

## MFL Curriculum Overview

### Introduction

Learning two other languages from the age of six onwards has been an important aspect of Waldorf education since its inception. In an age in which interpersonal and multicultural understanding is vital, becoming fluent in two other languages is not only pragmatically useful but enables us to encounter the other in very different ways - no matter what language they speak.

Waldorf education works on the assumption that there is a universal dimension of human experience that is non-linguistic, that ultimately enables us to understand each other, because we share a basic humanity, whether we are economic migrants seeking a livelihood, refugees fleeing conflict, the barista in a bar we visit on holiday, a business partner or a film maker from another part of the world. Learning two other languages offers pupils the opportunity to experience the world and our common humanity not just from a single, mono-cultural perspective but from three (and perhaps more) perspectives.

Learning other languages expands our view of the world and counters. It opens us to other cultural perspectives, makes us more rounded persons, more capable of appreciating complexity. Even when translation software makes communication possible without learning the language, this expansion of perspective and rich insight through other languages will still be a vital skill in appreciating difference.

Just as the home language establishes a rich basis of orality for the subsequent development of literacy, so too does second language acquisition in Waldorf schools. The children ideally learn two other languages from class 1 onwards in regular lessons in which the children are engaged in classroom activities they enjoy and are familiar with, all conducted in the target language. Translation is unnecessary because we all understand what is going on.

This warm, friendly, enjoyable immersion enables children to understand and learn to speak the language in context through participation in the activities. Pupils become relatively fluent in conversational language and can talk about their lives and activities using sentences that express a variety of times (past, present, future) and with a range of vocabulary that covers many of the things and activities they are familiar with. Then, usually after three years of orality, they are introduced to literacy in the two target languages, using authentic texts and material. By class 8 they will have attained basic fluency and accuracy in both languages, so that in the upper school, the focus shifts from learning the language to using the language to explore the literature, film, history and cultures of the target language country.

### Purpose of Study:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality language education should foster pupils' curiosity and deepen their understanding of the world and other cultures. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read a range of literature, understand and appreciate other media in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

The aim of foreign language teaching is:

- To encourage openness towards other cultures and people
- To foster understanding of others' perspectives and different insights into the world
- To introduce pupils to another language, its folk soul, traditions, history/herstory, geography and literature
- It enhances a pupil's understanding of their own language; hones their listening skills and develops the ability to be able to communicate in another language
- Studying one foreign language gives a good foundation for subsequent studies in other languages
- It fosters empathy through diversification

The Waldorf curriculum aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied
- develop an interest in and an understanding of cultures in which the language being studied are spoken

## Long Term Intent

### Language and communication

- communicate even in unfamiliar situations in another language
- understand and use most common types of texts in another language
- have a sense for the distinctive features of the other language and its orature and literature

### Health and well-being

- feel comfortable in another language environment

### Senses

- have a refined sense of language

### Imagination and play

- use the language in creative ways

### Empathy

- have a sense of shared humanity despite language barriers

### Aesthetics

- appreciate another language aesthetically (poetry, song, dialect, style)

### Inquiry

- use another language as a medium to explore aspects of the cultures who speak this language

### Democratic participation and society

- accept other languages as equal to one's own

### Lifelong learning

- continue developing skills and understandings in another language and be interested in learning subsequent languages
- take an interest in other cultures

### Future thinking

- use another language to gain other perspectives on the future

### Holistic thinking / Spirituality

- use other languages to offer other perspectives on the world
- understand the common origins of languages and their relationships
- experience language as a medium for expressing spirituality

### Judgement

- make judgements using another language as medium

## Early Years

### Intention

Modern Foreign Languages are not taught formally or explicitly in the Early Years Department at Elmfield, which includes K5, the 5-6 year olds. Waldorf Pedagogy asserts that languages are best taught early in childhood and taught initially through story rhyme and song, as a child would learn its 'mother tongue'.

The Early years curriculum in a Waldorf Kindergarten is language rich, with stories, songs and rhymes being the mainstay of the adult-led activities in an environment where formal reading and writing is delayed until children turn six years old.

### Implementation

Through a wide range of stories, rhymes, songs, child/ adult interactions and free creative play, the environment created is one in which the ability to listen and to speak are at the forefront of our teaching and learning. The children develop a good vocabulary and are confident speakers.

We provide an environment where everyone is valued and we celebrate the diversity of our community and the wider world. In this way, the children learn that there are other places in the world and that different languages are spoken. In our own groups, amongst children and adults, we have people who speak additional languages, and we encourage children to speak in either their home language, or any other language they might know, for example teaching us all to count in Greek, Polish or Japanese. We incorporate rhymes and songs from other languages on occasion. During particular festivals we have an emphasis on rhymes and songs from around the world, and each staff member will teach a song or rhyme to the children.

### Impact

#### **By the end of K4 (5-year-olds, end of EYFS) the pupils...**

- \* begin to understand cultures and traditions.
- \* know that other languages are spoken around the world.
- \* enjoy listening to songs rhymes and counting in other languages, joining in sometimes.
- \* know about similarities and differences between themselves and others and among families, communities.

#### **By the end of K5(6-year-olds, end of Transition year) the pupils...**

- \* have a widening interest in people and communities from other parts of the world
- \* enjoy stories about people from different cultures, life experiences and occupations
- \* show interest in other people's stories and incorporate them into their own stories and puppet plays.
- \* enjoy songs, rhymes and simple counting in other languages, joining in with growing confidence.

## **Class 1 ( ages 6-7)**

### **Intention**

To introduce pupils to a different language - sounds, stories and cultural aspects. To engender a love of languages and a curiosity about other countries and cultures. To develop listening and memory skills.

### **Implementation**

Children should have the opportunity:

- To listen to and learn songs and rhymes in the target language.
- To experience customs and traditions from other countries
- To learn basic phrases and vocabulary through movement, repetition and games

### **Impact**

#### **Beginning Fluency**

Children can ask and answer simple questions, participate in simple dialogues and respond to simple commands. They can introduce themselves, and know some greetings and goodbyes. Children sing songs, play games and participate in classroom activities in the target language. They can use a range of simple vocabulary in context, including, for example, some colours, numbers, parts of the body, clothing items, classroom items, weather descriptors, food items and animals.

## **Class 2 ( ages 7-8)**

### **Intention**

To build on pupils' learning in Class 1- sounds, stories and cultural aspects. To continue to develop their listening and memory skills with more complex songs, rhymes and stories. To listen to and act out stories and plays.

### **Implementation**

Children should have the opportunity:

- To learn how to talk about everyday things, using classroom situations and familiar activities.
- To take part in dialogues and puppet plays
- To sing simple songs and recite verses and poems

### **Impact**

#### **Early Fluency**

Children can take part in short dialogues in familiar situations, e.g. buying fruit and vegetables, asking for an item of clothing. They can follow a simple story or puppet play, respond to questions, statements and requests, and apply some simple grammatical structures (e.g. a negative). Children can name most things in the familiar environment, including, for example, the days of the week/months of the year, family members and relationships, most classroom objects, animal names and actions, daily routine activities, counting to e.g. 50.

## **Class 3 ( ages 8-9)**

## **Intention**

To continue to build on pupils' learning in Class 1 and 2. To develop their listening and memory skills with more complex songs, rhymes and stories. To develop their confidence when talking about themselves and their preferences.

## **Implementation**

Children should have the opportunity:

- To experience talk about archetypal practical life in the target language, for example farming, family life, cooking, gardening, weather, foods, animals, clothing etc
- To take part in role plays and dialogues based around practical activities
- To experience talk about typical professions (e.g. teachers, bus and train drivers, pilots, farmers, doctors, storekeepers, police)
- To experience stories songs, verses, rhymes, tongue twisters and idiomatic sayings
- To experience a wide range of sentence forms, e.g. different question words
- To learn the names and shapes of the letters of the alphabet

## **Impact**

### **Developing Fluency**

Children can talk about various aspects of practical life and living, taking part in activities, role plays and dialogues. They can sing/recite a number of songs, verses, rhymes and tongue twisters and can understand and use some idiomatic phrases. Children can understand and respond to questions, requests, stories and descriptions, demonstrating a wide vocabulary of words relating to themselves, their bodies (including e.g. feeling hungry/tired/hot etc), the classroom, home, typical professions and practical activities. They can talk about the things they know in the present, past and future.

## **Class 4 (Ages 9/10).**

### **Intention**

To recap work done in Classes 1-3 and use them to introduce reading and writing skills. To introduce more complex songs and be able to confidently express their opinions.

### **Implementation**

Children should have the opportunity:

- To explore the language of giving and understanding directions to a place
- To learn the letters of the alphabet in the target language
- To continue to learn new stories, songs, verses, rhymes, tongue twisters and idiomatic sayings
- To take part in role plays and dialogues
- To encounter simple grammatical structures, e.g. present tense forms of common verbs with pronouns, nouns with articles, plural forms, simple prepositions etc
- To encounter the written form of familiar oral rhymes, stories, verses etc
- To explore the written form of familiar oral language, e.g. through word families (e.g. a list of body parts, simple commands etc), declensions etc
- To encounter simple, unfamiliar text

### **Impact**

#### **Progressing Fluency**

Children can talk confidently about everyday life, taking part in activities, role plays and dialogues and demonstrating a wide oral vocabulary, including language around giving directions to a place and spelling out familiar words e.g. their name. They can sing/recite a number of songs, verses, rhymes and tongue twisters and can understand and use some idiomatic phrases. Children use the correct verb form in the present tense for many common verbs, including some irregular ones, and the correct article and plural form for many nouns. They can read simple unfamiliar texts, and write about things they have experienced in short sentences.

## **Class 5 ( ages 10-11)**

### **Intention**

To continue developing their listening, reading, speaking and writing skills. They begin to look more closely at word order and verb endings. They also learn about the present and future tenses.

### **Implementation**

Children should have the opportunity:

- To systematically build vocabulary around a number of topics, e.g. through word families and dictation
- To learn and recite longer poems and songs with multiple verses.
- To take part in conversations, role plays, dialogues and plays.
- To explore shared texts and a class library in the target language, with books of different styles and reading levels
- To establish an understanding of basic sentence structure
- To learn simple present, past and future tenses, including some common irregular verbs, and question and negative forms of verbs.
- To explore noun cases, prepositions, adverbs and adjectives
- To write creatively on a familiar theme and within a simple structure.

### **Impact**

#### **Competent Fluency**

Children can talk confidently about a variety of topics, retelling stories and discussing their experiences. They can learn by heart and recite lengthy poems, and sing songs with multiple verses. Children can follow a class reader and independently read text at an appropriate level, responding to simple questions about what they have read. They can apply what they know about sentence structure and grammar (including verb tenses and forms, nouns, cases, pronouns and articles, adverbs and adjectives) in their own writing, demonstrating the breadth of their vocabulary.

## **Class 6 ( ages 11-12)**

### **Intention**

The pupils continue to use basic grammar and tenses. They begin to develop independent writing and researching skills. They practise present and future tenses; regular and irregular verbs. They look at the past tense and time phrases.

### **Implementation**

Children should have the opportunity:

- To build vocabulary in a systematic and structured way, alongside learning idiomatic and informal conversational vocabulary in oral work
- To explore dramatic/heroic and humorous poetry and dialogues
- To take part in conversations, role plays, dialogues and plays.
- To explore shared texts and a class library in the target language, with books of different styles and reading levels
- To explore more complex grammar, e.g. more complex or compound tenses, comparative adjectives, declensions of nouns and verbs, active/passive voice, word order
- To explore creative writing, producing, for example, short stories, descriptive texts, short book reports.
- To explore the geography and culture of a country where the target language is spoken, for example describing geographical features, economies and cities, local traditions, dialects, folklore, recipes etc.
- To encounter the history of the target language, e.g. through Greek/Latin roots of words.

### **Impact**

#### **Secure Fluency**

Pupils can speak freely about themselves and their environment, and about what they have read both in class and independently. They can recite poems and improvise dialogues and role plays. Pupils can follow a class reader and independently read text at an appropriate level, responding to questions about what they have read. They can apply what they know about sentence structure and grammar (including more complex or compound tenses, comparative adjectives, noun and verb declensions, active/passive voice, tenses etc) in their own writing, in a number of different genres, demonstrating the breadth of their vocabulary. Pupils can talk about the geography and culture of a number of

regions where the target language is spoken, and have a basic understanding of the history of the target language.

## **Class 7 ( ages 12-13)**

### **Intention**

Pupils begin to build on their sound basic range of vocabulary and grammar, to develop a more sophisticated understanding of the target language.

### **Implementation**

Children should have the opportunity:

- To build vocabulary in a systematic and structured way, alongside learning idiomatic and colloquial vocabulary in oral work
- To take part in conversations, role plays, dialogues, plays and group work.
- To read extensively from a wide selection of material.
- To explore more complex use of language, e.g. conditional tenses, indirect speech, reflexive verbs, irregular verbs
- To write creatively.
- To explore biographies of speakers of the target language, particularly related to main lessons, e.g. scientists, explorers etc
- To explore the geography and culture of a country where the target language is spoken, looking in particular at historical and cultural topics, and modern life in the country (e.g. popular music, contemporary fiction and poetry, etc.

### **Impact**

#### **Proficient Fluency**

Pupils can speak freely about a range of familiar topics, and are beginning to adapt their language to the audience, for example using colloquialisms and idioms. They can take part in conversations, improvised dialogues, and short dramatic pieces. Pupils can independently read text at an appropriate level, responding to questions about what they have read. They can apply what they know about grammar (including conditional tenses, indirect speech, reflexive and irregular verbs etc) in their own writing, in a number of different genres, demonstrating the breadth of their vocabulary through their choices. Pupils can talk about the lives of several significant people who speak the target language. They are also familiar with the modern culture of a number of regions where the target language is spoken, including contemporary music and literature.

## **Class 8 ( ages 13-14)**

### **Intention**

To prepare pupils for their transition into GCSE.

### **Implementation**

Children should have the opportunity:

- To build vocabulary in a systematic and structured way, alongside learning topic specific and contemporary vocabulary in independent work
- To work independently on projects focused on different cultural, biographical and historical themes
- To read extensively from a wide selection of material.
- To access a range of media in the target language, e.g. films, music
- To consolidate previously learned grammatical knowledge and understanding
- To explore further complex use of language, e.g. gerunds, prepositions and cases, subordinate sentence structures, reciprocal pronouns, remaining tenses of verbs, dative accusative and genitive.
- To explore the contemporary culture of a country where the target language is spoken, looking in particular at film, popular music, contemporary fiction and poetry, etc.

### **Impact**

#### **Mature, Independent Fluency**

Pupils can independently read text at an appropriate level, selecting and synthesising useful information. They produce independent work, written with a reasonable degree of accuracy, and using appropriate vocabulary and language, and can talk about what they have learned. Pupils can use their wide vocabularies (including some informal, colloquial, contemporary and idiomatic language) and understanding of grammar to access information in a wide range of media, including films and contemporary music, and to talk about what they have read, heard and watched.

## **Class 9 ( ages 14-15)**

### **Intention**

To build on previous learning.

To ensure that pupils' have a sound understanding of basic grammar, word order, verbs and tenses.

To develop excellent listening, speaking, reading and writing skills.

### **Implementation**

Students will be able to:

- Express themselves clearly focussing on the first 2 topics covered in GCSE (Identity and Culture and Local area, Holidays and Travel.)
- Answer questions related to the topic being covered with basic language structures and vocabulary
- Describe a picture on one of the topic areas and answer questions relating to the activities (using 3 tenses)
- Infer meaning from the picture and be able to articulate this in the target language
- Speak accurately using correct pronunciation
- Use intonation for questioning
- Write using a wide range of grammar forms and structure
- Write using a wide range of relevant and appropriate vocabulary
- Understand and apply the grammar points outlined in each theme
- Deduce the meaning of words from context
- Extract specific details
- Identify points of view
- Show some understanding of unfamiliar language
- Recognise attitudes, emotions and opinions
- Identify and note main points

### **Impact**

Students have a good understanding of the GCSE course and have made good progress- commensurate with their starting point and abilities. They take responsibility for their learning and target areas to improve.

## **Class 10 ( ages 15-16)**

### **Intention**

To prepare students for their GCSE exam. To ensure they have a good understanding of how they can use exam techniques to improve their work. To help them identify their areas of weakness and how to improve them.

### **Implementation**

Students will be able to:

- Express themselves clearly focussing on the five topics covered in the GCSE (Identity and Culture, Local area, Holiday and Travel, School, Future aspirations, study and work, International and global dimension. )
- Answer questions related to the topic being covered with complex language structures and vocabulary
- Describe a picture on one of the topic areas and answer questions relating to the activities (using all tenses)
- Infer meaning from the picture and be able to articulate this in the target language
- Speak accurately using correct pronunciation
- Use intonation for questioning • Write for a variety of audiences
- Write using a wide range of grammar forms and structure
- Write using a wide range of relevant and appropriate vocabulary
- Understand and apply the grammar points outlined in each theme (see scheme of work) identify and note main

points

- Deduce the meaning of words from context
- Extract specific details
- Identify points of view
- Show some understanding of unfamiliar language
- Recognise attitudes, emotions and opinions
- Identify and note main points

**Impact**

Students have a clear understanding of how to excel in exam situations and have made good progress, attaining a satisfying grade at GCSE - commensurate with their starting point and abilities.