

**SUBJECT: MFL**

YEAR GROUP	Year 7					
Rationale	The year 7 MFL curriculum is designed to develop the communication skills and independent learning abilities of all of our pupils. The pupils are given the opportunity to practise and develop all 4 language skills (listening, reading, speaking and writing). The curriculum is designed to build on prior knowledge that the pupils may have and enables pupils to talk with increasing confidence and accuracy about themselves and their surroundings, as well as understanding details about others.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Unit	Introducing Myself	School Items My Family Photo Description	Pets	House and Home		
Knowledge	Pupils introduce themselves in the target language and give details about their name, age, birthday, physical description and characteristics. They understand these details when other people are described.	Pupils are able to give details of the classroom objects they have or need. They add additional details relating to colour and number. They can describe members of their family (physical descriptions and personality traits) and understand details about other families. Pupils are able to describe the people they can see in a photograph.	Pupils give details about pets they own or would like to have and they understand details about other people's pets.	Pupils understand details about different types of accommodation and locations. They understand information about where people used to live and where they would like to live in the future. Pupils are able to describe where they live and with whom. They give details of their home and local area. They also express opinions about their home and explain where they would like to live in the future, justifying their preferences with reasons.		

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
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Skills	Pupils develop the four language skills of listening, speaking, reading and writing. Throughout year 7, they develop the ability to transform input (what they hear and read) into output (speaking and writing in the target language). The pupils are introduced to phonics and sound-spelling links, which assist pupils in both listening (they match sequences of sounds to words) and speaking (they have accurate pronunciation when speaking). Pupils continue to develop these skills at each stage of their learning. Pupils develop the skill of using cognates and near-cognates to help decipher meaning when reading and listening. They begin to recognise and apply the grammatical features of words and phrases such as the definite and indefinite article and the position of adjectives and adjectival agreement. Pupils begin to develop dictionary skills to enhance their vocabulary and are able to use a bilingual dictionary to find out the meaning of unfamiliar language. Pupils are taught to read and listen for specific details and provide responses in English. When listening and reading, they begin to see patterns in language and infer meaning.
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Assessments: Formative	Formative assessment is embedded into teaching activities, so that teachers are given an on-going insight into pupil progress and pupils are given regular feedback on their learning. Formative assessment strategies include retrieval practice, Q&A with verbal feedback throughout the lesson, vocabulary quizzes, low stakes listening and reading tasks (often using mini whiteboards), speaking presentations / reading aloud.	
Assessments: Summative	Summative Assessment 1 The first summative assessment tests understanding of the language learned in the first half term. Comprehension is assessed through reading tasks. The ability to produce language accurately is assessed through written translations.	Summative Assessment 2 Pupils will complete either the 'foundation' or 'higher' tier assessment. Comprehension is tested through reading a detailed text and responding to questions. Production of language is assessed through an extended piece of writing in which pupils describe their home and give details of where they would like to live in the future.
Homework	Homework tasks encourage pupils to practise and memorise vocabulary and to find their own way of learning. Pupils are set a range of retrieval tasks based on the sentence builder vocabulary for the topic being studied. They are encouraged to practise and memorise vocabulary through the use of online flashcards (prepared by the department on Quizlet and Wordwall). Vocabulary tests and quizzes in lessons assess both understanding and accurate production of the key terms and vocabulary. Listening and reading practise tasks are set using the online platform 'Book Widgets' Revision homework is set prior to summative assessments. These homework tasks provide pupils with the opportunity to prepare revision materials and develop meta-cognitive skills so that they understand how they learn.	