

# **Elmfield Rudolf Steiner School EFL Curriculum 2018-2019**

## **Sources**

This English as a Foreign Language curriculum framework is based on the extensive indications given by Rudolph Steiner, the National Curriculum for languages, the adult ESOL core/basic skills curriculum and the IELTS/Cambridge First Certificate examination guidelines and course study.

## **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. 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. Pupils will begin an adventure that ensures progression through deep knowledge of grammar, speaking, listening, reading and writing skills forming a bespoke path for each pupil as they pass through the school. It should also provide opportunities for them to communicate for practical purposes, rationalise, analyse and learn new ways of thinking. The lessons provide the range of skills and capabilities that pupils/ young adults are expected to need in order to function in an educational setting, at work, and in society in general.

## **Aims**

Our pupils can come from various different countries/cultural backgrounds with varying levels of English as a foreign language. Some pupils come to improve their level of English for a short period of time (half a term/one term), whereas others may spend a whole academic year or choose to enrol as a full-time student. Our curriculum for English as a Foreign Language 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/consolidated
- Discover and develop an appreciation of a range of writing in the English language studied
- Engage in conversation/discussions with native speakers

## **Method**

Pupils are submerged in the English language consistently once they arrive at Elmfield. They board with English speaking families and attend all of the subject lessons in the language. This helps pupils to apply/consolidate previous knowledge of the language as well as aiding them to improve:

- Vocabulary
- Speaking skills
- Auditory processing skills
- Ability to write in the language

During the EFL classes there is a huge focus on pupil-initiated learning. This means there is a focus on specific areas of grammar/vocabulary that students feel they need improve. This element is supported by the upper school teacher's assessment of the language used/understood/written during English lessons with native students. These areas are then worked upon to ensure that sufficient progress on both the teacher and students' behalf is made.

## **Outcomes**

Our curriculum outcomes are divided into the 4/5 areas of reading, writing, speaking, listening and grammar.

### Reading

- Follow explanations/instructions of varying length
- Read/understand vocabulary on a range of subjects/topics
- Identify the purpose of a wide range of texts
- Identify the main points of a text
- Use different reading strategies to find/obtain information (skimming, scanning, detailed reading)
- Read clearly and concisely range of texts

### Writing

- Make notes in the in the language during lessons
- Write to communicate ideas, information and opinions at varying lengths to different audiences
- Understand the difference in register between spoken and written English
- Use correct spelling applying use of phonics skills/memory
- Demonstrate a good understanding of grammar structures
- Demonstrate the knowledge of an ample range of vocabulary
- Have a clear understanding of homophones

### Listening

- Be able to recognise phonological detail such as reduced vowel sounds, stress patterns and word classes.
- Recognise the features of the spoken language
- Follow a discussion/conversation
- Understand/follow instructions and explanations of varying length
- Be able to understand the content of fast pace conversations between peers including the use of colloquial language

### Speaking

- Be able to express themselves clearly on the topics covered (social exchanges, opinions)
- Be able to answer questions related to the topic being covered
- Be able to answer questions relating to every day vocabulary / subject vocabulary (history, geography, religion etc).
- Speak accurately using correct pronunciation
- Use intonation for questioning
- Use spoken language for practical purposes
- Take risks whilst speaking using more creative language and structures
- Speak in a variety of different verb tenses
- Display a vast vocabulary
- Present ideas and information orally to a range of audiences
- Use of colloquial language in general conversation with peers
- Use of more formal language with teachers/adults

### Grammar

- Understand and apply the grammar points:

Reported speech, active to passive, modal verbs, phrasal verbs, the causative, the Anglo-Saxon gerund, pronouns (personal, possessive, direct, indirect) relative clauses

- Demonstrate the correct use of the following tenses:

Present, present continuous, past simple, past perfect, past continuous, past perfect continuous, simple future, future using will, future continuous, future perfect, conditional.

- Correctly punctuate sentences using .!?" and capital letters

### Assessment

Formative:

- Teacher observation of clarity, accuracy and pronunciation during question/warm up activities
- Observation of comprehension during set tasks
- Observation of dialogues in groups
- Book work/worksheets
- Discussion of content/issues at end of the lesson
- Self-assessment
- Observation of how well pupils follow commands and explanations/spoken content of the class delivery
- Observation of questioning
- Assessment against grammar points/objectives covered each term
- Assessment against lesson learning objective set – annotated planning
- Peer checking/assessment
- Spot-the-mistake exercises
- Homework tasks –marked/graded

Summative:

- Termly reading/writing/speaking/listening assessment

- Assessed using the Common European Framework for languages level/criteria
- Written report regarding progress to parents

### **Cross-curricular Links**

The language department provides a wide range of cross-curricular opportunities to enthuse and motivate the young linguist. We work with other departments within the school to ensure languages are not seen as an isolated subject just taught within the confines of the classroom. Types of activities include: dance, drama, music, food tasting, cultural traditions, numeracy, life skills, general language structures, history, geography, literature and art. These activities highlight the importance of language learning in the diverse world we live in today.