

## Reading Aims:

- Students are equipped with a range of coping strategies to understand new language. These could be:
  - Prior knowledge
  - Context
  - Cognates
  - Word families
  - Word classes
- To support students in understanding complex vocabulary that they encounter in their reading.
- To encourage students to read for pleasure **in the target language**.
- To ensure students are equipped with independent learning strategies to aid comprehension when reading texts of varying lengths and styles.

## Strategies\*:

- **To support understanding of exam questions:**
  - Encourage students to independently highlight the key words in the question.
  - Support students to annotate key words with definitions/synonyms to aid understanding.
  - Teach students to use the structure of the sentence to help them to understand the meaning.
- **To aid comprehension of texts:**
  - Utilise prediction tasks.
  - Activate prior knowledge.
  - Use questioning (teacher-led or pupils generate their own questions about a text).
  - Encourage pupils to identify areas of uncertainty and seek information for clarification.
  - Utilise summary tasks.
  - Teach students how to benefit from reading support given in a text (e.g. glossary, vocab book).
  - Encourage reading for pleasure (**in the target language**) outside of lessons through homework or independent activities.
  - Teach students to skim and scan for relevant information.
- **To support students' understanding of complex vocabulary:**
  - Encourage independence with word-checking (using dictionaries and inferring the meaning of words through context).
  - Use knowledge organisers (vocab books).
  - Model identification of good evidence.
  - Explicitly teach language/structure techniques.
  - Encourage students to apply prior knowledge of context to the text.
  - Encourage students to explore the etymology and morphology of words.
  - Use vocabulary games.
  - Use low stakes testing and spacing.

*\* The list of strategies given is a selection of some of the strategies that are used throughout the department. Teachers are not obligated to use all strategies listed.*

## Writing Aims:

- Students are equipped with a range of independent strategies to construct their own answers. These could be:
  - Prior knowledge
  - Context
  - Synonyms and antonyms
  - Planning strategies
- To equip students with strategies to reflect on and redraft their writing.
- To teach spelling, punctuation and grammar to enable students to write fluently.
- To support students in writing creatively, through teaching them to apply a range of familiar language and structures in new and different contexts.

## Strategies\*:

- **To support students in structuring their answers:**
  - Encourage students to independently highlight the key words in the question to aid in understanding and ensure relevance of response.
  - Use of vocab books to provide accurate structures which can be adapted.
  - Encouraging use of prior knowledge applied in new contexts.
- **To aid planning of answers:**
  - Model effective planning.
  - Encourage **planning in the target language**.
- **To support students in reflecting on their work:**
  - Encourage students to use checklists where appropriate (tick off bullet points at GCSE).
  - Use of peer/self-assessment.
  - Create a culture where redrafting work is normal and encouraged.
- **To enable students to write fluently:**
  - Teach subject-specific spellings and respond to common spelling errors, highlight sound spelling links with target language phonics.
  - Mark answers for accuracy according to the mark scheme.
  - Encourage accurate use of the target language through the use of full sentences and accurate grammar and punctuation.
- **To enable students to write creatively:**
  - Teach a range of vocabulary and language structures.
  - Encourage students to vary their writing.
  - Encourage students to plan answers to include what they know, not necessarily what is true for them.

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## Spoken Language Aims:

- To ensure students are equipped with the skills to communicate clearly **in the target language**.
- To ensure students have a range of strategies for understanding spoken language in the target language and coping strategies to communicate in a monolingual environment.
- To support students to communicate using full sentences and to use repair and rephrase strategies to increase accuracy.
- To teach students to speak in the target language with accurate pronunciation.
- To provide students with opportunities for structured and supported speaking tasks to develop their spoken language skills.

## Strategies\*:

- 1) To support students in developing spoken language skills in the target language:**
  - Using high levels of target language in classroom input
  - Model a range of vocabulary in teacher's own speech
  - Explicitly teach new vocabulary and structures orally
  - Explicitly teach coping strategies and help phrases
  - Use of word banks and sentence builders
  - Use of peer-assessment and frequent pair/group oral tasks
- 2) To support students in developing skills for understanding spoken language in the target language:**
  - Explicit teaching of strategies for listening comprehension tasks
  - Pre-listening tasks before listening activities
  - Encourage students to predict the language they will hear
  - Use of subtitles (in target language) and transcripts to support listening
- 3) To support students to communicate in full sentences:**
  - Model full sentences and developed answers
  - Use of sentence builders and speaking mats
  - Encourage students to review and rephrase oral work
- 4) To teach students to speak in the target language with accurate pronunciation:**
  - Model correct pronunciation and intonation
  - Correct inaccuracies in spoken target language
  - Use authentic materials in lessons for extended listening to accurate sounds
- 5) To provide students with opportunities for structured and supported speaking tasks to develop their spoken language skills talk:**
  - Provide scaffolding using sentence builders and sentence starters
  - Give wait time
  - Speaking and listening tasks are in every MFL lesson.

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