

## **Modern Foreign Languages Vertical Curriculum**

### **Modern foreign languages: Introduction**

Learning another language from the age of six onwards has been an important aspect of Waldorf education since its inception. In an age in which interpersonal and multi-cultural understanding is vital, becoming fluent in a language is not only pragmatically useful but enables us to encounter the other in a very different way—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 a language offers pupils the opportunity to experience the world and our common humanity not just from a single, mono-cultural perspective but from two 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 another language 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 target language, using authentic texts and material. By class 8 they will have attained a basic fluency and accuracy in the target language, 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 those countries in which French, German or whatever language is learned.

### **Modern Foreign Languages: 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, read a range of literature and 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.

### **Modern foreign languages: Aims**

- 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 Curriculum Intents**

#### **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

<p><b>Modern Foreign Languages Age-related Learning Opportunities for C1</b></p>	<p><b>Relevant Learning Descriptors</b></p>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>● To be immersed in teaching which takes place in a familiar environment, but entirely in the target language, through modelling and emulation.</li> <li>● To take part in a wide range of classroom activities.</li> <li>● To experience a wide range of everyday vocabulary.</li> <li>● To practice the vocabulary they have heard in context.</li> </ul>	<p><b>Beginning Fluency</b>  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.</p>
<p><b>Modern Foreign Languages Age-related Learning Opportunities for C2</b></p>	<p><b>Relevant Learning Descriptors</b></p>
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>● To learn how to talk about everyday things, using classroom situations and familiar activities.</li> <li>● To take part in dialogues and puppet plays</li> <li>● To sing simple songs and recite verses and poems</li> <li>● To listen to stories and folk tales</li> <li>● To experience different sentence forms, e.g. questions, statements, commands, comments</li> </ul>	<p><b>Early Fluency</b>  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.</p>
<p><b>Modern Foreign Languages Age-related Learning Opportunities for C3</b></p>	<p><b>Relevant Learning Descriptors</b></p>
<p>Children should have the opportunity:</p>	<p><b>Developing Fluency</b></p>

<ul style="list-style-type: none"> <li>● To experience/ talk about archetypal practical life in the target language, for example farming, family life, cooking, gardening, weather, foods, animals, clothing etc</li> <li>● To take part in role plays and dialogues based around practical activities</li> <li>● To experience talk about typical professions (e.g. teachers, bus and train drivers, pilots, farmers, doctors, storekeepers, police)</li> <li>● To experience stories songs, verses, rhymes, tongue twisters and idiomatic sayings</li> <li>● To experience a wide range of sentence forms, e.g. different question words</li> <li>● To learn the names and shapes of the letters of the alphabet</li> </ul>	<p>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 tense.</p>
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Modern Foreign Languages Age-related Learning Opportunities for C4	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>● To explore the language of giving and understanding directions to a place</li> <li>● To learn the letters of the alphabet in the target language</li> <li>● To continue to learn new stories, songs, verses, rhymes, tongue twisters and idiomatic sayings</li> <li>● To take part in role plays and dialogues</li> <li>● To encounter simple grammatical structures, e.g. present tense forms of common verbs with pronouns, nouns with articles, plural forms, simple prepositions etc</li> <li>● To encounter the written form of familiar oral rhymes, stories, verses etc</li> <li>● To explore the written form of familiar oral language, e.g. through word families (e.g. a list of body parts, simple commands etc),</li> </ul>	<p><b>Progressing Fluency</b></p> <p>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.</p>

<p>declensions etc</p> <ul style="list-style-type: none"> <li>• To encounter simple, unfamiliar text</li> <li>• To practise writing simple sentences of their own composition</li> </ul>	
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Modern Foreign Languages Age-related Learning Opportunities for C5	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To systematically build vocabulary around a number of topics, e.g. through word families and dictation</li> <li>• To learn and recite longer poems and songs with multiple verses.</li> <li>• To take part in conversations, role plays, dialogues and plays.</li> <li>• To explore shared texts in the target language, with books of different styles and reading levels</li> <li>• To establish an understanding of basic sentence structure</li> <li>• To learn the present tense, including some common irregular verbs, and question and negative forms of verbs.</li> <li>• To explore noun cases, prepositions, adverbs and adjectives</li> <li>• To write creatively on a familiar theme and within a simple structure.</li> </ul>	<p><b>Competent Fluency</b>            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 forms, nouns, cases, pronouns and articles, adverbs and adjectives) in their own writing, demonstrating the breadth of their vocabulary</p>

Modern Foreign Languages Age-related Learning Opportunities for C6	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>• To build vocabulary in a systematic and structured way, alongside learning idiomatic and informal conversational vocabulary in oral work</li> </ul>	<p><b>Secure Fluency</b>            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</p>

<ul style="list-style-type: none"> <li>● To explore dramatic/heroic and humorous poetry and dialogues</li> <li>● To take part in conversations, role plays, dialogues and plays.</li> <li>● To explore shared texts in the target language, with books of different styles and reading levels</li> <li>● To explore more complex grammar, e.g. comparative adjectives, declensions of nouns and verbs (where applicable), active/passive voice, word order</li> <li>● To explore creative writing, producing, for example, short stories, descriptive texts, short book reports.</li> <li>● 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.</li> <li>● To encounter the history of the target language, e.g. through Greek/Latin roots of words.</li> </ul>	<p>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 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</p>
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Modern Foreign Languages Age-related Learning Opportunities for C7	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>● To build vocabulary in a systematic and structured way, alongside learning idiomatic and colloquial vocabulary in oral work</li> <li>● To take part in conversations, role plays, dialogues, plays and group work.</li> <li>● To read extensively from a wide selection of material.</li> <li>● To explore more complex use of language, e.g. reflexive verbs, irregular verbs, tenses.</li> <li>● To write creatively.</li> <li>● To explore biographies of speakers of the target language,</li> </ul>	<p><b>Proficient Fluency</b>  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 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</p>

<p>particularly related to main lessons, e.g. scientists, explorers etc</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>●</li> <li>●</li> </ul>	<p>familiar with the modern culture of a number of regions where the target language is spoken, including contemporary music and literature.</p>
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Modern Foreign Languages Age-related Learning Opportunities for C8	Relevant Learning Descriptors
<p>Children should have the opportunity:</p> <ul style="list-style-type: none"> <li>● To build vocabulary in a systematic and structured way, alongside learning topic specific and contemporary vocabulary in independent work</li> <li>● To work independently on projects focused on different cultural, biographical and historical themes</li> <li>● To read extensively from a wide selection of material.</li> <li>● To access a range of media in the target language, e.g. films, music</li> <li>● To consolidate previously learned grammatical knowledge and understanding</li> <li>● To explore further complex use of language, e.g. prepositions and cases, subordinate sentence structures, pronouns, remaining tenses of verbs, dative accusative and genitive (where applicable).</li> <li>● To explore the contemporary culture of a country where the target language is spoken, looking in particular at popular music, contemporary fiction and poetry, etc.</li> </ul>	<p><b>Mature, Independent Fluency</b>  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 range of media and to talk about what they have read, heard and watched.</p>