

KS4 MFL

Head of Department: Mr Lunn



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 MFL lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **MFL** look like this:

LESSON 1 IN THE WEEK

HT3 W1 : LO = a) talking about future plans and hopes b) using infinitive structures

SIDE 1

Activity 1 – a) translate the ambitions below b) choose 3 and say if you would like to do them or not

Use verbs and structures like
je voudrais / je n'aimerais pas / j'espère /
je ne veux pas / j'ai envie de.

travailler avec des enfants devenir professeur être médecin

travailler dans le monde des affaires travailler dans un hôpital aider les gens

avoir un métier bien payé avoir ma propre entreprise être actif/active

1. _____
2. _____
3. _____

Activity 2 – translate the ambitions below with your partner



a avoir des enfants



b réussir à mes examens



c voyager et travailler à l'étranger



d aller à l'université



e suivre une formation professionnelle



f trouver un emploi dans le domaine du droit



g gagner beaucoup d'argent



h avoir ma propre entreprise

Match the French phrases (1–8) to the English ones (a–h).

- 1 je voudrais
- 2 je veux
- 3 j'espère
- 4 mon but est de
- 5 j'ai décidé de
- 6 je rêve de
- 7 je vais chercher
- 8 avoir un travail est

- a my aim is to
- b I am going to look for
- c I dream of
- d I would like
- e I want
- f having a job is
- g I hope
- h I have decided to

LESSON 2 IN THE WEEK

j____, h____ j_____ W1 LO: à l'avenir, j'aimerais

READY TO LEARN

- 1) Write down the words as you hear them in French (*silent letters*)
- 2) translate each word into English once you've written each word down

Exemple: le théâtre -> drama

1. ➤ travailler avec des enfants
2. ➤ aider les gens / aider les autres
3. ➤ devenir professeur
4. ➤ être médecin
5. ➤ avoir ma propre entreprise
6. ➤ réussir à mes examens
7. ➤ je veux aller à l'université
8. ➤ je rêve de gagner beaucoup d'argent
9. ➤ mon but est de voyager
10. ➤ avoir un métier bien payé

1. what is our topic for this half-term?
2. how does our starter relate to this?
3. can you give me other examples?
4. how does this relate to what we've learned before?
5. what are we going to learn about this lesson?
6. how does this relate to last lesson / the HT topic?

EXTENSION: What other photo description phrases did we learn last lesson?

Y10 MFL

- French

Y10 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULE 5 +
EXTENDED WRITING PREP

Y10 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULES 3+4

Y10 HT4:

DEMONSTRATION: write
an essay on your habits
past and present and goals
for the future

Y10 HT4:

APPLICATION :
explore less healthy
lifestyle choices and
be able to offer
advice

Y10 HT4:

BUILDING BLOCKS:
recap vocabulary to
describe meals and
positive lifestyles

Y10 HT3:

DEMONSTRATION: write a
presentation of your school
with opinions, reflections on
past and ambitions for the
future

Y10 HT3:

APPLICATION: describe
past achievements at
school and memories of
primary school

Y10 HT1 :

DEMONSTRATION : write about your
leisure using likes, dislikes and activities
in a range of tenses

Y10 HT1 :

BUILDING BLOCKS: learn
vocabulary to describe your free
time, online habits and recent plans

Y10 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULES 1+2

Y10 HT5:

BUILDING BLOCKS:
describe your ideal
holiday and what you
can do there

Y10 HT5:

DEMONSTRATION: write
a presentation of holidays
past and present and
your ideal trip

Y10 HT5:

APPLICATION: describe
accommodation and
staycation activities

Y10 HT3:

BUILDING BLOCKS: recap
vocabulary to describe school
subjects, facilities and rules

Y10 HT2 :

DEMONSTRATION: write
about your family and how
you celebrate special
occasions

Y10 HT2 :

APPLICATION: describe
celebrations and traditions in
Francophone countries

Y10 HT2 :

BUILDING BLOCKS: describing your
family, your relationships with
others and your role models

Y10 HT1 :

APPLICATION: recap the use of tenses to
describe your hobbies in the present, past
and future

Y10 French – ‘I can’ statements

Year 10 ‘I Can’ statements:

*Students can evidence the below in a piece of **extended writing** or a **speaking assessment** in the target language:*

Emerging	Achieving	Excelling
- At least 3 bullet points (50) or two bullet points (90) are covered, generally clear. - A few ideas may be developed - Satisfactory vocabulary with Some variety - Use of 2 time frames, sometimes successful - simple or at times repetitive vocabulary - frequent minor errors, together with some major errors.	- Coverage of all bullet points with regular relevant development - most ideas well-developed - Good knowledge of vocabulary - Grammar is generally accurate - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - some errors, but these are minor.	- Coverage of all bullet points with clear communication. - all ideas well-developed - Very good knowledge of vocabulary - Grammar is highly accurate, only minor errors - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - very few errors

How is your attainment measured in Y10 in Autumn term?

Autumn: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Autumn: HT2

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 1

What is assessed?	% of course	Why?
Listening	33	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and how they have started the GCSE course. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	33	
Writing	33	

FRENCH: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): say some ways in which you use technology	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): describe pros and cons of technology and what you do on online	
	Excelling (going beyond): be able to confidently conjugate regular –er verbs in the present tense	
2	Emerging (catching up): say some ways you stay active	Introduction of new vocabulary
	Achieving (keeping up): describe your hobbies / sports throughout the week + say multiple ways you stay active	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to accurately conjugate irregular verbs in the present tense	
3	Emerging (catching up): say some things you watch on TV / at the cinema	Introduction of new vocabulary
	Achieving (keeping up): say multiple things you watch on TV and express your opinions on what you watch and how	Vocab retrieval (example overleaf)
	Excelling (going beyond): ask and answer questions about TV habits	
4	Emerging (catching up): make some plans to go out with friends	Introduction of new vocabulary
	Achieving (keeping up): make multiple plans with details and recap question words and forming questions	Vocab retrieval (example overleaf)
	Excelling (going beyond): form dialogues to ask and answer questions about TV habits	
5	Emerging (catching up): saying some activities you did last weekend	Introduction of new vocabulary
	Achieving (keeping up): saying multiple activities last weekend and giving opinions on them in the past	Vocab retrieval (example overleaf)
	Excelling (going beyond): confidently conjugate multiple regular and irregular verbs in the past tense	
6	Emerging (catching up): Recall some vocabulary from HT1 to produce short, simple sentences	Introduction of new vocabulary
	Achieving (keeping up): Recall most vocabulary from HT1 to produce a number of extended sentences	Vocab retrieval (example overleaf)
	Excelling (going beyond): Recall all vocab from HT1 to produce an accurate, extended piece of writing	

FRENCH: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): use some verbs to describe your daily routine	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): use time phrases and multiple actions to describe your daily routine	
	Excelling (going beyond): use time phrases, sequencers and connectives to give detailed account of your daily routine	
2	Emerging (catching up): use some reflexive verbs describe some friend and family relationships	Introduction of new vocabulary
	Achieving (keeping up): use multiple reflexive verbs to describe a range of family relationships	Vocab retrieval (example overleaf)
	Excelling (going beyond): confidently translate an extended passage into French using vocabulary from this HT	
3	Emerging (catching up): use some adjectives / structures to describe your favourite celebrity / role model	Introduction of new vocabulary
	Achieving (keeping up): be able to use multiple adjectives / structures to describe your favourite celebrity / role model	Vocab retrieval (example overleaf)
	Excelling (going beyond): apply descriptive structures to exam task of describing a photo	
4	Emerging (catching up): be able to use some past and present tense verbs together to talk about role models	Introduction of new vocabulary
	Achieving (keeping up): be able to use multiple past and present tense verbs together to talk about role models	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to translate extended texts about role models from French <-> English	
5	Emerging (catching up): Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
	Achieving (keeping up): Revision of HT1 and 2 topics	
	Excelling (going beyond): Revision of HT1 and 2 topics	

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Spring: HT2

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

FRENCH: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): learn some school subjects and how to describe timetable	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): learn multiple school subjects, describe timetable and offer opinions on your school subjects	
	Excelling (going beyond): be able to use comparative structures to compare English and French school systems	
2	Emerging (catching up): be able to name some school rules	Introduction of new vocabulary
	Achieving (keeping up): be able to name multiple school rules and offer advantages / disadvantages of these	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to confidently use multiple impersonal and modal verb structures (you must/ it is forbidden)	
3	Emerging (catching up): be able to mention some past school events	Introduction of new vocabulary
	Achieving (keeping up): be able to narrate a series of events in the past tense	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to use the negative in the past tense (I didn't / we didn't)	
4	Emerging (catching up): be able to talk about some parts of your past school life (I used to/ it was)	Introduction of new vocabulary
	Achieving (keeping up): be able to talk about multiple elements of your past school life	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to confidently use the imperfect tense to describe what used to happen	
5	Emerging (catching up): be able to mention some advantages of learning languages	Introduction of new vocabulary
	Achieving (keeping up): be able to mention multiple advantages of learning languages	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to say how you will use languages in the future	
6	Emerging (catching up): Recall some vocabulary from HT3 to produce short, simple sentences	Revision of HT3 vocabulary
	Achieving (keeping up): Recall most vocabulary from HT3 to produce a number of extended sentences	Writing about free time
	Excelling (going beyond): Recall all vocab from HT3 to produce an accurate, extended piece of writing	

FRENCH: Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): be able to talk about some items of food and drink that you consume in your day / across the week	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): be able to talk about multiple aspects of food and drink you have each day / week	
	Excelling (going beyond): be able to add time phrases, connectives and negatives to be able to extend answers	
2	Emerging (catching up): be able to mention some aspects of your mental health / emotions	Introduction of new vocabulary
	Achieving (keeping up): be able to mention multiple aspects of your mental health / emotions and give some advice	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to give advice using the imperative and a range of modal verbs (you can / must / should)	
3	Emerging (catching up): be able to discuss some health risks and some solutions to these	Introduction of new vocabulary
	Achieving (keeping up): be able to discuss multiple health risks and multiple solutions to these	Vocab retrieval (example overleaf)
	Excelling (going beyond): provide responses to roleplay task to give answers and ask questions in a scenario about health	
4	Emerging (catching up): use some actions in the future tense to be able to say how you will improve your life	Introduction of new vocabulary
	Achieving (keeping up): use say multiple actions in the future tense to be able to say how you will improve your life	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to conjugate the verb 'to go' in all forms of the verb to say what anyone is going to do to improve their health	
5	Emerging (catching up): discuss some lifestyle changes using some verbs in past, present and future	Revision of HT4 vocabulary
	Achieving (keeping up): discuss multiple lifestyle changes using multiple verbs in past, present and future	Writing about holidays
	Excelling (going beyond): confidently use a range of verbs in the past, present and future	

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Speaking assessment	- students prepare answers to questions in format of general conversation for GCSE speaking test - students attempt roleplay and photocard tasks for the first time

Assessment Point 2

What is assessed?	% of course	Why?
Listening	33	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and how they have started the GCSE course. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	33	
Writing	33	

FRENCH: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): be able to mention some aspects of your ideal holiday	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): be able to give multiple details of your ideal holiday and give opinions	
	Excelling (going beyond): be able to confidently use the conditional (would)	
2	Emerging (catching up): be able to say some things you can do on holiday	Introduction of new vocabulary
	Achieving (keeping up): be able to say multiple things you can do on holiday and offer some advice	Vocab retrieval (example overleaf)
	Excelling (going beyond): to give advice on holiday activities and apply this to a roleplay scenario	
3	Emerging (catching up): be able to talk about some aspects of Francophone festivals	Introduction of new vocabulary
	Achieving (keeping up): be able to talk about multiple aspects of Francophone festivals	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to translate longer tasks written in a range of tenses	
4	Emerging (catching up): Speaking Exam Preparation	Introduction of new vocabulary
	Achieving (keeping up): Speaking Exam Preparation	Vocab retrieval (example overleaf)
	Excelling (going beyond): Speaking Exam Preparation	
5	Emerging (catching up): Speaking Exam Practice	
	Achieving (keeping up): Speaking Exam Practice	
	Excelling (going beyond): Speaking Exam Practice	

FRENCH: Revision and Practice: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

Y10 MFL- Spanish

Y7 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULE 5 +
EXTENDED WRITING PREP

Y7 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULES 1+2

Y7 HT6: SUBJECT IN ACTION

DEMONSTRATION:
REVISION FOR AP2:
MODULES 3+4

Y7 HT5: SUBJECT IN ACTION

DEMONSTRATION: write a short essay describing past and present school; future plans post 16

Y7 HT4: THE STORY OF WHERE IT BEGAN

DEMONSTRATION: write a short essay discussing a healthy lifestyle; comparing old and new habits

Y7 HT5: SUBJECT IN ACTION

BUILDING BLOCKS: revising and extending vocabulary knowledge of education and life in school

Y7 HT5: SUBJECT IN ACTION

APPLICATION: revise the use of conditional tense and of relative pronouns

Y7 HT4: THE STORY OF WHERE IT BEGAN

APPLICATION :
reinforce the use of imperfect tense; introducing the use of reflexive verb in the preterit tense

Y7 HT4: THE STORY OF WHERE IT BEGAN

BUILDING BLOCKS:
revising and extending vocabulary knowledge about a healthy lifestyle

Y7 HT3: THE STORY OF WHERE IT BEGAN

BUILDING BLOCKS: revising and extending vocabulary knowledge about people descriptions; relationship with family and friend

Y7 HT3: THE STORY OF WHERE IT BEGAN

DEMONSTRATION: write a short essay describing famous people and celebrations with family and friends

Y7 HT3: THE STORY OF WHERE IT BEGAN

APPLICATION: developing the understanding of the present continuous; revising reflexive verb

Y10 HT2 – LIGHTING FIRES

DEMONSTRATION: write a short essay describing a past holiday or festival

Y10 HT2 – LIGHTING FIRES

APPLICATION: revise the use of the imperfect and preterit tense; the application of verb+ infinitive

Y10 HT2 – LIGHTING FIRES

BUILDING BLOCKS: revising and extending vocabulary knowledge about vacations and festivals

Y10 HT1 –

DEMONSTRATION – write a short essay describing free-time activities online and offline

Y10 HT1 –

BUILDING BLOCKS: revising and extending vocabulary knowledge on free-time activities and social media

Y10 HT1 –

APPLICATION: revise the use of present, past and future tense and the use of direct object pronouns

Y10 Spanish – ‘I can’ statements

Year 10 ‘I Can’ statements:

*Students can evidence the below in a piece of **extended writing** or a **speaking assessment** in the target language:*

Emerging	Achieving	Excelling
- At least 3 bullet points (50) or two bullet points (90) are covered, generally clear. - A few ideas may be developed - Satisfactory vocabulary with Some variety - Use of 2 time frames, sometimes successful - simple or at times repetitive vocabulary - frequent minor errors, together with some major errors.	- Coverage of all bullet points with regular relevant development - most ideas well-developed - Good knowledge of vocabulary - Grammar is generally accurate - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - some errors, but these are minor.	- Coverage of all bullet points with clear communication. - all ideas well-developed - Very good knowledge of vocabulary - Grammar is highly accurate, only minor errors - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - very few errors

How is your attainment measured in Y10 in Autumn term?

Autumn: HT1

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Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Autumn: HT2

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 1

What is assessed?	% of course	Why?
Listening	33	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and how they have started the GCSE course. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	33	
Writing	33	

SPANISH: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): say what you do online	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): revise and apply the present tense for multiple pronouns	
	Excelling (going beyond): use expressions of frequency to say how often you use technology	
2	Emerging (catching up): say what sports and free-time activities you do	Introduction of new vocabulary
	Achieving (keeping up): revise and apply irregular verbs in the present tense for multiple pronouns	Vocab retrieval (example overleaf)
	Excelling (going beyond): using opinion verbs and expressions to talk about hobbies you like and dislike	
3	Emerging (catching up): make plans to go out (where / when / with whom)	Introduction of new vocabulary
	Achieving (keeping up): use the near future tense to discuss future plans	Vocab retrieval (example overleaf)
	Excelling (going beyond): listening for preferences of free time activities	
4	Emerging (catching up): say what you did at the weekend	Introduction of new vocabulary
	Achieving (keeping up): use and apply the preterite to talk about past activities	Vocab retrieval (example overleaf)
	Excelling (going beyond): pronunciation and oracy activities around the sound 'c'	
5	Emerging (catching up): talking about days that went wrong	Introduction of new vocabulary
	Achieving (keeping up): using direct object pronouns (he/ her / it them)	Vocab retrieval (example overleaf)
	Excelling (going beyond): recognising and using three tenses	
6	Emerging (catching up): Recall some vocabulary from HT1 to produce short, simple sentences	Introduction of new vocabulary
	Achieving (keeping up): Recall most vocabulary from HT1 to produce a number of extended sentences	Vocab retrieval (example overleaf)
	Excelling (going beyond): Recall all vocab from HT1 to produce an accurate, extended piece of writing	

SPANISH: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): discussing travel plans	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using comparatives	
	Excelling (going beyond): using 'se puede(n)' + infinitive to talk about things you can do on holiday	
2	Emerging (catching up): talking about festivals in the Spanish-speaking world	Introduction of new vocabulary
	Achieving (keeping up): using the superlative (the most/the least)	Vocab retrieval (example overleaf)
	Excelling (going beyond): using if clauses with the present tense	
3	Emerging (catching up): saying what you did on a holiday in the past	Introduction of new vocabulary
	Achieving (keeping up): practising the I and we forms of the preterite tense in the past	Vocab retrieval (example overleaf)
	Excelling (going beyond): using a range of structures to give opinions in the past	
4	Emerging (catching up): describing where you stayed	Introduction of new vocabulary
	Achieving (keeping up): using the imperfect tense to build descriptions of how something was	Vocab retrieval (example overleaf)
	Excelling (going beyond): giving and sporting positive and negative opinions of a past accommodation	
5	Emerging (catching up): Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
	Achieving (keeping up): Revision of HT1 and 2 topics	
	Excelling (going beyond): Revision of HT1 and 2 topics	

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Learn vocabulary to talking about life online	Revising the present tense
W1.2	Using expression of frequency to describe activities	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Talking about sports and free-time activities	Revising irregular present tense verbs
W2.2	Using opinions verbs and expressions to describe likes and dislikes	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Using questions to arranging to go out	Using the near future tense to organise outings
W3.2	Develop listening skills for preferences	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Learn vocabulary about activities done in the past	Using the preterit tense to say what activities you did at the weekend
W4.2	Developing the pronouncing of the letter "C" correctly	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Talking about days that went wrong with the negative form	Using direct object pronouns In longer sentences
W5.2	Recognising and using three tenses	Reading, listening and translation exercises to embed vocabulary and skills

Topic:

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Learn vocab about holidays	Using comparative to describe travel planes
W1.2	Using <i>se puede(n)</i> +infinitive to describe possible activities	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Learning about festivals in Spanish-speaking Countries	Using the superlative when giving opinions
W2.2	Using <i>If</i> clauses with the present tense in sentences	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Learn vocabulary about past activities	Using <i>acabar de</i> +infinitive to describe past activities
W3.2	Developing the use of a range of structures to give opinions in the past	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Lear vocabulary to describe places	Using the imperfect tense to describe where you stayed
W4.2	Giving and spotting positive and negative opinions in sentences	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Recap of module 2 key vocab and structures	Using <i>suelo</i> +infinitive to describe holidays
W5.2	Listening exam	Preparation of extended writing task

How is your attainment measured in Year 10 in Spring term?

Spring: HT1

Vocabulary test W3	• Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	• Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	• Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Spring: HT12

Vocabulary test W3	• Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	• Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	• Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

SPANISH : Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): describing people – friends / family with appropriate forms	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using the present continuous to describe a photo	
	Excelling (going beyond): using ser for physical descriptions and estar for location	
2	Emerging (catching up): talking about your favourite celebrities	Introduction of new vocabulary
	Achieving (keeping up): using the he/she/ it form of the preterite tense	Vocab retrieval (example overleaf)
	Excelling (going beyond): using the personal 'a' – sigo a streamers	
3	Emerging (catching up): talking about friendships and relationships	Introduction of new vocabulary
	Achieving (keeping up): using reflexive verbs	Vocab retrieval (example overleaf)
	Excelling (going beyond): choosing which tense to use	
4	Emerging (catching up): talking about your identity and what matters to you	Introduction of new vocabulary
	Achieving (keeping up): recap of direct object pronouns	Vocab retrieval (example overleaf)
	Excelling (going beyond): listening for gist	
5	Emerging (catching up): talking about problems and giving advice	Introduction of new vocabulary
	Achieving (keeping up): using estar to express moods and emotions	Vocab retrieval (example overleaf)
	Excelling (going beyond): using poder and querer + infinitive to describe what you can and what you want to do	
6	Emerging (catching up): Recall some vocabulary from HT3 to produce short, simple sentences	Revision of HT3 vocabulary
	Achieving (keeping up): Recall most vocabulary from HT3 to produce a number of extended sentences	Writing about free time
	Excelling (going beyond): Recall all vocab from HT3 to produce an accurate, extended piece of writing	

SPANISH : Spring Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): describing healthy daily routines	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using indefinite adjectives (some)	
	Excelling (going beyond): using tener + noun	
2	Emerging (catching up): talking about mealtimes and food trends	Introduction of new vocabulary
	Achieving (keeping up): using se necesita and hay que + infinitive to say what one should do	Vocab retrieval (example overleaf)
	Excelling (going beyond): practising listening skills (sound and spelling links. / listening for gist)	
3	Emerging (catching up): comparing old and new habits	Introduction of new vocabulary
	Achieving (keeping up): using the imperfect tense to say what you used to do	Vocab retrieval (example overleaf)
	Excelling (going beyond): translating into Spanish accurately	
4	Emerging (catching up): talking about illnesses and injuries	Introduction of new vocabulary
	Achieving (keeping up): using reflexive verbs in the preterite tense to discuss an accident or illness that happened in the past	Vocab retrieval (example overleaf)
	Excelling (going beyond): giving advice using debes and tienes que to help resolve health issues	
5	Emerging (catching up): making future plans for health and wellbeing	Revision of HT4 vocabulary
	Achieving (keeping up): using the simple future tense	Writing about holidays
	Excelling (going beyond): using if clauses to say what could happen in the future based on current lifestyle	

Topic:

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Learning vocabulary to describe people	Practise the use of the present continues to describe a photo
W1.2	Revising the use of <i>ser</i> for physical descriptions and the use of <i>estar for locations</i>	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Develop descriptive vocabulary	Describing how long you have been doing something
W2.2	Talking about reasons for having a favourite celebrity	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Talking about friendship and relationships with family	Using reflexive verbs to describe feelings and thoughts
W3.2	Revising the use of pronouns before verbs	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Talking about identity and what matters to you	Incorporate the use of <i>para+</i> infinitive in sentences
W4.2	Describing past family celebrations	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Recap of module 3 key vocab and structures	Using <i>podrías</i> and <i>deberías</i> +infinitive to talk about problems and give advise
W5.2	Preparation of extended writing task	Students plan out and revise extended writing task

Topic:

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Learning about typical food in Spanish-speaking Country	Using tener+ noun in complex sentences
W1.2	Describing daily healthy routines	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Describe mealtime and food trend as part of a healthy lifestyle	Using the direct object pronouns in complex sentences
W2.2	Developing listening skills	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Using comparisons to describe old and new habits	Using the imperfect tense to say what you used to do
W3.2	Using <i>ya no</i> + verb to described past habits	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Using reflexive verbs in the preterit tense to talking about illnesses and injuries	Giving advise using <i>debes</i> , <i>tienes que</i> and <i>necesitas</i>
W4.2	Using the simple future to make future plans for health and wellbeing	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Recap of module 4 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W5.2	Preparation of extended writing task	Students plan out and revise extended writing task

How is your attainment measured in Year 10 in Summer term?

Summer: HT1

Vocabulary test W3	• Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	• Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Speaking assessment	• students prepare answers to questions in format of general conversation for GCSE speaking test • students attempt roleplay and photocard tasks for the first time

Assessment Point 2

What is assessed?	% of course	Why?
Listening	33	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and how they have started the GCSE course. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	33	
Writing	33	

SPANISH: Summer Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): talking about a typical day in school	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): forming questions – asking and responding	
	Excelling (going beyond): translating into English effectively	
2	Emerging (catching up): talking about your studies and how these are going	Introduction of new vocabulary
	Achieving (keeping up): talking about the opinions of others	Vocab retrieval (example overleaf)
	Excelling (going beyond): using correct spellings	
3	Emerging (catching up): talking about how you would change your school	Introduction of new vocabulary
	Achieving (keeping up): using the conditional tense to say what you would do	Vocab retrieval (example overleaf)
	Excelling (going beyond): using impersonal verbs with an infinitive	
4	Emerging (catching up): Speaking Exam Preparation	Introduction of new vocabulary
	Achieving (keeping up): Speaking Exam Preparation	Vocab retrieval (example overleaf)
	Excelling (going beyond): Speaking Exam Preparation	
5	Emerging (catching up): Speaking Exam Practice	
	Achieving (keeping up): Speaking Exam Practice	
	Excelling (going beyond): Speaking Exam Practice	

SPANISH : Revision and Practice: Summer Term 2 Golden Nuggets and Work Hard

	Golden Nugget – HT6	Work Hard
1	Em – Recall some vocabulary from HT1+2 for translation/listening/reading activities	Revision of vocabulary from HT1 and HT2
	A – Recall most vocabulary from HT1+2 for translation/listening/reading activities	
	Ex – Recall all vocab from HT1+2 for translation/listening/reading activities	
2	Em – Recall some vocabulary from HT3+4 for translation/listening/reading activities	Revision of vocabulary from HT3 and HT4
	A – Recall most vocabulary from HT3+4 for translation/listening/reading activities	
	Ex – Recall all vocab from HT3+4 for translation/listening/reading activities	
3	Em – Recall some vocabulary from HT5 and answer some questions in listening exam	Revision of vocabulary from HT5 and listening exam
	A – Recall most vocabulary from HT5 and answer most questions in listening exam	
	Ex – Recall all vocabulary from HT5 and answer all questions in listening exam	
4	AP2	
5	DiRT	

Topic:

Summer Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Learning vocabulary about schools in Spain	Develop skills to translate into English effectively
W1.2	Using the relative pronouns <i>que</i> , <i>donde</i> , <i>cuando</i> to talk about a typical day at school	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Talking about your studies	Using <i>lo que</i> to discuss opinions about school
W2.2	Use the third person to discuss the opinions of others	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Developing ideas about how you would change your school	Using the conditional tense to describe possible changes
W3.2	Using an impersonal verbs with an infinitive to discuss ideas and possibilities	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Talking about students and teachers at school	Using the negative form to give opinions
W4.2	Using adjectives and adverbs to describe a trip in the past	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Recap of module 5 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W5.2	Preparation of extended writing task	Students plan out and revise extended writing task

Topic:

Summer Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Recap of module 1 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W1.2	Recap of module 2 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Recap of module 3 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W2.2	Recap of module 4 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Recap of module 5 key vocab and structures	Reading, listening and translation exercises to embed vocabulary and skills
W3.2	Listening exam	Preparation of extended writing task
W4	AP2 Week – students in exams	
W5	DiRT week – reflection on exams	

How do all KS4 MFL lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **MFL** look like this:

LESSON 1 IN THE WEEK

HT3 W1 : LO = a) talking about future plans and hopes b) using infinitive structures

SIDE 1

Activity 1 – a) translate the ambitions below b) choose 3 and say if you would like to do them or not

Use verbs and structures like
je voudrais / je n'aimerais pas / j'espère /
je ne veux pas / j'ai envie de.

travailler avec des enfants devenir professeur être médecin

travailler dans le monde des affaires travailler dans un hôpital aider les gens

avoir un métier bien payé avoir ma propre entreprise être actif/active

1. _____
2. _____
3. _____

Activity 2 – translate the ambitions below with your partner



a avoir des enfants



b réussir à mes examens



c voyager et travailler à l'étranger



d aller à l'université



e suivre une formation professionnelle



f trouver un emploi dans le domaine du droit



g gagner beaucoup d'argent



h avoir ma propre entreprise

Match the French phrases (1–8) to the English ones (a–h).

- 1 je voudrais
- 2 je veux
- 3 j'espère
- 4 mon but est de
- 5 j'ai décidé de
- 6 je rêve de
- 7 je vais chercher
- 8 avoir un travail est

- a my aim is to
- b I am going to look for
- c I dream of
- d I would like
- e I want
- f having a job is
- g I hope
- h I have decided to

LESSON 2 IN THE WEEK

j____, h____ j_____ W1 LO: à l'avenir, j'aimerais

READY TO LEARN

- 1) Write down the words as you hear them in French (*silent letters*)
- 2) translate each word into English once you've written each word down

Exemple: le théâtre -> drama

1. ➤ travailler avec des enfants
2. ➤ aider les gens / aider les autres
3. ➤ devenir professeur
4. ➤ être médecin
5. ➤ avoir ma propre entreprise
6. ➤ réussir à mes examens
7. ➤ je veux aller à l'université
8. ➤ je rêve de gagner beaucoup d'argent
9. ➤ mon but est de voyager
10. ➤ avoir un métier bien payé

1. what is our topic for this half-term?
2. how does our starter relate to this?
3. can you give me other examples?
4. how does this relate to what we've learned before?
5. what are we going to learn about this lesson?
6. how does this relate to last lesson / the HT topic?

EXTENSION: What other photo description phrases did we learn last lesson?

Y11 FRENCH

Speaking prep and exam

GCSE EXAMS

Y11 HT3

DEMONSTRATION:
Practice production of French through speaking and writing using exam questions

Y11 HT4

APPLICATION:
Practice exam skills in order to understand spoken and written French

Y11 HT4

BUILDING BLOCKS: Revise vocabulary from previous GCSE modules

Y11 HT3

DEMONSTRATION:
Write about your plans for the future, the skills you'll need, and what you wanted to do when you were younger

Y11 HT3

APPLICATION: Give opinions on future career paths using the conditional tense

Y11 HT3

BUILDING BLOCKS:
Master vocab for professions and ambitions

Y11 HT1

DEMONSTRATION – Write an extended piece of writing using past, present and future tenses to talk about the world around us and what we do to protect it

Y11 HT1

BUILDING BLOCKS: Learn vocab relating to the environment and describe how we protect it

AP2

AP1

Y11 HT2

DEMONSTRATION:
Produce an extended piece of writing describing your region and talk about activities in all 3 tenses. Be able to respond to "Role-play" cards

Y11 HT2

APPLICATION: Describe, and give opinions on your region as well as activities you can do there

Y11 HT2

BUILDING BLOCKS: Revise vocabulary related to your town and where you live

Y11 HT1

APPLICATION: Answer questions verbally about projects to protect the environment using a range of tenses.

Y11 French – ‘I can’ statements

Year 11 ‘I Can’ statements:

Students can evidence the below in a piece of **extended writing** or a **speaking assessment** in the target language:

Emerging	Achieving	Excelling
- At least 3 bullet points (50) or two bullet points (90) are covered, generally clear. - A few ideas may be developed - Satisfactory vocabulary with Some variety - Use of 2 time frames, sometimes successful - simple or at times repetitive vocabulary - frequent minor errors, together with some major errors.	- Coverage of all bullet points with regular relevant development - most ideas well-developed - Good knowledge of vocabulary - Grammar is generally accurate - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - some errors, but these are minor.	- Coverage of all bullet points with clear communication. - all ideas well-developed - Very good knowledge of vocabulary - Grammar is highly accurate, only minor errors - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - very few errors

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Autumn: HT2

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 1

What is assessed?	% of course	Why?
Listening	25	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and growth from Y10 AP2. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	25	
Writing	25	
Speaking	25	

FRENCH: Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): learn some vocabulary for geographical features and climate	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): be able to describe regions of France for their climate and geographical features	
	Excelling (going beyond): use comparative structures to compare different geographical features (the longest river)	
2	Emerging (catching up): learn some vocabulary for environmental issues	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions for environmental issues	Vocab retrieval (example overleaf)
	Excelling (going beyond): use the future tense to talk about the weather and climate change	
3	Emerging (catching up): learn some vocabulary to describe large projects/ solutions to improve the environment	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions to describe large projects / solutions to improve the environment	Vocab retrieval (example overleaf)
	Excelling (going beyond): use the present and past tenses confidently to narrate the effects of climate change	
4	Emerging (catching up): learn vocabulary for some small environmentally friendly gestures / actions	Introduction of new vocabulary
	Achieving (keeping up): learn vocabulary for multiple environmentally friendly gestures / actions	Vocab retrieval (example overleaf)
	Excelling (going beyond): use the imperfect tense to say what you used to do to protect the environment	
5	Emerging (catching up): learn vocabulary for some new technologies	Introduction of new vocabulary
	Achieving (keeping up): learn vocabulary for multiple new technologies	Vocab retrieval (example overleaf)
	Excelling (going beyond): answer questions about the environment verbally and in writing	
6	Emerging (catching up): Recall some vocabulary from HT1 to produce short, simple sentences	Introduction of new vocabulary
	Achieving (keeping up): Recall most vocabulary from HT1 to produce a number of extended sentences	Vocab retrieval (example overleaf)
	Excelling (going beyond): Recall all vocab from HT1 to produce an accurate, extended piece of writing	

FRENCH: Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): learn some vocabulary for describing your town	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): learn multiple expressions for describing your town	
	Excelling (going beyond): answer short questions about your town / region	
2	Emerging (catching up): learn some vocabulary to ask and give directions	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions to ask and give directions	Vocab retrieval (example overleaf)
	Excelling (going beyond): ask and give directions in spoken French	
3	Emerging (catching up): revise some vocabulary for clothes	Introduction of new vocabulary
	Achieving (keeping up): revise multiple expressions for clothes and give opinions	Vocab retrieval (example overleaf)
	Excelling (going beyond): practise dialogues in different shopping scenarios	
4	Emerging (catching up): learn vocabulary to describe some aspects of your ideal home	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions to describe multiple aspects of your ideal home	Vocab retrieval (example overleaf)
	Excelling (going beyond): confidently be able to use the conditional tense to describe what would happen if you were rich	
5	Emerging (catching up): Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
	Achieving (keeping up): Revision of HT1 and 2 topics	
	Excelling (going beyond): Revision of HT1 and 2 topics	
6	DIRT on vocabulary, skills and structures from AP1 exams	

How is your attainment measured at GCSE in Spring term?

Spring: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory; teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 2

What is assessed?	% of course	Why?
Listening	25	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and growth from AP1. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	25	
Writing	25	
Speaking	25	

Spring: HT2

Writing prep booklet	students assessed on a range of exam tasks on weekly basis
Speaking exam preparation	feedback given on prospective speaking answers for oral exam after Easter

FRENCH: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): learn some vocabulary to be able to describe future ambitions	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): learn multiple expressions to be able to describe future ambitions	
	Excelling (going beyond): be confidently able to use infinitive structures (modal verbs and opinions)	
2	Emerging (catching up): learn some vocabulary to describe influencers and TV personalities	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions to describe influencers and TV personalities and give opinions on these	Vocab retrieval (example overleaf)
	Excelling (going beyond): be able to use certain être verbs in the past tense to say how celebrities became famous	
3	Emerging (catching up): learn some vocabulary to talk about other career paths and opportunities	Introduction of new vocabulary
	Achieving (keeping up): learn multiple expressions to talk about other career paths and opportunities	Vocab retrieval (example overleaf)
	Excelling (going beyond): construct longer passages of writing and speech to narrate future ambitions	
4	Emerging (catching up): review vocabulary for some different jobs / professions	Introduction of new vocabulary
	Achieving (keeping up): review multiple expressions for jobs / professions and pros + cons of these	Vocab retrieval (example overleaf)
	Excelling (going beyond): translation of more complex structures (conditional, modal verbs, infinitive structures)	
5	Reading, listening and translation exercises to embed vocabulary for discussing alternative career routes	
	Emerging (catching up): some degree of mastery and ability to manipulate language	Introduction of new vocabulary
	Achieving (keeping up): good degree of mastery and ability to manipulate language	Vocab retrieval (example overleaf)
	Excelling (going beyond): very high degree of mastery and ability to manipulate language	
6	Emerging (catching up): Recall some vocabulary from HT3 to produce short, simple sentences	Revision of HT3 vocabulary
	Achieving (keeping up): Recall most vocabulary from HT3 to produce a number of extended sentences	Writing about free time
	Excelling (going beyond): Recall all vocab from HT3 to produce an accurate, extended piece of writing	

FRENCH: Spring Term 2 Golden Nuggets and Work Hard

For each of the revision lessons below, students will demonstrate the below performance with the following success criteria

Emerging (catching up): some degree of mastery and ability to manipulate language

Achieving (keeping up): good degree of mastery and ability to manipulate language

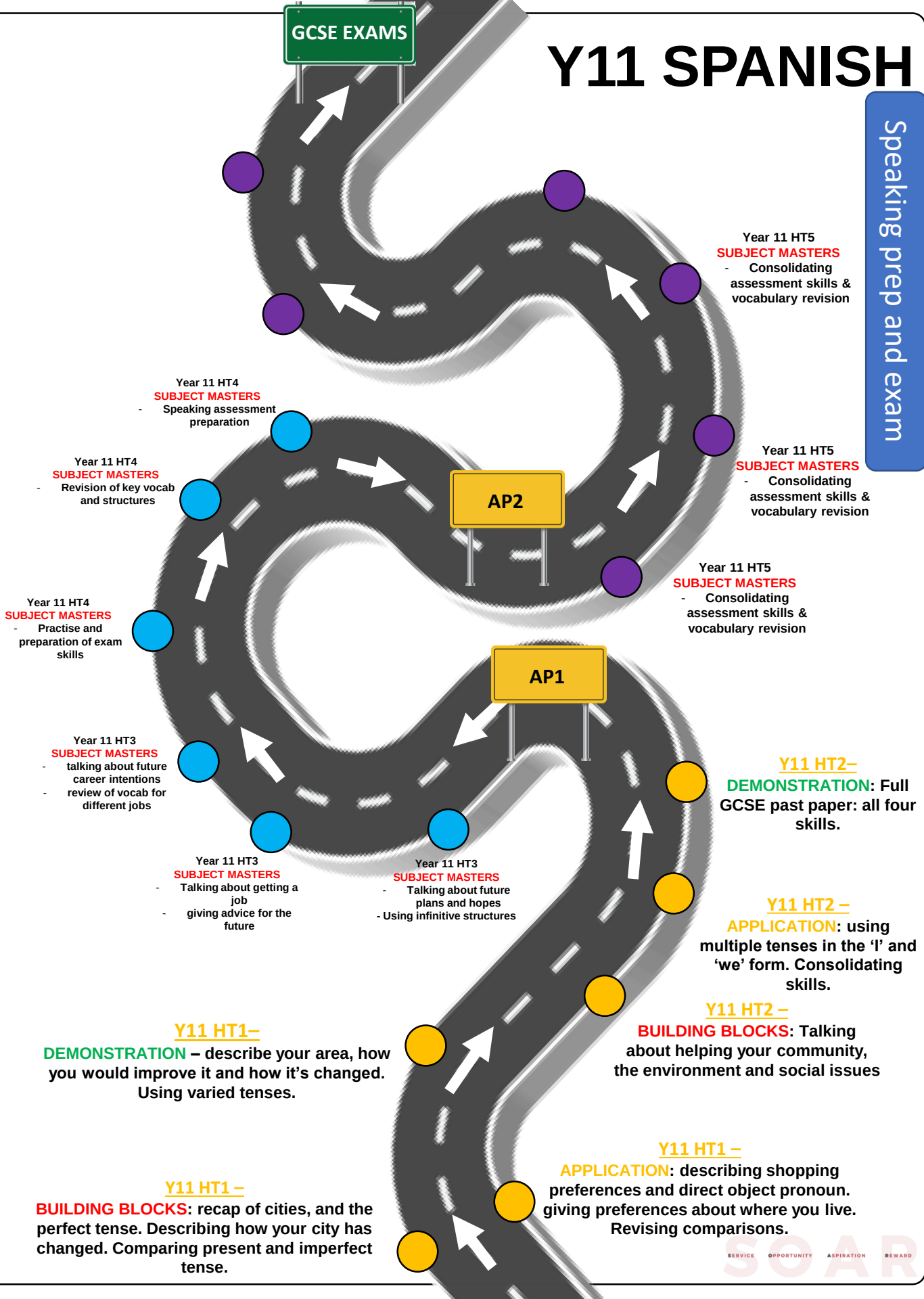
Excelling (going beyond): very high degree of mastery and ability to manipulate language

	Golden Nugget	Work Hard
W1.1	Revision of Module 1	Reading, listening and translation exercises to revise vocabulary and grammar from module 1
W1.2	Revision of Module 2+3	Reading, listening and translation exercises to revise vocabulary and grammar from module 2 and 3
W2.1	Revision of Module 4	Reading, listening and translation exercises to revise vocabulary and grammar from module 4
W2.2	Revision of Module 5+6	Reading, listening and translation exercises to revise vocabulary and grammar from module 5 and 6
W3.1	Revision of Module 7+8	Reading, listening and translation exercises to revise vocabulary and grammar from module 7 and 8
W3.2	Vocab test	In class vocabulary test
W4.1	Preparation of extended writing task	Students plan out and revise extended writing task
W4.2	Speaking exam preparation	Practice of Role-play cards and techniques needed to succeed
W5.1	Speaking exam preparation	Practice of Reading aloud tasks and techniques needed to succeed when answering follow-up questions
W5.2	Speaking exam preparation	Practice of photo description and answering questions that may come up in the follow-up conversation

Y11 SPANISH

Speaking prep and exam

GCSE EXAMS



Y11 Spanish – ‘I can’ statements

Year 11 ‘I Can’ statements:

*Students can evidence the below in a piece of **extended writing** or a **speaking assessment** in the target language:*

Emerging	Achieving	Excelling
- At least 3 bullet points (50) or two bullet points (90) are covered, generally clear. - A few ideas may be developed - Satisfactory vocabulary with Some variety - Use of 2 time frames, sometimes successful - simple or at times repetitive vocabulary - frequent minor errors, together with some major errors.	- Coverage of all bullet points with regular relevant development - most ideas well-developed - Good knowledge of vocabulary - Grammar is generally accurate - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - some errors, but these are minor.	- Coverage of all bullet points with clear communication. - all ideas well-developed - Very good knowledge of vocabulary - Grammar is highly accurate, only minor errors - A good variety of vocabulary with attempts at complex structures - Confident use of all 3 time frames - very few errors

How is your attainment measured at GCSE in Autumn term?

Autumn: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Autumn: HT2

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 1

What is assessed?	% of course	Why?
Listening	25	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and growth from Y10 AP2. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	25	
Writing	25	
Speaking	25	

SPANISH : Autumn Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): describing cities – geography and landmarks	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using the perfect tense	
	Excelling (going beyond): using prepositions of place and directions	
2	Emerging (catching up): describing how a city of town has changed	Introduction of new vocabulary
	Achieving (keeping up): using demonstrative adjectives for descriptions (those / these)	Vocab retrieval (example overleaf)
	Excelling (going beyond): listening for positive or negative opinions	
3	Emerging (catching up): describing shopping preferences	Introduction of new vocabulary
	Achieving (keeping up): revising direct object pronouns	Vocab retrieval (example overleaf)
	Excelling (going beyond): listening for positive or negative opinions	
4	Emerging (catching up): giving opinions and preferences about where you live	Introduction of new vocabulary
	Achieving (keeping up): making comparisons	Vocab retrieval (example overleaf)
	Excelling (going beyond): using different tenses to describe your area	
5	Emerging (catching up): talking about where you live	Introduction of new vocabulary
	Achieving (keeping up): using irregular preterite verbs to describe something that happened in your area	Vocab retrieval (example overleaf)
	Excelling (going beyond): having conversations using different tenses	
6	Emerging (catching up): Recall some vocabulary from HT1 to produce short, simple sentences	Introduction of new vocabulary
	Achieving (keeping up): Recall most vocabulary from HT1 to produce a number of extended sentences	Vocab retrieval (example overleaf)
	Excelling (going beyond): Recall all vocab from HT1 to produce an accurate, extended piece of writing	

SPANISH : Autumn Term 2 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): talking about how you help in your community	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using the imperative	
	Excelling (going beyond): using the present and preterite tenses	
2	Emerging (catching up): talking about climate change	Introduction of new vocabulary
	Achieving (keeping up): using the imperfect continuous tense	Vocab retrieval (example overleaf)
	Excelling (going beyond): using two tenses to talk about the weather	
3	Emerging (catching up): talking about actions to help the environment	Introduction of new vocabulary
	Achieving (keeping up): using three tenses in the I and we forms	Vocab retrieval (example overleaf)
	Excelling (going beyond): writing about what you do for the environment	
4	Emerging (catching up): talking about social and climate issues	Introduction of new vocabulary
	Achieving (keeping up): using (no) se debería + infinitive to say what we should / shouldn't do to protect the environment	Vocab retrieval (example overleaf)
	Excelling (going beyond): working out the meaning of new and unfamiliar words using context clues and English	
5	Emerging (catching up): Revision of HT1 and 2 topics	Revision of HT1+2 vocabulary
	Achieving (keeping up): Revision of HT1 and 2 topics	
	Excelling (going beyond): Revision of HT1 and 2 topics	

Topic:

Autumn Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	learn vocab to describe cities and what you can do there	Developing of perfect tense to describe your experiences in a city.
W1.2	Using prepositions of place and directions.	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Describing how a city or town has changed	Developing of the imperfect tense for descriptions
W2.2	Comparing a city or town now and then	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Describing shopping preferences	Revise direct object pronoun
W3.2	Reviewing positive and negative opinions in different skills	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Giving preferences about where you live	Consolidating comparative structures
W4.2	Using a variety of tenses to describe your area	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Talking about where you live	Using irregular preterite tense verbs
W5.2	Preparation of extended writing task	Students plan out and revise extended writing task

Topic:

Autumn Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Talking about how you help your community	Consolidating the present and perfect tense.
W1.2	Describing what you do to help others.	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Talking about climate change	Consolidating of the imperfect continuous tense for descriptions
W2.2	Using two tenses to talk about weather	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Talking about actions to help the environment	Developing the use of 'I' and 'we' pronouns in different tenses
W3.2	Writing about what you do for the environment	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Talking about social and climate issues	Using (no) se debería + infinitive structures linked to environment
W4.2	Talking about what global issues worry you	Reading, listening and translation exercises to embed vocabulary and skills
W5.1	Reading about positive role models in the Hispanic world	Consolidating 'I' and 'we' forms in multiple tenses
W5.2	Preparation of mocks	Students plan out and revise for mocks

How is your attainment measured at GCSE in Spring term?

Spring: HT1

Vocabulary test W3	Out of 30 – based on HL booklet phrases which are revised in advance for HL – teacher-assessed and scores are tracked
Extended Writing W4	Students prepare a text which is then reproduced in exam conditions from memory– teacher-assessed and scores are tracked
Exam tasks W4+5	Assorted exam based tasks from different skills required for writing and speaking exam; completed at home or in lesson and then self-assessed in lesson

Assessment Point 2

What is assessed?	% of course	Why?
Listening	25	These are the skills that are assessed in GCSE exams and papers will be used to give an accurate picture of student progress in each element at this point and growth from AP1. Results in these exams will also be used to identify weaknesses and areas for practice in the run up to GCSE examinations
Reading	25	
Writing	25	
Speaking	25	

Spring: HT2

Writing prep booklet	students assessed on a range of exam tasks on weekly basis
Speaking exam preparation	feedback given on prospective speaking answers for oral exam after Easter

SPANISH: Spring Term 1 Golden Nuggets and Work Hard

	Golden Nugget	Work Hard
1	Emerging (catching up): talking about your hopes and dreams	Introduction of new vocabulary Vocab retrieval (example overleaf)
	Achieving (keeping up): using different ways to express future plans	
	Excelling (going beyond): transcribing unfamiliar words	
2	Emerging (catching up): talking about getting a job	Introduction of new vocabulary
	Achieving (keeping up): using para / sin + infinitive	Vocab retrieval (example overleaf)
	Excelling (going beyond): giving advice using hay que and tienes que to say how to pursue certain ambitions	
3	Emerging (catching up): talking about future career intentions	Introduction of new vocabulary
	Achieving (keeping up): using masculine and feminine nouns for jobs	Vocab retrieval (example overleaf)
	Excelling (going beyond): using and understanding the suffix 'dad' / 'idad'	
4	Emerging (catching up): talking about the importance of learning languages	Introduction of new vocabulary
	Achieving (keeping up): using modal verbs	Vocab retrieval (example overleaf)
	Excelling (going beyond): using the infinitive as a noun	
5	Reading, listening and translation exercises to embed vocabulary for discussing alternative career routes	
	Emerging (catching up): some degree of mastery and ability to manipulate language	Introduction of new vocabulary
	Achieving (keeping up): good degree of mastery and ability to manipulate language	Vocab retrieval (example overleaf)
	Excelling (going beyond): very high degree of mastery and ability to manipulate language	
6	Emerging (catching up): Recall some vocabulary from HT3 to produce short, simple sentences	Revision of HT3 vocabulary
	Achieving (keeping up): Recall most vocabulary from HT3 to produce a number of extended sentences	Writing about free time
	Excelling (going beyond): Recall all vocab from HT3 to produce an accurate, extended piece of writing	

SPANISH: Spring Term 2 Golden Nuggets and Work Hard

For each of the revision lessons below, students will demonstrate the below performance with the following success criteria

Emerging (catching up): some degree of mastery and ability to manipulate language

Achieving (keeping up): good degree of mastery and ability to manipulate language

Excelling (going beyond): very high degree of mastery and ability to manipulate language

	Golden Nugget	Work Hard
W1.1	Revision of Module 1	Reading, listening and translation exercises to revise vocabulary and grammar from module 1
W1.2	Revision of Module 2+3	Reading, listening and translation exercises to revise vocabulary and grammar from module 2 and 3
W2.1	Revision of Module 4	Reading, listening and translation exercises to revise vocabulary and grammar from module 4
W2.2	Revision of Module 5+6	Reading, listening and translation exercises to revise vocabulary and grammar from module 5 and 6
W3.1	Revision of Module 7+8	Reading, listening and translation exercises to revise vocabulary and grammar from module 7 and 8
W3.2	Vocab test	In class vocabulary test
W4.1	Preparation of extended writing task	Students plan out and revise extended writing task
W4.2	Speaking exam preparation	Practice of Role-play cards and techniques needed to succeed
W5.1	Speaking exam preparation	Practice of Reading aloud tasks and techniques needed to succeed when answering follow-up questions
W5.2	Speaking exam preparation	Practice of photo description and answering questions that may come up in the follow-up conversation

Topic:

Spring Term 1 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	learn vocab to express future plans and hopes	Revision of future tense to convey ambitions and plans
W1.2	Using infinitive structures (modal verbs)	Reading, listening and translation exercises to embed vocabulary for
W2.1	Talking about getting a job – when, why, your experience	Discussing the motivations, pros and cons of part-time work
W2.2	Giving advice (you have to, you must) for finding work	Reading, listening and translation exercises to embed vocabulary for
W3.1	Talking about future career intentions	Describing other people's career paths and how these influence your own
W3.2	Reviewing vocabulary for different jobs in masculine and feminine forms	Reading, listening and translation exercises to embed vocabulary for
W4.1	Talking about the importance of learning languages	Articulate the advantages of learning languages on career and ambitions
W4.2	Using a variety of tenses to convey your experiences of learning languages	Reading, listening and translation exercises to embed vocabulary for
W5.1	Talking about changes in the world of work	Using the past and present tenses to compare trends in employment
W5.2	Preparation of extended writing task	Students plan out and revise extended writing task

Topic:

Spring Term 2 Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
W1.1	Module 1 revision	Reading, listening and translation exercises to embed vocabulary and skills
W1.2	Module 2+3 revision	Reading, listening and translation exercises to embed vocabulary and skills
W2.1	Module 4 revision	Reading, listening and translation exercises to embed vocabulary and skills
W2.2	Module 5+6 revision	Reading, listening and translation exercises to embed vocabulary and skills
W3.1	Module 7 revision	Reading, listening and translation exercises to embed vocabulary and skills
W3.2	Module 8 revision	Reading, listening and translation exercises to embed vocabulary and skills
W4.1	Development of Speaking assessment	Development of Speaking assessment
W4.2	Development of Speaking assessment	Development of Speaking assessment
W5.1	Consolidation of Speaking assessment	Consolidation of Speaking assessment
W5.2	Consolidation of Speaking assessment	Consolidation of Speaking assessment