

<b>YEAR 7</b>	In Year 7, our aim is to develop speaking and listening skills and embed pronunciation/phonics. The students will be exposed to an ambitious and rich language experience through a variety of contexts that are age appropriate. Learners will have a firm foundation of essential grammar, vocabulary and phonics and will develop their ability in listening, speaking, reading and writing. The key grammatical structures of present, past and future tense formation and the use of connectives, adjectives and intensifiers are introduced and extensively practiced. We will focus on modelling and awareness with the explicit teaching of grammar which will then lead to structured production of the language. The curriculum at KS2 will be taken into consideration with the aim of accelerating progress so that all students attain an appropriate level by the end of Year 7.
<b>YEAR 8</b>	Having learnt basic grammatical structures (connectives, intensifiers and touching on three different tenses in Year 7, Year 8 students are challenged to apply these in new contexts. This prior knowledge will allow students to look at more complex grammar within new topics and further vocabulary learning. This will enable them to vary their language and use a range of time frames. Students are encouraged to be creative with language, to use more mature structures and vocabulary in order to understand and respond to speakers of the language and to give them the skills to cope on a global stage.
<b>YEAR 9</b>	Year 9 is a key transitional year in MFL where students are taught to consolidate and apply their invaluable knowledge from Years 7 and 8 to a greater depth on familiar and new topics. They will become increasingly independent in their use of grammar, vocabulary and phonics. These new topics will challenge their thinking about the world around them and give them a broader awareness of the cultural celebrations of the target language country. The focus is to gain a mastery of the core vocabulary and grammatical skills that will underpin their learning at GCSE. We ultimately aim to encourage students to unconsciously apply their knowledge to all skills.
<b>YEAR 10</b>	The Year 10 curriculum aims to combine the application of students' knowledge and grammatical skills learnt in Y9 to local and global topics. Students are expected to be able to apply their knowledge of time frames, opinions and verb conjugation to their spoken and written work. Students will study GCSE themes and will become increasingly more independent and more linguistically competent and deepen their understanding of linguistics skills and cultures of the target language country.
<b>YEAR 11</b>	Year 11 is a programme of study that requires students to combine their knowledge from Y9 and Y10 and produce high quality language in both their spoken and written foreign language. They will be aiming for subject mastery through our ambitious curriculum. Students are expected to be able to retrieve vocabulary and grammatical skills from across their learning and apply it fluently to understand and give their views on a range of issues. The skills and knowledge acquired by our students is now able to be applied to the wider world.

The study of MFL provides students with the opportunity to study a wide range of language, increasing their knowledge of vocabulary and set phrases whilst at the same time building their understanding of structures and how language works. This is achieved through the study and development of listening, speaking, reading and writing skills. Vocabulary, grammar and phonics are reinforced throughout the entire curriculum through extensive planned practice and use, so that students build the skills needed for communication on a range of topics. Students are able to express their opinions on a variety of topic areas relevant to their everyday lives. Skilful application occurs when students can articulate their ideas either verbally or written through authentic use of the language they have studied. Students are also able to develop the concept of being a global citizen by increasing their understanding of the cultures where the languages are spoken.

### **KS3 CURRICULUM INTENT**

The study of MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship.

The curriculum builds on prior learning at KS2 by reinforcing vocabulary, basic grammar and transactional language. The teaching of both French and Spanish should build on the foundations of language learning laid at KS2, whether pupils continue with the same language or take up a new one. Teaching focuses on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It enables pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests. It helps students to develop and justify points of view in speech and writing, with increased spontaneity, independence and accuracy. Our KS3 curriculum allows students to explore a variety of topics, more complex grammar and also enriches students' use of their mother tongue through comparison of the language and culture of another country.

## Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied.
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- use accurate grammar, spelling and punctuation.

## Linguistic competence

- listen to a variety of forms of spoken language to obtain information and respond appropriately
- transcribe words and short sentences that they hear with increasing accuracy
- initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- express and develop ideas clearly and with increasing accuracy, both orally and in writing
- speak coherently and confidently, with increasingly accurate pronunciation and intonation
- read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material
- read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

MFL serves a cultural and linguistic purpose in that it exposes students to foreign language and culture, therefore promoting global citizenship. The curriculum builds on prior learning at KS3 by revisiting many of the same topics in order to deepen knowledge and increase linguistic and grammatical sophistication. The GCSE curriculum allows students to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts. The curriculum sequences knowledge and skills, builds on prior learning and enables students to widen their understanding, knowledge and use of a variety of language competencies. It also serves to enrich students' use of their mother tongue through comparison of the language and culture of another country.

## **Grammar and vocabulary:**

- Use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate.
- Develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.
- Identify and use tenses or other structures which convey the present, past and future as appropriate to the language / topic being studied at that time.

## **Phonics**

- Learning phonics plays a vital role in helping students to learn how to read and spell words correctly.
- Phonics is an important tool to develop reading fluency. Phonics teaches pupils that letters they see written on a page are part of a code which represents the sounds of spoken language, and provides them with the tools to understand that code.

**Linguistic competence:**

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of social conventions such as formal modes of address.
- Express and develop ideas clearly with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details and provide translations of suitable material.
- Read literary texts in the language, to stimulate ideas, develop creative expression and expand understanding of the language and culture.

Students have the option to choose to follow one language at GCSE. This must be the language they have been following throughout KS3. The Schemes of Work are designed to recap knowledge at the beginning of each theme and students are then expected to build on that through targeted skills development.

The department follows Activeteach but supplements this with a variety of creative and engaging resources that are specifically designed to enhance vocabulary retention and linguistic manipulation and fluency. Teachers use a wide range of strategies to suit all learning styles and needs, both at Foundation or Higher level.

Students are taught to write at length and creatively about different topics. Fluency and spontaneity in spoken language is strongly encouraged within lessons. They are taught to communicate fluently and effectively in the target language as well as in English. Study of grammar promotes literacy skills and thinking skills directly applicable to a variety of careers.

GCSE results - progress and attainment  
Student voice  
Evidence of work sampling, learning walks, moderation  
Evidence of wider cultural and intellectual enrichment  
Educational visits

The GCSE curriculum focusses on 5 themes:

## **Theme 1 - Identity and culture**

- Who am I?: relationships; when I was younger; what my friends and family are like; what makes a good friend; interests; socialising with friends and family; role models
- Daily life: customs and everyday life; food and drink; shopping; social media and technology (use of, advantages and disadvantages)
- Cultural life: celebrations and festivals; reading; music; sport; film and television

## **Theme 2: Local area, holiday and travel**

- Holidays: preferences; experiences; and destinations
- Travel and tourist transactions: travel and accommodation; asking for help and dealing with problems; directions; eating out; shopping
- Town, region and country: weather; places to see; things to do

### **Theme 3: School**

- What school is like: school types; school day; subjects; rules and pressures; celebrating success
- School activities: school trips; events; exchanges

### **Theme 4 : Future Aspirations, study and work**

- Using languages beyond the classroom: forming relationships; travel; employment
- Ambitions: further study; volunteering; training
- Work: jobs; careers; professions

### **Theme 5: International and Global Dimension**

- Bringing the world together: sports events; music events; campaigns and good causes
- Environmental issues: being 'green'; access to natural resources



## Listening

Students are assessed on their understanding of standard spoken French/Spanish in a variety of scenarios. Students will need to:

- identify the overall message, key points, details and opinions
- deduce meaning from a variety of spoken texts
- recognise the relationship between past, present and future events
- recognise and respond to key information, important themes and ideas in spoken text, including authentic sources, adapted and abridged, as appropriate
- be able to answer questions, extract information, evaluate and draw conclusions.

## Speaking

Students will need to:

- convey information and narrate events coherently and confidently, using and adapting language for different purposes
- speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation in order to be understood by a native speaker, however, they will be able to access the highest marks available for each task without a 'perfect' command of Spanish.

## Reading

Students need to:

- identify the overall message, key points, details and opinions in texts
- deduce meaning from a variety of written texts
- recognise the relationship between past, present and future events
- understand texts, organise and present relevant details, and, where appropriate, draw inferences in context and recognise implicit meaning
- recognise and respond to key information, important themes and ideas in more extended written text, including authentic sources, adapted and abridged as appropriate, by being able to answer questions, extract information.

## Writing

Students need to:

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex structures

**GCSE skills embedded throughout :**

- i) Translation
- ii) Longer comprehension (English/French)
- iii) Recall/Retrieval tasks
- iv) Exam questions
- v) Increased target language
- vi) Longer, more detailed speaking answers
- vii) Higher-level vocabulary.

**GCSE SPECIFICATIONS**

FRENCH - <https://qualifications.pearson.com/content/dam/pdf/GCSE/French/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-French.pdf>

SPANISH - <https://qualifications.pearson.com/content/dam/pdf/GCSE/Spanish/2016/specification-and-sample-assessments/Specification-Pearson-Edexcel-Level-1-Level-2-GCSE-9-1-Spanish.pdf>