

Curriculum Overview – Languages



THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school – one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

Purpose of study

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’

Adapted from National Curriculum, DfE, 2014.

Curriculum Aims

At Howden School we aim *“to broaden horizons and to ensure learners can produce and understand languages quickly”* - Dr Gianfranco Conti

We will empower all our students to develop a global perspective. We provide the language skills, cultural knowledge and understanding to enrich our students’ experience and to provide global opportunities, such as our Chinese cultural competitions, choir and events. We aim to foster a lifelong passion for other languages and cultures and an appreciation of diversity.

The Howden School curriculum for modern foreign languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- read aloud with authentic pronunciation and accurate use of sounds-spelling correspondences
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Building on prior learning

By the end of KS2, students should be able to do the following in relation to each of the following main strands highlighted in the national Key Stage 2 Framework for Languages:

<p>Knowledge about Language:</p> <p>Oracy:</p> <ul style="list-style-type: none">➤ Recognise the importance and significance of intonation.➤ Use knowledge of language to present information and personal ideas.➤ Notice and manipulate agreements.➤ Use knowledge of words, text and structure to make meaning, using simple language spontaneously. <p>Literacy:</p> <ul style="list-style-type: none">➤ Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts➤ Apply knowledge of word order and sentence construction to support the understanding of written text.➤ Use knowledge of the language features, style and layout of different texts to support understanding.	<p>Language Learning Strategies:</p> <ul style="list-style-type: none">➤ Planning, analysing and evaluating ways of learning➤ Communicating: understanding and being understood➤ Practising language➤ Memorising➤ Applying prior knowledge➤ Dictionary Skills	<p>Language Learning Outcomes:</p> <p>Oracy:</p> <ul style="list-style-type: none">➤ Listen to and understand the main points and some detail from a short, spoken passage➤ Give a presentation in a clear audible voice➤ Converse briefly without prompts➤ Enjoy listening and speaking confidently <p>Literacy:</p> <ul style="list-style-type: none">➤ Read aloud with confidence, enjoyment and expression, in chorus or individually
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<p>➤ Apply knowledge of words and text conventions to build meaningful sentences and short texts.</p> <p>Intercultural Understanding:</p> <p>➤ Devise questions for authentic use.</p> <p>➤ Recognise that languages have different ways of expressing social relationships.</p> <p>➤ Create spoken and written language using simple sentences.</p>		<p>➤ Read and understand the main points and some detail from a short, written passage</p> <p>➤ Write several sentences from memory</p> <p>➤ Develop a short text using a model</p> <p>Intercultural Understanding:</p> <p>➤ Demonstrate understanding of and respect for cultural diversity</p> <p>➤ Present information about an aspect of another country</p>
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What are the knowledge/skills gaps?

- Some feeder primary schools teach different languages to the secondary school
- Authentic pronunciation, especially when pupils have been taught by non-specialists
- Resilience in writing in the target language – some pupils have had limited opportunity to develop and practice independent writing
- Cultural misunderstandings

Key subject skills

AO1	AO2	AO3	AO4
<p>Listening – understand and respond to different types of spoken language</p> <p>➤ demonstrate general and specific understanding of different types of spoken language</p> <p>➤ follow and understand clear standard speech using familiar language across a range of specified contexts</p> <p>➤ identify the overall message, key points, details and opinions in a variety of short and longer</p>	<p>Speaking – communicate and interact effectively in speech</p> <p>➤ communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</p> <p>➤ take part in a short conversation, asking and answering questions, and exchanging opinions</p> <p>➤ convey information and narrate events coherently and confidently, using and adapting language for new purposes</p>	<p>Reading – understand and respond to different types of written language</p> <p>➤ understand and respond to different types of written language</p> <p>➤ understand general and specific details within texts using high frequency familiar language across a range of contexts</p> <p>➤ identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship</p>	<p>Writing – communicate in writing</p> <p>➤ communicate effectively in writing for a variety of purposes across a range of specified contexts</p> <p>➤ write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</p> <p>➤ produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</p>

<p>spoken passages, involving some more complex language, recognising the relationship between past, present and future events</p> <ul style="list-style-type: none"> ➤ deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes ➤ recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions. 	<ul style="list-style-type: none"> ➤ speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate ➤ initiate and develop conversations and discussion, producing extended sequences of speech ➤ make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events ➤ make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view ➤ use accurate pronunciation and intonation to be understood by a native speaker 	<p>between past, present and future events</p> <ul style="list-style-type: none"> ➤ deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes ➤ recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts ➤ demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate ➤ translate a short passage from French into English. 	<ul style="list-style-type: none"> ➤ make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events ➤ manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register ➤ make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince ➤ translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
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Pedagogical Approach

At Howden School we teach French and Spanish using a method known as EPI (Extensive Processing Instruction). This is a carefully planned sequence of learning which is inclusive and creates durable learning. The challenge gradually increases so that a can-do culture is created. Texts aim to have 95% comprehensible input and the teaching is planned using knowledge and research of cognitive processing. Building a can-do attitude is key, as self-efficacy is one of the strongest predictors of language learning success. Pupils need to enjoy the learning process and succeed at it on a daily basis. This uses an approach known as MARS EARS.

- Modelling – through sentence builders, chunks of language are correctly modelled in spoken and written form so that learners access them through reading and listening
- Awareness raising – attention is drawn to specific features of the chunks in the modelled sentences. This could be grammar, syntax, SSC (Sound-to- Spelling Correspondence). This sensitizes a learner to the specific linguistic features they will encounter in the next phase.
- Receptive Processing – input flooding with multiple occurrences of the target pattern which are practised and manipulated. Activities usual use reading (RAM – Reading as modelling) and listening (LAM – listening as modelling) techniques at sentence and text level.

- Structured Production – many games are involved in this stage which encourage output, communication and participation. Learners also work on retrieval practice.
- Expansion – explicitly learning and using the grammatical patterns and practising sometimes using other known vocabulary and chunks
- Autonomy – mini low stakes quizzes, games and tests to develop autonomous recall. These are both receptive and productive.
- Routinisation – fluency training using familiar chunks to ensure that what is known is more easily and rapidly retrievable. This is aiming at fluent recall.
- Spontaneity – communicative tasks which pupils produce unplanned output under time restraints – this could be an assessment.

Curriculum Structure

Disciplinary Knowledge Strands	Year 7	Year 8	Year 9	Year 10	Year 11
Listening	<p>Listen for main points and understand the gist of short passages.</p> <p>Use strategies to work out unknown vocabulary, particularly near-cognates.</p> <p>Transcribe high frequency words and phrases from dictation with reasonable accuracy.</p>	<p>Listen for details in and understand the gist of passages which may contain some verbs in two or three time frames.</p> <p>Use strategies including context to work out unknown vocabulary.</p> <p>Transcribe short sentences from dictation with reasonable accuracy.</p>	<p>Listen for specific details in longer texts which include a range of grammatical structures and time frames.</p> <p>Use a range of strategies to work out the meaning of new words.</p> <p>Apply SSC rules to transcribe familiar sentences accurately from dictation.</p>	<p>Listen for specific details in longer texts which include a range of grammatical structures and time frames.</p> <p>Begin to use a range of strategies to tackle exam style questions and begin to understand inferred information.</p> <p>Transcribe sentences from dictation with reasonable accuracy including attempted some unknown words.</p>	<p>Confidently listen for specific details in a range of longer texts.</p> <p>Use a range of strategies to tackle exam style questions and begin to understand inferred information.</p> <p>Work out the meaning of unknown vocabulary through the use of a range of strategies.</p> <p>Transcribe a number of sentences from dictation with reasonable accuracy including unknown words.</p>
Speaking	<p>Speak using sentences which may be joined together with some connectives.</p> <p>Demonstrate accurate pronunciation following familiar SSC in speaking</p>	<p>Speak using a range of time frames time frames in sentences that are usually joined with connectives.</p> <p>Demonstrate a knowledge of the majority of SSC when reading aloud sentences.</p>	<p>Speak in response to questions using a range of time frames and more complex structures.</p> <p>Demonstrate a clear knowledge of the of SSC when reading aloud</p>	<p>Show some fluency when speaking in response to questions using three time frames.</p> <p>Describe a photo with simple language.</p>	<p>Respond spontaneously in response to questions using three time frames, giving longer answers and using connectives and more complex structures.</p>

	<p>and reading aloud short sentences.</p> <p>Give opinions and reasons, sometimes using linked sentences.</p>	<p>Give opinions and reasons, in linked sentences which sometimes use qualifiers.</p>	<p>sentences. Attempt an authentic accent.</p> <p>Use a range of justified opinions regularly in spoken language.</p>	<p>Demonstrate a clear knowledge of the of SSC when reading aloud sentences and short passages whilst attempting an authentic accent.</p> <p>Ask questions in a role play situation.</p>	<p>Describe a photo with a range of structures.</p> <p>Demonstrate a clear knowledge of the of SSC when short passages whilst using an authentic accent.</p> <p>Ask questions in a role play situation using a range of structures.</p>
Reading	<p>Read for key details in and understand the gist of short passages, (towards the end of the year these may include the future time frame with je vais or je voudrais + infinitive)</p> <p>Use strategies to work out unknown vocabulary, particularly near-cognates.</p> <p>Translate a range of familiar, short sentences on familiar topics.</p>	<p>Read for details in and understand the gist in passages which may contain some verbs in two or three time frames.</p> <p>Use strategies including context to work out unknown vocabulary.</p> <p>Translate sentences and short passages which are mainly in the first person of simple and high frequency verbs (these may use a range of time frames).</p>	<p>Read for specific details in more complex and less familiar texts, these texts may contain a range of time frames and structures</p> <p>Use a range of strategies to successfully deal with new vocabulary and structures.</p> <p>Successfully translate passages which use a range of verbs, personal pronouns and time frames.</p>	<p>Read for specific details in more complex and unfamiliar texts, these texts may contain a range of time frames and structures</p> <p>Translate a text (35 to 50 words) containing some complex structures, a variety of tenses and vocabulary on familiar topics into English.</p>	<p>Translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar and unfamiliar topics fairly accurately into and from English</p> <p>Accurately translate a text (35 to 50 words) containing complex structures, a variety of tenses and vocabulary into English.</p>
Writing	<p>Demonstrate the ability to use the present time frame successfully with a range of verbs.</p> <p>Give opinions and reasons, sometimes using linked sentences.</p>	<p>Demonstrate an ability to use the present time frame with a range of verbs and personal pronouns.</p> <p>Give opinions and reasons, in linked sentences which sometimes use qualifiers.</p>	<p>Demonstrate an ability to use three time frames with a range of verbs and personal pronouns.</p> <p>Give a range of justified opinions regularly in longer sentences.</p>	<p>Describe a photo and begin to complete grammar based gap fill tasks using familiar vocabulary and grammatical structures.</p> <p>Write accurate texts of 90 words which respond to</p>	<p>Describe a photo and complete grammar based gap fill tasks using a range of vocabulary and grammatical structures.</p> <p>Write accurate texts of 90 words or longer which respond to bullet points and</p>

	<p>Write a short passage using sentences joined together with some connectives.</p> <p>Translate simple sentences in the 1st person into French.</p> <p>Express the future using je vais/je voudrais + infinitive</p>	<p>Write a short passage of approximately 50 words which includes a range of structures and connectives.</p> <p>Translate a range of simple sentences in into French.</p> <p>Express the future using je vais/je voudrais + infinitive and express the past with je suis né(e), j'ai eu and c'était</p>	<p>Write texts of 90 words which respond to three bullet points and use three time frames.</p> <p>Accurately translate familiar sentences into French.</p> <p>Express the future, conditional and past with different verbs and structures.</p>	<p>three bullet points and use three time frames.</p> <p>Translate sentences into accurate French.</p>	<p>use three time frames. Complex structures will also be included as will structures that facilitate narration.</p> <p>Translate short passages into accurate French.</p>
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Curriculum Sequencing

Key Stage 3: Year 7 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Opinions</p> <ul style="list-style-type: none"> • opinions • reasons • simple connectives <p>All about me</p> <ul style="list-style-type: none"> • personal ID 	<p>Descriptions – self, family and others</p> <ul style="list-style-type: none"> • Age, pets, hair and eyes • Personality and nationality • Descriptions with negatives 	<p>Les incroyable - The Incredibles</p> <p>Fête Nationale</p> <ul style="list-style-type: none"> • Bastille day celebrations • Describing things to do in Paris • Saying what you would like or are going to do on Bastille Day
Grammar	<p>questions and answers in 1st person</p> <p>Simple connectives</p> <p>J'adore + def article</p> <p>J'ai with age</p> <p>J' shortening</p> <p>Comment – how/what</p> <p>Quel – which/what</p>	<p>Avoir –in 1st person and 3rd person singular</p> <p>Questions with tu as</p> <p>Word order with adjectives</p> <p>Mon/ma</p> <p>Je suis – use of être in 1st person + introduction to je voudrais</p> <p>Negatives ne..pas</p> <p>Masculine/feminine adjectives</p>	<p>Voici</p> <p>Plural verbs and adjectives</p> <p>Être – 2nd and 3rd person</p> <p>Aller – je + on</p> <p>Il y a</p> <p>Adverbs of time</p> <p>Placement of adjectives (français/ militaire/ grand)</p> <p>Near future (je + on) with aller + regarder + voir</p>
Enrichment opportunities	<p>Films - Belle et Sébastien, Le Petit Prince</p> <p>Extras – opinions with Halloween items and Christmas Cards</p>		

<p>Video exchange with a French secondary school – Groupe Scolaire la Croix Rouge</p> <p>Chinese class leading to HSK1 (Chinese language certificate of proficiency)</p> <p>Chinese choir – performances at Hull University and within school</p> <p>Japanese Haiku competition</p>

Key Stage 3: Year 8 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>My Freetime and hobbies</p> <ul style="list-style-type: none"> Sports and hobbies using jouer/faire <p>My school</p> <ul style="list-style-type: none"> Opinions about school subjects activities yesterday in school descriptions of teachers 	<p>The future</p> <ul style="list-style-type: none"> Lessons tomorrow Sports in near future Activities in near future <p>Where?</p> <ul style="list-style-type: none"> Description of houses Location of house, Local area Future housing 	<p>You can...</p> <ul style="list-style-type: none"> What you can do and where you can go Ideal town Your house <p>My holidays</p> <ul style="list-style-type: none"> Holiday plans and wishes Opinions Transport and accommodation
Grammar	<p>When to use faire/jouer/aller</p> <p>Avoir – je, on, nous</p> <p>J'adore + def article</p> <p>je voudrais + infinitive</p>	<p>je vais + infinitive</p> <p>L'avenir – near future</p> <p>Verb aller + near future</p> <p>no determiner after negative</p> <p>Near future - Je veux, Je voudrais</p>	<p>verbs + infinitive, on peut + infinitive</p> <p>possessive pronouns</p> <p>la chambre de</p> <p>comparative</p> <p>Aller – je + tu + on + nous</p> <p>J'aime + aller, J'adore + aller</p> <p>Rester – je + on</p> <p>Adverbs of time</p> <p>Near future (all parts) with aller + voyager + rester</p>
Enrichment opportunities	<p>Film – Les vacances de petit Nicolas</p> <p>Extras – Christmas and Easter</p> <p>East Riding 'translatathon' – county competition</p> <p>Virtual sessions with GCHQ – language puzzles and careers</p> <p>Chinese class leading to HSK1 (Chinese language certificate of proficiency)</p> <p>Chinese choir – performances at Hull University and within school</p> <p>Japanese Haiku competition</p>		

Key Stage 3: Year 9 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>In summer</p> <ul style="list-style-type: none"> Describe a past holiday A visit to Paris La Joconde Saying where you went What you did A disastrous holiday! 	<p>BD in France</p> <ul style="list-style-type: none"> Reading Tin Tin - Describing characters <p>TV</p> <ul style="list-style-type: none"> Describe TV watching activities Films Activities in the past 	<p>My Life in the French speaking world</p> <ul style="list-style-type: none"> Geography History Art <p>Film Studies</p> <ul style="list-style-type: none"> Les Choristes Le petit Nicolas
Grammar	<p>En été – regular verbs in the past tense to say what you did Perfect with some regular verbs 3rd person perfect distinguishing between tenses verbs with être in the perfect Irregular verbs with être and avoir</p>	<p>Reading activities in present and near future 3 time frames ne..que j'ai regardé je regardais</p>	<p>Different verbs in the perfect ent – 3rd person plural verbs sera - future</p>
Enrichment opportunities	<p>Extras – Mardi Gras/Carnivale East Riding 'translatathon' – county competition Virtual sessions with GCHQ – language puzzles and careers Chinese class leading to HSK1 (Chinese language certificate of proficiency) Chinese choir – performances at Hull University and within school Memrise Competitions</p>		

Key Stage 4 Year 10 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Theme 1 Topic 1: Identity and Relationships with others</p> <ul style="list-style-type: none"> I am I have Relationships <p>Theme 3 Topic 2 and Theme 2 Topic 3: Media, Technology and celebrity culture</p> <ul style="list-style-type: none"> I use 	<p>Theme 2 Topic 1: Freetime Activities</p> <ul style="list-style-type: none"> My opinions Last weekend Hobbies Sports <p>Theme 2 Topic 2: Customs, festivals and Celebrations</p> <ul style="list-style-type: none"> My birthday 	<p>Theme 1 Topic 2: Healthy Living and Lifestyle</p> <ul style="list-style-type: none"> My unhealthy week – last week Problems and solutions/consequences How to stay healthy - Physical and mental wellbeing <p>Theme 1 Topic 3: Education and Work</p> <ul style="list-style-type: none"> My school experience My dream school

	<ul style="list-style-type: none"> • Now and then • Do you want to be a celebrity? • The life of a celebrity 	<ul style="list-style-type: none"> • Religions and festivals • Francophone festivals • Past and future festivals 	<ul style="list-style-type: none"> • Careers • My work experience
Grammar	<p>Recap Être and avoir Near future for relationship plans Adjectival agreement Silent final e Silent final consonant gn</p> <p>negatives Expressions of frequency Perfect and imperfect with quand</p> <p>New Conditional with serait and aurait Reflexive verbs aill/ail and ille/ille</p> <p>preceding direct object pronouns – l' pour en/an/em/am on/om ain/in/aim/im/un après avoir/être + past participle infinitives as nouns i, y, ien emphatic pronouns Conditional with faire and aller</p>	<p>Recap Verbs of opinion comparatives Reflexives verbs Liaison Perfect and imperfect Present Future preceding direct object pronouns – l'</p> <p>3 time frames with festivals Il y a /on peut voir with photos</p> <p>New u and ou, oi, oy impersonal verbs superlative</p> <p>eur y and en imperfect uses relative clauses with qui, que, quand, où</p>	<p>Recap Perfect tense with avoir 3 tenses Negatives</p> <p>Negatives Conditional Il y a /il y aura</p> <p>New Avant de Impersonal expressions Present participles Partative articles</p> <p>Superlative adjectives Tion C and ç Adverbs of quantity Être en train de Venir de – for the past imperative</p>
Enrichment	<p>Chinese class leading to HSK2 (Chinese language certificate of proficiency) Chinese choir – performances at Hull University and within school Memrise Competitions Optional trip to France if numbers are viable</p>		
Assessment	<p>Listening - Foundation Reading - Foundation Writing – 40 and 90 word questions</p>	<p>Listening – Foundation / Higher Reading – Foundation / Higher Writing – photocard and 90 word questions</p>	<p>Year 10 exams Listening – Foundation / Higher Reading – Foundation / Higher</p>

	Speaking – reading aloud and topic questions	Speaking – photocard and topic questions	Writing – Foundation / Higher Speaking – topic-based questions
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Key Stage 4: Year 11 – Long Term Planning

	Autumn term	Spring term	Summer term
Content	<p>Theme 3 Topic 3: Where people live</p> <ul style="list-style-type: none"> • Where I live – my house and location • My town • My ideal town <p>Theme 3 Topic 1: Travel and Tourism, including places of interest</p> <ul style="list-style-type: none"> • Francophone countries • Places of interest • A recent holiday • A future holiday 	<p>Theme 3 Topic 3: The environment</p> <p>Speaking Preparation and Exam Skills</p> <ul style="list-style-type: none"> • Environmental problems • The local environment • Save our planet 	<p>Exam Skills and Revision</p>
Grammar	<p>Recap Près de/en/au/aux/à Adjectival agreements Il y a Conditional Photo cards</p> <p>pour</p> <p>New Modal verbs in the present h</p> <p>si and quand è, é, ai, a sans</p>	<p>Recap Je voudrais + infinitive Imperatives Negatives Partative articles</p> <p>New Infinitives as nouns</p>	
Enrichment	<p>Chinese choir – performances at Hull University and within school</p> <p>Memrise competitions</p> <p>Optional trip to France if numbers are viable</p>		

Assessment	Year 11 Mock Exams Listening – Foundation / Higher Reading – Foundation / Higher Writing – Foundation / Higher	Speaking – Mock Exam Foundation / Higher Full papers in class prior to GCSE exams	GCSE Speaking exam during or after Easter
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Assessment and Feedback

Self and Peer Assessment are used for most reading and listening tasks in class. Verbal Feedback is used regularly but work will usually be assessed using two stars and a wish on two occasions per half term. There is usually an end of unit assessment covering all 4 skill areas (listening, reading, writing and speaking).

Self-study

In year 7 and 8 short tasks are set weekly to ensure regular practice. All learners have access to Linguascope. In year 9, self-study is weekly, to support recall. 10,000 points on Memrise on the assigned vocabulary. In the first term this is a recap of year 7 vocab and structures and in the second term this is a recap of year 8 vocab and structures. In the final term year 9 vocab and structures is used.

In KS4 French and Spanish self-study is set weekly and is 20,000 on Memrise using the GCSE vocabulary blocks. In year 11 work on preparing and learning for the speaking exam is also a self-study task alongside Memrise.

Recall, retrieval, spaced learning, and interleaving

The KS3 curriculum relies heavily on interleaving of core structures and themes. Recall takes place in every lesson using mini-whiteboards and the relevant sentence builder. Many tasks in MFL make use of mini-whiteboards to allow for instant checking and feedback. Recall tasks in KS3 and KS4 also focus on almost weekly practise of non-negotiables throughout SNAP REVISION tests, with different lists for each year group. In addition, exit tickets and recall grids are used regularly in lessons.