

Overall intent statement

Our Modern Foreign Languages curriculum is coherent target language planned and logically sequenced so that students develop into well rounded linguists. It instils respect for other cultures and develops student's communicative skills so that they can read, write, speak and understand the target language at the appropriate level for their age and ability. Our use of cognitive science in lessons, assessments and homework ensures that students reuse vocabulary, grammar and structures in different contexts, thus transferring their knowledge. We aim to produce confident, resilient and creative linguists who enjoy the challenges of learning a new language and have the skills to succeed in the workplace and abroad.

Intent statements by Key Stage

	Subject-based curriculum
Key Stage 3	At Key Stage 3 the aim is to provide learners with an ambitious knowledge-rich grounding in the target language, encompassing a wide range of new vocabulary, which they can build on to move from using simple words and phrases to communicating in full sentences, including connectives and correct word order and using at least two different time frames. Students should also start to develop transferable skills (eg pattern spotting, inference, proof reading and memorising). In addition, the inclusion of authentic cultural materials exposes students to the culture of the target language countries, demonstrates the real world practical application of a language and helps develop tolerance and empathy.
Key Stage 4	Building on learners' Key Stage 3 work, students are taught to retain and use the language and vocabulary they have previously acquired and are able to write extended paragraphs which use a range of structures and vocabulary. Students are expected to have a knowledge of four different time frames and use them in their productive work (speaking and writing) by the end of the key stage. Students are taught to manipulate language from source texts to aid their own production of language and to produce more spontaneous sentences when speaking, demonstrating understanding of more complex grammatical structures and concepts. Cultural knowledge of the target language countries is studied in more depth.
Key Stage 5	At Key Stage 5 the majority of the lessons are conducted in the target language, particularly in Year 13. Students develop their language skills to attain a significant degree of fluency and can hold extended, spontaneous conversations. Cultural, societal, historical and political issues are taught and discussed in the target language and students write analytical essays about a work of literature and a prominent film. Students become aware of the most complicated grammar and can apply it, deducing meanings in unfamiliar contexts. Students are exposed to much authentic material, preparing them for university entry and providing them with the broadest range of language possible.