OCL MFL Curriculum: Statement of Intent

Purpose of study

The OCL MFL curriculum believes that a strong foundation for knowledge is essential for language learning. Our curriculum is built upon the three pillars of language learning: Grammar; Phonics and Vocabulary and focuses on students mastering and retaining these key concepts over time so that they become confident and spontaneous communicators in another language.

We value character, competence and community in our curriculum:

Character:
- **Oasis ethos and 9 habits** underpin everything we do in our MFL curriculum and are explored at every opportunity.
- **Inclusion** is at the heart of our curriculum alongside the Oasis ethos. Our goal is that through study, students will gain a sense of global responsibility, tolerance and respect for other cultures.
- **Behaviour for learning** is driven by inclusion. We have designed our curriculum to meet the needs of all, striving for personal as well as academic and vocational excellence alongside driving social mobility.
- **Being and feeling safe and healthy** is essential for our students. We take every opportunity to highlight the importance of maintaining a healthy mind and body when we focus on important issues such as mental health, anti-bullying, healthy eating and global and social issues.
- **Personal development** is equally as important as academic achievement. The OCL MFL Curriculum actively promotes the desired goals of academic excellence, optimal social development and capacity to flourish in and beyond the school setting.

Competence:
- Building **strong foundations** is a key aim of our MFL curriculum. We believe 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 and spontaneous communicators in another language.
- **Science of learning** underpins our MFL Curriculum. Our MFL curriculum has been created around the core concepts of mechanics of language, communication, comprehension and intercultural understanding and learning is reinforced through extensive retrieval practice, modeling strategies and dual coding.
- **Knowledge and skills**: Our students gain systematic knowledge of vocabulary, grammar and spelling systems -phonics- of the language, or languages they study. Our curriculum supports children and young people to access and apply their schema in the real world, developing deep learning and creativity.
- **Assessment** informs our curriculum planning, enabling us to address misconceptions and identify gaps in knowledge to allow us to promptly address these gaps by adapting lessons using the related pedagogy.
- Digital fluency: Digital tools and media are embedded within our curriculum, to support young people to be successful in a world where technology is constantly changing and advancing.

Community:
- **Academy community:** Through our knowledge-rich MFL curriculum, we promote students' curiosity and problem-solving skills as well as deepen their understanding of not only other countries' identities and culture, but also of their own.
- **Local Community:** Our curriculum is adapted by academies to reflect the local context including the heritage and experience of our communities.
- **National citizenship**: The MFL OCL curriculum supports students to deepen their understanding of sustainability and encourages them to engage with a range of international organisations and charities through the units of social and global issues within the MFL curriculum.
- **Global citizenship:** Our curriculum ensures our students gain an understanding of their local, national and global communities through MFL, by helping them to explore different cultures and communities across the world where the languages are spoken.
- **Beyond the classroom**: Through our curriculum, students are exposed to a wide range of material, including target language songs, films and literature; carefully selected contexts which are engaging and relevant to young people, whilst also setting language learning in real-life situations.

Core concepts

The Oasis MFL curriculum is carefully planned so that the core concepts: mechanics of language; communication; comprehension and intercultural understanding are developed over time.

Mechanics of Language (grammar/ phonics and pronunciation/ competence): recognition and production of language through correct use of phonics, understanding and identification of key elements of genders of nouns, knowing how to conjugate the three regular verb groups, knowing the formation rules of three time frames (past, present and future) and knowing the key elements of a sentence and which specific language alters the syntax of a sentence -
End point 1: To equip all students with the knowledge, skills and understanding so that they can produce language (in speaking and writing)
End point 2: To equip all students with the knowledge, skills and understanding so that they can understand language (in reading and listening)

Communication (speaking/ writing/ translation/ pronunciation/ vocabulary/ competence/ character): development of spoken and written language beyond a basic response, Coping with unprepared situations and using spontaneous/ unrehearsed language, narrating events when appropriate, awareness of different registers and when to use them appropriately, knowing how to successfully convey information from one language to another, knowledge of key elements needed for effective spoken and written communication
End point 1: To equip all students with the knowledge, skills and understanding so that they can produce language (in speaking and writing)
End point 4: To enable all students to develop their character, confidence, and identity through languages

Comprehension (reading/ listening/ vocabulary/ competence/ character): Acquiring and building on a wide vocabulary base for comprehension purposes, appreciation of a range of spoken and written media in the TL (Cultural, literary, exam specific), identifying 'triggers' or 'red herring' in a spoken or written text, Knowledge of audible and visible key features of tenses of regular and irregular verbs, understanding key elements (vocabulary and structures) needed to listen or read for gist information on a specific subject
End point 2: To equip all students with the knowledge, skills and understanding so that they can understand language (in reading and listening)
End point 4: To enable all students to develop their character, confidence, and identity through languages

Intercultural understanding (cultural capital/ community): understanding what makes the TL countries different from the UK, understanding what we have in common with the TL countries, knowing how culture has evolved in the TL countries, knowledge of basic facts and figures about the demography, area, climate and industry in the TL countries, awareness of current events in the TL countries, appreciation of popular culture (music, film, art, sport, literature, celebrities) in the TL countries
End point 3: To improve students' cultural understanding and awareness
End point 4: To enable all students to develop their character, confidence, and identity through languages

End points

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these outcomes as part of their residual knowledge of the language learnt:

1. To equip all students with the knowledge, skills and understanding so that they can produce language (in speaking and writing) to:
- Give a range of opinions and justifications on a wide range of topics studied and on topics beyond the National Curriculum and GCSE specification
- Express ideas and opinions on issues in their local community, as well as their global community
- Express ideas in a range of tenses using a range of grammatical structures
- Use the language playfully and for their own purpose, including being able to communicate with their peers.

2. To equip all students with the knowledge, skills and understanding so that they can understand language (in reading and listening) to:
- Understand a range of opinions and justifications on a wide range of topics studied and on topics beyond the National Curriculum and GCSE specification
- Understand ideas and opinions on issues in their local community, as well as their global community
- Understand ideas in a range of tenses using a range of grammatical structures
- Consider 'triggers', manage 'red herrings' and use appropriate inference strategies in new and unfamiliar situations

3. To improve students' cultural understanding and awareness through:
- Exposing them to authentic resources including videos, articles and literary texts about the TL-speaking world
- Studying a TL- language film of cultural and historical importance
- Exposing them to cultural holidays and festivals in the TL-speaking world
- Developing their understanding of social and global issues related to the countries studied

4 . To enable all students to develop their character, confidence, and identity through languages, evidenced by:
- A lifelong love of language-learning and skills that they will use throughout their lives
- The confidence to produce the language within a culture where it is acceptable to make mistakes and use them for future growth
- Empathy, sensitivity, understanding and openness to others
- An understanding of the wider importance of language-learning within our global context