Baseline Assessment	Listening, reading and writing.	Speaking Reading and writing	Listening and reading	Writing and speaking Reading	End of year test

Year 8 Curriculum Assessment Map



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Curriculum Assessment Map: Year 8 Urdu

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	All About me	My Family	Free time interests Hobbies	My House / Festivals	My House	Language Development
Key Learning & Skills	<p>Simple introduction of yourself . Ask and answer questions about their name, age, birthday, physical description and personality. Learn vocabulary for physical description, Things they like or dislike Describing personality - Saying how you get on with others - Describing different members of family</p>	<p>Describe your family and other relations in target language. physical description of people in target language Learn to prepare a spoken presentation about your Family and friends Naming members of your family, describing your family. Read and understand a text in Urdu. Translate into English</p>	<p>Learn different hobbies and things you and your family like to do in spare time Learn to express likes and dislike in simple sentences with opinions. Understanding short description of different hobbies. Learn New vocabulary related to the topic. Learn to prepare a spoken presentation.</p>	<p>Describing where you live. Describing your house - Different rooms and Furniture. Understanding short description of house in target language and to be able to write short sentences. Learn to prepare a spoken presentation about your house. Describe how people in your house celebrate Eid and Ramadhan.</p>	<p>Describing your house - Different rooms and Furniture. Understanding short description of house in target language and translate it into English Write sentences about house using variety of vocabulary Learn to prepare a spoken presentation about your house Describe your Bedroom, kitchen, bathroom.</p>	<p>Continue to develop the ability to read and write short sentences and building basic vocabulary. Read the text and Translate into English Speaking presentation role-play celebrations/food Learn to prepare a presentation.</p>
End points	<ul style="list-style-type: none"> To be able to write extended sentences using a variety of adjectives and opinions. To understand key grammar skills focusing on the present tense, adjectival agreement. To be able to identify simple in information from listening and reading texts. 					
Informal (formative) Assessment	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback
Formal (summative) Assessment	Listening and reading	Speaking	Listening and reading	Writing	Listening and reading	Writing and speaking

Year 9 Curriculum Assessment Map



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Curriculum Assessment Map: Year 9 Urdu

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Weather	Time and Daily Routines	Life at school	Life at school	Different Festivals / Language Development	Holidays/ Travel
Key Learning & Skills	<p>Learn Different seasons and vocabulary related to topic Develop the capacity to write short and longer sentences and give your opinion Translation work Reading and listening to different texts Develop spoken skill and learn new vocabs</p>	<p>Learn to write different Time frames Telling the time</p> <p>Describing a typical day Saying what you did last week Talking about your plans for the weekend Describing a day out with friends/family Learn to read and write in different time frames Past and Future</p>	<p>Talking about school life Talking about school subjects and giving opinions Describing your timetable (comparing schools in the UK and Pak) Describing your classroom Describing school uniform and talking about school rules, teachers and the school building</p>	<p>Talking about school life Talking about school subjects and giving opinions Describing your timetable (comparing schools in the UK and Pak) Describing your classroom and classroom objects Describing school uniform and talking about school rules, teachers and the school building</p>	<p>Introduction to different festivals Talking about your favourite celebration Developing knowledge of different festivals Describing customs and festivals in Urdu speaking countries/communities Eid and Ramadhan Speaking Presentation The cultural focus will be on Pakistani customs and Festivals in Pakistan and the students will be able to compare and contrast them to the UK.</p>	<p>Understanding different texts about holidays/ Favourite places</p> <p>Pupils will look at the world around them giving them a wider range of subjects to discuss and write about, Topic covered will be Urdu Speaking countries and holidays. prepare a presentation about favourite country Talking about future holiday plans - dream holidays -</p>
End points	<ul style="list-style-type: none"> To understand key grammar points focusing on adjectives, time phrases, adverbs ad comparatives. To understand and form regular/irregular verbs in the perfect, present, future and imperfect tenses. To be able to translate from English to Urdu as well as Urdu to English. To Develop the capacity to write short and longer sentences and give your opinion 					
Informal (formative) Assessment	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.	Starters and plenaries, paired work, presentations, GRIT tasks and verbal feedback.
Formal (summative) Assessment	Listening and reading	Listening and reading Speaking	Writing and Reading Speaking	Writing and Reading Speaking	Writing and Reading Speaking	Writing and Reading



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