



MODERN FOREIGN LANGUAGES

Why is the study of Languages important?

Language means 'the method of human communication used by a particular community'. The study of a different language will enable you to develop an understanding of another culture and therefore gain a more profound understanding of your own language and culture. Language learning is a higher order skill and will encourage you to plan, solve problems, and manipulate the elements of language learnt to communicate effectively. From Year 7 you will have the exciting opportunity to listen to and read authentic material in the target language on a wide range of topics such as school, leisure time, family & relationships, technology, customs and festivals in other countries, to name but a few. You will become confident to speak in front of others and express your opinions in different ways. You will develop your understanding of grammar both in the target language and in English, and learn how to produce relevant, fluent and coherent pieces of writing. Your study of a Modern Foreign Language will encourage you to think deeply and help you more effectively communicate with others – a great life skill that all universities and employers will appreciate.

Across your study you will explore what life is like for young people in the target language country. Lessons will provide a wide range of opportunities for speaking, listening, reading and writing. Your MFL classroom will be brimming with vocabulary learning in fun and exciting ways, the recall of which is the key to all understanding and communication in the target language. You will engage with the grammar of the new language and use logic, reasoning and problem solving skills to apply it in context. Seems challenging - you are going to love it! MFL will expand your mind!

Big Issues such as the environment, poverty & homelessness, cultural differences across the world, and social issues are all part of the curriculum at GCSE. You will think about the advantages and disadvantages of social media and technology, as well as reflect on your plans for the future in terms of relationships as well as future study and careers. You will be encouraged to develop your own thoughts and opinions on such issues and then express them not in English, but in the target language. What a level to reach! I bet you can't wait to get started...

What skills will the study of Languages teach you?

You are a citizen in this world and you need to know how to communicate effectively with those around you from all backgrounds and cultures.

It will teach you to...

- Develop self-determination
- Master the basics – you have to know simple words first before you can create full sentences and meaningful language.
- Develop your memory skills – repetition is the mother of all learning.
- Express your thoughts and opinions in an organised way.
- Listen and read for detail and identify the key points.
- Take risks and be confident.

What will you know and understand from your study of Language? You will ...

- Understand grammar and apply it in different contexts
- Communicate effectively in writing for a variety of purposes across a range of specified contexts
- Manipulate the language using and adapting a variety of structures and vocabulary with increasing frequency
- Interact effectively in speech; initiate and develop conversations, ask and answer questions, respond to unexpected questions
- Identify the overall message, key points, details and opinions in a variety of short and longer spoken or written passages
- Deduce and infer meaning from a variety of spoken or written texts
- Translate into and out of the target language

How does your study of Languages support your study in other subjects?

Study of any subject in our curriculum takes full advantage of links with other subject areas - we term these as interdisciplinary links and we make the most of them because we know that deep learning requires the transference of knowledge and skills from one topic of learning to another. Once you can transfer your learning across topics and subject areas then you are really mastering what you know and how to apply your understanding and skills.

Modern Foreign Languages touches on so many other subjects; language learning is the development of literacy skills, which are essential to the study of all subjects. In Years 7, 8 and 9 students complete cultural units that could be about an artist, a book, a film or the study of a custom or festival in the target language culture. At GCSE, students discuss global and social issues, which link to study in Science, Geography, Religious Education and Citizenship. There are very close links with the study of English in terms of grammatical language, expressing opinions and developing arguments, as well as the use of literary texts at GCSE. You will learn methods of thinking and research that are widely applicable to other subject areas helping your thinking in all subjects.

How can you deepen your understanding of Languages?

We want to inspire you with a passion for language learning and a greater appreciation of different cultures. The MFL department offers lots of great opportunities for you to really engage with this fabulous subject. We hold a variety of activities and competitions throughout the year including designing a Christmas card in a foreign language and quizzes for the European Day of Languages in Tutor time. There will also be a student voice group involved in raising the awareness of cultural capital by running a variety of different projects within school. For GCSE students, we offer targeted support or further development to help advance your knowledge and understanding.

If you are interested in taking your language learning further and you are interested in improving your future job prospects, you may wish to study German as a third language. We offer German as a 1 hour per week Enrichment session and for those students wishing to study this at GCSE level, this can be catered for at our academy.

We are pleased to be able to offer you the opportunity to practise all four skills (listening, reading, writing and speaking) both in and out of the classroom. As a department we have subscriptions to specially selected digital learning platforms which are used both in lesson time and can be accessed by you at home to build upon your classroom experience.

How are you assessed in Modern Foreign Languages?

Throughout the 5 year Modern Foreign Language course you are assessed using the following assessment objectives which ensure that you can cumulatively build your subject understanding in preparation for future GCSE and A Level study. At GCSE we study the AQA specification. There are assessment points each year that we term Praising Stars©. For younger years we base our assessment on our subject mapping of the age-related expectations across the curriculum, assessing your performance against these expectations. At GCSE we make predictions informed by our holistic assessment of your progress against the key assessment objectives of the GCSE AQA specification and your aspirational GCSE targets.

Key Assessment Objectives

AO1: Listening

Understand and respond to spoken language.

AO2: Speaking

Communicate and interact in speech.

AO3: Reading

Understand and respond to written language.

AO4: Writing

Communicate in writing.

How can MFL support your future?

We offer the study of GCSEs in Modern Foreign Languages and we encourage your continued study in this fantastic subject. Modern Foreign Languages are offered at most prestigious universities either as a single honours or a joint honours subject studied alongside other disciplines e.g. Linguistics, Law, Politics, Tourism, International Studies, History, English, Philosophy. The very fact that you have been able to study linguistic thinking will help your future applications be they for colleges, universities, apprenticeships or employment.

Careers that the study of MFL supports include:

- Translator
- Interpreter
- Teacher in the UK or abroad
- Lawyer
- Marketing Executive
- Diplomatic Service Officer
- International Aid/Development Worker
- Tour Manager
- International Hotel or Catering Manager
- Media/Advertising
- Logistics
- IT

CURRICULUM PROGRESSION PATHWAY FOR MODERN FOREIGN LANGUAGES AT OUTWOOD ACADEMY BYDALES

	YEAR 7 FRENCH/SPANISH	YEAR 8 FRENCH	YEAR 8 AB INITIO SPANISH	YEAR 9 FRENCH	YEAR 9 SPANISH	YEAR 10 FRENCH/ SPANISH/GERMAN GCSE	YEAR 11 FRENCH & SPANISH GCSE
Autumn 1	<p>What skills do you need to become a good language learner?</p> <p>Phonics: similarities a/o/i differences: SFC = SFe</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Recognising cognates and near cognates. Memorising strategies: how to learn and retain vocabulary Basics (months/days/ opinions/ high frequency adjectives). Free time vocabulary 	<p>Can you talk about technology in everyday life?</p> <p>Phonics</p> <ul style="list-style-type: none"> Silent final 'e' on/a Silent final consonant -tion/-oy/-oi <p>Vocabulary:</p> <ul style="list-style-type: none"> Description of devices, apps and services adjectives to describe devices Opinions on technology activities using technology adverbs of time <p>Grammar</p>	<p>Can you express what you like and don't like to do in your free time?</p> <p>Phonics: Core sounds: a/o/u and silent h</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Recognising cognates & near cognates Key regular high frequency positive & negative adjectives Opinion phrases <p>Grammar:</p> <ul style="list-style-type: none"> The idea of gender of nouns- Definite article "the" Definite article + noun + is + adjective Adjectival 	<p>Can you talk about your plans and hopes for the future in the world of work and study?</p> <p>Phonics:</p> <ul style="list-style-type: none"> aim/im eu/oeu aille/ail a/ai (revisit) <p>Vocabulary:</p> <ul style="list-style-type: none"> School subjects Study related vocab eg apprenticeship /university Positive and negative adjectives linked to school Jobs <p>Grammar:</p>	<p>Are you able to talk about a visit to the capital city of a Spanish speaking country?</p> <p>Phonics: Basic Spanish syllable structure Revisit separate syllables when occurring together</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> HF places in town/city/tourist attractions Activities to do in a town or city/tourist activities French speaking countries' cities Compass points/locations 	<p>German to do Kick Start Course first 2 weeks</p> <p>What do you like to do in your free time?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Complex opinion structures Freetime activities Music/Film/Tv genres Time phrases <p>Grammar:</p> <ul style="list-style-type: none"> 1st and 3rd person opinion verbs Present tense Adverbs of time 	<p>All themes & Topics</p> <p>Skills focus on vocabulary. Grammar and writing skills – improving writing & translation skills:</p> <ul style="list-style-type: none"> 3 tenses Quality connectives and HLS Verb endings Extended opinions <p>Listening and Reading skills:</p> <ul style="list-style-type: none"> Word families Inferring meaning Synonyms/ antonyms <p>Speaking skills:</p> <ul style="list-style-type: none"> Photo card strategy Role play strategy

	<p>Grammar:</p> <ul style="list-style-type: none"> recognising cognates and near cognates and other HF vocabulary present tense key questions and responses <p>Assessment:</p> <ul style="list-style-type: none"> Achievement test all skills & 3 pillars 	<ul style="list-style-type: none"> To have/have not + indefinite article Present tense - regular verbs present tense of irregular verb <i>avoir</i> Regular adjective agreements possessive adjectives more complex negation e.g <i>ne...jamais</i> full paradigm present tense - er/-ir/-re verbs use of the comparative before an adjective <p>Assessment:</p> <ul style="list-style-type: none"> Achievement test : apply knowledge in Listening and Reading skills 	<p>agreement after the verb "to be"</p> <ul style="list-style-type: none"> First person present tense verbs for expressing like & dislike Conjugation of regular present tense verbs 	<ul style="list-style-type: none"> Near Future tense using 'aller' (full conjugation) Conditional tense for 1st, 2nd, 3rd person singular of <i>vouloir</i> and <i>être</i> Imperfect tense of regular verbs <i>aller/avoir/être/faire</i> Adverbs of time to express past nouns <i>eur/euse, ier/iere</i> <p>Assessment: Peer Mark - Speaking Photocard and follow up questions</p>	<p>Grammar:</p> <ul style="list-style-type: none"> Use of <i>estar</i> for location prepositions to indicate location Impersonal verb 'hay' conditional tense of impersonal verb 'me gustaria' fixed phrase <i>quisiera</i> + infinitive to express future intentions Interrogatives and asking questions interrogative pronouns Using 'usted' in formal situations Preterite tense of regular ar/er/ir verbs <p>Assessment: Deep Mark recount - writing in the past tense</p>	<ul style="list-style-type: none"> Forming questions Immediate/pr oper future tense Preterite tense Complex structures for writing <p>Assessment: Demonstrate writing 90 word task</p>	<ul style="list-style-type: none"> Asking questions General conversation <p>Assessment: Demonstrate writing - 90 word task</p>
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<p>Autumn 2</p>	<p>Can you talk about your studies and describe a school? (French)</p> <p>Phonics: Core sounds: an,en,on,i,ain,in,qu,j,tion</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> School subjects Adjective pairs P+N because x3 Facilities in a school <p>Grammar:</p> <ul style="list-style-type: none"> Definite article 1st person present tense -er verbs Negation ne...pas Impersonal il y à Negative: Il n'y a pas de <p>Assessment:</p> <ul style="list-style-type: none"> Deep marking of written piece of work 	<p>Can you talk about your social world including music</p> <p>Phonics</p> <ul style="list-style-type: none"> au / a en / an / on que c <p>Vocabulary</p> <ul style="list-style-type: none"> High frequency music genres/ types of music Opinion phrases and adjectives linked to music <p>Grammar</p> <ul style="list-style-type: none"> 1st person opinion + because/but = it is + qualifier +adjective Demonstrative adjective <i>ce/cette/cet</i> use of comparative before an adjective <p>Assessment:</p> <ul style="list-style-type: none"> apply knowledge test L&R 	<p>Can you give details about your family and free time?</p> <p>Phonics: Core sounds: j, contrast phonics (v/b), que, qui, c+a, o,u = k and c+e,i = th</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Expressing what you and others do in their free time Key regular high frequency positive & negative adjectives Extended opinion phrases Family members - names and ages Animals Numbers l -20/30/40/50/60/70/80 <p>Grammar:</p> <ul style="list-style-type: none"> Definite article + noun + is + adjective Indefinite article vs definite article Regular adjectival agreement after the 	<p>Can you talk about your likes/dislikes and habits around food and healthy lifestyle in three tenses?</p> <p>Phonics: -ill/-ille (revisit) -eill/-eil - ouill/-ouil</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> HF food and drink items HF adjectives to describe food and drink reflexive verbs to describe daily routine HF adjectives to describe routine <p>Grammar:</p> <ul style="list-style-type: none"> Imperfect tense (singular only) or -er/-ir/-re 	<p>Can you talk about your plans and hopes for the future in the world of work and study?</p> <p>Phonics: -Penultimate stress rule -revisit n/ñ</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> school related vocab e.g. apprenticeship /university school subjects Jobs <p>Grammar:</p> <ul style="list-style-type: none"> Near future tense using <i>ir</i> conditional tense of impersonal verb <i>me gustaria</i> Simple future tense 	<p>Can you talk about family with more complex language?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Recap people name/number s + months Physical descriptions Personality more complex language e.g. <i>get on well with</i> Relationships Opinions on marriage/Ideal partner <p>Grammar:</p> <ul style="list-style-type: none"> To be and to have Adjective agreements Synonyms/antonyms Reflexive verbs Comparatives Negatives 	<p>All themes & Topics</p> <p>Skills focus listening & reading – improving exam technique for all question types.</p> <ul style="list-style-type: none"> Comprehension Vocab focus Understanding questions <p>Writing and speaking skills focus.</p> <ul style="list-style-type: none"> Accuracy in 3 tenses Using questions to start responses Using complex connectives/ language Understanding the strategy for each task <p>Assessment: L/R/W papers</p>
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	<p>Can you talk about your free time? (Spanish)</p> <p>Phonics: Phonics 1+2</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Sports • Free time activities • Adjective pairs P+N • because x3 • Days • Leisure 'ar' infinitives with family and friends <p>Grammar:</p> <ul style="list-style-type: none"> • 1st person present tense opinion verbs • 3rd person reflexive • Definite article + high frequency nouns/infinitives • Subject pronouns • regular present tense 'ar' verbs + opinions 	<p>Can you make arrangements to go out with friends?</p> <p>Phonics: -ien (combien/rien) -qu</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • 24 vs 12 hour clock • High frequency question words <p>Grammar:</p> <ul style="list-style-type: none"> • Interrogatives & asking questions - SV word order • Opinion 1st person + infinitive + preposition 'to' or 'in' • Prepositions - use of 'en' with places and transport 	<p>verb 'to be'</p> <ul style="list-style-type: none"> • First person and third person present tense verbs for expressing like & dislike • Conjugation of regular present tense verbs <p>Assessment: Achievement test on the three pillars</p>	<ul style="list-style-type: none"> • verbs and key irregular verbs • Near future tense recap <p>Can you buy food and order a meal in any food outlet situation?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • HF interrogatives for transactional language for buying food • HF reflexive verbs to describe daily routine (present tense singular) • HF adjectives to describe daily routine • Adverbs of time to express daily routine 	<ul style="list-style-type: none"> • Imperfect tense of key irregular verbs • Adverbs of time to express past • Adverbs of time to express future intentions and wishes <p>Assessment: Peermark - Speaking Photo card and follow up questions on future plans</p>	<ul style="list-style-type: none"> • Conditional tense • Future tense (proper/near) • Complex structures for writing <p>Assessment: PS2 assessment - Writing 90 words L&R papers F/H</p> <p>Can you describe your home and local area?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Rooms and activities • Furniture • Ideal house • Location/adjectives • Weather • Town vs countryside • Preferences/comparisons • Shopping/department stores 	
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						Grammar: <ul style="list-style-type: none"> Extended opinions Adjectival agreements Prepositions Conditional tense Comparatives 3 tenses Transactional language 	
Spring 1	Can you talk about your free time? (Spanish) Phonics: Phonics 1+2 Vocabulary: <ul style="list-style-type: none"> Sports Free time activities Adjective pairs P+N because x3 Days Leisure 'ar' infinitives with 	Can you talk about your holidays? Phonics <ul style="list-style-type: none"> ai au / eau SFC (revisit) i / u é ê / è Vocabulary <ul style="list-style-type: none"> High frequency holiday destinations Types of transport Types of holiday accommodation comparatives 	Can you talk about who is in your family and describe them? Phonics: Core sounds: r - rr; n - ñ & z Vocabulary: <ul style="list-style-type: none"> Family and animals vocabulary Physical descriptions Personality & emotions Grammar:	Are you able to talk about a visit to a city of a French Speaking Country in three tenses? Phonics: <ul style="list-style-type: none"> -th -y -ai/oi (revisit) -ien (revisit) -qu (revisit) Vocabulary: <ul style="list-style-type: none"> HF places in town/city/tourist attractions Activities to do in a town 	Can you talk about your likes/dislikes and habits around food and healthy lifestyle in three tenses? Phonics: Strong vowels - revisit a/e/o Weak vowels - revisit i/u Vocabulary: <ul style="list-style-type: none"> HF food and drink items continued Weeks 1+2 on Town and Region Can you talk about your studies and describe your school? Vocabulary: <ul style="list-style-type: none"> Quality opinions School subjects 	All themes & Topics Skills focus speaking – development of role play/ photo card skills and preparation of all topics for conversation. <ul style="list-style-type: none"> Understanding questions Using questions to start responses 3 tenses Using complex connectives /language

	<p>family and friends</p> <p>Grammar:</p> <ul style="list-style-type: none"> • 1st person present tense opinion verbs • 3rd person reflexive • Definite article + high frequency nouns/infinitives • Subject pronouns regular present tense 'ar' verbs + opinions <p>Assessment:</p> <p>Deep marking on a written piece of work</p>	<ul style="list-style-type: none"> • adjectives to describe holiday/destinations /transport/accomm odation <p>Grammar</p> <ul style="list-style-type: none"> • Opinion 1st person + infinitive + preposition 'to' 'or''in' + place • prepositions use of 'en' with places and transport • infinitive verbs used as a noun • regular comparative adverbial structures <i>e.g. plus.....que</i> 	<ul style="list-style-type: none"> • The verb "to be" ser & estar • Plural definite articles & nouns; irregular common adjectives & plural agreement of adjectives • Full conjugation of "to have" + indefinite article <p>Assessment:</p> <ul style="list-style-type: none"> • Achievement test and apply knowledge test 	<p>or city/tourist activities</p> <ul style="list-style-type: none"> • French speaking countries' cities • Compass points/locations <p>Grammar:</p> <ul style="list-style-type: none"> • Prepositions to indicate location • Impersonal verb <i>il y a</i> • Indefinite articles for places • Conditional tense of <i>vouloir and aimer</i> in singular 1st person 	<ul style="list-style-type: none"> • HF adjectives to describe food and drink • reflexive verbs to describe daily routine • HF adjectives to describe routine <p>Grammar:</p> <ul style="list-style-type: none"> • Stem - changing verbs • adverbs of time • 1st person imperfect + food/drink/adj ective • Future adverb of time + near future • Imperfect tense of key irregular verbs • Simple future tense 	<ul style="list-style-type: none"> • Timetable (revisit number/time) • Options • Facilities in school • Activities • Uniform <p>Grammar:</p> <ul style="list-style-type: none"> • Superlatives/c omparatives • Perfect tense • Adjective agreements • Imperfect vs present tense • To have to (full paradigm) • Complex structures 	<p>Assessment:</p> <p>Speaking mocks</p> <p>All themes listening and reading skills:</p> <ul style="list-style-type: none"> • Understandin g how to respond to different question types • Comprehensi on <p>Writing and speaking skills:</p> <ul style="list-style-type: none"> • Developing longer ideas • Adjectives • Accuracy in 3 tenses <p>Assessment:</p> <p>Mock exams L/R/W</p>
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<p>Spring 2</p>	<p>Can you talk about your free time? (French)</p> <p>Phonics: Core sounds: ant, ante, tion, isme, ont</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • High frequency sports and free time activities • Opinion phrases with justifications • Explaining which sports other people enjoy and why <p>Grammar:</p> <ul style="list-style-type: none"> • 1st person present tense -er verbs "aimer" "détester" "adorer" • Syntax of verbal negation with ne... pas - definite article + noun 	<p>How do I talk about activities according to the weather?</p> <p>Phonics</p> <ul style="list-style-type: none"> • u (revisit) • ê / è (revisit) • s-liaison (revisit) • SFC (revisit) • SFE (revisit) • y (revisit) • en / an (revisit) • ê / è (revisit) • SFE (revisit) • j / soft g • ou (revisit) <p>Vocabulary:</p> <ul style="list-style-type: none"> • Weather phrases in present tense • High frequency infinitive holiday activities • Present tense adverbs of time • High frequency holiday activities - 1st person + infinitive <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense adverbs of time • possessive adjectives 	<p>Can you talk about you, your family and others' freetime?</p> <p>Phonics: Core sounds: ge/gi, syllable stress,</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Sports vocabulary • Describing what you do and what others do • Giving and extending opinion phrases • Adverbs of time <p>Grammar:</p> <ul style="list-style-type: none"> • The irregular verbs to do & to play • All key verbs including to have/ to be/ regular ar verbs & common irregulars to do & to play • Singular vs plurals nouns & adjective agreement <p>Assessment:</p>	<p>Are you able to buy tickets; book accommodation; visit places and get around the city?</p> <p>Phonics: -ien/qu (revisit)</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Question words • Places around town • Directions • Adverbs of time and place <p>Grammar:</p> <ul style="list-style-type: none"> • Interrogatives and asking questions • Question word + verb + subject word order • Using 'vous' in formal situations • Adverbs of place e.g. <i>ici</i> • Imperative 2nd person singular and plural 	<p>Can you buy food and order a meal in any food outlet situation?</p> <p>Phonics: Strong and weak vowels together ai/ie/ia/ei/ue</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • HF interrogatives for transactional language for buying food • Adverbs of time to express daily routine <p>Grammar:</p> <ul style="list-style-type: none"> • Interrogatives and asking questions • Interrogative pronouns including fem and pl forms • Using 'usted' in formal situations 	<p>Can you talk about life at school?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Rules • Problems/stress • What makes a good school • Ideal school <p>Grammar:</p> <ul style="list-style-type: none"> • Imperative (you should) • Complex structures • Present/Future tense <p>Assessment: PS4 Photo/40/Translation 150/1 bullet point /Translation L&R papers F&H</p> <p>Can you talk about technology?</p> <ul style="list-style-type: none"> • Devices • Opinions • Activities • Advantages/disadvantages <p>Grammar:</p>	<p>Revision of all key topics and skills</p> <p>Final speaking preparation - all themes conversation/RP/PC</p> <p>Assessment: Final speaking exams</p> <p>Revision: Listening and reading skills - all themes Writing skills - all themes</p> <p>FINAL EXAMS START</p>
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	<ul style="list-style-type: none"> • 'c'est' = no need to agree the adjective <p>Assessment:</p> <ul style="list-style-type: none"> • Achievement test 2 French 	<ul style="list-style-type: none"> • impersonal verb 'on peut' + infinitive <p>Assessment:</p> <ul style="list-style-type: none"> • Apply knowledge test written – grammatical focus 	<ul style="list-style-type: none"> • Achievement test 2 - focus on grammar, vocabulary and phonics 	(directions- aller/tourner/continuer/prendre))	<p>Can you understand information about healthy lifestyles facing Central/South America?</p> <p>Assessment: L&R tasks - Peer mark</p>	<ul style="list-style-type: none"> • Present tense quality opinions • Infinitive construction - I use it for... • Present tense - structuring arguments 	
Summer 1	<p>Can you talk about your family? (Spanish)</p> <p>Phonics: Core sounds</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Family members • Numbers • Years • Hair end eye colours • Adjectives for size and personality • adjectives for personality • leisure activities <p>Grammar:</p> <ul style="list-style-type: none"> • to have - tener + noun/age 	<p>Can you talk about a past holiday?</p> <p>Phonics:</p> <ul style="list-style-type: none"> • u (revisit) • ê / è (revisit) • s-liaison (revisit) • SFC (revisit) • SFE (revisit) • y (revisit) • en / an (consol) • ê / è (consol) • SFE (consol) • j / soft g • ou (revisit) <p>Vocabulary:</p> <ul style="list-style-type: none"> • High frequency holiday activities using regular verbs • HF adverbs of time in the past tense 	<p>Can you develop what you say about yourself in the context of free time activities in town?</p> <p>Phonics: Core sounds - Revisiting all core sounds</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Sports and hobbies vocabulary • Places in town • Infinitive verbs with focus on free time <p>Grammar:</p> <ul style="list-style-type: none"> • Present tense conjugation of the verb to go + to + 	<p>Can you write a recount piece as if you had visited the city?</p> <p>Phonics:</p> <ul style="list-style-type: none"> - ou/eu (revisit) <p>Vocabulary:</p> <ul style="list-style-type: none"> • Activities • Places around town • Positive and negative opinions <p>Grammar:</p> <ul style="list-style-type: none"> • Perfect tense with regular -er/-ir/-re verbs 	<p>Can I express and justify my beliefs and opinions on global issues?</p> <p>Phonics: Revisit all</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • HF nouns to describe issues • HF regular and irregular superlative adjectives • Continents <p>Grammar:</p> <ul style="list-style-type: none"> • Adverbs of time indicating present • Superlative structures 	<p>Can I discuss social media?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Using 3 tenses - past/present/conditional <p>Grammar:</p> <ul style="list-style-type: none"> • 3 tenses revision • writing skills - 90 words <p>Can you describe holidays in 3 tenses?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Destinations • Transport 	External Examinations

	<ul style="list-style-type: none"> indefinite article 1st and 3rd person for "llamarse" 'tener' - 1st & 3rd person sing & plural Adjective agreements <p>Assessment:</p> <ul style="list-style-type: none"> Achievement test 2 - Spanish <p>Can you talk about Superheroes? (French)</p> <p>Vocab:</p> <ul style="list-style-type: none"> Numbers Years Months anniversaire family members 	<p>Grammar</p> <ul style="list-style-type: none"> present tense of avoir and être Perfect tense with regular verbs full paradigm (aller/venir/descendre) taking être full paradigm (visiter/choisir/écrire) taking avoir <p>Assessment:</p> <ul style="list-style-type: none"> speaking - photo card + 2 follow on questions 	<p>definite article "the"</p> <ul style="list-style-type: none"> Full conjugation to go + to + definite article + in order to + infinitive verb To + definite article. Simple negations 	<p>Assessment</p> <p>Deep mark recount writing in the past tense</p> <p>Can I express and justify my beliefs and ideas on wider global issues?</p> <p>Phonics</p> <p>-open o & om revisit all SSC</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> HF nouns to describe issues HF regular and irregular superlative adjectives Continents 	<p>using the direct object pronouns</p> <ul style="list-style-type: none"> Irregular comparative adverbial structures Use of relative pronouns in subject relative clauses Demonstrative adjective Impersonal verb 'hay que' to imply necessity Conditional tense of regular/irregular verbs <p>Assessment:</p> <p>Deep mark - persuasive writing</p>	<ul style="list-style-type: none"> Accommodation Opinions and reasons Complaints/issues Activities Future/Ideal holiday plans Past holiday <p>Grammar:</p> <ul style="list-style-type: none"> Prepositions Quality opinions/comparative Complex structures Negatives Imperatives Present/Future/Conditional tense Time phrases/sequencing 	
Summer 2	Superheroes cont... Vocabulary:	Can you describe a French speaking Festival/Celebration	What grammar from this year can you use in the	Can you talk about your opinions on these issues?	Revise and consolidate	Theme: All themes Topic: Revision	

	<ul style="list-style-type: none"> Hair and eyes colours Adjectives to describe physical character and personality super powers <p>Grammar: to have + age 1st and 3rd person for "s'appeler"</p> <p>Translating "'s" = ____ de ____ Possessive adjectives: my/his/her Possessive adjectives: my/his/her</p> <p>to have - avoir + hair/eyes Adjective agreements</p> <p>Assessment:</p> <ul style="list-style-type: none"> Apply knowledge test across all 4 skills <p>Can you talk about a school in a Spanish speaking country? Vocab:</p>	<p>Phonics:</p> <ul style="list-style-type: none"> -tion h (revisit) SFC (consol) <p>Vocabulary</p> <ul style="list-style-type: none"> HF French speaking festivals HF festival related activities Seasons Countries <p>Grammar:</p> <ul style="list-style-type: none"> Using 'où on peut' Impersonal pronoun use 'on' <p>Can you talk about which festival you would like to/will want to go to/visit in the future?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Key French speaking festivals HF festival related activities Adjectives to describe celebrations 	<p>context of talking about school?</p> <p>Phonics: Core sounds - Revisiting all core sounds</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> School subjects Days of the week and time Adjectives and agreements Descriptions of school and teachers HF positive and negative adjectives <p>Grammar:</p> <ul style="list-style-type: none"> Definite article "the" Regular adjectival spelling patterns for masc & fem sing & plural Present tense conjugation of irregular verb 'tenir' Telling the time Use of definite article 'el' in front 	<p>Phonics Revisit all</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> HF nouns to describe issues HF regular and irregular superlative adjectives adjectives to describe issues solutions <p>Grammar:</p> <ul style="list-style-type: none"> Demonstrative adjective <i>ce/cet/cette/ces</i> pour to express purpose Impersonal use of 'il' and 'on' (il faut/on doit) present tense conjugation of modal verbs + infinitive conditional tense of vouloir 	<p>Complete assessments - Apply Knowledge test 3 - all skills</p> <ul style="list-style-type: none"> Revision and use of three tenses in Spanish Vocabulary revision across all topics covered Demonstrate knowledge in the written and spoken language Understanding of the spoken language Reading and comprehension of short and extended authentic material Description of stimuli in the target language 	<ul style="list-style-type: none"> L/R/W skills Focus on speaking skills Role play conversations based on real-life scenarios Description of visual stimuli (photo card and follow up questions) General conversations across all three themes Acquisition and application of topic specific vocabulary <p>Assessment: PS6 L/R/W papers Speaking test mock</p>	
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	<ul style="list-style-type: none"> Words for school - public/private size and age school subjects numbers/time /lessons facilities in a school P+N adjectives <p>Grammar:</p> <ul style="list-style-type: none"> Use of 'está' for location 3rd person ser + adjective 3rd person 'se llama' tener - 1st & 3rd person plural + subject a las + time Impersonal verb: 'hay' Indefinite article Negative: no Adjective agreements - regular/irregular 	<p>Grammar:</p> <ul style="list-style-type: none"> Conditional tense of modal verb 'vouloir' Conditional tense of regular ER verbs plus aller, avoir, être, faire Negation near future tense using 'aller' 	<p>of a day for 'on'</p> <ul style="list-style-type: none"> Present tense conjugation of regular -AR verbs <p>Assessment:</p> <ul style="list-style-type: none"> Achievement test 3 - all skills across three pillars 	<ul style="list-style-type: none"> conditional tense of regular/irregular verbs <p>Assessment:</p> <p>Apply knowledge test 3 - all skills</p>			
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	ALTERNATIVE YEAR 9 FRENCH PATHWAY (1 HOUR PER WEEK)
Autumn 1	<p>Cultural Understanding of French Speaking Countries</p> <ul style="list-style-type: none"> • Talk about aspects of life in the TL countries • Use a range of listening and reading skills • Festivals and celebrations <p>Application of French in the World</p> <ul style="list-style-type: none"> • Meeting and greeting others • Describing yourself and other people • Expressing feelings • Holding a conversation with another person or group
Autumn 2	<p>Music & TV</p> <ul style="list-style-type: none"> • Give opinions on music and performances • Examples of TV shows from TL countries • Make comparisons
Spring 1	<p>Environment</p> <ul style="list-style-type: none"> • Describe environmental issues in the world and the the local area • Compare issues between the UK and TL countries • Plan an environmental campaign
Spring 2	<p>Environment</p> <ul style="list-style-type: none"> • Plan and deliver and environmental campaign - link with Science and Geography department
Summer 1	<p>The World of Work</p> <ul style="list-style-type: none"> • Write a job application • Prepare and conduct an interview • Use the future tense to talk about ambitions

Summer 2	Film <ul style="list-style-type: none">• Short film project• Longer film project• Use of 3 tenses, opinions and predictions
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