

Elmfield Rudolf Steiner School MFL Curriculum 2018-2019

Sources

The modern foreign languages curriculum framework is based on the extensive indications given by Rudolph Steiner, the National Curriculum, the SWSF Embedded curriculum, Independent School Standards Regulation and curriculum resource materials developed by teachers in Steiner Schools Internationally.

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, skills and cross-curricular links, forming a bespoke linguistic guide for each pupil which takes shape and develops as they pass through the school. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

Classes 1-3

The aim of foreign language teaching in these classes is to build up an extensive oral vocabulary and to awaken the children to the characteristic sounds, intonations and rhythms of the language. The development of good listening skills is particularly important at this age. The children are also introduced to aspects of the foreign cultures through traditional folklore and customs, poetry, music, and stories.

Class 4

At around the age of 10 children gain a new level of self-consciousness. They need to individualize much that had been collectively learnt. Writing is introduced as a conscious and more individual noting down of what has been accumulated in the collective memory.

Using material learnt by heart in the first three classes, writing in the foreign language is introduced. The children learn to recognise vocabulary they already know. Before printed material is introduced they read what they have written.

In Class 4 elementary sentence structure is learnt, nouns and simple verb forms are practiced. Example sentences are drawn from the familiar range of classroom dialogue.

Singing and recitation simple dialogue and word games continue to be a basic part of the lesson.

Class 5

At this age the children should have a strong rhyming memory. They enjoy reciting quite long poems and can sing complex rounds. Building on the simple structures learnt in Class 4, the children strengthen their grasp of grammar. Vocabulary should now be consciously learnt and practised. A first reader is introduced.

Classes 6, 7, 8, 9 and 10

As the pupils encounter the greater inner changes of puberty they are propelled to challenge boundaries and explore beyond the known. The young person's intellectual faculties need to be awakened to the conceptual structures of language. They need to learn how to learn vocab in a more conscious way.

The main curriculum meets the pupils' rising ability to work conceptually through history (discovery of the new worlds) and English (wish, wonder and surprise). The curriculum for languages 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

Method

Classes 1-3

In the first three classes the language teacher works strongly with the element of imitation. The children are taught essentially orally and no reading or written work is undertaken. This does not preclude the use of drawing and in particular picture dictations to reinforce comprehension and self-expression. Gesture accompanying speech is an important element, as are drama, games and many practical activities.

Rhythmically-structured language plays an important part in foreign language teaching at this level, because it naturally strengthens the child's memory. For this reason, songs, poems, sayings, counting rhymes, categories such as days of the week, parts of the body, everyday activities are learned by heart. At this age, learning is very much a group activity. Repetition and revision of what has already been learnt is done within the group context. In games and situational activities, however, individual children have ample opportunity to speak in the foreign language on their own.

Comprehension of the content remains in the artistic realm of feeling and is linked to specific contexts such as a seasonal poem, or a game. Wherever possible, vocabulary should be learned in meaningful sentences with variations of, for example, time, place, or person. Question and answer formulas are learned as whole entities. Much simple everyday vocabulary is self-explanatory. It is not necessary at this stage to translate vocabulary as long as the children feel secure within the wider context of the theme. With the exception of some classroom instructions, the teacher uses the foreign language throughout the lesson.

Just as the native language is best learned through strong identification with personalities important to the child, such as parents, siblings etc., so too the learning of a foreign language requires a strong association with the personality of the teacher. For the young child, the teacher represents both the language and the culture. Where the teacher is not a native speaker, special attention must be paid to establishing this identification.

Class 4

While imitation and repetition continue to play an important role the children should begin to recognise characteristic spelling forms, inflections (word endings, plural forms etc.).

In Class 4 children are usually introduced to exercise book work based closely on the forms used for main lesson work. These hand written books should suffice for simple writing exercises. Later it is useful to have a book for poems, a book for vocabulary and grammar.

Vocabulary lists can consist of word families (key words relevant to a particular theme) these lists need only be in the foreign language and they can be illustrated where appropriate. It is not necessary at this stage for pupils to write word for word translations. Wherever possible nouns should be learnt in sentences with appropriate verb forms and simple adjectives. After writing whole sentences it may be useful to underline nouns or verbs with a distinctive colour. The writing of such vocabulary is the end of a long process of oral learning.

One effective way of practising vocabulary is to summarise simple stories using familiar words. The children may copy down 2 or 3 different sentences giving the basic outline of the story. The text should include as much repetition as possible.

Other than copying such material from the blackboard written exercises can include dictations, (2 sentences can be learnt by heart and written down). The children should initially have access to the original text when writing a dictation, only when vocabulary has been thoroughly learnt is it appropriate to require blind dictations.

Situational games, little plays, guessing games and so on still form an important part of the lesson.

Class 5

Speech exercises questions and answers dialogue and many varied poems all recited by heart are essential ways of cultivating good clear pronunciation and sentence melody as well as reinforcing idiomatic vocabulary. The content of such poems (seasonal, narrative, etc.) need not be explained in detail, imaginative though simplified introductions can suffice.

With increasing diversity of vocabulary children should be encouraged to use the words they know imaginatively. To waken an interest in the words themselves, the children should hear and read vivid and characteristics descriptions of people, places and situations.

Vocabulary arising out of the reader is introduced before the new part of the text. Other topical themes will also have to be introduced as the need arises. Simple comprehension questions to the reading text or to other topics should be asked as a whole then individually. Only then should the question be put in written form. Such questions and their variations can form the content for other exercises and dictations.

Once new grammatical structures have been introduced, practised and understood a simple statement of the essential rules should be written in English in a grammar book. A grammar book can be started in Class 5 and used until Class 8.

Class 6

At this age, pupils learn the conjugation of verbs, declension of nouns, use of adjectives and terminology, and the importance of word order.

Dramatic poetry and humour are the essential ingredients in speech. The geography and characteristic episodes, historical and mythical personalities from history form a main theme in middle school.

Once a reasonable basis of grammar and vocabulary has been achieved the pupils are encouraged to express themselves more freely. Letters, simple descriptions, diaries, summaries of stories provide the material for written exercises.

At this age, the teacher must reckon with considerable differences of ability within one class. Exercises are differentiated to suit the range of learning needs. This does not necessitate dividing up the class.

A variety of teaching methods are used, including:

- Chanting and repetition
- Drama, movement and gesture
- A variety of original and adapted texts
- Translation and dictation
- Repair strategies and problem solving
- Paired questioning
- Role plays
- Pictorial representation
- Listening exercises
- Application of language in the real world

Classes 7 and 8

The method for Classes 7 and 8 of middle school follows closely on that described for Class 6. There is a strong emphasis on cultural, geographical, historical and topical themes, including in literature and individual work projects. Idiomatic and colloquial language is also important and regular space is given in the lessons for practising conversation. Exchanges and pen friends are encouraged. The pupils should now be using a bilingual dictionary and carrying out simple translations. As in Class 6, a variety of teaching methods are used, including:

- Chanting and repetition
- Drama, movement and gesture
- A variety of original and adapted texts
- Translation and dictation
- Repair strategies and problem solving
- Paired questioning
- Role plays
- Pictorial representation
- Listening exercises
- Application of language in the real world

Classes 9 and 10

The method for Classes 9 and 10 builds on that described for Classes 7 and 8. There is a strong emphasis on cultural, geographical, historical and topical themes. Idiomatic and colloquial language is also important and regular space is given in the lessons for practising conversation. Exchanges and pen friends are encouraged. The pupils should now be using a bilingual dictionary and carrying out more complex translations. Pupils revisit and add to grammar points learnt in earlier years. Language learnt by repetition in earlier years is now used much more consciously and helps them to adapt and use more complex language. They are then encouraged to apply this knowledge and to use it creatively. A variety of teaching methods are used, including:

- A variety of original and adapted texts
- Translation and dictation
- Repair strategies and problem solving
- Paired questioning
- Role plays
- Pictorial representation
- Listening exercises
- Application of language in the real world

Outcomes

Class 1

Students will be able to:

- Understand and say the words for colours, numbers, shapes, nature, classroom items, days of the week, seasons, fruit
- Listen attentively to spoken language and show understanding by joining in and responding
- Respond to simple commands and basic questions
- Understand some content of a story told in the language
- Recite a selection of songs/poems/verses from memory
- Use greetings such as hello, goodbye, good morning
- Be able to give basic information about themselves, age, name, how they feel
- Use correct pronunciation when speaking/reciting verses

Class 2

Students will be able to:

- Understand and say the words for clothes, numbers to 100, months, body parts, family, classroom objects, farm animals
- Follow and act out a simple story/fable
- Memorise some of the vocabulary from popular stories
- Express need in the target language
- Speak in short sentences using familiar vocab, phrases and basic language structures
- Respond to simple questions about themselves
- Be able to recite a wider selection of songs/poems/verses from memory

Class 3

Students will be able to:

- Understand and say the words for wild animals, pets, numbers to 1000, the house and home, descriptions
- Recite an ample selection of songs/poems/verses from memory
- Listen attentively to spoken language and show understanding by joining in and responding
- Understand/act on teacher/students commands and classroom vocabulary
- Be aware of the different genders (king/queen words)
- Make links with word meanings from songs, poems, verses stories.
- Take a more active part orally, short conversation exchanges with teacher, in pairs, small groups
- Use correct pronunciation when speaking

- Use some simple familiar verbs orally
- Understand and communicate familiar nouns
- Understand and respond to simple questions/commands
- Ask/answer questions on a limited range of topics previously learnt
- Begin to understand that adjectives can sometimes follow the noun
- Use target language to ask for help and express need
- Recite stories from memory with increasing accuracy
- Have an understanding of basic question words
- Answer questions relating to a fable/story
- Speak in sentences and use basic verbs in I, you, he/she/it forms
- Give a basic description of an object, person or animal.
- Begin to understand how to form the negative
- Take a more active part orally by supplying the next step of a story
- Confidently recite a wider selection of songs/poems/verses from memory

Class 4

Students will be able to:

- Read aloud familiar texts in chorus
- Read and understand familiar written words, phrases and short text made of simple sentences
- Read a wider range of words phrases and sentences aloud individually
- Apply phonics knowledge to support reading and pronunciation
- Understand that some sounds/letters and combinations are pronounced differently
- Understand that accents and cedillas exist and how they affect the pronunciation
- Recite a verse from a poem/verse/song with good pronunciation
- Follow a text by listening and reading at the same time
- Follow and respond to a wider range of classroom instructions and requests
- Write familiar simple words using a model and from memory
- Write short sentences about them themselves and objects in the 3rd person
- Form the negative to give answers to simple questions
- Ask/answer questions in the 1st, 2nd and 3rd person singular
- Begin to understand the concept of agreement of adjectives
- Speak with increasing confidence using familiar phrases simple sentences to describe nouns, people, places
- Pronounce words accurately
- Engage in short conversation exchanges with other students and the teacher
- Give an opinion
- Understand the concept of masculine/feminine with correct definite/indefinite article

Class 5

Students will be able to:

- Read/understand some aspects of short texts related to themes
- Respond to simple questions about a text
- Read aloud familiar and unfamiliar texts with increasing confidence
- Understand cognates/near cognates
- Apply phonics knowledge to reading
- Work out from visual and textual clues the meaning of new words.
- Answer simple questions relating to a text

- Write a short text using a model
- Write short sentences from memory
- Understand word order and agreement
- Apply aspects of grammar taught in each theme (see curriculum)
- Start to conjugate present tense verbs correctly in written form
- Translate sentences into English
- Recite a selection of verses from a poem/verse/song with good pronunciation
- Follow a text by listening and reading at the same time
- Follow and respond to a wider range of classroom instructions and requests
- Understand language spoken by other students
- Present information to others
- Recognise and use vocabulary for themes learnt
- Give an opinion and explain why
- Speak in sentences applying grammar knowledge covered (SOW)
- Hold short conversations with partner/small groups
- Ask and answer questions related to themselves and themes being covered and written texts
- Have good pronunciation skills
- Use intonation and tone in questions and answers
- Understand and apply basic grammar points outlined in each theme (see SOW)

Class 6

Students will be able to:

- Translate sentences into English and Spanish
- Read stories songs texts poems including reading aloud with confidently
- Begin to use context and other clues (cognates) to work out the meaning of unfamiliar language
- Start to use what they read for own speech and writing
- Show understanding of different types of texts containing familiar language and sentence patterns
- Understand main points of detail from written texts that contain some unfamiliar language
- Begin to identify patterns in the language for pronunciation, word order, sentence structures
- Use a dictionary for spelling
- Write short simple texts made up of made up of familiar language and grammar rules for different purposes including personal, factual, and fictional contexts.
- Present ideas and information in written form
- Work out spelling/pronunciation of new words building on phonics knowledge (sound spelling links)
- Use a dictionary to introduce new vocabulary
- Show understanding of familiar spoken language is a range of different contexts
- Obtain basic information from audio sources related to the topic
- Obtain information from face to face interactions
- Understand main points and detail from spoken/audio sources that contain some unfamiliar language
- Understand and respond to longer instructions and explanations
- Use spoken language for practical purposes
- Communicate personal, factual and fictional information

- Develop conversation and dialogues in familiar contexts
- Use familiar classroom language to ask for help, ask questions, make requests/comments
- Show some consistency in pronunciation
- Use intonation for questions and expression
- Speak applying familiar vocabulary, grammar and sentence structures rules
- Understand and apply the grammar points outlined in each theme (SOW)
- Understand patterns of the language
- Consolidate the conjugation of regular verbs
- Conjugate common irregular verbs
- Use present/simple future tense

Class 7

Students will be able to:

- Read texts from less familiar contexts (texts stories and poems)
- Use strategies such as content, grammatical clues and cognates to work out the meaning of unfamiliar language
- Use what they learnt from reading for own speech and writing
- Show understanding of different types of written questions through oral/written questioning
- Read with correct pronunciation including accents
- Read instructions in Spanish
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary
- Write familiar short sentences with familiar phonemes and accurate spelling
- Compose short pieces of writing with reasonable accuracy
- Use a dictionary to expand vocabulary and check spelling
- Write linking sentences
- Write simple texts using personal factual and fictional information.
- Translate sentences into English/Spanish
- Work out spelling/pronunciation of new words building on phonics knowledge (sound spelling links)
- Use a dictionary to introduce more varied vocabulary
- Identify the use of different forms of verbs
- Obtain information from face to face interactions
- Understand main points and detail from spoken/audio sources that contain some unfamiliar language
- Understand and respond to longer instructions and explanations
- Express themselves clearly on the topics covered (social exchanges, opinions)
- Answer questions related to the topic being covered
- Answer questions relating to every day vocabulary
- Speak accurately using correct pronunciation
- Use intonation for questioning
- Use spoken language for practical purposes
- Take risks whilst speaking using more creative languages and structures
- Speak in different verb tenses (present, simple future, simple past)
- Present ideas and information orally to a range of audiences
- Understand and apply the grammar points outlined in each theme (see SOW)
- Understand patterns of the language

- Consolidate the conjugation of regular verbs and reflexive verbs
- Make correct use of sentence structure
- Understand and demonstrate the use of a variety of tenses (present, simple future, simple past)
- Conjugate common irregular verbs – tener, hacer, jugar, ir in PRESENT and PAST tenses

Class 8

Students will be able to:

- Express themselves clearly on the topics covered (social exchanges, opinions)
- Answer questions related to the topic being covered
- Answer questions relating to everyday vocabulary
- Speak accurately using correct pronunciation
- Use intonation for questioning
- Use spoken language for practical purposes
- Take risks whilst speaking using more creative languages and structures
- Speak in different verb tenses (present, imperfect, perfect, future)
- Identify the use of different forms of verbs
- Obtain information from face to face interactions
- Understand main points and detail from spoken/audio sources that contain some unfamiliar language
- Understand and respond to longer instructions and explanations
- Understand and apply the grammar points outlined in each theme (see scheme of work)
- Understand patterns of the language
- Consolidate the conjugation of regular er/ar/ir verbs (Spanish), er/ir/re verbs (French) weak, mixed and strong verbs (German) and reflexive verbs
- Make correct use of sentence structure
- Understand and demonstrate the use of past tenses (preterite, imperfect)
- Conjugate common irregular verbs – tener, hacer, jugar, ir (Spanish) in PRESENT and PAST tenses; perfect, imperfect and simple future (French); perfect, imperfect, future (German)
- Read texts from less familiar contexts (texts stories and poems)
- Use strategies such as content, grammatical clues and cognates to work out the meaning of unfamiliar language
- Use what they learnt from reading for own speech and writing
- Show understanding of different types of written questions through oral/written questioning
- Read with correct pronunciation including accents
- Read instructions in Spanish/French/German
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write familiar short sentences with familiar phonemes and accurate spelling
- Compose short pieces of writing with reasonable accuracy
- Use a dictionary to expand vocabulary and check spelling
- Write linking sentences
- Write simple texts using personal factual and fictional information
- Translate sentences into English/Spanish/French/German

- Work out spelling/pronunciation of new words building on phonics knowledge (sound spelling links)

Classes 9 and 10

Students will be able to:

- Express themselves clearly focussing on the five topics covered in IGCSE (Home and Abroad; Education and Employment; Personal Life and Relationships; The World around us and Social Activities, Fitness and Health)
- 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 point
- 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

Assessment

Class 1

- Observation of clarity and accuracy of pronunciation, expressions of group and individuals
- Observation of comprehension during games and stories
- Observation of how well students follow simple commands
- Observation of children answering simple questions as part of a group/individually

Class 2

- Observation of clarity and accuracy of pronunciation, expressions of group and individuals
- Observation of comprehension during games and stories
- Observation of how well students follow simple commands
- Observation of children answering simple questions as part of a group/individually
- Teacher dictates and the children show comprehension through drawing a picture

Class 3

- Observation of clarity and accuracy of pronunciation, expressions of group and individuals
- Observation of comprehension during games/stories
- Observation of how well students follow simple commands
- Observation of children answering simple questions as part of a group/individually
- Teacher dictates and the children show comprehension through drawing a picture
- Number dictation
- Small dialogues with teacher and other students
- Assessment against lesson objective
- Assessment against yearly objectives/attainment targets (each term)

Class 4

- Teacher observation of clarity, accuracy and pronunciation during question/warm up activities
- Observation of comprehension during games
- Observation of dialogues in groups
- Book work / teacher marking
- Thumbs rating at end of the lesson
- Observation of how well children follow commands and explanations/ spoken content of the class delivery
- Observation of questioning
- Assessment against outcomes covered each term
- Level assessment (1-5) each term
- Assessment against lesson learning objective set – annotated planning

Class 5

- Teacher observation of clarity, accuracy and pronunciation during question/warm up activities
- Observation of comprehension during games
- Observation of dialogues in groups
- Book work
- Thumbs rating at end of the lesson
- Traffic lighting
- Self-assessment
- Writing piece
- Reading piece
- Observation of how well children follow commands and explanations/ spoken content of the class delivery
- Observation of questioning
- Assessment against outcomes covered each term
- Level assessment (1-5) each term
- Assessment against lesson learning objective set – annotated planning
- Peer checking/assessment

Classes 6, 7 and 8

Formative:

- Teacher observation of clarity, accuracy and pronunciation during question/warm up activities
- Observation of comprehension during games

- Observation of dialogues in groups
- Book work including reading and writing piece
- Thumbs rating at end of the lesson
- Traffic lighting
- Self-assessment
- Observation of how well children follow commands and explanations/ spoken content of the class delivery
- Observation of questioning
- Assessment against outcomes covered each term
- Assessment against lesson learning objective set – annotated planning
- Peer checking/assessment
- Weekly vocab tests
- Weekly gap fill/spot the mistake exercises
- Homework tasks –marked/graded

Summative:

- Termly reading/writing/speaking/listening assessment of new and previous topics
- Level assessment (1-5/6)

Classes 9 and 10

Formative:

- Teacher observation of clarity, accuracy and pronunciation during question/warm up activities
- Observation of dialogues in groups
- Book work including reading and writing piece
- Thumbs rating at end of the lesson
- Traffic lighting
- Self-assessment
- Observation of how well pupils follow commands and explanations/ spoken content of the class delivery
- Observation of questioning
- Peer checking/assessment
- Weekly vocab tests
- Homework tasks –marked/ graded

Summative:

- Exam papers in Listening; Reading and Writing
- Speaking: a conversation around a chosen picture; two additional conversations on two other topic areas (not the picture topic area)
- Grammar gap fill exercise: adjectival endings; verb conjugations

Cross-Curricular Links

The modern foreign 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 MFL 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.