



SUBJECT: MFL

YEAR GROUP:	Year 9					
RATIONALE:	Pupils continue to extend their cultural and linguistic knowledge. They continue to build on the language they have acquired in years 7 and 8. They are able to express a wide range of opinions on a variety of topics and make reference to a variety of time frames. The department creates sentence builders for each sub-topic. These support pupils in constructing language.					
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic/Unit:School			Topic/Unit:Home Town		
Knowledge	Pupils increase their cultural awareness as they gain an understanding of the different types of schools in the French / Spanish education system. They understand detailed opinions about teachers and school subjects and are able to express their own opinions about their own school and its facilities, their teachers and their school uniform. They express likes and dislikes of school subjects and make comparisons between these. They give details of what their primary school was like explain their plans for future study.			Pupils gain knowledge relating to some of the key cities in France and Spain. They give a detailed description of their local area and the facilities within it and can explain what their local area was like in the past. They express their opinion about where they live and give details of what they have done recently in their area. They are able to understand and to give directions. Pupils explain where they would like to live in the future and can explain why this place appeals to them.		
Skills	Pupils continue to develop as linguists by practising the four language skills of listening, speaking, reading and writing by transforming input (what they hear and read) into output (speaking and writing in the target language). Pupils ‘recycle’ language and apply language structures that they have mastered in a different learning context. They continue to extend their vocabulary and grammatical knowledge as they 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 increasingly detailed responses in English. When listening and reading, they are able to recognise key details as well as ‘distractors’. They are able to see patterns in language and infer meaning. Written and spoken responses include expressing opinions and giving details and descriptions. Pupils use a range of verbs in three tenses. In conversation, pupils begin to respond to the unpredictable. Role-play situations are used to encourage pupils to interact in ‘real-life’ situations.					



	Topic/Unit: School	Topic/Unit: Home Town
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 Comprehension is assessed through a number of reading tasks. Pupils hear and 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 and a higher level through an extended piece of writing about school and opinions of school subjects.	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 7-9. 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 describe their school and their home town, incorporating a range of 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 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.	