

## Oasis Academy Lister Park MFL Curriculum: Statement of Intent



### **Purpose of study**

The MFL curriculum believes that a strong foundation for knowledge is essential for language learning. Our curriculum focuses on students mastering and retaining key structures and vocabulary over time that they become confident, spontaneous communicators in another language. We want students to develop in the following areas:

### **Character:**

We want students to become confident communicators, able to use language in real-life contexts. Our students develop an understanding of other cultures, learning about themselves and the world. Their learning inspires a love of language, giving them confidence to communicate.

### **Competence:**

Students learn to speak and write with fluency as they progress in their learning. Vocabulary and grammar are introduced sequentially, and we expose students regularly to texts, culture and discussion, enabling them to deepen their understanding of the French and Urdu-speaking world.

### **Community:**

Our students gain an understanding of their local, national and global communities, helping them explore cultures and communities across the world where the languages are spoken. Students learn to appreciate cultural diversity and complex issues, gaining a sense of global responsibility, respect and tolerance for other cultures.



### **Core concepts and principles of progression**

The Oasis MFL curriculum is carefully sequenced so that knowledge is repeated and becomes gradually more complex, combining language acquisition with practice.

- **Spontaneous speech** is developed through pair-talk, where students have the opportunity to convey opinions across a range of topics. The speaking element of the curriculum helps students' production of key vocabulary and structures to become automatic as they move towards discussing more complex issues.
- **Listening skills** are embedded as a core part of the curriculum so that students listen and respond to listening texts. We use listening not only as a comprehension tool, but also as a way for students to develop their understanding and recognition of high frequency vocabulary, structures and patterns used in the language.
- **Reading skills** are developed throughout the course of study with exposure to a range of texts that help students acquire and retain high frequency structures. Students are also exposed to literary texts, in order to build their understanding of key vocabulary and to develop their comprehension skills.
- **Writing production** enables students to express opinions across a wide range of topics. The level of challenge for students in their writing increases throughout the course of study, with a focus on them developing a flair in their writing and building towards using highly complex structures.
- **Grammatical structures** are introduced and interleaved so that students' skills become automatic. They are gradually exposed to more complex grammatical structures and practise these over time.
- **Cultural understanding** is developed across the curriculum through opportunities for students to explore the cultures where the language is spoken. Cultural knowledge is also supplemented in Years 7-9 where students study a film from the French or Urdu speaking world.