

Edgbarrow School

Modern Foreign Languages (MFL) Department

Subject-Specific Literacy Plan

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Literacy Aims

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.

Writing Aims

Students are equipped with a range of independent strategies to construct their 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.

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.

Literacy Implementation & Curriculum Integration

Key Stage 3 (Years 7, 8 & 9)

The Key Stage 3 literacy curriculum focuses on building a strong foundation in either French or Spanish phonics, vocabulary retention, and sentence structure.

- **Literacy Strategy:** Class tracking and progression maps follow a unified format across Years 7, 8, and 9 to prepare students for academic writing.
- **Core Literacy Resources:** Interactive digital tools and standard workbooks are paired with school-provided **N2K (Need to Know) Booklets**. Students do not bring bilingual dictionaries; instead, they are required to bring their N2K booklets to every single lesson as their primary literacy and decoding tool.

Key Stage 4 (GCSE)

Literacy strategies at Key Stage 4 are explicitly tailored to meet the increased vocabulary depth, translation tracking, and rigorous grammar demands of the **new Edexcel GCSE framework**.

To build confident reading, writing, and spontaneous speaking skills, complex tier-2 and tier-3 vocabulary structures are explicitly taught and recycled across the six core framework topics:

1. Media and technology
2. My personal world
3. School and my future
4. Health and wellbeing
5. Travel and tourism
6. My neighbourhood

Key Stage 5 (A-Level)

At Key Stage 5, literacy focuses on transition into near-total fluency. Students develop the complex linguistic strategies required to analyse cultural texts, historical contexts, global current affairs, and literature. Advanced literacy strategies target structured essay writing, independent research presentations, and advanced debate mechanics.