SUBJECT: MFL

YEAR GROUP:	Year 8					
RATIONALE:	Pupils continue to develop their linguistic and cultural knowledge. They are given the opportunity to consolidate their prior learning. The pupils use sentence builders to support them in constructing language on new topics.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic/Unit: **Free Time**			Topic/Unit: **Holidays**		
Knowledge	Pupils understand details relating to a range of leisure activities, including those which are part of French or Spanish culture. They give details about their own hobbies and interests and explain how often they take part in these. They express their likes and dislikes of activities and justify their opinions with reasons. Pupils understand details relating to activities that other people used to do in the past or have done recently. They talk and write about what they have done recently in their own free time or about what they used to do when they were younger. Pupils understand other people's plans for future activities, and they speak and write about their own plans as well as giving details of a hobby or activity that they would like to try out in the future.			Pupils develop an understanding of French / Spanish speaking countries throughout the world. They understand details relating to holiday destinations, travel, accommodation, and a range of holiday activities. They compare types of holiday and forms of transport. They express their own preferences and justify opinions regarding types of holidays. They can give an account of a recent holiday and give information about a future holiday as well as giving details about the type of holiday they would like to go on. Pupils participate in role-play scenarios, which enable them to prepare for future holidays in countries where the target language is spoken.		
Skills	Pupils continue to develop as linguists through the four language skills of listening, speaking, reading and writing. Throughout year 8, they continue to transform input (what they hear and read) into output (speaking and writing in the target language). Pupils 'recycle' language and continue to develop these key communicative functions: • Creating questions • Expressing and explaining likes and dislikes • Describing people • Describing places • Describing an event in the past • Describing how things used to be • Describing how you would like things to be • Referring to future plans • Comparing and contrasting Pupils are able to read and listen for specific details and provide detailed responses in English and basic responses in the target language. They continue to develop strategies to decipher the meaning of unfamiliar language. Written and spoken responses are developed (using *MATADOR* – adding time phrases, activities, details of time and place and opinions and reasons) so that pupils are able to write and speak at greater length and in more detail.					

	Topic/Unit: **Free Time**	Topic/Unit: **Holidays**
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 and written learning checks as well as learning checks assessing listening skills.	
Assessments: Summative	**Summative Assessment 1** **Comprehension** is assessed through a number of reading tasks. Pupils read extracts in the target language and respond in English. Questions take the form of gap-fill tasks, multiple choice questions and open-response (answer in English) tasks. . The ability to **produce** language accurately is assessed through translations.	**Summative Assessment 2** **Comprehension** is tested through reading detailed texts and responding to questions. The texts contain language from a range of topics studied throughout years 7 and 8. Pupils are given the opportunity to show that they can infer meaning. **Production** of language is assessed through an extended piece of writing in which pupils give details about their free time and holidays, incorporating a range of opinions and tenses.
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 created by teachers and 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.	