

Kettlethorpe High School

'Together, be the best we can be.'

Present

Achieving

Excelling

MFL Curriculum

Subject Quote	<p><i>"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."</i></p> <p>Nelson Mandela</p>
Curriculum Summary	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in French and Spanish. In MFL, our goal is to create successful independent language learners with a wider view of the world ready to make valuable contributions to the global community. Across both French and Spanish, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p> <ul style="list-style-type: none">• Broad and Balanced• Engaging• Personalised• Transformational• Inclusive• Aspirational• Values-Based
Links to Life and Future Destinations (Careers)	<p>Studying a modern foreign language equips students with a wide range of valuable skills that extend far beyond the classroom. Through language learning, pupils develop strong communication skills, enhanced memory, and greater cultural awareness. They also build resilience, problem-solving abilities, and adaptability as they navigate new vocabulary and grammatical structures. These skills are highly transferable and sought after in many careers, including business, law, tourism, journalism, diplomacy, and international relations. Furthermore, in an increasingly globalised world, being able to speak another language can give students a competitive edge in the job market, opening doors to opportunities both in the UK and abroad.</p>



FRENCH LEARNING JOURNEY

YEAR 1 TO YEAR 11





SPANISH LEARNING JOURNEY



YEAR 1
TO YEAR 11





Modern Foreign Languages – Curriculum Overview

Purpose:

- To inspire an interest in communicating beyond geographical barriers.
- To “open up” the world and its varied cultures to our pupils.
- To understand the science of language learning and develop the confidence to use this in order to communicate facts, ideas and opinions.
- To develop a lifelong love of language learning that will exist beyond KS4.
- To enable pupils to better understand their own language and improve their literacy and oracy skills in English as they learn French or Spanish as an additional language.

Aims:

- develop pupils' linguistic skills and knowledge through the three key pillars of language learning: phonics, vocabulary and grammar
- draw upon a blended pedagogical approach from both extensive processing instruction and a more traditional grammar/ translation approach
- enable pupils to understand written/spoken Spanish and/or French and give them access to authentic experiences
- give pupils the confidence to take part in conversations on a variety of topics and in a variety of situations in the target language through role-play, discussion and presentation
- teach the skills to write for a variety of purposes in the target language
- provide pupils with useful translation tools for both real life situations and academic situations
- give pupils an understanding of the cultures of the Spanish and French-speaking world

- inspire pupils to go on to study languages after they leave school and use their skills to learn new languages



Modern Foreign Language Department Knowledge Expectations (Substantive and Disciplinary)- French and Spanish

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
French	Give personal details <i>Greetings, numbers, months</i>	My school uniform <i>Colours, clothes, present tense -er verbs 1st person, adjectival agreements and position, opinions & reasons, basic connectives</i>	My free time - sports/games <i>Jouer au/à/aux - present tense regular -er verbs, sports/games, frequency expressions, weather, quand clauses, opinions and reasons, intensifiers</i>	Careers Week	My holidays <i>Countries, aller + au/en/aux, opinions & reasons, voyager and review of regular -er verbs, frequency expressions, forms of transport, comparative adjectives in opinions</i>	My future holidays and film project <i>Future time phrases, periphrastic future tense, review of countries, transport</i>
	My school subjects and teachers <i>Days of the week, subjects, opinions and reasons, definite articles</i>	My Christmas jumper <i>Review of colours, numbers, opinions and reasons</i>		Describe a photo <i>Il y a, indefinite articles, singular vs. plural nouns, people</i>		
Spanish	Give personal details <i>Greetings, numbers, months</i>	My school uniform <i>Colours, clothes, present tense -ar verbs 1st person, adjectival agreements and position, opinions & reasons, basic connectives</i>	My free time - sports/games <i>Jugar a - present tense regular -ar verbs, sports/games, frequency expressions, weather, cuando clauses, opinions and reasons, intensifiers</i>	Careers Week	My holidays <i>Countries, ir a, opinions & reasons, viajar and review of regular -ar verbs, frequency expressions, forms of transport, comparative adjectives in opinions</i>	My future holidays and film project <i>Future time phrases, periphrastic future tense, review of countries, transport</i>
	My school subjects and teachers <i>Days of the week, subjects, opinions and reasons, definite articles</i>	My Christmas jumper <i>Review of colours, numbers, opinions and reasons</i>		Describe a photo <i>hay, indefinite articles, singular vs. plural nouns, people</i>		

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
French	Small talk review of Y7 Greetings, weather	My town/city <i>il y a + indefinite article, places in town, où on peut clause</i>	My new year's resolutions <i>Future time phrases, periphrastic future, plus/moins (de)</i>	Careers Week	My free time - music <i>Opinions & reasons inc. intensifiers, types of music</i>	My year 8 review and film project <i>Negations, 3 tenses</i>
	Where I live Present tense regular –er verbs, prepositions of place, places inc. countries, opinions & reasons inc. intensifiers	My past activities in town <i>Past time phrases (inc. sequencers), passé composé, opinions & reasons with c'était</i>	My diet <i>Manger and boire, food and drink, partitive articles, reasons, negation, 3 tenses</i>	My routine <i>Reflexive verbs, games/sports with jouer, time</i>	My free time - books <i>Opinions & reasons inc. comparative adjectives, types of book</i>	
	Where I'm going to live Periphrastic future, je voudrais +inf.				My free time – music & books <i>3 tenses inc. Écouter and lire, types of music and books</i>	
	Who I live with avec + mon/ma/mes + people, adjectives of personality, adjectival agreement, être, avoir, colours, hair and eyes	Describe a photo <i>Il y a, indefinite articles, singular vs. plural nouns, people, 3rd person verbs</i>				
Spanish	Small talk review of Y7 Greetings, weather	My town/city <i>hay + indefinite article, places in town, donde se puede clause</i>	My new year's resolutions <i>Future time phrases, periphrastic future, más/menos</i>	Careers Week	My free time - music <i>Opinions & reasons inc. intensifiers, types of music</i>	My year 8 review and film project <i>Negations, 3 tenses</i>
	Where I live Present tense regular verbs, prepositions of place, places inc. countries, opinions & reasons inc. intensifiers	My past activities in town <i>Past time phrases (inc. sequencers), preterite tense, opinions & reasons with fue</i>	My diet <i>comer and beber, food and drink, articles, reasons, negation, 3 tenses</i>	My routine <i>Reflexive verbs, games/sports with jugar, time</i>	My free time - books <i>Opinions & reasons inc. comparative adjectives, types of book</i>	
	Where I'm going to live Periphrastic future, me gustaría +inf.				My free time – music & books <i>3 tenses inc. escuchar and leer, types of music and books</i>	
	Who I live with con + mi/mis + people, adjectives of personality, adjectival agreement, ser, tener, colours, hair and eyes	Describe a photo <i>hay, indefinite articles, singular vs. plural nouns, people, 3rd person verbs</i>				

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
French	Identity and relationships with others Review of basics inc. How you are, numbers inc. higher numbers and age verbs: avoir, être, regular present tense –er verbs, negation, adjectives of appearance and personality, free time activities, sports and TV/film, comparative adjectives, opinions & reasons “How To” Skills: describe a photo (writing), write 50 words	Healthy living and lifestyle Food and mealtimes, time adverbs, nationality, opinions, present and past tenses “How To” Skills: positive and negative listening and reading questions	Education and work School subjects and timetable, opinions & reasons, school uniform, adjectival position and agreement, verb: porter, colours, periphrastic future tense, other “How To” Skills: describe 2 photos (speaking)	Festivals and celebrations Types of festival and celebration, 3 time frames, time phrases Travel and tourism Past tense inc. irregulars, sequencers, prepositions of place	Travel and tourism Future holidays with a range of infinitive expressions Media and technology Types of technology, in order to + infinitive, present tense “How To” Skills: dictation, extending questions in a conversation	Where people live Types of house and settlement, adjective agreement, introduction of imperfect, places in town, complex opinions, il y a, on peut “How To” Skills: write 90 words
Spanish	Identity and relationships with others Review of basics inc. How you are, numbers inc. higher numbers and age verbs: tener, ser, regular present tense verbs, negation, adjectives of appearance and personality, free time activities, sports and TV/film, comparative adjectives, opinions & reasons “How To” Skills: describe a photo (writing), write 50 words	Healthy living and lifestyle Food and mealtimes, time adverbs, nationality, opinions, present and past tenses “How To” Skills: positive and negative listening and reading questions	Education and work School subjects and timetable, opinions & reasons, school uniform, adjectival position and agreement, verb: llevar, colours, periphrastic future tense, other “How To” Skills: describe 2 photos (speaking)	Festivals and celebrations Types of festival and celebration, 3 time frames, time phrases Travel and tourism Past tense inc. irregulars, sequencers, prepositions of place	Travel and tourism Future holidays with a range of infinitive expressions Media and technology Types of technology, para + infinitive, present tense “How To” Skills: dictation, extending questions in a conversation	Where people live Types of house and settlement, adjective agreement, introduction of imperfect, places in town, complex opinions, hay, se puede “How To” Skills: write 90 words

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
French	Identity and relationships with others Y9 review of physical descriptions and personality ; relationships with family and friends ; reflexive verbs ; comparative adjectives	Healthy living and lifestyle Keeping fit ; health problems ; avoir expressions e.g. avoir mal ; 3 tenses ; impersonal expressions e.g. il est important de, il faut	Education and work Y9 review of school subjects and timetable, opinions & reasons, time ; school rules and facilities ; negation ; modal verbs – pouvoir, devoir ; dream school ; "How To" Skills: Y9 review of 50 and 90 words ; extending questions in a conversation	Education and work Jobs and careers ; pour + infinitive ; future expressions ; feminine person nouns ; il faut	Free-time activities Y9 review of TV and film ; present and periphrastic future tenses ; past tense inc. common irregulars ; past time adverbs	PPEs and work experience "How To" Skills: role-play
	Healthy living and lifestyle Y9 review of healthy lifestyle			Free-time activities Y7-9 review of free time activities and sports ; jouer vs faire	Customs, festivals and celebrations 3 time frames, y	
	"How To" Skills: Y9 review of describing photos			"How To" Skills: listening and reading skills (4Cs) ; extending questions in a conversation	"How To" Skills: 150-word writing skills	
Spanish	Identity and relationships with others Y9 review of physical descriptions and personality ; relationships with family and friends ; reflexive verbs ; comparative adjectives	Healthy living and lifestyle Keeping fit ; health problems ; doler ; 3 tenses ; impersonal expressions	Education and work Y9 review of school subjects and timetable, opinions & reasons, time ; school rules and facilities ; negation ; modal verbs – poder, hay que, tener que ; dream school ; conditional ; choices at 16 with future expressions e.g. quiero, me gustaría	Education and work Jobs and careers ; para + infinitive ; future expressions ; feminine person nouns	Free-time activities Y9 review of TV and film ; present and periphrastic future tenses ; past tense inc. common irregulars ; past time adverbs	PPEs and work experience "How To" Skills: role-play
	Healthy living and lifestyle Y9 review of healthy lifestyle			Free-time activities Y7-9 review of free time activities and sports ; jugar vs hacer	Customs, festivals and celebrations 3 time frames	
	"How To" Skills: Y9 review of describing photos			"How To" Skills: listening and reading skills (4Cs) ; extending questions in a conversation	"How To" Skills: 150-word writing skills	

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
French	<p>Festivals and celebrations <i>Common festivals and activities; irregular present tense verbs ; review of 3 time frames passé composé with avoir and être ; irregular plural of nouns ; relative clauses H: direct object pronouns, imperfect tense, y and en</i></p> <p>Celebrity Culture Case Studies (could include type of celebrity, achievements, clothes, past and present hobbies, family situation, daily routine etc. - i.e. theme 1 and 2 revision); time frames, imperfect tense, adj. agreement, reflexive verbs, possession with de, possessive adjectives, demonstrative adjectives H: emphatic pronouns, il y a and depuis</p>	<p>Celebrity Culture <i>Pros and cons of being a celebrity; celebrities you admire; 3 person, positive and negative adjectives</i></p> <p>PPE prep and exam technique <i>listening; reading; writing skills</i></p>	<p>Holidays and Travel <i>Review past holidays; transport - comparatives; activities; future; preferences and recommendations – conditional;</i></p> <p>Media and technology <i>Types of technology, changes in technology over time; in order to; present tense; object pronouns; 3 time frames</i></p>	<p>Where people live and environment <i>Home and town; local and global environmental issues; adj. agreement ; prepositions and adverbs of place ; de after a negative</i></p> <p>Speaking skills – exam preparation</p> <p>Assessment <i>Role-play, postread aloud questions, photo card, conversation qu.</i></p>	Consolidation and revision	

Spanish	Festivals and celebrations <i>Common festivals and activities; review of 3 time frames ; antes de, después de +inf. H: seguir/continuar + present participle, interrogatives with prepositions, apocopation of common adj.</i>	Celebrity Culture <i>Pros and cons of being a celebrity; celebrities you admire; 3rd person, positive and negative adjectives; admirar</i>	Holidays and Travel <i>Review past holidays; transport - comparatives; activities; future; preferences and recommendations – conditional;</i>	Where people live and environment <i>Home and town; local and global environmental issues; time frames ; review es + adj. + inf. ; H: perfect tense, acabar de, imperatives</i>	Consolidation and revision	
	Celebrity Culture Case Studies (could include type of celebrity, achievements, clothes, past and present hobbies, family situation, daily routine etc. - i.e. theme 1 and 2 revision); time frames, imperfect tense, adj. agreement, reflexive verbs, ísimo/ito suffixes, possession with de, possessive adjectives H: ser vs. estar, preterite vs. imperfect, soler	PPE prep and exam technique <i>listening; reading; writing skills</i>	Media and technology <i>Types of technology, changes in technology over time; in order to +inf. ; present tense ; object pronouns H: present subjunctive after cuando and para que</i>	Speaking skills – exam preparation Assessment <i>Role-play, postread aloud questions, photo card, conversation qu.</i>		

Modern Foreign Languages – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Social – communication between people on all topics and especially sharing differing opinions • Spiritual – links to Christian and Muslim festivals that are celebrated in TL countries ; Mexican spiritual beliefs for Day of the Dead in Spanish film project • Cultural – weekly cultural activity that links with important dates and times of year; comparing schools in TL countries and the UK ; looking at a TL film 	<ul style="list-style-type: none"> • Social – communication between people on all topics and especially sharing differing opinions • Spiritual – links to Christian and Muslim festivals that are celebrated in TL countries • Cultural – weekly cultural activity that links with important dates and times of year; comparing new year practices between countries ; comparing food in UK and TL countries; TL film activities 	<ul style="list-style-type: none"> • Social – communication between people on all topics and especially sharing differing opinions • Spiritual – links to Christian and Muslim festivals that are celebrated in TL countries • Cultural – weekly cultural activity that links with important dates and times of year; comparing school, food, free-time activities and festivals in UK and TL countries 	<ul style="list-style-type: none"> • Social – communication between people on all topics and especially sharing differing opinions, discussions on relationships with family and friends inc. problems with these; sexual and gender identities • Moral – discussions on school rules and pupils' justified opinions on these • Spiritual – links to Christian and Muslim festivals that are celebrated in TL countries; religious vocabulary included in GCSE vocabulary list • Cultural – comparing school, food, free-time activities and festivals in UK and TL countries 	<ul style="list-style-type: none"> • See Y10 content covered again in rpre-exam revision and consolidation lessons • Social – discussions on celebrity culture and who we admire in society and why • Moral – environmental problems and solutions
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Self-awareness and emotional intelligence – self-confidence is developed through pupils' expressing themselves in a variety of contexts in group and one-to-one contexts; self-reflection is encouraged before and after assessments and new question types as strategies to tackle them are shared; managing stress is imperative to cope with pressures around assessments and exams with supportive revision techniques shared with pupils; understanding different perspectives on the world creates more empathy and understanding of others' values 				

- **Communication skills – active listening** is practised consistently with listening skills crucial to pick up meaning; asking and answering questions in whole-class situations builds confidence through **public speaking; giving and receiving feedback; writing skills** are developed on a variety of topics and in different registers
- **Interpersonal skills** – pupils often must **work as a team** for in-class speaking tasks; **respect and tolerance** is developed through understanding different views on the world in target-language countries

Numeracy

Year 7	Year 8	Year 9	Year 10	Year 11
• Working out ages and birth dates	• Telling the time on digital and analogue clocks	• Review of numbers and moving on to higher numbers	• Dates, working with higher numbers	

Cultural Capital

Year 7	Year 8	Year 9	Year 10	Year 11
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- **Themes linked to real-life francophone/hispanophone culture:** Instead of teaching vocabulary in isolation, it is embedded in contexts like *La fête de la musique*, *El Día de los Muertos*, or *la nourriture française*, allowing students to learn language alongside cultural traditions, values, and history. This is constantly done in the main topics that are covered but also through weekly cultural activity slides for each language from Y7-9.
- **Authentic materials:** videos, songs, news clips, articles etc. from target-language countries are often made use of in lessons. For example, French rap, and Spanish San Fermín news reports help bring the culture to life.
- **Linking the curriculum to the calendar:** lessons around Christmas, Easter, and other holidays are opportunities to compare and contrast traditions. For example, students might learn about French Christmas markets or *Los Reyes Magos* in Spain.
- **Film studies:** in KS3, we watch films like *Les Choristes* and *Coco* followed by discussions and activities linking the film to historical or cultural themes.
- **Historical context:** When relevant, key historical events (e.g. French Revolution, Spanish conquest of the Americas) are discussed to deepen students' understanding of how culture shapes language and society.
- **Trips and exchanges:** visits to Spain/France take place yearly to give some students direct cultural immersion.
- **Guest speakers:** links with Leeds University and other higher education providers are exploited to promote further study and the wider aspects of language learning

- **Comparative discussions:** students are asked to compare their daily life, values, or beliefs with those of students in other countries — developing empathy and curiosity.
- **Diverse voices and representation:** We explore a range of francophone/hispanophone cultures beyond France and Spain (e.g. Senegal, Quebec, Mexico, Argentina) to move the focus from Europe and promote inclusivity.

Substantive Knowledge

Year 7	Year 8	Year 9	Year 10	Year 11
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- Substantive knowledge for all topic areas and year groups is detailed in vocabulary booklets that pupils use for support in lessons.

Disciplinary Knowledge

Year 7	Year 8	Year 9	Year 10	Year 11
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- **Understanding how language works** - how grammatical structures fit together (e.g. recognising and applying patterns); the role of syntax and word order; how meaning changes with tense, gender or register
- **Understanding how languages are learned** - recognising cognates and false friends; making connections between English and the target language; developing strategies to infer meaning from context; using metacognition
- **Understanding how language and culture interact** - exploring how cultural context influences language (e.g. formality, idioms); being aware of linguistic diversity within the Francophone or Hispanic world
- **Developing linguistic and communicative strategies** - repair strategies; decoding spoken language and pronunciation patterns

Subject-specific Skills

Year 7	Year 8	Year 9	Year 10	Year 11
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- **Speaking Skills** - pronouncing words accurately; using correct intonation and rhythm; holding conversations and role-plays; asking and answering questions spontaneously; speaking with increasing fluency and complexity; adapting language to formal/informal situations (register)
- **Listening Skills** - understanding the gist and specific details of spoken language; identifying key vocabulary and structures in audio; recognising tense and time references in speech; distinguishing between similar-sounding words or phrases; following conversations at normal speed or with native speakers increasing in length and complexity over time
- **Reading Skills** - understanding and extracting meaning from texts; skimming for gist and scanning for detail; inferring meaning of unknown words from context; identifying grammatical structures within texts; translating short texts into English
- **Writing Skills** - writing sentences and paragraphs with correct grammar and spelling; using a variety of tenses and sentence structures; using connectives, opinions and justification; translating short texts into the target language
- **Grammar and Vocabulary Skills** - applying grammatical rules (e.g. verb conjugation, noun-adjective agreement); using a range of vocabulary for different topics; understanding and using linguistic structures (negatives, comparatives, etc.); recognising and manipulating language patterns

- **Intercultural Understanding & Awareness** - comparing cultures and traditions between countries; understanding how language reflects cultural values; appreciating language variation across the Francophone or Hispanic world; being sensitive to differences in behaviour and etiquette e.g. different meal times in Spain vs. UK
- **Language Learning Strategies (Metacognition)** - identifying cognates and false friends; memorising vocabulary through different techniques, reflecting on personal progress and setting goals

British Values

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Mutual respect and individual liberty – compare uniform norms in UK and TL-speaking countries. • Tolerance of different faith and beliefs, mutual respect – exploring religious and cultural festivals, discussing how these celebrations reflect different values and traditions and therefore promote empathy and appreciation of diversity. • Mutual respect and tolerance – holidays – learn about etiquette and customs in other countries; respect differences in norms (e.g., tipping, greetings); understand how cultural sensitivity is key when abroad. 		<ul style="list-style-type: none"> • Tolerance of different faith and beliefs, mutual respect – exploring religious and cultural festivals, discussing how these celebrations reflect different values and traditions and therefore promote empathy and appreciation of diversity. • Individual liberty, mutual respect – discussing families, identity and personal relationships • Rule of Law, mutual respect, individual liberty – comparing school rules in different countries, discussing behaviour expectations, punctuality and uniform • Mutual Respect, tolerance, individual Liberty – discussing global issues like climate change, migration, or human rights; exploring perspectives from other countries; promoting ethical awareness and social responsibility. 		

Life Skills

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Communication skills - MFL places a strong emphasis on clear, confident, and purposeful communication; students learn to express themselves, ask questions, and listen actively building confidence and adaptability. • Comprehension - pupils regularly practise listening and reading for key information, inference, and meaning — even with unfamiliar words. • Working with others - group and pair tasks develop teamwork, respectful dialogue, and patience. • Problem-solving and resilience - decoding unfamiliar language and making sense of unknown words builds resilience and strategic thinking; students are encouraged to “have a go” even if they’re unsure — embracing mistakes as part of the learning process. • Organisation and independence - MFL encourages learners to take ownership of vocabulary learning and grammar revision. • Cultural awareness and global understanding - MFL fosters an appreciation of other cultures, traditions and ways of life; pupils develop tolerance, empathy and a sense of being part of a global society. 				

Careers

Year 7	Year 8	Year 9	Year 10	Year 11
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<ul style="list-style-type: none"> Introduction lesson 1 - the importance of MFL and links to future careers Careers Week lessons 	<ul style="list-style-type: none"> Careers Week lessons Guided destinations links 	<ul style="list-style-type: none"> Education and work topic – future study 	<ul style="list-style-type: none"> Education and work topic – further study, jobs and careers 	<ul style="list-style-type: none"> Education and work topic – further study, jobs and careers Links to future study e.g. A-level
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Literacy

Year 7	Year 8	Year 9	Year 10	Year 11
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Literacy is the foundation of the subject. Within all lessons pupils are required to listen to and read information, write extended answers and orally communicate their opinion. To avoid cognitive overload, lesson-planning follows a 4 part structure of phonics (speaking and writing with emphasis on form), receptive skills (listening and reading with emphasis on meaning), productive skills (speaking and writing with emphasis on meaning) and grammar (across all 4 main skills). Literacy is marked in pieces of work through the Think Pink policy. Vocabulary for all topic areas and year groups is detailed in vocabulary booklets that pupils use for support in lessons.

Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)

Year 7	Year 8	Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Pupils use the internet to research countries where the language is spoken as part of the KS3 optional homework based on resources from the British Council – exploring geography, traditions, festivals, and current affairs. This teaches them to evaluate sources, navigate foreign-language websites, and compare information critically. Students use platforms like Kerboodle, Duolingo and Exampro to complete work and to reinforce vocabulary, grammar, and phonics. When exploring foreign-language content or using online tools, students learn how to stay safe online and behave appropriately in digital spaces. MFL encourages students to think about how language and technology intersect in a globalised world (e.g., translation apps, social media, AI tools). Students explore how digital tools are transforming how we communicate across borders. At KS4, this is taught even more explicitly via the Media and technology topic. A lesson on the advantages and disadvantages of translation tools like Google Translate has been taught as part of Oracy Day. 				



Modern Foreign Languages – KS3 Assessment

Aims of Assessment at KS3

- To provide a balance between knowledge and skills
- To set the foundation for GCSE style questioning to reduce time teaching skills within KS4 and provide more time to teach and develop deeper understanding of key grammar and vocabulary.
- To assess specific skills in each assessment
- To assess knowledge cumulatively over time
- To assess all aspects of the 3 pillars of vocabulary, grammar and phonics
- To avoid foreign language anxiety and encourage self-efficacy by ensuring assessment is not always high stakes
- To give students experience of completing extended exam papers in MFL.

Context

- The new GCSE curriculum requires a much greater focus on spontaneous language and the manipulation of language in a number of different contexts – by embedding these skills in KS3, pupils develop more confidence in their abilities at KS4. This is particularly important now that languages are a core subject at KHS.

Assessment

Low Stakes Testing

- Involvement from parents at an early stage by setting homework that involves pupils reading their French/Spanish at home and parents supporting by testing them.
- Starters for each lesson build on and assess knowledge of key prior learning of vocabulary, phonics, grammar and key questions.
- Checkpoints resemble starters in appearance and in how they're conducted but are on pink paper to identify them.
- Knowledge organisers are used to set meaningful homework – both flipped learning and consolidation of skills.

High Stakes Testing

- Each term contains assessments in listening, reading, speaking and writing and give percentages to report data in line with the whole-school policy.

- Assessment questions cater to a wider range of abilities and needs.
- SEN / LAPs are given extra time if required.
- Pupils are supported to prepare for writing and speaking assessments ensuring good quality outcomes, boosting self-confidence and promoting a love of language learning.
- Misconceptions and feedback tasks are used after each assessment for pupils to address targets for improvement.

Tracking

- Department Tracking – low and high stakes testing

Targets for 2025-2026

- Include suitable idioms and challenge vocabulary boxes on each page of the pupil vocabulary booklets to stretch the higher ability pupils
- Embed new homework booklets for each half-term
- Review new schemes of work adapted for the new year
- Develop SOWs for alternative curriculum groups



Modern Foreign Languages – KS4 Assessment

Aims of Assessment at KS4

- To provide a balance between knowledge and skills
- To assess all GCSE skills in line with AQA MFL specification covering all assessment objectives:
 - AO1: understand and respond to spoken language in speaking and in writing
 - AO2: understand and respond to written language in speaking and in writing
 - AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification
- To assess knowledge cumulatively over time
- To assess all aspects of the 3 pillars of vocabulary, grammar and phonics
- To give regular and consistent exam practice to all students with reading, listening, speaking and writing skills being assessed regularly.
- To assess speaking skills formally in PPEs at least twice over the duration of the course and regularly in class through teacher assessments.
- To allow low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.
- Prepare students for the time constraints of the examinations.
- To assess knowledge through recall testing to check retention of high frequency language.
- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context

- The new GCSE course has an increased focus on using presecribed language spontaneously and manipulating the language in a number of contexts. Continual assessment and consolidation of core and high frequency language is essential in order to ensure that pupils at all levels can achieve their target.

Assessment

Low Stakes Testing

- Involvement from parents by setting homework that involves pupils reading their French/Spanish at home and parents supporting by testing them.
- Starters for each lesson build on and assess knowledge of key prior learning of vocabulary, phonics, grammar and key question types.
- Flashcard homework in preparation for speaking assessments at certain times of the course
- Regular “How To” units are planned centrally to tackle how to answer certain exam question types. These units are planned according to the EEF’s seven step model of metacognition and include modelling, guided practice and independent practice with opportunities for self, peer and teacher assessment of outcomes.

High Stakes Testing

- The skills of listening, speaking, reading and writing are assessed throughout the year, sometimes together in a single assessment period and at other times separately where a particular skill or question type is focused on after dedicated “How To” units. As they progress through the course, pupils will be assessed on more and more of the question types focused on in previous “How To” units.
- Pupils are given support to prepare for these assessments in order to build confidence and ensure that outcomes are of good quality and will support them in the final exams.
- At the end of year 10 and in December of year 11, mock exams/PPEs take place. This covers full exam papers.

Tracking and Intervention

Department Tracking

- Tracker includes the raw score of assessments and where possible conversions to grades.
- SIMs to record predicted grades and ATL
- SISRA to monitor the performance of groups against targets/focus groups against targets.

- SIMs to record predicted grades and ATL
- Columns on tracker added by team leader at key points in the year to include strengths and areas of concern, interventions undertaken, tier of entry decisions etc.
- Student concerns raised and discussed within departmental meetings.

Teacher Intervention

- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.
- Diagnostic marking to inform students of future targets.
- Intervention classes after school offered to improve on reading and listening, and speaking support in the run up to speaking exams.

Department intervention

- Targeted after school revision to build reading and listening skills, and speaking support in the run up to speaking exams.
- Liaison with parents, SLT, pastoral team to create an action plan in collaboration and monitor.
- Targeted use of revision workbooks, Kerboodle online and teacher resources to focus on targets identified by assessment.

Targets for 2025-2026

- Review the speaking folders and flashcards to enable teachers and pupils to differentiate by outcome for foundation and higher tiers.
- Review success of new PPEs once completed.
- Develop new vocabulary homework booklets for each half-term
- Review new schemes of work adapted for the new year
- Develop vocabulary booklets for each year group with key topic vocabulary linked to the AQA vocabulary lists and with key “How To” unit support sheets



Modern Foreign Languages – Schemes of Work

Schemes of work for each language and year group can be accessed via the link:

<https://kettlethorpewakefieldsch.sharepoint.com/:f/r/sites/MFL/Shared%20Documents/Staff%20Shared/Planning%20and%20Assessment/SOW%20KHS?csf=1&web=1&e=rmdog0>