

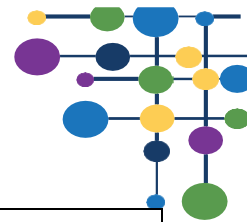
# MFL Programme of study

## Subject intent:

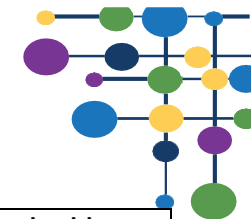
*'A different language is a different vision of life'* Federico Fellini "A window on the world"

The Language Curriculum at Royds Hall aims to ensure that all children master skills in listening, reading, speaking and writing a foreign language as well as developing an appreciation of the culture and traditions of the countries it is spoken in. Lessons are highly participate to enable learners to speak with increased confidence, fluency and spontaneity though meaningful conversations as well as being able to write at varying length, for different purposes and audiences about a variety of topics. Through a scaffolded approach, students develop mastery of grammar, phonics and vocabulary of French and Spanish. Our weekly independent study programme aims to accelerate learning, promote recall and retention and develop long term memorisation of key structures and vocabulary at a complex level. Through the use of authentic materials, we foster children's curiosity and deepen their understanding of the world, as well as developing their knowledge of where different languages (including the range of home languages spoken in school) are spoken in the world. Our curriculum promotes global citizenship as well as laying the foundations for future language study.

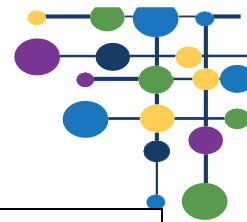
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
7	<p><b>Phonics:</b> Pronunciation &amp; sound spelling link</p> <p><b>Key knowledge/skills:</b> Giving basic opinions and reasons and recognising nasal sounds and silent letters.</p> <p><b>Listening and writing assessment</b></p>	<p><b>Free time activities</b></p> <p><b>Key knowledge/skills</b> Writing extended sentences with opinions about hobbies.</p> <p>4</p> <p><b>40 word translation assessment/listening</b></p>	<p><b>My town</b></p> <p><b>Key knowledge/skills:</b> Extending answers with opinions, places in town and activities using 'pour'</p> <p>Near future</p> <p><b>Translation/listening</b></p>	<p><b>School (y9 to start in September) as skipped and way into more complex school info</b></p> <p><b>Key knowledge and skills:</b> Describing school day, giving opinions on subject using complex opinions and describing general routines with reflexive and ER verbs.</p>	<p><b>Relationships &amp; social life</b></p> <p><b>Key knowledge and skills:</b> Giving descriptive accounts of physical descriptions, personalities. with friends and family.</p> <p>Conditional <b>Conversation assessment</b></p>	<p><b>Francophone countries</b></p> <p><b>Key knowledge and skills:</b> Describing favourite holiday destinations, activities and weather</p> <p>Near future Conditional <b>Perfect tense imperfect Listening &amp; 40 word writing assessment</b></p>



				<b>Role play assessment</b>		
8	<p><b>Describing past holidays</b></p> <p><b>Key knowledge and skills:</b> Give accounts detailed accounts of previous holiday experiences <b>Perfect &amp; imperfect tense</b> Prepositions</p> <p><b>Photo card and 90 word writing assessment</b></p>	<p><b>Media - genres Cinema/TV/books</b></p> <p><b>Key knowledge and skills:</b> Describe favourite books, films/programmes, including plots and characters. Superlatives <i>venir de</i></p> <p><b>Conversation assessment</b></p>	<p><b>Customs &amp; festivals</b></p> <p><b>Key knowledge and skills:</b> Develop awareness of francophone customs/festivals and comparing and contrasting with own traditions. <b>Perfect tense</b> with '<i>avoir</i>' <i>être</i> with <i>aller</i> <b>Reading and listening assessment</b></p>	<p><b>Amendment: Start with y9s after Oct HT</b></p> <p><b>Uniform &amp; school rules</b></p> <p><b>Key knowledge and skills:</b> Give opinions on and explain school rules including uniform and fashion preferences.</p> <p>Modal verbs Adjectival endings negatives <b>90 word writing assessment</b></p>	<p><b>Shopping</b></p> <p><b>Key knowledge and skills:</b> Develop speaking skills for social context scenarios including: Buying clothes/cinema restaurant formal register - second person plural</p> <p><b>Role play assessment</b></p>	<p><b>Travel/ eating out</b></p> <p><b>Key knowledge and skills:</b> Further practice in formal/social contexts including: Order tickets for travel and buying food in restaurants</p> <p><i>avoir</i> phrases <b>Role play assessment</b></p>
9	<p><b>Using technology</b></p> <p><b>Key knowledge and skills:</b> Give viewpoints, explain pros and cons and describe uses of technology in everyday life. Third person plural <b>Photo card assessment</b></p>	<p><b>Jobs, Careers &amp; future aspirations</b></p> <p><b>Key knowledge and skills:</b> Give opinions on different types of jobs, strengths, weaknesses and potential future career plans. <b>Conditional and future tenses</b> <b>Conversation assessment</b></p>	<p><b>School problems future worries</b></p> <p><b>Key knowledge and skills:</b> Explain teenage worries and give complex reasons Complex phrases</p> <p><b>90/150 word writing assessment</b></p>	<p><b>Social issues &amp; healthy living</b></p> <p><b>Key knowledge and skills:</b> Describe diet and exercise and give recommendations for a healthy lifestyle Modal verbs <i>avoir</i> phrases <b>Reading and listening assessment</b></p>	<p><b>My region</b></p> <p><b>Key knowledge and skills:</b> Describe wider area, things to do for tourists and make reference to environmental &amp; social issues Imperfect <i>pouvoir</i> structures <b>90/150 word written assessment</b></p>	<p><b>Social and global issues</b></p> <p><b>Key knowledge and skills:</b> Make reference to activities to support environment, local community e.g. voluntary work Modal verbs in conditional <b>Reading and Listening assessment</b></p>



<p>10</p>	<p><b>Family and relationships</b> <b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>Describe and understand information on:</li> <li>Family/friends</li> <li>Who you get on with best</li> <li>Activities with family and friends</li> <li>Marriage and relationships</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 40 words Overlap 90 words Retrieval writing L and R Q Role play</p>	<p><b>Technology</b> <b>Key knowledge and skills:</b></p> <p>Describe and understand information on:</p> <p>Technology in everyday life.</p> <ul style="list-style-type: none"> <li>Describing how you use technology</li> <li>Your opinions</li> <li>The advantages and disadvantages</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 40 words Overlap 90 words Retrieval writing L and R Q Role play</p>	<p><b>Free time</b> <b>Key knowledge and skills:</b></p> <p>Describe and understanding information:</p> <ul style="list-style-type: none"> <li>Free time activities</li> <li>Hobbies</li> <li>Sport</li> <li>Music</li> <li>Cinema and TV</li> <li>Food and eating out</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 40 words Overlap 90 words Retrieval writing L and R Q Photo card</p>	<p><b>Customs &amp; festivals</b> <b>Traditions</b> <b>Key knowledge and skills:</b></p> <p>Describe and understand Customs &amp; festivals</p> <ul style="list-style-type: none"> <li>Customs (own and other countries)</li> <li>Festivals (own and other countries)</li> <li>Times of year</li> <li>Food &amp; drink</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 words Overlap 90 words Retrieval writing L and R Q Photo cards</p>	<p><b>Y11s start here: Home, town, neighbourhood</b> <b>Key knowledge and skills:</b></p> <p>Describe and understand information on:</p> <ul style="list-style-type: none"> <li>Home</li> <li>Town</li> <li>Neighbourhood</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 words Overlap 90 words Retrieval writing L and R Q Photo cards</p>	<p><b>Social issues:healthy living</b></p> <p><b>Key knowledge and skills:</b></p> <p>Describe and understanding information on:</p> <ul style="list-style-type: none"> <li>Healthy living</li> <li>Lifestyle</li> <li>Diet</li> <li>Physical activity</li> </ul> <p><b>Assessment</b> FQ1 pic FQ2 40 words Overlap 90 words Retrieval writing L and R Q Photo cards Conversation</p>
<p>11</p>	<p><b>Social issues: volunteering</b></p> <p><b>Key knowledge and skills</b></p> <p>Describe and understand information on:</p>	<p><b>Environmental issues:</b></p> <p>Describe and understand information on:</p> <ul style="list-style-type: none"> <li>Environment</li> <li>Environmental problems</li> </ul>	<p><b>Travel &amp; tourism</b> <b>Key knowledge and skills:</b></p> <ul style="list-style-type: none"> <li>Describe and understanding information on</li> <li>Travel</li> </ul>	<p><b>Describe and understand information on:</b></p> <ul style="list-style-type: none"> <li>My studies</li> <li>Life at school/college</li> <li>Education post-16</li> </ul>	<p><b>Exam practice</b> All topics All tenses</p>	<p><b>Exam practice</b> Speaking exam Writing, listening, reading practice</p>



	<ul style="list-style-type: none"> <li>• Charity work</li> <li>• Voluntary work</li> <li>•</li> </ul> <p><b>Assessment</b>            FQ1 pic            FQ2 40 words            Overlap 90 words            Retrieval writing            L and R Q            Photo cards            Conversation</p>	<p>Ways to support the environment</p> <p><b>Assessment</b>            FQ1 pic            FQ2 words            Overlap 90 words            150 words            Retrieval writing            L and R Q            Photo cards            Conversation</p>	<ul style="list-style-type: none"> <li>• Holidays</li> </ul> <p>Problems</p> <p><b>Assessment</b>            FQ1 pic            FQ2 words            Overlap 90 words            150 words            Retrieval writing            L and R Q            Photo cards            Conversation</p>	<ul style="list-style-type: none"> <li>• Jobs, careers, ambitions</li> </ul> <p><b>Assessment</b>            FQ1 pic            FQ2 words            Overlap 90 words            150 words            Retrieval writing            L and R Q            Photo cards            Conversation</p>	<p><b>All exam papers</b></p>	
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