

# Modern Foreign Languages (MFL)

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**Curriculum Intent:** We are passionate that all students enjoy the right to learn a language at Tapton, regardless of their background and we believe our strength lies in our diversity. We have a challenging curriculum which encourages students to become global citizens with a clear pathway into both higher education and the world of work. Cultural and social horizons are broadened and self-esteem is built, not only in lessons but also through wider opportunities such as trips and visits. We guarantee depth and breadth, developing students' written and verbal communication skills and literacy.

	Core Knowledge	Procedural Knowledge
Autumn Term 1	<p><b>Topic: Transition and Basic language</b></p> <p>Phonics. Alphabet. Greetings. Numbers, ages, months and birthdays, Colours. Animals. Dictionary skills. Gender, singular/plural.</p>	<p><b>Students will:</b></p> <p>Arrive at secondary school with a varied experience of primary MFL learning. Our aim is to build on and consolidate prior knowledge to ensure that all learners make the required progress throughout Y7 and beyond.</p>
Autumn Term 2	<p><b>Topic: Talking about myself and my family</b></p> <p>Countries, nationalities and languages, Physical and character descriptions. Family. Relationships. Jobs. Negative structures. Adjectival agreement. Present tense of to have/to be. Reflexive verb 'to get on with'.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Start to learn the conjugation of the present tense as well as gaining an understanding of basic grammatical concepts, such as adjectival agreement.</p>
Spring Term 1	<p><b>Topic: School</b></p> <p>Classroom language. School subjects. Opinions. Telling the time/timetable. Transport. Giving justified opinions. Using the present tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense as well as learn to provide justified opinions</p>
Spring Term 2	<p><b>Topic: School</b></p> <p>School routine. Describing teachers. School facilities. Food at school. Ideal school. Present tense. Conditional tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense and be introduced to future time frames</p>

<b>Summer Term 1</b>	<p><b>Topic: Leisure</b></p> <p>Free time. Hobbies. Sports. Near future tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense and be introduced to future time frames.</p>
<b>Summer term 2</b>	<p><b>Topic: House and Home</b></p> <p>House location. House description. Bedroom description. Ideal house. Daily routine. Conditional tense.</p>	<p><b>Students will:</b></p> <p>Learn single lexical items and throughout the term gain the knowledge to use and understand them in full sentences and longer passages.</p> <p>Revisit the conjugation of the present tense and be introduced to future time frames.</p>
<p><b>Homework:</b></p> <p>The purpose of homework set in MFL is to consolidate the learning that happens in the classroom and develop the key skills of reading, listening, writing, speaking and translation.</p> <p>Students are issued with a homework booklet and homework is set once a week through Satchel:One, normally taking the form of some of the following:</p> <ul style="list-style-type: none"> <li>• Reading comprehension exercises.</li> <li>• Listening comprehension exercises.</li> <li>• Vocabulary learning.</li> <li>• Grammar consolidation.</li> <li>• Written pieces.</li> <li>• Research.</li> </ul>		
<p><b>Assessment:</b></p> <p>Low stakes grammar and vocabulary tests, assessment for learning activities, targeted questioning and a range of pair, group and whole class work.</p> <p>There are two formal assessment points:</p> <p><b>Assessment Point 1</b> – January – listening, reading and writing. All topics covered in Y7 so far.</p> <p><b>Assessment Point 2</b> – May - listening, reading and writing. All topics covered in Y7 so far.</p>		
<p><b>Links to Personal Development:</b></p> <p>Mutual respect and tolerance – students build their cultural capital and learn to respect other cultures and tolerate different ways of life.</p> <p>Character – Resilience is needed to prosper in MFL.</p> <p>Moral and social development – Students work in pairs and groups and learn to respect each other’s ideas and opinions.</p> <p>Cultural development – Cultural capital is the currency of MFL.</p>		
<p><b>How is my knowledge developed further in Year 8:</b> Phonics and pronunciation practice, vocabulary acquisition and the obtaining of grammatical knowledge will continue to be built upon and enhanced in Y8, so that the students are able to develop further understanding of the key principles of learning a language, whilst tackling new topics and further developing their comprehension and communication skills.</p>		