



## Modern Foreign Languages KS3

### Y7 French

Term 1	Term 2	Term 3
<p>At the start of term students follow a series of introductory lessons based on language learning and intercultural understanding – exploring different languages; the structure of language and grammar; independent learning skills and strategies.</p> <p>Context = My World</p> <p>Self and Others</p> <p>Pupils learn how to describe themselves and others, give opinions, and apply key verbs.</p>	<p>Home life</p> <p>Pupils learn how to describe where they live with details, apply key verbs and prepositions</p>	<p>Home and environment</p> <p>Students learn key vocabulary for places in town, giving and understanding directions.</p> <p>Intercultural understanding – French speaking parts of the world</p>

### Y8 French

<p>Students develop the skills of listening, speaking, reading and writing in the following contexts:</p>	<p><b>Term 1 to 2:</b></p> <p>School and daily routine</p> <p>Subjects and timetables, opinions, telling the time, daily routine, uniform</p> <p>Free time and leisure</p> <p>Clothes, sport, leisure and social activities</p> <p>Future plans</p>	<p><b>Term 2 to 3:</b></p> <p>Food</p> <p>Eating habits and preferences, ordering food in a restaurant, shopping for food, food diary – past/present/future tenses</p> <p>Home and abroad</p> <p>Describing the weather/holiday destinations/activities/future plans</p>
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## Y7 Spanish

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<p>At the start of term students follow a series of introductory lessons based on language learning and intercultural understanding – exploring different languages; the structure of language and grammar; independent learning skills and strategies.</p> <p>Context = My World</p> <p>Self and Others</p> <p>Pupils learn how to describe themselves and others, give opinions, and apply key verbs.</p>	<p>Home life</p> <p>Pupils learn how to describe where they live with details, apply key verbs and prepositions.</p>	<p>Home and environment</p> <p>Students learn key vocabulary for places in town, giving and understanding directions</p> <p>Intercultural understanding – Spanish speaking parts of the world</p>

## Y8 Spanish

<p>Students develop the skills of listening, speaking, reading and writing in the following contexts:</p>	<p><b>Term 1 to 2:</b></p> <p>School and daily routine</p> <p>Subjects and timetables, opinions, telling the time, daily routine, uniform Free time and leisure</p> <p>Clothes, sport, leisure and social activities Free time and leisure</p> <p>Future plans</p>	<p><b>Term 2 to 3:</b></p> <p>Food</p> <p>Eating habits and preferences, ordering food in a restaurant, shopping for food, food diary – past/present/future tenses</p> <p>Home and abroad</p> <p>Describing the weather/holiday destinations/activities/future plans</p>
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## What you can do as a parent to support your child throughout this course

Regular learning of key vocabulary is essential to ensure good progress in learning a language. You can support your child by encouraging them to read and review notes in their exercise book and their vocabulary book. It would be beneficial to have a French/Spanish dictionary at home as a learning resource.

There are online resources to support the course. Teachers will direct students to recommended websites which will be noted in journals.

## Assessment Procedures & Key dates

### How students are assessed in Y7 French/Spanish:

Self and peer assessment takes place in lessons, as well as regular verbal feedback from teachers. There are standard tasks and assessments at key points throughout the year to assess listening, speaking, reading and writing skills.

### When the key assessment points take place:

At least ONE formal assessment is carried out each term in one of the four skill areas. These will be at the end of a unit of work in KS3

### How we use the assessment data:

To enable us to provide a holistic level at regular intervals throughout the year.  
To group students according to ability and identify any underachievement.

## Marking and Feedback Policy: Key Points

To identify and monitor students' progress and effort and encourage independent learning.	To provide students with constructive feedback on the accuracy and quality of their work, recognising achievements and general progress.	To provide students with guidance on where to target areas to improve.
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Learning intentions and success criteria are shared with students. Students refer to attainment descriptors, noted in books during teacher, self and peer assessment to inform feedback, Students respond to feedback with written reflections in their books. It is also the expectation that students respond to feedback by correcting and improving their work.