

Languages at Kings

Ethos and Intent Statement:

Our Languages Department aims to empower students by ensuring they are able to understand GCSE French/Spanish vocabulary by listening and reading. Our aim is to also enable all students to express themselves through the spoken and written French/Spanish word. We offer pupils a broad, balanced, knowledge-rich curriculum in an empathetic environment designed to help students feel they can successfully access and appreciate the value of the French/Spanish language and culture. We expose students to authentic texts and native speakers from different regions of the French speaking world, exploring the meaning and translating them.

We directly teach French/Spanish pronunciation through varied choral repetition activities. In addition, we teach an understanding of a range of subject-specific vocabulary in order to give students the language they need to articulate themselves and access challenging written texts and audio recordings in French/Spanish. We encourage them to speak in French/Spanish with clarity and fluency, both verbally and in the written form.

During their time studying French/Spanish Languages here at Kings College, students are exposed to a variety of viewpoints, cultures and contexts which challenge their perspectives of the Francophone/Hispanic world while encouraging them to make connections between their learning and their lives. Over time, students become open to cultural experiences outside their own and are able to offer opinions on the themes they engage with across the course. We intend for our students to learn about other cultures in the French and Spanish speaking world.

In our lessons and books you will see:

- Deconstructive and live modelling
- Teacher modelling of excellent speaking, writing, listening and reading in French/Spanish
- Challenging texts from a range of French and Spanish speaking countries
- Direct Vocabulary Instruction, with a particular focus on verbs and grammatical terms
- Use of frequent Retrieval Practice in many forms, including quizzes and interactive activities
- Whole class feedback with personalised DART tasks

Our feedback:

- Is given twice a cycle to all, other than in Half Term Four where KS3 receive one piece of feedback in order to allow for additional Year 11 marking
- One piece of feedback is for a written piece of work and the other for the end of module assessment
- For KS4 in the "Whole Class Feedback" format the criteria for success is clearly broken down using the AQA GCSE mark scheme as a guide point
- Features personalised DART tasks that help students move forward, with clear explanations of what they need to improve on and why

We are currently focussing on:

- Strategies to improve Listening and Writing in French and Spanish
- The use of collaborative work (teacher and student) in Live Modelling to co-construct excellent writing exemplars
- Developing sentence builder writing skills at KS3 that will support success at KS4