

## National Curriculum Reference

Subject: MFL



### Key Stage 3

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Pupils should be taught to	At Culcheth High School, this is taught
identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied	<p>Students in Y7 will focus predominantly on the present tense. By the end of half-term 1, students will be able to use the 1<sup>st</sup> person of the present tense in order to give basic information about themselves (name, age, date of birth etc.) and will develop this further throughout the year so that they are able to say what they do at school, what they like to do in their spare time etc. Students will be expected to recognise the 3<sup>rd</sup> person (he/she...) and will be able to use familiar examples. By the end of Y7, all students will be able to use the future tense in Spanish &amp; French to say what they are going to do.</p> <p>In Y8 as students are taught how to use the past tense in both languages. Again, there is a strong focus on using verbs and tenses in the first person (I...) but students will be able to manipulate a range of verbs into the present, future and past tenses.</p> <p>During their Y9 languages lessons, knowledge of tenses is deepened. Students should be able to use three tenses (past, present &amp; future) with confidence and be able to use verbs accurately in order to talk about past events &amp; their future plans.</p>
use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate	<p>Students will learn to master a range of grammatical structures and will be encouraged to look for and follow language patterns.</p> <p>During Y7, students will learn about gender and the number of nouns (masculine, feminine, singular &amp; plural), and adjectival agreements. Students will be familiar with register – learning to speak both formally and informally. Students will gain</p>

	<p>knowledge on definite and indefinite articles as well as possessive adjectives when talking about family members.</p> <p>In Y8 and Y9 languages lessons, students will deepen their knowledge of the grammar of the target language. Students will be encouraged to find patterns in language, and manipulate familiar grammar to create new sentences and structures. By the end of Y9, students will have sound knowledge of infinitives &amp; how to use them; the imperfect &amp; conditional tenses and will be able to speak &amp; write in the target language with some confidence.</p>
<p>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</p>	<p>Students will be taught a wide range of vocabulary on a variety of topics eg. family, friendship, local area, work, leisure activities, food, clothing.</p> <p>Students will gain knowledge on the culture of countries different to their own eg. French/Spanish-speaking countries around the world, not limited to France &amp; Spain. For example during Y7 students will discuss the similarities and differences between the English and French school systems, and during Y8 when discussing different school uniforms in countries that speak Spanish. In Y9, students will study fairly mature &amp; key issues such as the environment, the significance of fair trade, and the importance of a healthy lifestyle.</p>
<p>use accurate grammar, spelling and punctuation.</p>	<p>We expect students to use correct grammar, spelling and punctuation in all work. We have high expectations of accuracy when writing in both English and the target language, even when grammar and punctuation differ eg. upside-down question mark at the start of Spanish questions, no capital letters used for days of the week/months. Misunderstandings and mistakes are corrected in green pen via written feedback in students books, as per dept. feedback policy.</p>
<p>listen to a variety of forms of spoken language to obtain information and respond appropriately</p>	<p>Students will listen to the target language from a variety of sources eg. listening exercises from textbooks, songs, video clips. We assess understanding through exercises completed in lessons, as well as QMAs.</p> <p>By the end of KS3, we expect our students to understand the vast majority of the key &amp; supporting details in texts of around 50-100 words uttered at moderate pace.</p>

<p>transcribe words and short sentences that they hear with increasing accuracy</p>	<p>Students will be required to transcribe words during a range of listening tasks throughout KS3. This skill will be tested during QMA listening tests &amp; activities in class.</p>
<p>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.</p>	<p>Students in Y7, Y8 &amp; Y9 will complete a range of Assessment for Learning written tasks per year. Targeted &amp; detailed feedback is provided which celebrates progress and how to improve work further.</p> <p>By the end of KS3 students at CHS will be able to write impromptu 50 word pieces, talking about themselves effectively conveying a good deal of meaningful &amp; relevant information in response to questions or visual stimuli (eg. photo cards) on topics studied. They will be able to write with a developing degree of accuracy in spelling, grammar &amp; syntax and regularly use a good range of opinions, adjectives, time phrases &amp; connectives. They will be able to write using familiar verbs in three tenses (past, present &amp; the future).</p>
<p>initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</p>	<p>KS3 MFL lessons provide students with opportunities to practise speaking in the target language and using it to communicate with others effectively. By the end of Y7, students will be able to give basic information about themselves, will be able to provide their own opinions on a range of topics and will be able to ask and answer basic questions. By the end of Y8, students will learn to develop this skill by utilising their wider knowledge of vocabulary and three tenses to answer a range of questions on various topics.</p> <p>By the end of KS3, students will be able to extend their answers and overall fluency and confidence when speaking Spanish/French. Students will be able to take part in an interactional oral exchange using familiar vocabulary &amp; structures. They will be able to take part in a picture-description task. Students will be able to effectively convey a good deal of meaningful &amp; relevant information, in response to questions or other prompts such as photo cards with convincing pronunciation &amp; intonation with a developing degree of accuracy, making occasional grammatical mistakes.</p>
<p>express and develop ideas clearly and with increasing accuracy, both orally and in writing</p>	<p>Students will be required to provide their own opinions, and to justify these with</p>

	<p>reasons eg. on school subjects, their houses, town, &amp; free-time activities.</p> <p>Students will need to show that they can recognise when somebody is giving their opinion.</p> <p>During AfL tasks (extended writing tasks) and class discussions, students will be required to express their own opinions accurately, clearly and with confidence.</p>
<p>speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>	<p>Across all years in KS3, students will be required to provide their own opinions during class discussions on a range of topics through different activities and this will be assessed formally during QMA speaking tasks across the three years.</p>
<p>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</p>	<p>Students are exposed to a wide range of reading materials such as emails, poetry, extracts from novels in the target language and songs.</p> <p>As well as the course textbooks (Mira 1 for Y7, Viva 2 for Y8 and Viva 3 for Y9 for Spanish and Expo 1 for Y7, Dynamo 2 for Y8 and Studio 3 for Y9 in French), teachers will supplement and enrich student learning with additional materials when appropriate.</p> <p>By the end of KS3, our students are expected to understand the vast majority of the key &amp; supporting details in texts of around 130 words in length. They will demonstrate they are able to understand texts written in three tenses (past, present &amp; future) and can recognise familiar vocabulary and structures from a range of topics studied.</p>
<p>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</p>	<p>Students will be exposed to authentic materials and literary texts. In Y7, for example, students will read <i>El sueño de Otto</i> by Rosana Acquaroni Muñoz in Spanish &amp; <i>1, 2, 3 nous irons au bois</i> in French.</p>