

Key Stage 3

Curriculum Excellence

Modern Foreign Languages



The purpose of the CLF, is at the **HEART**, of all we do:

Establish **High expectations** for all that we seek to achieve

Create **Equity** of opportunity, removing disadvantage

Champion the success and life chances of **All children** in the communities we serve

Furnish pupils and staff with the **Resilience** to succeed as lifelong learners

Promote **Tolerance** and respect for ourselves, our communities and our environment



The curriculum enables children to...
acquire... **Knowledge & Skills**, which
secured through... **Application**
develops... **Understanding**
and allows them to seek... **Meaning**
and achieve... **Personal growth**

Contents:

1. KS3 Vision
2. Subject Vision
3. ARE Descriptor
4. Curriculum Skeleton/Long Term Plan/Assessment Overview
5. Medium Term Plans
6. Exemplification

Key Stage 3 in the Cabot Learning Federation

CLF KS3 Curriculum Principles

- The curriculum enables children to acquire **knowledge and skills**, which are secured through **application** (over time and in different contexts) to develop **understanding** (change in long term memory) and allows children to seek **meaning** and achieve **personal growth**.
- Built-up from KS2 to secure a foundation for young people for life (... and KS4). **Based on Age Related Expectations and using DOYA.** (Not built down from KS4).
- Focused on the **progression of content and concepts** through the KS3 curriculum that accelerates progress within a **progressive and purposeful 3-19 CLF Curriculum**.
- The curriculum is our opportunity to inspire children to be **successful individuals, historians, mathematicians, geographers, musicians, authors, artist, sportspeople, scientists, writers, innovators, dreamers, magicians, mothers, fathers, positive citizens**.
- On a platform of standardisation the curriculum releases teachers to drive up learning and progress. **Standardised Age Related Expectations, curriculum and assessment** frees and empowers experts to collaborate, follow the learning and teach.
- The curriculum will be **curated by subject experts and teams from across the Trust** who are empowered to evolve the curriculum that will allow all children to thrive.
- The content of the curriculum is progressive and is based on **consolidating and revisiting** content over time to secure progress over time.
- The curriculum seeks **depth of study rather than breadth** to build understanding and to seek meaning; stretching and challenging children to think.
- The Age Related Expectations and exemplars are **widely published** to support child, parent, teacher, leader and other staff understanding of the expected standards and the content of the curriculum, **enabling wider ownership of the curriculum**
- **Two key areas of assessment:**
 - **Shared on-line MCQ assessments four times a year** to assess knowledge/skills acquisition and elements of application and understanding. Immediate feedback from on-line supports understanding of gaps and re-teaching.
 - **Teacher assessment of learning that uses standardised exemplar material** to assess agreed subject written responses/assessments, supporting teachers to make a broad assessment of children's attainment against DOYA.
- Given the shared AREs and assessment cycle teachers are freed to **plan to meet need** and support all children to feel and be successful. Approaches to **pedagogy are based on cognitive science:**
 - Supporting children to experience **desirable difficulty** and grapple with learning in their proximal zone.
 - Explicitly secure **knowledge and skills** through **application** to build **understanding and seek meaning**
 - **Specificity of feedback** for impact and the **developed and precise use of modelling, explanations and questioning** to secure progress.
 - Emphasis on the development of **reading (widely and often), oracy and quality of writing**.

Key Stage 3 in the Cabot Learning Federation

KS3 Modern Foreign Languages in the Cabot Learning Federation - Vision

To provide students with cultural awareness and communication skills to access the wider world. Creating learners that are resilient, open-minded language detectives empowered to demonstrate skills in reading, listening, writing, translation and speaking.



Key Stage 3 in the Cabot Learning Federation

KS3 Modern Foreign Languages in the Cabot Learning Federation – Statement of Intent

This is the core content for the KS3 curriculum for year 7 and 8. This is the minimum content that should be taught to all KS3 MFL students. This is designed to be a slim curriculum with time to reteach and possibly time to teach additional cultural content to engage and inspire students. The key to this is depth as opposed to breadth so that our students have the building blocks of language ready to take in to KS4. Academies have the autonomy to develop their own more detailed week-by-week plans based upon the medium-term plans provided. There are resources for teaching on the CLF MFL OneDrive (KS3 – Yr 7 and 8 MFL) with some resources additionally hyperlinked into the medium term plans. Additionally for each unit there is a knowledge organiser and vocabulary lists in both French and Spanish.

There will be a multiple-choice test at the end of each unit and longer assessments in reading, listening and translation throughout the year. Each assessment will be synoptic, and include questions on content taught from previous blocks within the year.

Mastery - learning breaks subject matter and learning content into units with clearly specified objectives. However, without repetition of material there is high chance pupils will not be able to utilise previous vocabulary and grammar later on. Interleaving content ensures repetition over a long time scale, keeping the building blocks of language fundamental in children's minds and gets them to use this knowledge repeatedly, and in different contexts. With these ideas in mind, we have colour-coded (in the long-term skeleton plan) key grammatical and language features which are repeated throughout the KS3 MFL Curriculum. This will ensure that their MFL GCSE foundations are strong.

Key Stage 3 in the Cabot Learning Federation

ARE Descriptors

Year 7			
KS2 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in KS2 in this subject?</p> <p>Students typically have learnt a language (languages) at primary school, as per the NC at KS2. The language(s) they have been taught and to what extent varies greatly.</p> <p>Some students have had discreet language lessons, including reading and writing longer sentences, others have learnt and understood simple vocab in short bursts. Most students have had some exposure to French.</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 7 that build up from KS2?</p> <ul style="list-style-type: none"> • Study the themes of self, family, school, food and sport through authentic sources, suitably adapted and abridged. • Decipher most cognates • Recognise and learn a variety of words related to these topics • study the grammar of verbs, nouns and adjectives • Identify verbs, adjectives and nouns. • Understand and apply singular and plural rules • Apply adjective agreement • Conjugate the verbs– to have, to be, to play, to go • Conjugate regular -ar/-er verbs in the present tense (singular formation, minimum 1st, 2nd, 3rd person). • Count up to 100. • Identify time phrases • Identify intensifiers. • Know how to pronounce words using phonics. • Identify and apply near future in all skills. <p>Listening</p> <p>Identify the overall message, key points, details and opinions from items such as announcements, short conversations and instructions. Increasing technical accuracy over time. Pick out key vocabulary and the negative.</p>	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <ul style="list-style-type: none"> • Express and elicit opinions (using Group Talk) • Express their own and other peoples name, age and birthday • Use a variety of adjectives to describe people. Express at least 4 opinions • Produce extended writing about school, school subjects and school uniform. (90 words) • Sound words accurately in the target language • Recognise and apply connectives • Recognise and apply the simple negative (ne...pas/ no) • Use a dictionary to find words and check gender. • Use the subordinate clause – When + weather, sporting activity. • Recognise the comparative. • Recognise two time frames. 	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Understanding of other cultures, appreciation that not everybody speaks English.</p> <p>Appreciation and interest in language learning</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p> <p>Resilience and perseverance</p> <p>Reading for gist and not always having to give a perfect answer (especially in spoken language)</p>

Key Stage 3 in the Cabot Learning Federation

	<p><u>Reading</u></p> <p>Read for gist, comprehension, deduction and skim/scan. Recognise and respond to key information, themes and ideas. Manipulate the texts to frame answers. Decipher some unfamiliar language using context, especially cognates. Mechanically retrieve information from a text</p> <p><u>Speaking</u></p> <p>Ask and answer familiar questions spontaneously (6). Be able to describe a photo card and give and extend opinions. Create responses on unknown stimuli but familiar topics (Picture cards). Re-create role plays (food). Ask and answer basic questions (6) to convey meaning and give a short presentation. Respond to model questions. Can express and justify a point of view.</p> <p><u>Writing</u></p> <p>Write grammatically accurately using the present tense and near future. Use a text model and adapt and personalise. Spelling mostly accurate. Use accents accurately. Write a paragraph (90 words)</p> <p><u>Translation</u> Can translate simple sentences to and from the target language and can convey meaning even if inaccurate.</p>		
--	---	--	--

Key Stage 3 in the Cabot Learning Federation

Year 8			
Year 7 Prior Learning	Knowledge and Skills	Understanding	Meaning
<p>What is the key knowledge, skills, understanding and meaning that children bring from the AREs in Year 7 in this subject?</p> <p>Key knowledge of certain topic areas – language and me, my world, my health, my plans</p> <p>Key knowledge of verbs, nouns, adjectives – understanding and application</p> <p>Key listening, speaking, reading and writing skills, including translation</p> <p>Understanding and appreciation of other cultures</p> <p>Resilience and confidence</p>	<p>What is the key knowledge and skills that we want to pass on to children as ARE in Year 8 that build up from Year 7?</p> <ul style="list-style-type: none"> • Study the themes of home and local area, holidays, media and technology. • Recognise and learn a variety of words related to these topics. • Study the grammar of verbs, nouns and adjectives. • Conjugate in full regular verbs in the present tense. • Count to 1000 (populations of countries) • Confidently know how to pronounce sounds and words. • Study and use the near future • Study and use the past tense – understand use of the past participle, when to use avoir and être, how to make the past participle agree when using être 	<p>What do we want children to build through the application of knowledge and skills, including key concepts and misconceptions?</p> <p><u>Listening</u></p> <p>Identify the overall message, key points, details and opinions from some material which will be longer and will include reference to the relationship between past, present and future events. Deduce meaning from more abstract material, including short narratives. Recognise and respond to key information, themes and ideas by answering questions, extracting information and evaluating and drawing conclusions.</p> <p><u>Reading</u></p> <p>Deduce meaning from a variety of written texts, including some unfamiliar language and short narratives. Recognise and respond to key information, themes and ideas. They will demonstrate understanding by being able to scan for particular information, organise and present relevant details. Draw inferences and recognise implicit meaning. Understand past, present and future events.</p>	<p>What is the meaning that we want children to seek by age that supports their personal growth?</p> <p>Understanding of other countries which speak French and Spanish. SMSC opportunities</p> <p>Using grammar points (eg. modal verbs) to study human rights</p> <p>Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area.</p> <p>Resilience and perseverance</p> <p>Reading for gist and not always having to give a perfect answer (especially in spoken language)</p>

Key Stage 3 in the Cabot Learning Federation

		<p><u>Speaking</u></p> <p>Can ask and answer several questions to convey information, using and adapting language for new purpose and give a short presentation. Create more complex use of language, as appropriate, to express and justify their own thoughts and points of view. Narrate events coherently and confidently. Speak spontaneously, responding to unexpected questions using points of view. Reference to past, present and future events. Use accurate pronunciation and intonation so as to be understood by a native speaker.</p> <p><u>Writing</u></p> <p>Can identify and correct some of their own mistakes with some prompting from others or teachers. Produce clear and coherent text of extended length (up to 150 words), to present facts and express ideas and opinions. Accurate use of a variety of vocabulary and grammatical structures, to describe and narrate with reference to past, present and future events. Manipulate the language, using and adapting a variety of structures and vocabulary, using appropriate style and register.</p> <p><u>Translation</u></p> <p>Can translate short texts from and into target language and convey meaning. Convey key messages accurately and apply grammatical knowledge of language and structures.</p>	
--	--	---	--

Key Stage 3 in the Cabot Learning Federation

Curriculum and Assessment Skeleton

Green = new grammar/language feature input, orange = re-covering a grammar/language feature in a new topic, red = assessment and task opportunities

Year 7				
ARE Point	1 (03/09 – 02/11)	2 (12/11 – 01/02)	3 (04/02 – 03/05)	4 (07/05 – 23/07)
Unit Title	Languages and me! Classroom communication (pencil case items and nouns) Being a Language detective (cognates) Alphabet and phonics Describing myself - numbers, age, birthdays and months inc. colours I have + negative, il y a/il n'y a pas de/ hay/no hay, adjectival agreement, avoir and tener, articles and intro. possessives – my, your, his, her)	My world Describing myself – appearance and personality. Family, friends (describing others), pets, school (subjects, time and uniform) Avoir/tenir, , adjectival agreement, être/ser, opinion phrases, infinitives and 3 types, intensifiers, opinions and reasons, me gusta(n)), comparisons and superlatives (ext.), er/ar regular present tense with porter and llevar and subject pronouns)	My health Food (prices and quantities to revise numbers up to 100), healthy living, body and illness (optional), sports/hobbies, weather Regular present tense, opinion phrases, opinions and reasons, intensifiers, comparisions, du/de la/des, à /au/ à la , opinions + infinitive, quand and si clauses (ext.), time phrases, jouer and faire/jugar and hacer as irregulars	My plans The immediate future ie. Tomorrow, next week (aller or ir as irregulars and linking to infinitives). Revision of year 7 and re-teaching. Extended writing project (to be used to inform teaching in Sep of Yr 8). Poetry project. Dictionary skills inc. online. Infinitives, opinion phrases, opinions and reasons, intensifiers, revising physical descriptions through film. à /au/ à la, Immediate future aller and ir
MCQ	MCQ 1	MCQ 2	MCQ 3	MCQ 4
DOYA	MCQ 1 only	MCQ 2 and writing based on school, uniform, likes and dislikes, extended writing	MCQ 3 and listening and reading on everything so far. Role play on food as class activity.	MCQ 4 and photocard speaking

Key Stage 3 in the Cabot Learning Federation

Curriculum and Assessment Skeleton

Year 8				
ARE Point	1 (03/09 – 02/11)	2 (12/11 – 01/02)	3 (04/02 – 03/05)	4 (07/05 – 23/07)
Unit Title	<p>My home</p> <p>Revision of year 7 (key verbs) Look at writing from the end of year 7 and gauge what students need. House and home (furniture and prepositions) and local area (advantages and disadvantages)</p> <p>On (ne) peut (pas) / (no) se puede, more complex phrases with infinitives (eg. J'ai l'intention de..., je voudrais), prepositions with furniture. à /au/ à la, il y a/il n'y a pas de,</p>	<p>My travel</p> <p>Holidays (present and future tenses only) – countries (en, au, a, aux) with cultural input on Francophone and Hispanic countries, transport, accommodation, activities, weather, directions</p> <p>Au, en, à, aux with countries and cities etc., tu/vous, usted for role-play, imperatives with directions. Present tense, near future, opinions, reasons, comparatives, on (ne) peut (pas)/ (no) se puede,</p>	<p>My holiday experiences</p> <p>Past tense teaching (avoir, être, regular and irregulars, preterite) Time phrases and daily routine – focus on daily routine across French and Spanish speaking countries. Human rights/global issues</p> <p>Past tense, reflexives (3 tenses as ext.), modal verbs with human rights. Opinions, reasons, comparatives, on (ne) peut (pas)/ (no)se puede,</p>	<p>Media and me</p> <p>TV, films and music. New technology – mobile phones and social media. Revision of year 7 and 8 – re-teaching. Film project – Book of Life, Les Choristes.</p> <p>A range of negatives (eg. je ne regarde jamais) 3 tenses, opinions, reasons, comparatives, time phrases</p>
MCQ	MCQ 1	MCQ 2	MCQ 3 (20 questions)	MCQ 4 (20 questions)
DOYA	MCQ 1 only	MCQ 2 and writing based on school, uniform, likes and dislikes, extended writing	MCQ 3 and listening and reading on everything so far. Holiday role play.	MCQ 4 and photocard speaking

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL ARE 1	Unit Title: Languages and me! (9 weeks to include assessment and re-teach)	ARE Point: 7.1
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Being a Language detective (cognates) • Classroom communication (pencil case items and nouns) • Alphabet and phonics • Describing myself - numbers, age, birthdays and months inc. colours (appearance and personality in next unit) <p>Grammar and Language Features: I have + negative, il y a/il n'y a pas de/ hay/no hay, adjectival agreement, avoir and être/ser and tener, articles and intro. possessives – (my, your, his, her)</p>	<p>WHY are children LEARNING this?</p> <p>So that students become open-minded language learners who can use patterns and knowledge of their own language to understand and communicate in the TL.</p> <p>So that students are able to give basic information about themselves in the TL.</p> <p>So that students begin to acquire and develop building blocks of language, foundations to build upon in future units.</p>	11
<p>Concepts: Express name, age and birthday. Use a variety of adjectives to describe themselves. Sound words accurately in TL. Understanding about other cultures and appreciation that not everyone speaks English. Appreciation of language learning. Recognising patterns.</p>	<p>HOW will ORACY, LISTENING, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Reading - Textbook/other exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocabulary list and knowledge organiser.</p>		
<p>Extended Response (writing, performance or product): No extended response, completion of MCQ 1.</p>	<p>WHAT will PROGRESS look like in this unit? Students understand key concepts e.g. gender, adjectival agreement to be able to successfully recycle language into a range of new contexts.</p>	

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: My world (10 weeks to include assessment and re-teach)	ARE Point: 7.2
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> Describe yourself (appearance and personality). Describe others – Family and friends Pets School (subjects, time – telling and time and timetables and uniform) – porter/llevar as regular verbs <p><u>Grammar and Language Features</u> Avoir and etre/ser and tener, adjectival agreement, opinion phrases, infinitives and 3 types, intensifiers, opinions and reasons, me gusta(n)), comparisons and superlatives (ext.), er/ar regular present tense with porter and llevar and subject pronouns)</p>	<p>WHY are children LEARNING this?</p> <p>So that students are able to use language to discuss information that is relevant to their everyday life</p> <p>So that students are able to use simple concepts of a Modern foreign language to express themselves</p> <p>So that students begin to acquire and develop building blocks of language, foundations to build upon in future units.</p>	12
<p>Concepts: Physically and personally describe yourself, friends and family members. Accurately use adjectives to agree with masculine/feminine/singular/plural nouns Expressing opinions on the characteristics of someone, opinions on school subjects and uniform Using time to discuss your school day and timetable Understanding that language can be recycled and applied to different themes.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises.</p> <p>Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students.</p> <p>Reading - Textbook/other exercises.</p> <p>Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocab list and knowledge organiser</p>		
<p>Extended Response (writing, performance or product): MCQ 2 and writing based on school, uniform, likes and dislikes, extended writing</p>	<p>WHAT will PROGRESS look like in this unit? Students are able to produce a piece of extended writing on topics learnt to incorporate a range of opinions, reasons, connectives, adjectival agreement, intensifiers, comparisons.</p>	

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: My health (10 weeks to include assessment and re-teach)	ARE Point: 7.3
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Healthy living – food and drinks with opinions. Include quantities and prices with numbers up to 100. • Sports and other hobbies with opinions + inf. inc. verb conjugation of jouer/jugar and faire/hacer • Weather (with cuando/quand) <p>Grammar and language features:</p> <p>Launch Manger/comer boire/beber prendre/tomar jouer/jugar faire/hacer Opinions + infinitives Conjugation of key verbs (inc. 2nd and 3rd person) Asking questions Relevant adjectives Time phrases and opinion phrases inc. quand/cuando</p> <p>Reinforce Avoir and etre/ser and tener, adjectival agreement, opinion phrases, infinitives and 3 types, intensifiers, opinions and reasons, me gusta(n)), comparisons and superlatives (ext.), er/ar regular present tense with porter and llevar and subject pronouns)</p>	<p>WHY are children LEARNING this?</p> <p>So that students are able to use language to discuss information that is relevant to their everyday life</p> <p>So that students are able to use simple concepts of a Modern foreign language to express themselves</p> <p>So that students begin to acquire and develop building blocks of language, foundations to build upon in future units.</p>	13
<p>Concepts: Students recognising cognates and learning other food and drink Mastery of all nouns being masculine/feminine Application of knowledge of adjectival agreement Using opinion phrases to express more detailed points of views</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Reading - Textbook/other exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocab list and knowledge organiser</p>	<p>WHAT will PROGRESS look like in this unit? Students are able to produce a piece of extended writing on topics learnt to incorporate a range of opinions, reasons, connectives, adjectival agreement, intensifiers, comparisons.</p>	

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: My plans (10 weeks to include assessment (with speaking)and re-teach)	ARE Point: 7.4
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> The immediate future ie. tomorrow, next week (aller or ir as irregulars and linking to infinitives). Revision of year 7 key structures (from ARE) and re-teaching. Extended writing project (to be used to inform teaching in Sep. of Year 8). Poetry project. Dictionary skills inc. online word reference. <p>Grammar and language features:</p> <p>Launch: Immediate future aller and ir</p> <p>Reinforce: Infinitives au/à la/ à l', aux opinion phrases, opinions and reasons, intensifiers,</p>	<p>WHY are children LEARNING this?</p> <p>So that students are able to identify and apply near future in all skills.</p> <p>So that students have the opportunity to be creative in the TL.</p> <p>So that students continue to acquire and develop building blocks of language, foundations to build upon in future units.</p>	14
<p>Concepts: Use a dictionary to find words and to check gender. To use two time frames in written and spoken work.</p>	<p>HOW will ORACY, LISTENING, READING and WRITING be developed?</p> <p>Students able to identify areas of weakness using RAG resource, students can then use Year 7 revision booklet to prioritise areas to develop. Students able to showcase what they have learnt over year 7 in their End of Year 7 writing.</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Reading - Textbook/other exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocab list and knowledge organiser</p>		
<p>Extended Response (writing, performance or product): Speaking assessment – Photo card with 3 questions and 1 unknown. Extended piece of writing incorporating topics covered in year (to be used during Year 8 September lessons).</p>	<p>WHAT will PROGRESS look like in this unit?</p> <p>Students are able to produce a piece of extended writing on topics learnt to incorporate a range of opinions, reasons, connectives, adjectival agreement, intensifiers, comparisons and the near future.</p>	

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: My home (9 weeks to include assessment and re-teach)	ARE Point: 8.1
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • Revision of Year 7 key building blocks of language • House and home – type, location, • Rooms in house and furniture • Local area – advantages and disadvantages <p>Grammar and language features:</p> <p>Launch: Prepositions On (ne) peut (pas) / (no) se puede + infinitives More complex structures with infinitives e.g. j'ai l'intention de, je voudrais...</p> <p>Reinforce: à/ au/à la/ à l', aux (à with towns, à la montagne etc...) There is/there isn't (rooms, furniture etc....)</p>	<p>WHY are children LEARNING this?</p> <p>So that students continue to acquire and develop building blocks of language, foundations to build upon in future units.</p> <p>So that students have a better understanding of French/Spanish cities.</p>	15
<p>Concepts: Recognising language learning patterns, how to learn one grammar point and use it successfully in a different topic area. Understanding of other countries which speak French and Spanish</p> <p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocabulary list and knowledge organiser</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Group talk to express opinions/reasons. Reading - Textbook/other exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Extended Response (writing, performance or product): MCQ1 (20 questions)</p>	<p>WHAT will PROGRESS look like in this unit? Students will be able to look at writing completed at end of Year 7 (copy stuck in their exercise book) and use that as a starting point in Year 8. Misconceptions raised during Year 7 revision addressed and retaught.</p>	

Medium Term Plan

Subject: MFL	Unit Title: My travel (10 weeks to include assessment and re-teach)	ARE Point: 8.2
<p>Key Essentials:</p> <p>Content: My travel</p> <ul style="list-style-type: none"> Holidays (present and future tenses only) Countries (en, au, a, aux) with cultural input on Francophone and Hispanic countries Transport, accommodation, activities and weather Directions. <p>Grammar and Language Features:</p> <p>Launch: au, en, aux, à, puede, tu/vous, usted verb forms for role-plays, imperatives with directions</p> <p>Re-inforce present tense, near future, opinions, reasons, comparatives, on (ne) peut(pas)/(no) se puede</p>		<p>WHY are children LEARNING this?</p> <p>So that students are able to talk and write about their favourite holidays (present) and a future holiday (near future).</p> <p>So that students can take part in short exchange to book holiday accommodation (role-play).</p> <p>So that students develop their cultural awareness about French/Spanish speaking countries in the world.</p> <p>So that students continue to acquire and develop building blocks of language, foundations to build upon in future units.</p>
<p>Concepts:</p> <ul style="list-style-type: none"> Study the theme of "holidays". Recognise and learn a variety of words related to "holidays". Reinforce the present tense and study the near future. Count to 1000 (populations of countries) Confidently know how to pronounce sounds and words. Reinforce the present tense. Study and use the near future. <p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocabulary list and knowledge organiser.</p>		<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL, <i>youtube</i> clips and other authentic video or audio recordings.</p> <p>Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Practice for spontaneous talk (role-play element).</p> <p>Reading - Textbook/authentic articles and other reading exercises.</p> <p>Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>
<p>Extended Response (writing, performance or product): MCQ 2 and writing based on school, uniform, likes and dislikes, extended writing.</p>		<p>WHAT will PROGRESS look like in this unit? Students understand key concepts; in spoken and written language students can confidently recognise and use the vocabulary and grammar learnt in this unit.</p>

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: My holiday experiences (10 weeks to include assessment and re-teach)	ARE Point: 8.3
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> Holidays using the past tense (avoir, être, regular and irregulars, preterite) Time phrases and daily routine – focus on daily routine across French and Spanish speaking countries. Human rights and global issues <p>Grammar and language features:</p> <p>Launch:</p> <p>Past tense (including irregulars) Reflexives (3 tenses as ext.) Modal verbs with human rights.</p> <p>Reinforce:</p> <p>Opinions and reasons Comparatives and superlatives as ext. On (ne) peut (pas)/ (no)se puede</p>	<p>WHY are children LEARNING this?</p> <p>So that students are able to talk and write about past holidays and then combine this with their knowledge of present and future tenses</p> <p>So that students can discuss both their and other’s daily routines, understanding how these very greatly in francophone and hispanic countries.</p> <p>So that students can use their prior knowledge or opinions, reasons and comparatives alongside modal verbs to discuss human rights and global issues.</p> <p>So that students continue to acquire and develop building blocks of language, foundations to build upon in future units.</p>	17
<p>Concepts:</p> <p>To understand when and how to use the past tense in both regular and irregular forms To confidently recognise and use 3 tenses in spoken and written work To adapt and use a range of infinitives particularly relating to holidays To use modal verbs in the context of what rights we should have as global citizens To apply knowledge of extending opinions, reasons and comparatives to express views on global issues and human rights</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL. Textbook/other exercises/recordings. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. This unit provides an excellent platform for role-play work using holiday scenarios. Reading - Textbook/other exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation. Using and proof-reading for accuracy in written work using the 3 tenses.</p>	
<p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocabulary list and knowledge organiser.</p>		
<p>Extended Response (writing, performance or product):</p> <p>MCQ 3 alongside a listening and reading assessment of everything we have covered so far. This unit could also be a great opportunity to practice role-play speakings.</p>	<p>WHAT will PROGRESS look like in this unit? Students understand key concepts notably in the past tense; in spoken and written language, students can confidently recognise and use the vocabulary and grammar learnt in this unit. They will demonstrate the ability to use new knowledge and effectively recycle language learnt throughout years 7 and 8.</p>	

Key Stage 3 in the Cabot Learning Federation

Medium Term Plan

Subject: MFL	Unit Title: Media and me (10 weeks to include assessment (including speaking and re-teach)	ARE Point: 8.4
<p>Key Essentials:</p> <p>Content:</p> <ul style="list-style-type: none"> • TV, films and music. • New technology – mobile phones and social media. • Revision of year 7 and 8 – re-teaching. • Film project – Book of Life / Les Choristes. <p>Grammar and Language Features:</p> <p>Launch Wider range of negatives (eg. je ne regarde plus/ je n'utilise que/ je ne télécharge rien / je n'écoute jamais ...)</p> <p>Reinforce Time phrases / frequency 3 tenses (re-visit) Opinions + connectives+ reason (re-visit) Comparatives / superlatives (re-visit)</p>	<p>WHY are children LEARNING this?</p> <p>So that students are able to talk and write about different media and new technology. So that students can take part in short exchange to talk about the advantages and disadvantages of new technology, the internet and social media (photo-card). So that students develop their cultural awareness about French/Spanish films. So that students continue to acquire and develop building blocks of language, foundations to build upon in future units.</p>	18
<p>Concepts:</p> <ul style="list-style-type: none"> • Study the themes of "media and technology". • Recognise and learn a variety of words related to "media and technology". • Reinforce the grammar of verbs, nouns and adjectives. • Reinforce the grammar of the 3 main tenses. • Confidently know how to pronounce sounds and words. • Watch a film in the TL; explore, discuss and narrate the main themes, characters and plot. <p>Terminology and Vocabulary (subject specific and academic): Hyperlinked vocabulary list and knowledge organiser.</p>	<p>HOW will ORACY, READING and WRITING be developed?</p> <p>Listening – Use of teacher and student TL, <i>youtube</i> clips and other authentic video or audio recordings. Speaking- Student use of TL phrases using chatty mats etc... plus basic conversations with teacher/students. Practice for spontaneous talk (photo card assessment). Reading - Textbook/authentic articles and other reading exercises. Writing – Key spellings, checking for accuracy. Adjusting to accents and different punctuation.</p>	
<p>Extended Response (writing, performance or product): MCQ 4 completed, Photocard speaking.</p>	<p>WHAT will PROGRESS look like in this unit? Students understand key concepts; in spoken and written language students can confidently recognise and use the vocabulary and grammar learnt in this unit. Students can talk and write about what they enjoy watching/ doing with new technology, what they recently did and what they're planning to do (use of 3 tenses). Students can compare different types of media / new technology and justify their preferences.</p>	

Key Stage 3 in the Cabot Learning Federation

DOYA Exemplification

What will this look like for different subjects? Even if this cannot be gained in the amount needed by the end of Term 6, the curators should be able to gather some examples from their own classes for some of the curriculum. I think this will need to be an electronically shared document which only the curators can edit but all teachers can access. The curators can then build this over time. This means, they will need some time in Term 1 and throughout the year to build this up. Teachers can use it together at FNN 2 and FNN 6 ready for assessing. The exemplars need to be for each of these criteria and acknowledge that there might be different routes to all of them. Annotation of the examples will make this clear (in the manner of exam board exemplification). Year 6 exemplars will be useful – SW is supporting with this. All exemplification will be used for training at all levels – teachers assessing their students, SLT understanding of what they should see in classrooms, books etc.

- Deepening (D): describes a child who has reached the year group expectation and is now taking this deeper into more abstract work. These children are following their passion within a broad curriculum that inspires the full range of attainment and interest.
- On track/Working at current age related expectation (O): describes a child who is working at the age related expectation and fulfils all the descriptors.
- Yet to be on track (Y): describes a child who shows some working at age related expectations by fulfilling some of the descriptors, but is not yet on track to achieve all of them.
- At an earlier stage in their learning journey (A): describes a child who working at a level below the age related expectation, typically around a year behind.