

TCEAT Curriculum & Assessment Overview: *MFL*

Course description and overarching aims (Intent)

In an increasingly globalised world, languages have never been so important. Not only is it incorrect that “everybody speaks English”, but many universities now require pupils to have studied a language at GCSE level. What’s more, many employers see language qualifications as a desirable asset as they are evidence of effective communication skills.

In the Trust, we believe that all pupils should have the opportunity to study a language, most of them to GCSE level, as the benefits are numerous. Through the learning of a foreign language, students develop key transferable skills, like resilience, pattern recognition and effective communication, and improve understanding of their own language, thus promoting both literacy and oracy skills. Our aim is that all students develop a real passion for languages, which teachers promote both in the classroom and through a wide range of extra-curricular opportunities.

Pupils need to gain systematic knowledge of the **vocabulary**, **grammar**, and sound and spelling systems (**phonics**) of their new language, and how these are used by speakers of the language. This key knowledge needs to be presented explicitly and revisited at appropriate intervals to improve retention. Students need to reinforce this knowledge with **extensive planned practice** of the individual building blocks of language, in both receptive and productive language, and use this knowledge to build the skills needed for communication. (MFL Pedagogy Review, p.3)

Curriculum model overview (Implementation)

How is our curriculum planned and why:

The languages curriculum is therefore sequenced by grammatical sub-components of language, from simpler to more complex. Grammar is taught explicitly, practiced in both productive and receptive activities, across different contextual themes and revisited at appropriate intervals in greater depth. Vocabulary supports the grammar and gives a communicative context to the language production. It is sequenced so that vocabulary is introduced gradually and revisited at appropriate intervals, within different communicative contexts, to promote retention. Phonics is taught explicitly, especially at KS3, linked to grammar and vocabulary where relevant.

Our curriculum has thematic contexts to promote communication and cultural understanding, however the driving principle of our curriculum is the language, the sequencing of the grammar in particular and the revisiting of vocabulary at spaced intervals for retention.

Each unit focusses on both language and culture to inspire passionate linguists who can communicate with confidence and spontaneity. The four key skills: listening, reading, speaking and writing (including translation) are practised regularly and equally over the course of each unit.

In class, students work progressively through three differentiated outcomes with regular checkpoints built-in allowing students to reflect on their learning and teachers to react where necessary. These outcomes are also carefully planned according to the three tiers of our curriculum

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(Core, Higher, and Advanced) so that all students are able to access our curriculum. In addition, tasks within lessons include challenge and support to empower all students to work independently.

Literacy is developed through the systematic use of vocabulary lists, knowledge organisers, dictionaries and writing frames, as well as the explicit teaching of grammatical concepts, both in English and the Target Language.

All lessons cover a range of skills, use a variety of activity types, and include engaging content. There are also regular opportunities to check student retention and recall, with every lesson starting with a memory task linked to prior learning and linked to the key learning in the lesson.

Lesson prep is set every lesson and either consolidates learning and prepares students for the next lesson.

Three tiers and three outcomes

Our curriculum is structured so that all students can access the appropriate level of support and challenge. There are three tiers (Core, Higher, Advanced) which cover the same material at increasing levels of challenge. All lessons have three differentiated outcomes (labelled Gold/Silver/Bronze) at KS3 and KS4. These allow the students to have a high ownership of their learning and a sense of purposeful progression. This means not only is it possible for all students to learn the same key content at a level appropriate to their current understanding, but it also allows students to move between tiers at any point with ease.

Example:

LESSON OUTCOMES	CORE TIER	HIGHER TIER	ADVANCED TIER
I can name items in my school bag	Bronze		
I can describe what I have in my bag using j'ai	Silver	Bronze	
I can use je n'ai pas de to say what I don't have in my bag	Gold	Silver	Bronze
I can use il a, elle a to say what someone else has		Gold	Silver
I can use il n'a pas de, elle n'a pas de to say what someone else doesn't have			Gold

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Assessment Objectives

GCSE Assessment objectives:

The 3 Assessment Objectives are assessed through 4 skill papers (Reading, Writing, Listening and Speaking)

Students must:	% in GCSE
AO1 Understand and respond to spoken language in speaking and in writing	35%
AO2 Understand and respond to written language in speaking and in writing	45%
AO3 Demonstrate knowledge and accurate application of the grammar and vocabulary prescribed in the specification	20%

Component	AO1 %	AO2 %	AO3 %	Total for all Assessment Objectives
1: Speaking	15%	2%	8%	25%
2: Listening and understanding	20%	0%	5%	25%
3: Reading and understanding	0%	25%	0%	25%
4: Writing	0%	18%	7%	25%
Total for GCSE	35%	45%	20%	100%

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A level Assessment objectives:

- AO1: Understand and respond:
 - in speech to spoken language including face-to-face interaction
 - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
 - in speech to written language drawn from a variety of sources
 - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

Year 12 Quarterly assessments	
Q1	Paper 1a: Listening and Writing: 40 mins Paper 1b: Reading and Writing: 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q2	Paper 1: Listening, Reading and Writing : 1 h 45 mins Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q3	Paper 1: Listening, Reading and Writing: 2 hours Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)
Q4	Paper 1: Listening, Reading and Translation: 2 hours Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)

Year 13 Quarterly assessments	
Q1	Paper 1a: Listening and Writing: 45 mins Paper 1b: Reading and Writing: 1 hour Paper 2: Writing (one essay on set film): 1 hour Paper 3: Speaking (card only): 5-6 min (+ 5 mins preparation time)

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Q2	Paper 1: Listening, Reading and Translation: 2 hours 30 minutes Paper 2: Writing (one essay on set book; one essay on set film): 2 hours Paper 3: Speaking (1 card & mini IRP)
Q3	A-level mock exams Paper 1: Listening, Reading and Translation: 2 hour 30 minutes Paper 2: Writing (one essay on set book; one essay on set film): 2 hours Paper 3: Speaking (1 card & IRP)
Q4	A level exams

Knowledge:

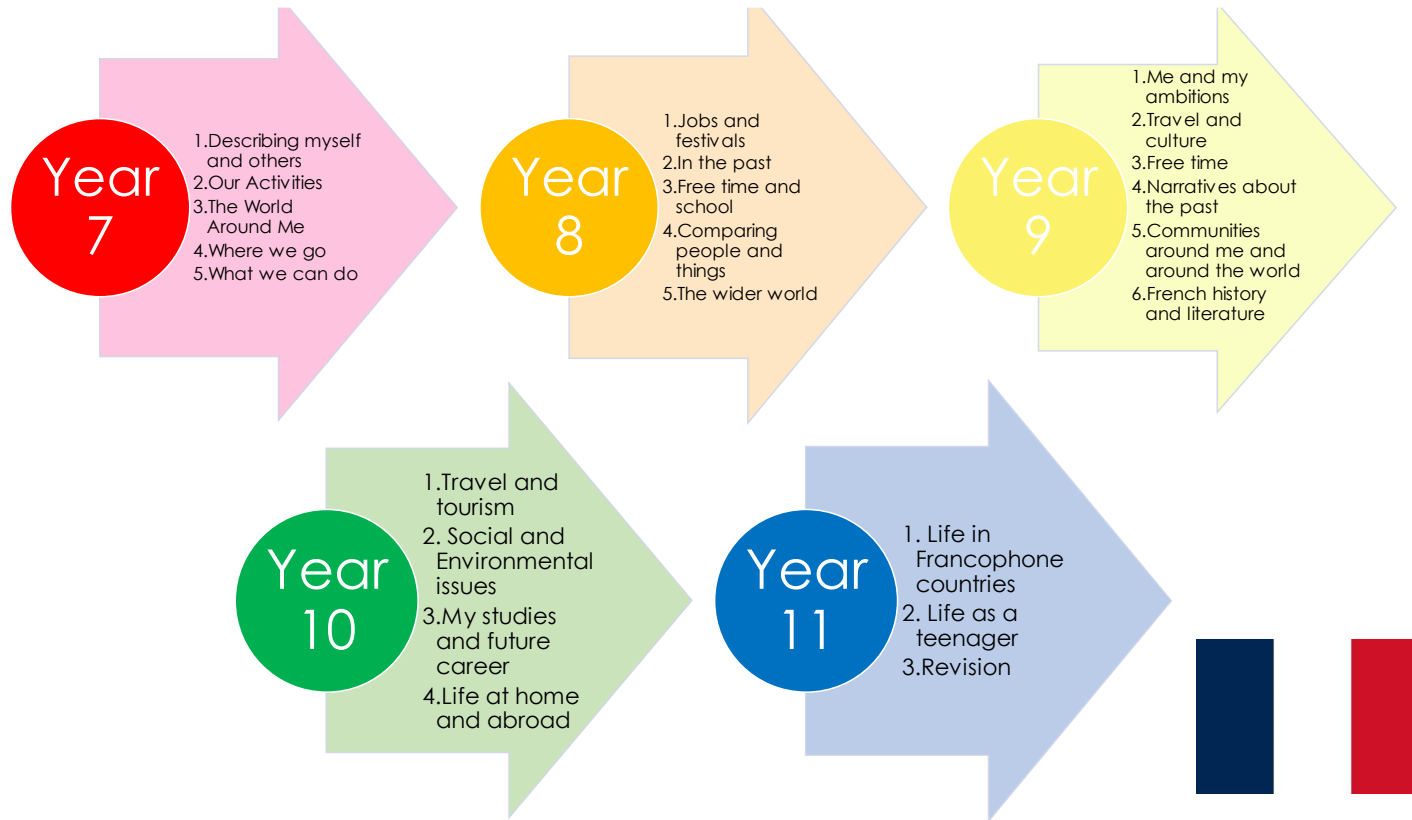
The documents below cover the following:

- Substantive knowledge (the main categories that account for the accepted conventions and facts of our subject)
- Disciplinary knowledge (the main subject skills, procedures, thinking structures and behaviours of our subject)

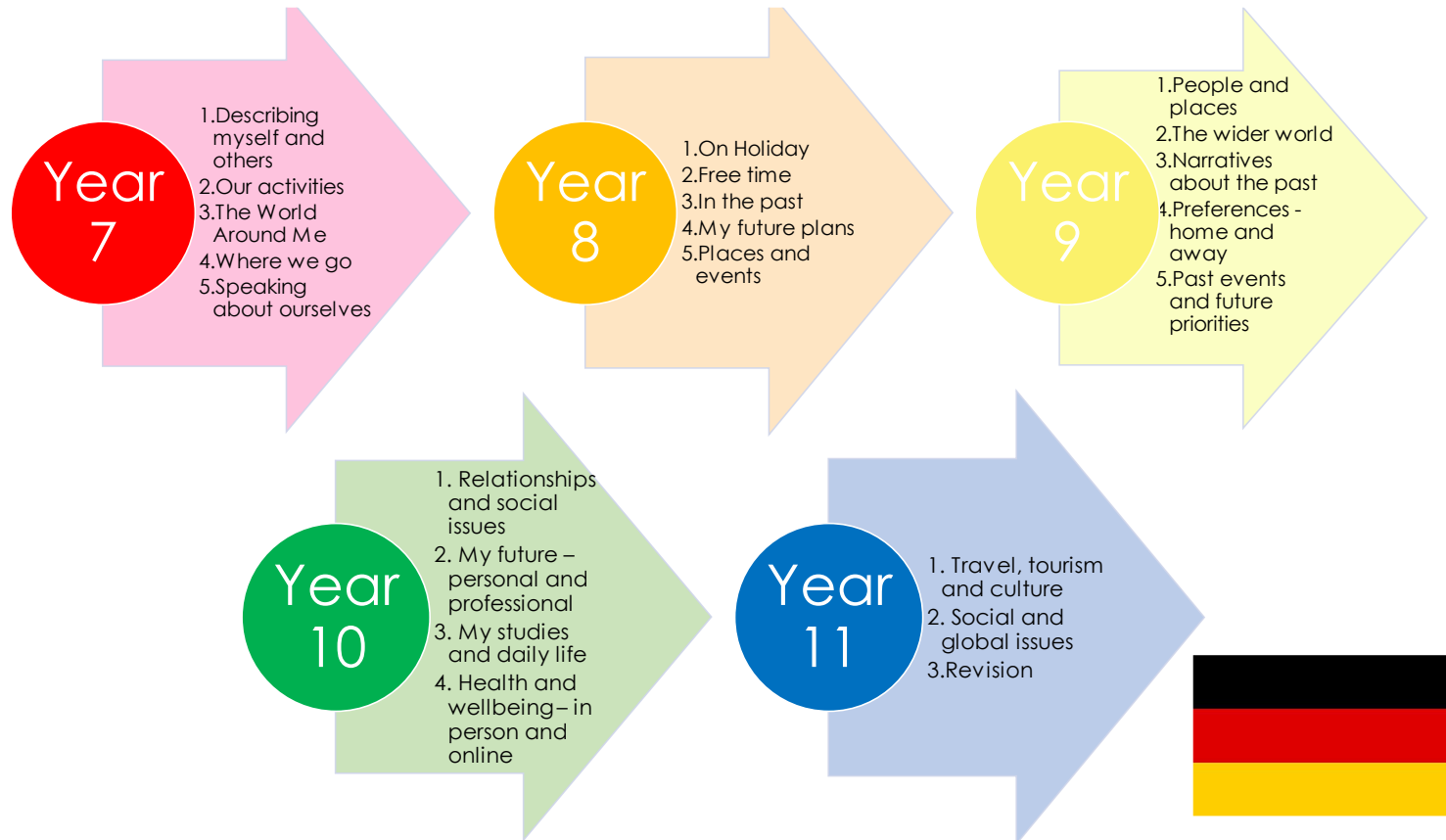
Curriculum five-year plan:

Here is how the thematic contexts progress for the three languages:

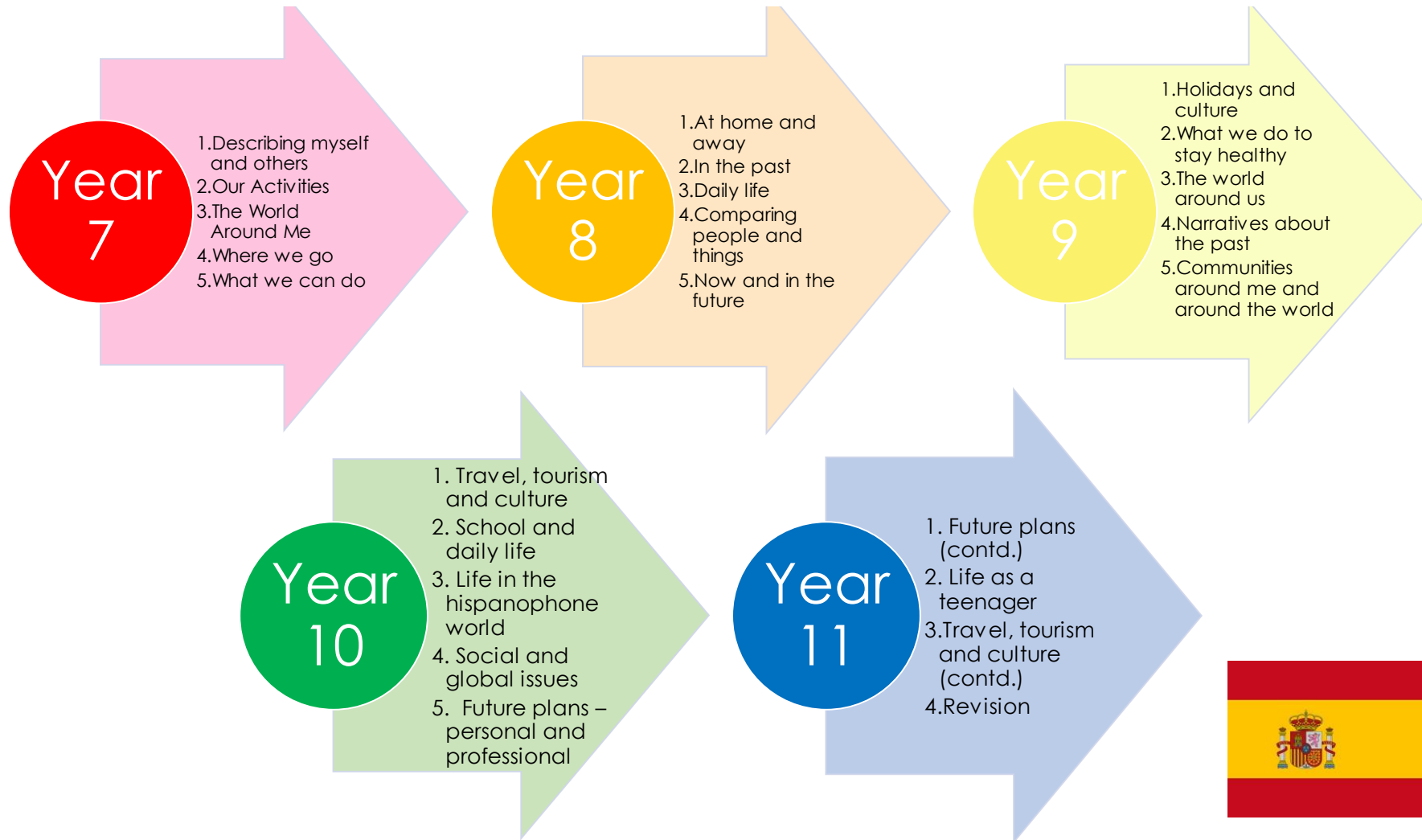
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Here is how the grammar progresses for the 3 languages at KS3:

Year 7

Present tense verbs:

- Être
- avoir
- faire
- aller
- partir (singular forms)
- sortir (singular forms)
- venir (singular forms)
- er, ir and re verbs

Adjectives

Articles and gender

Possessive adjectives (my, your, his/her)

Opinions

"il y a"

En, à, chez

Ne... pas

Near future tense

Singular modal verbs (savoir, pouvoir, vouloir)

Intonation and inversion questions

- 'comment', 'où', 'quand', 'quoi', 'pourquoi'

*other tenses to be introduced as chunks to advanced learners e.g. conditional, imperfect

Year 8

Revision of Year 7 Grammar plus...

Feminisation of jobs

Est-ce que questions

Impersonal "on"

Perfect tense with avoir

Possesive and demonstrative adjectives

Imperfect tense

Partitive article

Present tense (Year 7 verbs in plural forms):

- boire

- choisir

- entendre

Adverbs

"sans"

Plural noun formations

Comparatives

*other tenses to be revised as chunks to advanced learners e.g. conditional, imperfect

Year 9

Revision of Year 8 Grammar plus...

Gender neutral pronouns

Plural forms of modal verbs

Il faut

Present tense:

- connaître

- croire

Ne... jamais

infinitive used as a noun

Possesive and demonstrative adjectives

Impersonal verbs

Perfect tense with Être

Irregular past participles

Relative pronouns : Qui

Emphatic pronouns

Imperfect tense

Direct object pronouns

verbs with à and de before an infinitive

*other tenses to be revised as chunks to advanced learners e.g. conditional

Year 7

- Present tense (singular forms, 1st & 3rd person plural, patterns for weak verbs plus haben, sein, finden, mögen, werden, können, dürfen, müssen, wollen)
- Possessive adjectives (mein, dein, sein, ihr)
- Numbers (cardinal, ordinal, dates)
- Articles (indefinite and definite)
- Nouns (capitalisation, plurals, compounds)
- Word order (2 verbs, adverbs of time/inversion, TMP Time before Place)
- Negation of nouns, verbs and adjectives
- Subject and object pronouns
- Prepositions (in, auf, zu, nach - acc/dat)
- Es gibt (taught as set structure)
- Question words
- Modal verbs
- Present tense with future meaning (time adverbials)
- Determiners (viel(e), jeder, letzter, nächste)

* Imperfect (war/hatte) and conditional (möchte sein/hätte gern) to be introduced as chunks

Year 8

Revision of Year 7 Grammar plus...

- Past perfect tense (singular forms, weak verbs, haben and sein)
- Asking questions in past tense
- Pronouns (Sie vs du, indirect objects)
- Infinitive clauses with 'zu'
- Adjective agreement (pre-nominal, indefinite articles after mit)
- Word order (weil vs denn, gern, dass, wenn, während, TMP Manner before Place)
- Present tense (weak and strong verbs, all except 2nd person plural)
- Numbers 32 and above
- Telling the time (12 and 24-hr clock)
- Nouns (more pluralisations including dative, gender rules, nominalisation of infinitives)
- Pronouns (accusative, dative, plural)
- Prepositions (an, auf, mit, durch, für, von, seit, mit, aus, vor, hinter, neben, gegen, laut)
- Separable verbs
- Comparatives (adjectives, lieber)
- Past imperfect (war, hatte, es gab)
- Modal verbs (sollen, questions)
- Future tense (werden, questions)
- Determiners (indefinite, demonstrative and interrogative adjectives)
- Adverbs (gern, früher)

Year 9

Revision of Year 8 Grammar plus...

- Determiners (more complex + more dative)
- More question words
- Present tense (weak and strong, all persons)
- Perfect tense (weak and strong, all persons, separable verbs, sein + change of state)
- Imperfect tense (1st, 2nd, 3rd person singular, modals, weak and strong, plural forms of sein/haben)
- Future tense (werden, all persons)
- Imperative (2nd person singular, not sein)
- Reflexive verbs (present, 1st, 2nd, 3rd person singular, acc and dat)
- Word order (TMP, als/wenn, obwohl, relative pronouns, direct/indirect objects)
- Comparatives (irregular e.g. besser)
- Prepositions (acc and dat, with verbs)
- Pronouns (reflexive, definite/indefinite, direct/indirect object + plurals, word order, interrogative (wer, wen, wem))
- Infinitive clauses (um...zu)
- Conditional (möchte/sollte)
- Da- and wo- compounds
- Demonstrative adjective (diesen)
- Plural verbs (2nd person sein/haben)



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Year 7

Present tense verbs (singular forms and 3rd person plural):

- estar
 - Ser
 - Tener
 - top 25 regular -ar verbs
 - regular -er verbs
 - regular -ir verbs
 - dar
 - querer
 - hacer
 - poder
 - deber
 - ir
 - adjective agreement
 - articles (indefinite and definite)
 - pluralisation of nouns
 - order of nouns and adjectives
 - ser vs estar
 - negation of verbs
 - hay
 - me gusta +noun/infinitive
 - es + adjective (taught as set structure)
 - question words
 - modal verbs
 - future tense
- *other tenses to be introduced as chunks to advanced learners e.g. conditional, imperfect

Year 8

Revision of Year 7 Grammar plus...

- preterite tense (singular forms)
 - plural forms of verbs visited in year 7
 - idiomatic use of tener
 - idiomatic use of dar
 - uses of de
 - uses of para + infinitive
 - verbs like gustar
 - personal a
 - reflexive me and te
 - Direct object pronouns lo/la
 - indirect object pronouns (me, te, le)
 - OVS word order
 - single possessive adjectives
 - comparatives
 - mejor/peor que
 - demonstratives (este vs esta)
 - present continuous
 - present participle
- *other tenses to be revised as chunks to advanced learners e.g. conditional, imperfect

Year 9

Revision of Year 8 Grammar plus...

- reflexive pronoun se
 - direct object pronouns los, las
 - indirect object pronouns le,les
 - plural forms of dar/tener for idiomatic expressions
 - 2nd person plural present tense
 - 1st and 2nd person plural possessive adjective
 - irregular preterite tense (hacer and tener)
 - hacer for ongoing meaning
 - hacer for weather
 - preterite tense (plural forms)
 - imperfect tense
 - adverbs of position
 - regular and irregular comparatives
 - relative pronouns for subject relative clauses
 - imperfect continuous
 - estar preterite for interruptions
 - demonstrative pronouns
 - demonstrative adjectives
- *other tenses to be revised as chunks to advanced learners e.g. conditional



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Approaches to learning

In the MFL department, all lessons are based on the three core pillars of language learning. These are Grammar, Phonics and Vocabulary.



With this in mind, all lessons are planned:

- to include opportunities to acquire new vocabulary, as well as revising vocabulary encountered previously
- to allow for new grammatical concepts to be introduced or revised in new and unfamiliar contexts
- to enable students to practise key phonics, which are embedded within the lesson content

Assessment

AfL – Assessment for Learning

In MFL Teachers use mini whiteboards, green pens (used to distinguish student self-marking /correction from that of the teacher), self-assessment, peer-assessment, circulation, live marking using a visualiser and various types of questioning. In particular we use multiple choice and short mini whiteboard translations to assess understanding before moving on from a key learning point into practice.

In MFL we do weekly vocabulary tests to regularly check student retention of key vocabulary and phrases. From Year 7 onwards, we ensure students are not intimidated by these tests, but instead see them as essential checkpoints in their language-learning journey.

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In lessons, starters are “Goldfish – Dog – Elephant” recall tasks. These involve students translating sentences from previous lessons to both train their memories, and also to identify any common errors. Teachers are trained to adapt these starter sentences to suit the needs of their classes, as well as to suit the requirements of the lesson in question – as these often provide an essential starting point for both student and teacher in establishing prior knowledge (of both vocabulary and key grammar).

Prep

Preps are short tasks, no longer than 15 minutes in length, set each lesson with a due date of the next timetabled lesson. Students will be asked to revise previously taught vocabulary, learn upcoming vocabulary and practice closed grammar tasks on the key grammar from the previous lesson.

In MFL we do weekly vocabulary tests, with words being set in the last lesson of the week for testing the following week. The number of words set, tested and the pass mark are as follows:

ADVANCED: 20 words set, 15 tested, 12 to pass

HIGHER: 15 words set, 12 tested, 9 to pass

CORE: 12 words set, 10 tested, 7 to pass

Quarterly assessments

At fixed points throughout the year students sit exams in a formal setting.

Twice per academic year (December Q2, June Q4) students will sit assessments that take the form of formal exams and examine cumulative skills and content acquisition. These milestones are opportunities for students, staff, parents & carers to take stock of progress and performance at this point. We then have the information and feedback needed to take the next steps in their learning.

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	Year 7	Year 8	Year 9	Year 10	Year 11
Q1	Formative quiz on grammar, vocabulary and phonics. Reported as percentage	Formative quiz on grammar, vocabulary and phonics. Reported as percentage	Writing paper Listening paper	Writing paper Listening paper	Reading paper Listening paper
Q2	Reading paper Listening paper Writing paper	Reading paper Listening paper Writing paper	Reading paper Listening paper Writing paper	Reading paper Listening paper Writing paper Speaking paper	Reading paper Listening paper Writing paper Speaking paper
Q3	Formative quiz on grammar, vocabulary and phonics. Reported as percentage	Formative quiz on grammar, vocabulary and phonics. Reported as percentage	Reading paper Speaking paper	Reading paper Speaking paper	Reading paper Listening paper Writing paper Speaking paper
Q4	Reading paper Listening paper Writing paper Speaking paper	Reading paper Listening paper Writing paper Speaking paper	Reading paper Listening paper Writing paper Speaking paper	Reading paper Listening paper Writing paper Speaking paper	

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Feedback routines.

Students are given feedback throughout the school year so they can improve.

In lessons students will regularly use their mini whiteboards to show their answers and give teachers the opportunity to correct misconceptions. Teachers use a variety of questioning techniques such as no hands up questions, the use of thinking time (e.g. Pose-Pause-Pounce-Bounce), pair talk (e.g. Think-Pair-Share), No opt-out (e.g. reframing the question to the same pupil) and follow up questions (e.g. asking pupil to elaborate, or avoiding paraphrasing pupils- instead pushing for the 'best version' answer). This allows teachers to adapt teaching as necessary.

Formal assessments and Quarterly assessments will be followed by feedback and opportunities to re-check understanding. This will include time for the student to respond to their feedback, time for the teacher to immediately address any significant misconceptions/errors in student understanding, a follow up task or prep that allows students to build on the feedback given and time for students to update their progress tracker in their planners.

External examinations.

KS4 exam board: Pearson (AQA for Y11 in 2024/5)

KS5 exam board: AQA

At the TCEAT, we also offer examinations in heritage languages for students who learn an additional language outside of the curriculum. The students are able to choose their own exam board.