

Formby High School Modern Languages: Curriculum Related Expectations

Rationale and Intent: Engage, value, support, achieve. The Modern Languages Department at Formby High School aims to engage students in a positive view of themselves as language learners with a focus on the building blocks of language: phonics, vocabulary and grammar. Students are encouraged to value discovering more about heritage and cultures with an understanding that languages are more than the sum of their parts. Support is provided for students to be able to experience success and to use their achievements when visiting or working in other countries with enhanced employability.



What and How	7	8	9	10	11	12	13
Theme	Soy yo: This is me	El patrimonio español: Spanish Heritage	El mundo hispanohablante: The Spanish-speaking World	Influencias en mi vida: Influences on my Life	Ciudadanos del mundo: Global Citizens	Valores e igualdad: Values and Equality	Identidad y liderazgo: Identity and Leadership
Learner journey	Supported transition from KS2. Students develop a positive view of themselves as engaged language learners, interact with classmates through tasks and games, develop a positive view of culture, differences and diversity. Respond to speakers of another language in speech and writing with meaningful language.	– Y7 + Ability to manipulate language and transfer language skills to different contexts, building a verb lexicon awareness in three time frames. Appreciate and celebrate Spanish identity and heritage and explore Spanish culture.	Y8 + Skills for transition to GCSE and value improved job opportunities. Transactional language. Awareness of heritage/legacy of colonisation in LAM. Appreciate indigenous culture and broaden their horizons.	KS3 + Transition from KS3 to GCSE foundation skills. Grammar use is becoming proceduralised and self-efficacy leads to greater autonomy. Language is used to express and justify opinions on lifestyles and influences in the Spanish-speaking world.	Y10 + Proficient student at GCSE foundation/higher tier. Global awareness and understanding of the value of languages in the workplace. More complex language in less scaffolded environments. The most proficient students work as expert learners with skills for progression to A level, draw inferences and notice socio-linguistic nuances.	KS4 + Confident learner with proceduralised language use. Socio-linguistic awareness. Equipped with skills to succeed in the world of work with a global awareness. Meet challenges and work with more autonomy and with an incentive to learn. Culturally rich with an appreciation of language and culture. Supported transition from KS4 to AS skills and develop skills for A Level.	Y12 + Expert A Level standard learner with linguistic capital and near automatised language. Composite knowledge and understanding of the politics, culture and societies where Spanish is spoken. Equipped with linguistic skills to study or work in other countries and to discuss diverse topics. Incentivised and supported for progression to Higher Education, including Modern Language degrees.
Vocabulary	English vocabulary developed. Grammar terminology. Links between words and Latin roots. Classroom instructions, rubrics, repair strategies, cognates, target language classroom use. High frequency words. Topics: Personal ID, family, opinions, school, free time and snacks. French taster.	Y7 + Topics: nationality, language, religion, heritage, cities, mealtimes, technology, free time (extended) festivals, routines. French fortnight. Latin, Italian and regional languages awareness. Arabic taster.	Y8 + More secure knowledge of high frequency words. Topics: Colonisation, cultural terms, travel, routine, school life, LAM food and free time (extended). Portuguese taster and indigenous language examples.	KS3 + GCSE exam rubrics. KS3 topics extended: Personal ID, relationships, rights and heritage, education and routine, work experience, technology and social media, free time, food groups, healthy living, festivals, Catalan and Galician tasters.	Y10 + More sophisticated use of English. Word choice for task production. Broader vocabulary. Topics: Careers, work, future plans, home and region, transactional language, global and social issues and human rights. Italian and Basque taster.	KS4 + A Level exam rubrics and classroom language extended including for webinars. Statistics, literature analysis (literary devices). LAM variations. Topics: Hispanic heritage and identity, indigenous rights, dictators in LAM, changing nature of family, role models, gender equality, LGBT+ rights, religion and education, regional sports, festivals and traditions, cyberspace, gastronomy, tourism, citizenship and voting, art (LAM).	Y12 + Vocabulary rich. Political language, film analysis (camera angles etc.). Topics: Hispanic heritage, regional identity, art and architecture (Spain), Franco, racism, immigration, integration, monarchies, popular movements. Awareness of regional, Arabic and gypsy languages influences.
Verb lexicon and grammar	Word order, sentence structure, connectives, adjectives, gender, pluralisation. Simple negatives. Question words. Possessive adjectives. Awareness of subject pronouns (including formal/informal) and the concept of verb conjugation. Present tense (selected and supported) of ser, tener, hacer, ir, jugar, 'hay', estar (for emotions). Regular verbs. Gustar (in present and conditional).	Y7 + Extended grammatical structures. Extended use of possessive adjectives. Identify uses of ser/estar (emotions, identity and locations). Extended practice of regular verbs present tense. Awareness of reflexive verbs and radical changing verbs (selected and supported). Near future with 'ir'. Preterit regulars and key irregulars (ser/ir/hacer). Interrogative forms.	Y8 + Extended grammatical structures. Word order for direct object pronouns. Extended negatives. Confident recall of ser/estar/tener/hay and question words. Extended use of regular verbs present tense/ preterit and near future including supported reflexives/irregulars/radical changing forms. Recognition of imperfect tense.	KS3 + GCSE foundation grammatical structures. Extended negatives, adjectives, interrogatives, direct object pronouns. Strengthen verb lexicon in three time frames and with more irregular forms. Higher tier: use of a wider variety of persons of the verb (formal and informal), present continuous, perfect, simple future, conditional tenses.	Y10 + extended GCSE foundation/higher grammatical structures. Confident exchange of possessive adjectives and verb forms from question to answer. Competent question forming. Higher tier: passive, subjunctive mood (present in certain structures + structured use of 'fuera'). Extended use of direct and indirect object pronouns.	GCSE + AS/ Year 1 of A Level grammatical structure. Moving from mechanical to meaningful practice. Confident question forming. Accurate and extended use of adjectives and pronouns (possessive, disjunctive etc). Confident and accurate use of regular and irregular verbs, reflexives and radical changing verbs in present tense.	Y12 + A Level grammatical structures. Mastery of verb lexicon in all tenses and moods, regulars and irregulars. Use of passive (true passive and reflexive verbs use), subjunctive (present and past). Wider use of verb lexicon in all persons and registers of the verb.
Phonics and Oracy	Voice projection, 'mouth gym'. Reading aloud, mimicry, repetition, choral reading, recording. Phonics, phonemes, link to grapheme: dictation - link spelling to sound to transcribe responses. Awareness of stressed syllables/ tildes/ñ. Alphabet sounds to spell out words. Onomatopoeia. Rhyming sounds. Participate in short sentences on familiar topics with support to communicate/ask for personal and factual information/opinions. Awareness of register. Understandable pronunciation. Motivation for 'real speech' via in-class target language use and repair strategies with support.	Y7 + Increased clarity, confidence and accuracy in short, structured conversations. Pronunciation of stressed syllables and accented letters. Maintain a simple conversation on familiar topics with support. Participate more confidently. Use target language key phrases with more automaticity. Accurate pronunciation of vowels and j/z/h/l/ñ/qu	Y8 + Identify Castilian and LAM/ Canary Islands variations. Extended replies and structured, transactional conversations to describe, and question. Developed intonation for question forms. Accurate c/g sounds. Speak using clear and comprehensible language.	KS3 + Form unfamiliar words independently. Communicate clearly. Use GCSE foundation skills for roleplays (conversational and transactional), photocards and conversations. Real aloud and for comprehension. Develop classroom target language use with support. Fewer anglicised moments. Form questions for roleplay and general conversation.	Y10 + Converse in less structured environments at a suitable pace on a range of GCSE topics. Three quality sentences approach. Respond to unpredictable element. Communicate key messages. General accuracy of pronunciation and intonation. Use of repair strategies in exam situations. GCSE foundation/higher task skills. Suitable pace with less hesitancy. Initiate and develop conversations. Telephone conversations - formal/informal use. Accurate d/t/p/x sounds.	KS4 + Take part in classroom discussions where topics are familiar or pre-planned or supported and structured. Discourse competence with questions and responses. Communicate effectively and confidently with increased spontaneity on a range of prepared AS Level stimulus tasks. Accurate pronunciation of all vowels and consonants. Near natural intonation and pace. Use target language where suitable in classroom tasks and develop 'real speech' and discourse markers. Begin to respond on less prepared topics and express reactions and viewpoints.	Y12 + Self-assurance and flair. Near authentic pronunciation, intonation and fluency. Present, discuss, debate and take the initiative on a range of A Level tasks, both pre-prepared and unprepared. Confidently relay and discuss the chosen IRP topic and sub-theme. Respond and question in the stimulus task. Use of academic discourse and everyday speech for 'real speech' in appropriate registers. Use language spontaneously to initiate communication. Interview skills for university interviews.

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Listening (Accuracy) and Reading	Comprehend, respond, and identify opinions and emotions on familiar topics with good readability/audio and support in present tense. Skim, scan, zoom in, identify gist and detail, determine validity. Use examples of fiction, non-fiction, cartoons, poetry (including visual poetry), song and prose. Identify genres and audiences. Supported and structured suitable length of text/script with deliberate and clear, slow paced audio tracks, short cartoon animations, film trailers, short extracts from tv programmes, documentaries, films or short films (with/without subtitles relevant to task and level).	Y7 + Compare and contrast information. Identify time frames. Familiar topics plus short historical texts. Short, adapted literature extracts on familiar topics. Supported and structured suitable length of text/script with clear, slow paced audio tracks.	Y8 + Less familiar topics. Supported and structured suitable length of text/script with clear audio tracks and more regular use of a variety of regional/country pronunciation variations.	KS3 + identify distractors, proofread, navigate longer texts/scripts in a variety of styles. Infer. Identify points of view. Longer audio passages at near normal speed. Texts/scripts on familiar and some unfamiliar topics. Medium texts/ scripts at GCSE foundation level. GCSE foundation style play and novel adapted extracts. Clear KS3/ GCSE foundation style audio tracks at no faster than moderate pace.	Y10 + Comprehend words in different contexts in three time frames and a variety of tenses on a wider set of GCSE topics. GCSE style adapted/un-adapted novel /play extracts and more authentic texts/scripts. Recognise idiom. Longer texts/ scripts at GCSE foundation /higher level. GCSE foundation style play and novel adapted extracts. Clear, suitably paced GCSE foundation/higher style audio tracks.	KS4 + Navigate and summarise (to a word count) more complex and authentic texts, wider understanding of idiom, interpret statistics on a broad range of topics with structures at AS level. Identify key points in stimulus tasks. Identify reliable sources of information, evaluate sources. Read /listen to novels in translation for pleasure. Read /listen to podcasts, webinars, news items and historical and official documents. Class novel/play reading (full novel in the original language), analyse the stylistic use of metaphors/similes, humour, tone, mood, atmosphere, literary devices, style/technique. Near authentic pace of audio scripts with individual control of the recording.	Y12 + recognising rhetorical styles, political language, interpreting data/maps/ infographics/rhetoric in a variety of time frames from a broad range of contexts and sources with factual content and complex structures and idiom at A level. independently identify, evaluate, and analyse information for a research topic for the IRP. Longer authentic contemporary, historical and fictional texts and news items. Analyse film language and quotations. Analyse film scores. Near authentic/authentic pace of audio scripts. Undertake regular independent wider reading/listening.
Numeracy	Cardinal numbers 1-31. The time. Maths sums.	Y7 + Cardinal numbers 1-100. Ordinal numbers 1st,2nd,3rd	Y8 + Cardinal numbers 1-1,000 passive use.	KS3 + active use of hundreds	Y10 + active use of higher numbers and passive use of simple statistics.	KS4 + active and accurate use of numbers, percentages and simple statistics. Graph interpretation.	Y12 + wider use of statistical analysis for research.
Translation and Writing	Punctuation. Capitalisation for proper nouns and first letter of first word in sentence. Awareness of accented letters, tildes. Respond, describe, communicate opinions and reasons on familiar topics with support in present tense. Translate individual words and short sentences from target language to English and vice versa with suitable changes to word order and tolerance given to spelling. Produce short sentences with support from KOs and scaffolded sentence builders as conversations, poetry and prose. SPAG. Creative writing. Generally accurate spelling. Use of connectives to extend responses.	Y7 + Communicate on familiar topics with support in two time frames. Use sequencers to structure short narratives. Use of paragraphing. Translate sentences, short conversations and short paragraphs on familiar topics using reference materials as support. Clear spelling.	Y7/8 + Communicate on familiar topics in three time frames with support. Communicate for transactional purposes with an awareness of register and audience. Translate sentences, short conversations and short paragraphs on familiar topics using reference materials as support.	KS3 + Communicate facts, give opinions and reasons in three time frames on a variety of topics using structures at GCSE foundation level. Adapt language for new purposes. Translate short sentences at GCSE foundation tier with/without reference materials as support. Describe photographs on familiar topics in short simple accurate sentences in the present tense with accurate spelling.	KS3/Y10 + formal/informal use of language. Communicate in a variety of time frames on a variety of topics using structures at GCSE foundation /higher level. Three quality sentences approach. Translate short sentences with three time frames. Structure written responses to a word count for 90 word questions. Higher tier: Structure responses for 150 word question and narrate events using sequencers. Write for different purposes and audiences. Translate short paragraphs with three time frames and a variety of tenses. GCSE style adapted/un-adapted novel /play extracts.	GCSE + edit and redact, adapt language from a stimulus text, Navigate and summarise (to a word count) more complex and authentic texts, idiom, Comprehend, respond, describe, infer, present facts and interpret statistics, justify opinions in a variety of time frames on a broad range of topics with structures at AS level. Read /listen to novels in translation for pleasure and read /listen to podcasts and webinars. Structure and respond to stimulus tasks. Identify reliable sources of information newspapers, Read news items and class novel reading (full novel in the original language). Plan, structure and write a critical and analytical literature response with a short introduction and conclusion using PEE method and analyse form, technique, such as narrative voice stylistic use of metaphors, humour, tone, mood, and atmosphere, similes and style/technique, analyse essay quotations.	Y12 + recognising rhetorical styles, political language, using more formal styles, interpreting data/maps/ infographics/rhetoric, debate in a variety of time frames on a broad range of topics with complex structures at A level. Decoding words strategies enhanced including changing words from adjective to noun/verb etc. Identify, evaluate, present and analyse a research topic independently for the IRP. Develop arguments and persuade. Translate longer passages. Longer authentic factual texts and news items. Plan, structure and write exam level analytical and critical response of 300 words to literature and film essays - use film language and analyse film.
Core Skills: Years 7-13	Classroom etiquette and courtesy, routines and expectations. Pair work, group work and silent focus. Etymology of word patterns and decoding words strategies: word families, cognates, prefixes, suffixes, synonyms and antonyms. Memory techniques vocabulary learning and metacognition techniques. Resilience and strategies in the face of unfamiliar language. Vocabulary used in new contexts. Identifying the style/length of answers needed. Use reference materials and glossaries/KOs/sentence builders, text books and dictionaries (online and hard copies). Handwriting and presentation of work. Structure responses, proofread, redact, edit. Self and peer assess. Independent homework skills. Roar, corrections, act on advice, re-visit work and improve responses. Use purple pen to mark and annotate work. Know how to progress. GCSE/ A Level - exam techniques. A Level – research skills for IRP on a subject of personal interest and critical thinking. Foster the ability to learn other languages.						
Assessment	Short, accessible, differentiated, low stakes in class testing, self and peer assessment, SPAG, listening and reading - passive skills. Translation of words/sentences from the target language into English. Recorded responses.	Y7 + translation of words/sentences into the target language. Short structures written responses.	Y7/8 + Spaced retrieval - review of 7 & 8 topics.	KS3 + Spaced retrieval - Review of KS3 topics. Foundation tier focus. Pre-assessment tasks (all skills) to build core content.	Spaced retrieval - Review of KS3 and Y10 topics. GCSE style tasks. Foundation / Higher tier.	AS style tasks focus.	A Level tasks including IRP

Note: GCSE French - follows GCSE Spanish.