

YEAR 10 | MODERN FOREIGN LANGUAGES

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Modern Foreign Languages and develop students into MFL Practitioners: (links to key department thematic threads - eg diversity/representation/ morality/values)

- to further develop students' speaking skills, encouraging them to answer spontaneously and in detailed sentences using a variety of phrases such as time phrases, justifications and connectives. To encourage students to consider advantages and disadvantages of topics discussed.
- to develop students' vocabulary and literacy by encouraging full sentences and accuracy in spelling, pronunciation and grammar
- to develop listening aptitude by practising a variety of skills including decoding, phonics, listening for detail, listening for gist and parsing. To encourage students to listen and decipher meaning in longer passages including those with some unfamiliar vocabulary.
- to develop literacy by practising a variety of reading skills including inference, skimming, scanning and summarising. To develop students' abilities to compare texts and use written texts as models for their own written work.
- to allow students to place themselves in the wider world by learning a foreign language to encourage students to start writing more independently and freely using models. To develop students' abilities not only to write accurate content but also how to write using a wide variety of structures to demonstrate their understanding

HALF TERM 1: Grammar Knowledge

All students will know:

The key vocabulary used to describe and analyse grammar.

How to accurately implement noun and adjective changes, using masculine, feminine, singular and plural.

How to conjugate all of the tenses needed for GCSE; these are Present Simple, Present Continuous, Preterite, Imperfect, Near Future, Future and Conditional.

All students will be assessed:

Regular grammar challenges where pupils conjugate verbs in Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Summative assessment: Reading and Grammar

Reading: Comprehension tested through a full GCSE Foundation paper to establish a baseline

Grammar: Grammar test completed in house.

Reading skills needed for this unit:

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 2: En el instituto

All students will know:

How to give their opinions of different school subjects.

How to use comparatives and superlatives to add depth to descriptions.

Ways to describe their teachers.

How to use colours and adjectives to describe their school uniform.

All students will be assessed:

Regular translation challenges in which students translate into/from Spanish.

These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Reading skills needed for this unit:

Inference, Skimming., Summarising., Vocabulary development, Reading for gist/detail, comparing reading texts, Reading for comprehension, Prediction.

HALF TERM 3: ¿Como eres?

All students will know:

How to discuss their relationships with their family.

How to describe others, both their personality and their appearance.

How to use the imperfect tense to describe their childhood.

All students will be assessed:

Regular translation challenges in which students translate into/from Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Summative Assessments:

Listening Assessment: Full GCSE paper.

Writing Assessment: Past paper questions on the themes studied so far

Reading skills needed for this unit:

» Inference, Skimming., Summarising., Vocabulary development, defining, Reading for gist/detail, comparing reading texts, Reading for comprehension, Prediction.

Key Vocabulary:

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HALF TERM 4: Mi ciudad

All students will know:

How to explain what there is to do in their local area.

How to describe their town as it is now and as it was in the past.

How to compare life in a city with life in the country.

All students will be assessed:

Regular translation challenges in which students translate into/from Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Reading skills needed for this unit:

Inference, Skimming., Summarising., Vocabulary

development, Reading for gist/detail, comparing reading

texts, Reading for comprehension, Prediction.

HALF TERM 5: Mis vacaciones

All students will know:

How to describe where they went on holidays

How to describe a past holiday.

All students will be assessed:

Regular translation challenges in which students translate into/from Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Summative assessment: Listening and Reading

Listening: Comprehension tested through six GCSE-style tasks taken from the Viva assessment pack and past papers.

Reading: Comprehension tested through six GCSE-style tasks taken from the Viva assessment pack and past papers.

Reading skills needed for this unit:

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

HALF TERM 6: Mis vacaciones

All students will know:

How to describe activities they did on holiday.
How to communicate with hotel employees.
How to describe and solve problems that they have on holiday.

All students will be assessed:

Regular translation challenges in which students translate into/from Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught.

Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills

Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

Summative assessment: Listening: Full GCSE-style past paper (SAMS or 3 years previous)

Speaking: Role play, picture-based task and one part of general conversation marked according to GCSE mark scheme.

Reading: Full GCSE-style past paper (SAMS or 3 years previous)

Writing: Full GCSE-style past paper (SAMS or 3 years previous) marked according to GCSE mark scheme.

Key misconceptions noted by teacher and followed by **error workshop**. Misconceptions to be addressed in subsequent do now activities next term.

Reading skills needed for this unit:

- » Inference, Inference, Skimming.,
- Summarising., Vocabulary development,
- Reading for gist/detail, comparing reading texts,
- Reading for comprehension, Prediction.

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

In preparation for the exams, students will also participate in a walking talking mock.

Reading skills needed for this unit:

- » Decoding.
- » Fluency.
- » Vocabulary.
- » Prior Knowledge.

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » **PSHE** – students will learn about different communities, as well as opportunities to help others by volunteering.
- » **WEX** – students will discuss their work experience in detail in Spanish.
- » **Careers** – students will be aware of how languages are useful in their future careers.
- » **Geography** – as part of their local area topic, students will describe landscapes and physical geography, compare urban and rural lifestyles. Students will have in-depth discussions about environmental issues.

HOW STUDENTS CAN BE SUPPORTED AT HOME

Quizlet for learning vocabulary. Chunks of language from knowledge organisers/sentence builders are placed on Quizlet for students to learn and revise. Language Gym / sentencebuilders.com have a variety of activities which ensure students process vocabulary in various forms to promote deep, meaningful and long-term learning.

ENRICHMENT OPPORTUNITIES

- Comparing Spanish-speaking countries and town
- Comparing Spanish/English recycling differences

YEAR 11 | MODERN FOREIGN LANGUAGES

The curriculum and assessment of students at this stage of education has been carefully designed to promote deep learning of Modern Foreign Languages and develop students into

MFL Practitioners: (links to key department thematic threads - eg diversity/representation/morality/values)

- to further develop students' speaking skills, encouraging them to answer spontaneously and in detailed sentences using a variety of phrases such as time phrases, justifications and connectives. To encourage students to consider advantages and disadvantages of topics discussed.
- to develop students' vocabulary and literacy by encouraging full sentences and accuracy in spelling, pronunciation and grammar

- to develop listening aptitude by practising a variety of skills including decoding, phonics, listening for detail, listening for gist and parsing. To encourage students to listen and decipher meaning in longer passages including those with some unfamiliar vocabulary.
- to develop literacy by practising a variety of reading skills including inference, skimming, scanning and summarising. To develop students' abilities to compare texts and use written texts as models for their own written work.
- to allow students to place themselves in the wider world by learning a foreign language
- to encourage students to start writing more independently and freely using models. To develop students' abilities not only to write accurate content but also how to write using a wide variety of structures to demonstrate their understanding

ALL STUDENTS WILL BE ASSESSED

Regular translation challenges in which students translate into/from Spanish. These are tracked by teachers to quickly identify misconceptions. Subsequent misconceptions are addressed and any gaps in knowledge are retaught. Do now activities are an important tool. They take 3 forms – do nows (3 sentences to translate from a range of topics), retrieval practices (longer do nows which incorporate listening, translation from a wider range of previous topics) and 'read nows' in which students answer questions on an unseen reading text to retrieve previous knowledge and practise literacy skills. Regular in-class questioning, for example: cold calling, think-pair-share, use of mini-whiteboards, choral repetition (I say – you say)

HALF TERM 1: **Mis planes futuros**

All students will know:

Describe and give their opinion on a variety of jobs. (Revision of opinion phrases from KS3 and Y9).

Use the present tense to discuss part-time jobs and how they earn money.

Revisit the use of the past tenses together to describe a work experience placement.

Discuss workplaces and locations.

All students will be assessed:

Summative assessment:

EXAM Point 1:

Full mock using examination material from 2 years previous. Marked according to GCSE marking criteria from that year.

Reading skills needed for this unit:

Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HALF TERM 2: El tiempo libre

All students will know:

How to say what they like reading (revision of free time activities, daily routine, giving opinions and reason, social media and technology)

How to talk about what kind of films and TV programmes they watch what kind of films and TV programmes you watch

How to give their opinion about sport and discuss the sport they play and the importance of sport. (revise verbs to play/do, sport, free time, daily routine, school clubs

All students will be assessed:

Summative assessment: Speaking exam preparation: Students will choose their primary speaking theme for the exam and produce a short introduction to this topic. They will then start to revise their questions for all topics.

Reading skills needed for this unit:

» Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HALF TERM 3 Las festivales

All students will know:

How to discuss their music preferences (revision of more complex opinions, free time, daily routine, likes and dislikes, music and sport events)
How to describe festivals and daily celebrations in other countries. (Revision of comparatives. opinion, third person impersonal form, holidays, free time, daily routine, music and sports events, global issues

Reading skills needed for this unit:

» Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HALF TERM 4 El medio ambiente

All students will know:

How to discuss ways to help the environment.
How to describe things that worry them and what issues young people face.

How to describe the benefits of volunteer work =.
How to discuss global and current events.

All students will be assessed:

Summative assessment:

Full set of mock papers, completed during lesson time and marked according to GCSE mark schemes.

Reading skills needed for this unit:

» Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HALF TERM 5: REVISION AND EXAM SKILLS

All students will know:

Revision across all five themes:

Theme 1: Identity and culture (cultural life, daily life, who am I?)

Theme 2: Local area, holiday and travel (holidays, town)

Theme 3: School

Theme 4: Future aspirations, study and work

Theme 5: International and global dimension

All students will be assessed:

Summative assessment:

GCSE SPEAKING EXAM

Worth 25% of the GCSE grade. To be completed in April.

Reading skills needed for this unit:

» Inference, skimming, summarising, decoding, fluency, vocabulary development, defining, reading for gist/detail, comparing reading texts, reading for comprehension, prediction

Key Vocabulary

Synonym, antonym, cognate, accent, vowel, consonant, subject, verb, connective, intensifier/qualifier, adjective, article, noun, singular, plural, masculine, feminine, prefix, suffix

*See sentence builders (knowledge organisers) for core language

HOW STUDENTS CAN BE SUPPORTED AT HOME

- » Students can use Quizlet for learning vocabulary. Chunks of language from sentence builders are placed on Quizlet for students to learn and revise.
- » Language Gym / sentencebuilders.com have a variety of activities which ensure students process vocabulary in various forms to promote deep, meaningful and long-term learning.
- » GCSE Bitesize has a variety of resources to revise topics and grammar, specifically for the Edexcel GCSE course.

ENRICHMENT OPPORTUNITIES

- Comparing Spanish-speaking cultural difference

HOW THIS LEARNING WILL BE EMBEDDED ELSEWHERE IN THE CURRICULUM

- » **PRE** – Students will engage in discussion of religious festivals and traditions.