

### Creating enthusiastic, confident, and culturally aware linguists

The Modern Foreign Languages curriculum at Salford City Academy aims to create enthusiastic, confident, and culturally aware linguists. Studying languages allows students to develop a highly sought after skill for the future in addition to gaining a valuable insight into the cultures that surround them. The curriculum at Salford City Academy ensures that students have the knowledge in grammar, vocabulary, and phonics and the skills to communicate with foreign language speakers. Students will learn to “think like a linguist” during their studies and will be provided with the foundations of learning other languages in the future.

The curriculum is designed and sequenced to ensure skills, knowledge, and understanding are embedded throughout the programme of study. Key concepts in languages are introduced in Year 7, such as grammatical gender, conjugation, and metalanguage, and are interleaved throughout the curriculum as language becomes increasingly complex. This then lays the foundation for successful study at Key Stage 4.

There are three broad themes studied in Key Stage 3, including my personal world, my lifestyle, and travel, which are split into topics. For example, the theme of my personal world includes the topic of family in Year 7, free time in Year 8, and personal relationships in Year 9. In Key Stage 3, students are taught using the EPI (Extensive Processing Instruction) methodology. This is an innovative methodology that promotes long-term retention, fluency, and communicative competence. Using this approach allows all students in MFL to experience success in the early stages of learning a language, therefore increasing motivation and engagement in the classroom

In Key Stage 4, students work through units based around the five thematic contents of the Pearson Edexcel curriculum (my personal world, lifestyle and wellbeing, my neighbourhood, media and technology, studying and my future and travel and tourism). Students receive a curriculum which allows frequent opportunities to practice and receive feedback on Reading, Writing, Listening and Speaking throughout their study of the GCSE course.

### Curriculum Principles

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. 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 across the key stages. In Year 7, students are introduced to key verbs in the present tense and there is a focus on securing adjectival agreement and positioning within different contexts. There is also a strong emphasis on the syntax of opinions and reasons. At the beginning of Year 8, we introduce the concept of conjugation with past and present tense for the first time. Students will complete Year 8 having been taught to conjugate in the past, present and future tenses and will be familiar with the concept of conjugation. As students enter Year 9, they revisit the conjugation of past, present and future tenses and will delve into more detail of the concept of irregularity. As students move into Year 10 and into Year 11, they will have the opportunity to conjugate with the whole verb paradigm and will be encouraged to provide a mixed tense response to a question, combining everything they have learnt from Year 7 onwards.

**Phonics** - Phonics and pronunciation are taught explicitly from the outset so that students have a strong understanding of the Spanish sound and spelling system and Sound Symbol Correspondences. 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.

**All students will study the content outlined in the scheme of learning which has been constructed based on the following principles:**

**Entitlement:** Students will study a wide range of thematic and linguistic concepts. Students will also be able to understand and appreciate different culture across the Spanish-speaking world.

**Coherence:** The curriculum is carefully sequenced to ensure that students can develop in their communication within thematic contexts during their learning journey. Students will also be gradually introduced to increasingly complex grammatical concepts throughout their studies.

**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 to the next step. Independent practice is a key feature in lessons to help students build their receptive and productive skills across the thematic contexts.

**Adaptability:** Each lesson addresses a key question, for example: *¿Llevas una vida sana? / Do you live a healthy life?* This ensures teachers can adapt lessons without losing sight of the core purpose. Our two-streamed approach in MFL also allows students to receive appropriate content to both support and challenge them throughout each unit.

**Representation:** The thematic contexts studied across our curriculum are applicable to all students we teach. Our curriculum presents Spanish as a global language, spoken by people from many countries around the world. 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. We also look to ensure representation within the thematic contexts. Topics in KS3 including looking at diverse physical appearances and different types of families. In KS4, students will look at content around physical and mental wellbeing and equality.

**Education with Character:** The MFL curriculum provides pupils with an opportunity to learn about others' cultures and beliefs and compare them with their own. At Salford City Academy, we enhance this with our ASPIRE programme in which some students perform the role of 'Language Ambassador', helping languages be celebrated around the school and working with local primary schools. Students also have the opportunity to participate in overseas visits and are reminded of the doors languages can open for them through assemblies and the celebration of European Languages Day.