

Curriculum End Points: MFL



By the end of year 7, pupils in Spanish will

- be able to communicate in a range of familiar contexts relevant to the lives and experiences of children their age (topics including their family, their local area, their free time activities and travel plans.
- be starting to develop an understanding of Spanish phonics and be able to pronounce most new words with some accuracy and recognise many phonemes when they hear them.
- be developing a sound understanding of key grammatical concepts including: gender, adjectival placement and agreement, subject pronouns, verb endings in the present tense for regular and key irregular verbs
- be able to recognise and use key terminology to talk about language and in particular grammatical points, including terms such as infinitive, conjugation
- know to use and include a restricted range of intensifiers and conjunctions, ordinal numbers, simple prepositions, time phrases, possessive adjectives for their possessions.
- speak confidently and without support in sentences, give opinions and simple reasons, ask simple questions.
- develop strategies to decode meaning from audio and written input, and in particular prediction and using title and images to support.
- write short paragraphs without support and with relative accuracy.
- know how to use paper and on-line dictionaries for finding new nouns, adjectives, adverbs and infinitives.
- work independently using their study resources

By the end of year 8, pupils in Spanish will ...

- be able to communicate in a range of familiar contexts relevant to the lives and experiences of children their age (topics including their family, their local area, their free time activities and travel plans.
- be starting to develop an understanding of Spanish phonics and be able to pronounce most new words with some accuracy and recognise many phonemes when they hear them.
- be developing a sound understanding of key grammatical concepts including: gender, adjectival placement and agreement, subject pronouns, verb endings in the present tense for regular and key irregular verbs
- be able to recognise and use key terminology to talk about language and in particular grammatical points, including terms such as infinitive, conjugation
- know to use and include a restricted range of intensifiers and conjunctions, ordinal numbers, simple prepositions, time phrases, possessive adjectives for their possessions.
- speak confidently and without support in sentences, give opinions and simple reasons, ask simple questions.
- develop strategies to decode meaning from audio and written input, and in particular prediction and using title and images to support.
- write short paragraphs without support and with relative accuracy.
- know how to use paper and on-line dictionaries for finding new nouns, adjectives, adverbs and infinitives.
- work independently using their study resources

By the end of year 9, pupils in French will ...

- have a secure understanding of French phonics. They will be able to pronounce new words with accuracy and recognise phonemes when they hear them.
- In addition to embedding learning from previous years, they will be developing a sound understanding of adverbs, preceding direct object pronouns, the imperfect tense meaning used to, the simple future tense, the conditional tense, en + present participle, adverbs, extend their range of conjunction, connectives and intensifiers, recognise different tenses, omission of article before jobs, avant de + infinitive, past infinitive of verbs taking avoir
- speak confidently and without support using different tenses, and giving opinions and justifications and asking a wider range of questions.
- develop strategies to decode meaning from audio and written input, and in particular recognition of question words and time phrases, the sound of different tenses and answering questions in French
- write several paragraphs using different tenses without limited support with some accuracy and regularly include more varied opinions and justifications
- work independently using and not using their sentence builders
- be able to talk about past and future plans with friends, invite someone out and describe the meeting, to, talk about an accident and different illnesses, healthy lifestyles and resolutions for the future, describe what they were like when they were younger, give detailed information about relationships, talk about, jobs, future plans and the value of studying a language, as well as their dreams

By the end of year 10, pupils in French will ...

- continue to work on aspect on any aspect of phonics they find challenging.
- In addition to embedding learning from previous years, they will be developing a sound understanding of a wider range of prepositions, emphatic pronouns, abstract nouns, word families, synonyms and antonyms, larger numbers, depuis + present tense, qui and que, direct object pronouns, superlatives, the different uses of the partitive article, further irregular verbs, venir de, the imperative, asking questions using quel, receptive use of the subjunctive
- speak confidently and with minimal support using different tenses, developing opinions and justifications, exemplifying, using some more complex structures and asking a wider range of questions with more confidence.
- develop strategies to decode meaning from audio and written input, and in particular recognition of a range of negatives, time phrases and tenses, changes of person and the use of synonyms and antonyms.
- write paragraphs using different tenses with limited support with increasing accuracy and regularly include more varied opinions and justifications and some more complex structures
- work independently using and not using their sentence builders
- be able to talk about the importance of friendship and family, arrange more detailed outings and describe them, talk about when others were younger and role-models, discuss hobbies such as sport, reading, TV and the cinema in more detail, talk about daily life, family celebrations, festivals and traditions including food, activities and clothes, understand descriptions of towns and regions, directions, make plans, obtain information in a tourist office, describe the advantages and disadvantages of living in the town and country, and discuss community projects. Additionally, they will be able to talk about past, usual and future holidays as well as describing their dream holiday. They will discuss travel arrangements, be able to buy tickets and souvenirs, deal with problems on holiday and describe a disastrous holiday

By the end of year 11, pupils in French will be able to ...

- continue to work on aspect on any aspect of phonics they find challenging.
- in addition to embedding learning from previous years, they will be developing a sound understanding of the different use of articles in French, the imperfect tense to mean was doing, verbs followed by à and de, ce qui and ce que, modal verbs in the conditional, the pluperfect tense, the passive voice, the nous form of the imperative and indirect object pronouns
- speak confidently and with minimal support using a range of different tenses, developing opinions and justifications, exemplifying, using some more complex structures and asking a wider range of questions with more confidence.
- reinforce strategies to decode meaning from audio and written input, and in particular faux amis and other strategies for examination success.
- write paragraphs using different tenses with limited support with increasing accuracy and regularly include more varied opinions and justifications, persuasive language, writing to interest the reader and using a wider variety of more complex structures
- work independently using and not using their sentence builders
- Plan effective revision.

- be able to talk about the differences between schools in France and England, school rules, making the most of school and school exchanges, career choices, their own experiences of work, plans, and hopes for the future, the importance of learning a language, be able to apply for a job and understand descriptions of people jobs, talk about world problems and their worries, protecting the environment, ethical shopping, volunteering and gap years.
- Develop habits and strategies to help them succeed in their GCSE.

By the end of year 12, pupils in French will ...

- continue to work on aspect on any aspect of phonics they find challenging.
- in addition to embedding learning from previous years, they will be developing a sound understanding of definite and indefinite articles, the perfect infinitive, pronouns, adjectives, comparative and superlatives, interrogatives, irregular present tense verbs, the perfect tense including PDO agreement, the differences between the perfect and imperfect tenses, the passive voice and on, reflexive verbs, recognition of the past historic, inversion of subject and verb after adverbs, present and past participles, negatives, the imperative, when + future tense, the present subjunctive adverbs, phrase + infinitive, the present and imperfect subjunctive.
- further develop strategies to decode meaning from audio and written input, and in particular prediction, using the questions to predict, extracting key information, note-taking, and word families,
- develop the skills of summarising information, effectively using the Internet for research and information, using an on-line dictionary effectively, translation from French and into English, extending vocabulary, using idiomatic phrases, developing arguments, agreeing and disagreeing and balancing your opinion, and giving other people's viewpoints, using fillers, creating more interesting and varied sentences, using more academic and sophisticated language, reading a novel in French, writing a literary essay, inferring information, time management, and revision techniques.
- work independently using their exercise book, knowledge organisers, dictionaries, Quizlet and Internet articles.

Themes covered include **Changes in French Society** – Changes in family structure (family, marriage, relationships), Education (education in France, the stresses of school life, higher education and apprenticeships and vocational education), The World of Work (work-life balance, strikes, equality of the sexes), **The political and artistic culture of Francophone Countries** – Music (francophone music, musical trend and their influence) The Media (freedom of the press, the future of the written press, the influence of new technologies and the media) Festivals and Traditions (francophone celebrations, festivals, customs and traditions and customs and traditions in France) **Occupied France** (France under German Occupation, collaboration, antisemitism , daily life and reprisals after the war). **Literary Study** - *Un Sac de Billes* by Joseph Joffo **Personal Research and Presentation I**.

By the end of year 13, pupils in French will ...

- continue to work on aspect on any aspect of phonics they find challenging.
- in addition to embedding learning from previous years, they will be developing a sound understanding of depuis and venir de, constructing sentences using mixed tenses, direct and indirect speech, avoiding the use of demonstrative pronouns and demonstrative adjectives, possessive pronouns and adjectives, a wider range of uses of the subjunctive, comparative and superlative adverbs, the passive in all tenses, indefinite adjectives and pronouns, the perfect subjunctive, avoiding the use of adverbs, recognising the past historic of irregular verbs, the use of dependent and perfect infinitives, using different past tense with expressions of time, prepositions, interrogative adjectives and pronouns, alternatives to the passive, future perfect tense and the conditional perfect tense.
- further develop strategies to decode meaning from audio and written input, and in particular dealing with unknown language, dealing with numbers and dealing with long extracts
- develop the skills of expressing proportions and statistics, summarising a listening passage, researching and effective note-taking, recording sources, delivering a presentation, anticipating questions and responses, taking the lead in a conversation, making translations sound authentic, checking writing for range and accuracy, weighing up opinions and

drawing conclusions, adding variety to language, using a variety of complex language, using similes, metaphors and idioms, using academic language, time management, and revision techniques.

- work independently using their exercise book, knowledge organisers, dictionaries, ActiveLearn, Memrise and Internet articles.

Themes covered include **Occupation and Resistance** – The Vichy regime (Petain and the Vichy regime, the national revolution, Vichy policies and their consequences), The Resistance (the French Resistance, Jean Moulin and the role of women in the Resistance, Free France and General de Gaulle), **Immigration and multicultural society in France** – the positive impact of immigration (French immigration, the impact on the economy and culture) The challenges of immigration (living together, the challenges and benefits of multiculturalism, what is at stake here?) The Extreme Right (the National Front/ le Rassemblement National, the rise of the National front, the objectives of the extreme right, public opinion). **Film Study** - La Haine directed by Matthieu Kassovitz **Personal Research and Presentation 2**