

# Subject Curriculum Information Pack



Pedmore  
High School

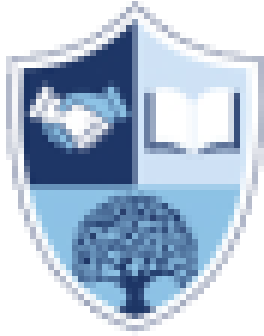
*Aspire, Persevere, Succeed*

# Curriculum Intent



Pedmore  
High School

*Aspire, Persevere, Succeed*



# Pedmore High School

PEDMORE HIGH SCHOOL

*Czech proverb:*

*'You live a new life for every language you speak. If you only know one language, you only live once.'*

INTENT IMPLEMENTATION IMPACT

## INTENT

In Modern Foreign Languages, we aim to develop inquisitive confident and ambitious language learners who are curious and interested in the wider world. The main aims for our pupils are **fluid communication** and a broad **cultural awareness** in our multilingual and multicultural world. They will gain a **strong phonetic knowledge** to enable them to converse confidently (and pronounce new vocabulary) and a reinforcement of many **literacy skills** from their first language. They will learn how to **manipulate grammar** to allow them to **personalise information** and **retain core phrases** that can be recycled in a large number of **real-life situations**. Through this knowledge and confidence they will become **resilient and competent linguists** who are open-minded and versatile communicators.

The Modern Foreign Language Department promotes a love of language learning and want students at Pedmore to believe in themselves and strive to '*Aspire, Persevere, Succeed*'. We believe in creating an environment where pupils develop their potential and where all individuals succeed in making themselves and others proud. We recognise the importance of language learning in today's modern society and provide our students with maximum opportunities in lessons, trips and visits to turn our students into real linguists; allowing them the opportunity to achieve success that opens doors to future language learning and aspirational and exciting career opportunities.

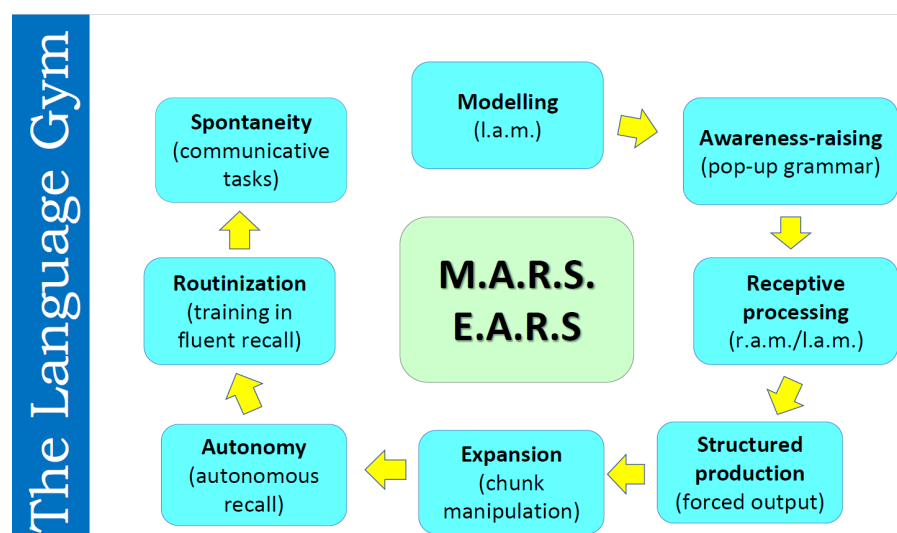
## IMPLEMENTATION

### *Critical Concepts:*

- Provide a curriculum which builds on prior knowledge and in which language acquisition is cumulative.
- Establish a learning environment which supports and challenges students in which they are not afraid to take risks so that misconceptions can be promptly addressed.
- Develop students' resilience, independence and confidence in speaking, writing and understanding a language.
- Promote a wider world awareness and an understanding of the career and life opportunities that the transferable skill of learning another language can bring.

In the MFL department, we believe that students need a three-year KS3 programme to embed the key knowledge elements of new language acquisition to help them to succeed with greater independence and challenge during KS4. Our curriculum is implemented through a variety of teaching approaches and tasks which encompass the four key skills of listening, speaking, reading and writing. Language is taught through both productive and receptive skills in “chunks” which is presented in a sentence builder style format. This reduces the cognitive load and allows pupils to be able to make rapid progress and communicate more readily.

Our schemes of work follow Gianfranco Conti’s EPI (Extensive Processing Implementation) approach and we follow his MARS-EARS approach explained below.



1) **MODELLING** Core structures/chunks are **presented and modelled** in context through reading aloud (e.g. Sentence builders & subsequent activities) **using 98 % comprehensible input**. Pupils are gaining familiarity with the language (phonetically & translation into L1)

“With the majority of L2 learners for listening and reading input to be conducive to learning, around 98 of the words must be familiar.” ( Nation, 2013)

2) **AWARENESS RAISING** Sensitizes the learners to the patterns/rules governing the target chunks formation and use (Recognition of grammar but not explained in depth YET.)

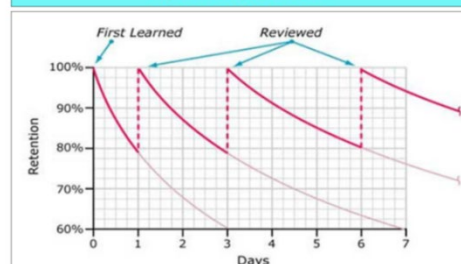
3) **RECEPTIVE PROCESSING**- Practising the core phrases until pupils are absolutely RECEPTIVELY confident BEFORE moving on to them producing them themselves. (Longer texts but still 98% comprehensible input.)

## Intensive recycling in the lesson

Elapsed time since learning	(%)
Immediately	100
20 minutes	58
1 hour	44
9 hours	36
1 day	33
2 days	28
6 days	25
31 days	21

- Major memory loss within the first 20 minutes from first processing the word
- Second major memory loss within the first 9 hours
- Within 31 days without rehearsal of target item 79 % is lost
- Primacy of long-term planning over short-term planning
- Too much zooming in too little zooming out

## Spaced practice



Extensive processing – (**exposure to the language**): the **more exposure** a learner has to the chunks, the more likely they are to **retain** the language.

**Intensive Recycling** in the lesson (Major memory loss within the first 20 minutes from first processing the word. Hence the importance of recycling the same items over and over again. Flooded input, Controlled input and Thorough processing are essential in order to maximize recycling.

4) **STRUCTURED PRODUCTION** Intensive scaffolded and highly controlled **production** practice (PUSHED OUTPUT) Introduction of more 'thinking' and cognitive load – making students think back to what they have learnt & start to use it, but with support of SB/KO. Start to include L1 to L2 translations. (Pop-up Grammar can also be included at this stage.)

5) **EXPANSION** Structure is learnt in **greater depth** and practised with old and new vocabulary. **Explicit work on grammar** and generative processing - students expand to language patterns. Less use of KO/SBs & support to encourage them to really think!

**Interleaving** is powerful because we learn best through ASSOCIATIVE learning, **by hooking the new to the old**. The **core structures are practised with old and new vocabulary and structures overtime through systematic recycling** (scaffolding might still be necessary); After much (semi-) implicit practice the students -through deductive teaching or inductive learning;-learn the rule(s) governing the target item(s) in greater depth. If applicable, more aspects of the rules governing the target items are modelled and practised (e.g. from one or two persons of the present tense, to all six persons).

6) **AUTONOMY** Extensive oral and written practice in which the scaffolding is gradually faded out and **spoken or written output is produced by pupils with little support**. Language is practised productively without scaffolding but still in familiar contexts and focus is on fast retrieval (automaticity) The aim is to develop **most students' autonomy** in the use of the target structure by the end of this phase; **This phase continues throughout the academic year** or even the following year(s) through systematic recycling across topics and Interleaving. Students perform structured and semi-structured tasks which may elicit the use of the target structure (surveys, interviews, role-plays, picture tasks, unstructured essays).

**7) ROUTINISATION** – where the focus is on **fluency** development. “A grammar structure can be said to have been acquired only when it has been automatised across all 4 skills and it is applied successfully across a wide range of contexts.” (Smith & Conti, 2016)

**8) SPONTANIETY** - Spontaneous production of written / spoken language in response to questions or a task. Practise in unfamiliar contexts (and combining previously learned language.) Practice in unplanned response through a stimulus that elicits the use of the target structure(s) is provided at spaced intervals over the year

“Task based language teaching is a student-centred approach to second language instruction. Activities focus on having students **use authentic target language** in order to complete meaningful tasks, i.e. **situations** they might encounter in the **real world** and other project based assignments.” Ludwig, 2015

**FLUENCY: Extensive practice frequency and regularity** being key. **Use across a wide range of contexts**; Practice occurs with language you know; Task repetition; Working to a time constraint in an effort to increase speed while understanding/producing an increasingly large quantity of input/output; Planning/preparing for tasks.

**AUTOMATICITY** is the ultimate goal of language teaching. **Strong long-term retention** is important, but being able to **retrieve** what we have learnt fast and effortlessly is key in language learning.

- In language lessons, the curriculum and our knowledge organisers have been designed to provide students with a solid **grammatical** grounding in the language whilst also introducing CORE transferable **vocabulary** (tier 2) together with a thematic approach to new vocabulary teaching (tier 3), to provide the building blocks of language competency needed for GCSE study and real-life communication outside of the classroom. Attention to **phonics** plays a central part during the ‘modelling’ stage of each knowledge organiser so that students are confident at saying the new words and phrases. This ensures that students have a clear knowledge of the fundamentals in MFL. That they understand the syntax of the language and can discuss grammatical rules and apply their own linguistic knowledge to the new language in a range of tenses to be able to speak and write coherently, creatively and with complexity on a wide variety of topic areas to express a variety of viewpoints.
- There is regular testing of the different components that encompass the GCSEs: reading, writing, speaking and listening. This is to familiarise student with these skills, to continually build on their abilities and to track and monitor their developments.

- During lessons, teachers encourage an inclusive environment by actively inviting students to communicate in the target language wherever possible, building confidence and familiarity with new vocabulary and pronunciation at all times

### **KS3 MFL Curriculum**

At KS3, the teaching focus follows Conti's **MARS-EARS** approach and there is a heavy focus on modelling, awareness-raising, receptive skills, structured production and expansion (MARS-E) in order to build pupils' confidence. At the start of each knowledge organiser, there is an initial focus on phonics for accurate pronunciation, which then is constantly revisited during the teaching cycle. Key areas of grammar and vocabulary are also revisited and consolidated further through reading / listening tasks and retrieval tasks.

By the end of Key Stage 3, students will be able to communicate effectively and spontaneously with others in the target language. There is a specific focus on asking and answering questions and talking creatively about a visual stimulus. They will also be familiar with different cultural traditions of Christmas and Easter and will be able to make comparisons with their own culture. They will also be able to use three tenses and justify their opinions using a range of structures which will provide them with the skills needed to ensure a smooth transition into the KS4 curriculum.

### **KS4 MFL Curriculum**

At Key Stage 4, teaching needs to build on prior knowledge acquired during KS3. Pupils will be taught how to communicate in more sophisticated ways. They will consolidate their knowledge of the three main tenses (Present, Perfect (French), Preterite (Spanish) and Future). Students will be taught and will need to have an awareness of other tenses (conditional, perfect, imperfect, simple future, pluperfect and subjunctive) to access the higher grades. Candidates will need to master at least two of these additional tenses to achieve grades above a GCSE Grade 6. They will have more exposure to exam style questioning and the skills needed to be successful.

They will acquire more in-depth knowledge of the Geography and Culture of the target language country through the learning of festivals, holiday destinations and important landmarks.



## **IMPACT**

Formal Assessments take place every half term and we assess all 4 skills formally twice per year. – Please see curriculum assessment maps for which skills are assessed and when. All classes complete the same assessments so that we can moderate within the department.

GCSE writing papers are also moderated across the Invictus Education Trust throughout the year to ensure consistency.

Informal assessments take place in most lessons through Mini White Board (MWB) activities to check understanding and to address any misconceptions immediately.

Students are also assessed through GRIT tasks (Growth, Resilience Independent Tasks) which and teachers live mark during these tasks and feedback immediately to individuals or to the whole class to address any common misconceptions or errors.

At KS4, we start to use exam-style questions to challenge our students and to prepare them fully for the GCSE examination.

Formal Mock examinations take place in the Autumn term Year 11.

# Year 7 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 7 French

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	All about me	All about me	Family & pets, jobs	Family & pets, jobs	Making comparisons, food	Making comparisons, food
<b>Key Learning &amp; Skills</b>	<ul style="list-style-type: none"> <li>Greetings and basic phonics.</li> <li>Present tense of être - je suis.</li> <li>Talking about my age</li> <li>Present tense of key verbs - j'ai, je m'appelle, il a and elle a.</li> <li>Saying when my birthday is.</li> </ul>	<ul style="list-style-type: none"> <li>Describing hair and eyes</li> <li>Present tense of avoir &amp; porter- 1st &amp; 3<sup>rd</sup>.</li> <li>Saying where I live and am from.</li> <li>Intro to platinum knowledge phrases - when I was little/ I would like.</li> <li>Revision Quickie 1/ Fluency training.</li> </ul>	<ul style="list-style-type: none"> <li>Family, age, how well I get on with them, 1-100.</li> <li>Intro to reflexive verbs - je m'entends bien &amp; negative.</li> <li>Adjectival agreements.</li> <li>Grammar Time 1- être (part 1) adjectives</li> <li>Grammar time 2 Avoir (part 1).</li> </ul>	<ul style="list-style-type: none"> <li>Talking about pets</li> <li>Recap of prior knowledge - negative + platinum knowledge</li> <li>Grammar time 3 Avoir (part 2).</li> <li>Question skills 1</li> <li>Saying what jobs people do, opinions.</li> </ul>	<ul style="list-style-type: none"> <li>Grammar time 4 &amp; 5 - ER verbs, Etre (part 2)</li> <li>Comparing people's appearance &amp; personality</li> <li>Opinion phrases &amp; justifications</li> <li>Revision Quickie 2/ Fluency training</li> <li>Saying what's in my school bag/ classroom/ colours</li> </ul>	<ul style="list-style-type: none"> <li>Grammar Time 6 - Avoir (part 3)</li> <li>Grammar Time 7- Agreements</li> <li>Talking about food - opinions &amp; justifications</li> <li>Grammar Time 8 Manger &amp; boire, Grammar Time 9 &amp; 10 - ER verbs part 2, agreements</li> <li>Talking about food - Opinions &amp; mealtimes</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>Understanding of key verbs in the present tense in the I, you, he/she, and we forms (to have, to be, to eat, to drink, to live, to wear...etc)</li> <li>To give opinions and justifications (positive and negative)</li> <li>To use negatives in the present tense for all verb forms mentioned.</li> <li>To understand adjective agreement (masculine/feminine/singular/plural).</li> </ul>					
<b>Informal (formative) Assessment</b>	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes
<b>Formal (summative) Assessment</b>	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> </ul>	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Listening and Reading</li> </ul>	<ul style="list-style-type: none"> <li>Writing</li> </ul>

# Year 8 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 8 French

	<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Topic</b>	Clothes, free time & weather	Clothes, free time & weather	Daily routine, home life	Daily routine, home life	Future holiday & local area	Future holiday & local area
<b>Key Learning &amp; Skills</b>	<ul style="list-style-type: none"> <li>Talking about clothes &amp; accessories</li> <li>Re-cap porter and adjectival agreements</li> <li>Grammar Time 11- ER verbs - porter &amp; avoir, agreements</li> <li>Revision Quickie 3 - jobs, food, clothes, numbers 20-100</li> <li>Saying what I &amp; others do in their free time</li> </ul>	<ul style="list-style-type: none"> <li>Grammar Time 12 - Verbs - jouer 1, Faire 1, Aller 1</li> <li>Talking about the weather &amp; free time</li> <li>Grammar Time 13 - Jouer 2, Faire 2, Aller 2, Avoir 3</li> <li>Revision Quickie 4 - Weather, free time, clothes</li> <li>Question Skills 3</li> </ul>	<ul style="list-style-type: none"> <li>Talking about my daily routine</li> <li>Revision Quickie 5 - Clothes, food, free time, describing people</li> <li>Describing my house</li> <li>Position of adjectives - before noun v after</li> <li>Grammar Time 14 - Habiter</li> </ul>	<ul style="list-style-type: none"> <li>Grammar Time 15 - Reflexives (1), Aller (3)</li> <li>Saying what I do at home, how often, when &amp; where</li> <li>Time phrases &amp; variety of present tense verbs</li> <li>Grammar Time 16 - Faire (3), Jouer (3), Aller (4), Reflexives (2)</li> <li>Talking about future plans for holidays</li> </ul>	<ul style="list-style-type: none"> <li>Near future - je vais + infinitive</li> <li>Revision Quickie 6 - Daily routine, house, home life, holidays</li> <li>Question skills 4 - Daily routine, house, home life, holidays</li> <li>Saying where I live</li> <li>Il y a / il n'y a pas de/ on peut/ on ne peut pas</li> </ul>	<ul style="list-style-type: none"> <li>Question skills - where I live</li> <li>Saying what I can do in my neighbourhood - present tense</li> <li>Prepositions</li> <li>Question skills - neighbourhood</li> <li>Vocab Revision 1</li> </ul>
<b>End points</b>	<ul style="list-style-type: none"> <li>To understand and form regular and irregular verbs in the present tense for all 6 pronouns (I, you (s), he/she, we, you (pl) they).</li> <li>To begin to form the future tense with the pronoun "I"</li> <li>To use adjectives correctly before or after the noun.</li> <li>To use set sentence structures including "there is/ isn't" and "you can/ cannot".</li> </ul>					
<b>Informal (formative) Assessment</b>	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes
<b>Formal (summative) Assessment</b>	<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<ul style="list-style-type: none"> <li>Listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>writing</li> </ul>	<ul style="list-style-type: none"> <li>speaking</li> </ul>	<ul style="list-style-type: none"> <li>listening and reading</li> </ul>	<ul style="list-style-type: none"> <li>writing</li> </ul>

# Year 9 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 9 French

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	<u>Myself, family and friends</u>	<u>Myself, family and friends</u>	<u>Sport and Technology</u>	<u>Reading, Music and TV</u>	<u>Festivals and celebrations</u>	<u>Consolidation, extension and project work</u>
<b>Key Learning &amp; Skills</b>	<p>Describing yourself and others. Grammar revision: adjectival agreement and the present tense of avoir + être. Talking about what you used to like and dislike/used to be like when you were younger. Grammar time : The imperfect tense. Talking about your family, who you get on/don't get on well with. Grammar revision - reflexive verbs.</p>	<p>Making plans to go out with friends/family. Grammar revision - The near future tense. Describing a day out With friends/family. Grammar revision: The perfect tense + the nous/on form of the verb. Revising time and numbers. Talking about how you recently celebrated your birthday. Talking about how you normally celebrate Christmas with your family.</p>	<p>Talking about sport using faire/jouer Grammar revision: the present tense. Grammar time: depuis + the present tense. Talking about using technology, advantages/disadvantages. Grammar time: Irregular verbs in the present tense. Talking about the last time you used technology. Grammar revision: The perfect tense.</p>	<p>Talking about Reading habits. Talking about music, likes/dislikes. Grammar revision: negatives. Talking about television programmes. Grammar revision: Adjectival agreement. Grammar time: the comparatives. Talking about a film you watched recently. Grammar revision: The perfect tense.</p>	<p>Describing your daily life Grammar time: model verbs. Shopping for clothes Describing festivals and traditions Skills: asking questions. Talking about shopping for a special meal Describing family celebrations Grammar revision: past, present and future tenses.</p>	<p>Poetry project/competition Francophonie quiz Film project (Les Choristes)</p>
<b>End points</b>	<ul style="list-style-type: none"> <li>To understand and form regular/irregular verbs in the perfect, present and future tenses with pronouns (je, il/elle, on)</li> <li>To understand and use reflexive verbs in the present tense with pronouns (Je, il/elle, on).</li> <li>To begin to form the imperfect tense with pronoun (Je)</li> <li>To use comparatives (plus ...que and moins...que) to compare things.</li> <li>To ask questions using - Qu'est-ce que... ? Est-ce que... ? quel(s)/quelle(s)... ?...etc.</li> </ul>					
<b>Informal (formative) Assessment</b>	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes	GRIT, starters and plenaries, paired work and quizzes
<b>Formal (summative) Assessment</b>	• Speaking	• Listening and reading	• Writing	• Speaking	• Listening and Reading	• Writing



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