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**Modern Foreign Languages (MFL)**

**Curriculum Explained**

In languages, we aim to create competent linguists who are able to manipulate and adapt the core language structures that they have learned. Our aim is to create independent students who have a well-practised fundamental knowledge of the language, which allows them to be confident in using language more spontaneously across four main areas: speaking, writing, reading, and listening.

Our curriculum is underpinned by the core elements of: content knowledge, grammar, practice, and assessment. The curriculum is supported by a strategically planned sequence of lessons, along with a detailed programme of homework and assessment. Frequent assessment encourages practice through the interleaving of core knowledge and consists of short vocabulary and verb tests, which run alongside regular knowledge quizzes and end of term assessments.

Year 7

In year 7, the languages curriculum intends to provide students with the core foundations of the language, and we aim to train students to:

1. Recognise key sounds and be able to pronounce words correctly.
2. Have a basic understanding of sentence structures.
3. Understand how to use language resources independently, e.g. dictionaries, knowledge organisers.
4. Know and be able to conjugate a set list of 20 key verbs in the present tense.
5. Understand and utilise subject specific terms and language.
6. Have a core understanding of articles and nouns.
7. Understand gender/number and how these affect language.
8. Take part in simple conversations, asking and answering questions.
9. Understand and identify the key points in a short written or spoken text in French/Spanish.
10. Write a short paragraph using opinions and reasons, simple connectives, and time phrases.

Year 8

In year 8, we aim to build upon the core foundations set in year 7; encouraging students to adapt the language they know within different content areas. More complex grammar is introduced, developing upon key verbs across different tenses and referring to at least two time frames. Students will be able to:

1. Take part in longer conversations, justifying opinions in more detail.
2. Demonstrate more levels of spontaneity by answering and asking general questions.
3. Use processes to work out meaning of authentic texts.
4. Translate longer sentences into target language.
5. Conjugate the past tense of regular verbs and of key verbs *to go* and *to be.*
6. Make comparisons with the use of comparatives and superlatives.
7. Use the conditional *me gustaría/je voudrais* with the infinitive of the verb.
8. Use the near future tense *voy a/je vais* with the infinitive of the verb.
9. Pronounce new language competently and confidently.
10. Understand appropriate modes of address, e.g. formal/informal.

Year 9

In Year 9, we aim to create more advanced linguists with the intention of preparing for study of a language at KS4. More advanced grammar is taught using a range of tenses across 3 different time frames. Students are expected to initiate and develop their language, adapting structures from years 7 and 8 in order to create longer spoken dialogue and written pieces. Students will learn how to speak/write about a range of topics in more detail. Structured routines relating to lessons, homework and revision are embedded. Students will be able to:

1. Utilise specific language strategies in order to ascertain meaning.
2. Create more complex sentences through the use of subordinate and relative clauses.
3. Conjugate common irregular verbs more confidently in the present tense.
4. Create the near future and simple future tenses.
5. Prepare a specific topic and be able to conduct a more detailed conversation.
6. Conjugate reflexive verbs.
7. Formulate more detailed questions.
8. Offer additional information when speaking.
9. Give opinions in a range of different ways with detailed justifications.
10. Learn more content specific vocabulary and recall with more spontaneity.

Year 10

In Year 10, we begin the GCSE course and themes specific to KS4, covering a significant amount of language content. New vocabulary will be introduced and tested through regular retrieval practice and testing and students will become more confident in interlinking new vocabulary with the language structures and routines learned in previous years. There is an emphasis on the four language skills and our aim is to acclimatise the students to the different types of activities covered in the GCSE examination. Students will be able to:

1. Conjugate the imperfect tense and be able to decide which past tense is appropriate.
2. Confidently write an extended piece of writing, using appropriate content and a range of language.
3. Formulate appropriate answers for roleplay and photocard activities within a short preparation time.
4. Convey meaning successfully in short translations.
5. Use a range of modal verbs with the infinitive.
6. Listen/look for and identify different time frames.
7. Identify positive and negative expressions, and be able to identify distractors/false friends.
8. Respond to questions asked in 3 tenses.
9. Read an unfamiliar text and be able to highlight specific content/answer comprehension questions.
10. Speak/write knowledgeably about a cultural aspect of France/Spain.

Year 11

In the final year of GCSE, the focus turns to examinations. The 4 skills of Listening, Reading, Writing and Speaking are weighted equally.

In the Spring term, students will perform their speaking assessment which is 25% of their final grade. The expectation is that GCSE candidates can successfully produce language without scripting and therefore we explicitly teach structures and verb formations in order to make and extend sentences. Students will complete this examination with their teacher and then outcomes are externally assessed by the exam board.

Listening, reading and writing are assessed at the end of the course in an examination room setting and are each worth 25% of the final grade. Time is planned into the curriculum to allow for revision of previously taught topics throughout the Spring and Summer terms.

Throughout year 11, grammar study is deepened to include:

1. Comparative and superlative phrases

2. The use of subordinate clauses (question words used within sentences to link them together – where, when etc)

3. The development of sophisticated opinions on a range of topics studied

4. A range of time frames

5. Talking about other people

6. Using adverbial phrases and time indicators to narrate events

7. The use of object pronouns

Students are supported by a wealth of online material and sessions run by the class teacher to provide small group and 1 to 1 intervention.