



Core Concepts

MFL

Curriculum Themes: Disciplinary: the three pillars (Phonics, Vocabulary and Grammar) Procedural: the four skills (Listening, Speaking, Reading and Writing)	Core concepts - How the theme is developed through the curriculum					
	Year 7	Year 8	Year 9	Year 10	Year 11	
1. Disciplinary : Phonics	1. SSCs (Sound Spelling Correspondance)	I can use key phonics.	I can use key phonics.	I can use key phonics.	I can use key phonics.	I can use key phonics.
	1. Adjectival agreement	I can recognise that adjectives must agree in gender and number.	I can recognise that adjectives must agree in gender and number.	I can recognise that adjectives must agree in gender and number.	students can form feminine and plural nouns and know how to write short passages by using adjectives and agreeing accordingly. Students can also recognise whether nouns by gender and number through patterns.	Students will be able to apply all rules of number and gender and manipulate them confidently across all four skills.
	2. Gender of nouns	I can recognise that nouns have one of two genders and can be singular or plural.	I can recognise that nouns have one of two genders and can be singular or plural.	I can recognise that nouns have one of two genders and can be singular or plural.	students will grow in confidence at taking nouns and making them plural, including irregular nouns	students will have a sound understanding of nouns and would be able to take unknown nouns and make them plural.
	3. Word order	I can show understanding that adjectives are usually placed after the noun.	I can show understanding that adjectives are usually placed after the noun.	I can show understanding that adjectives are usually placed after the noun.	students will start to remember which adjectives need to be placed before and after the noun. They will also be able to understand word order rules in phrases	students will have mastered rules surrounding word order, knowing when to apply and manipulate these rules.
	4. Manipulating verbs	I can recognise and use present tense verbs.	I can recognise and use present tense verbs.	I can recognise and use present tense verbs.	students can recognise the past, present and future tense with different subject pronouns. Students will start to grow in confidence using these verbs in the target language also in the 1st person.	students will have more confidence using all three tenses and some will be able to know more complex tenses such as the imperfect and conditional. Students can also use complex structures followed by the infinitive.
	5. Reflexive verbs	I can recognise and use reflexive verbs.	I can recognise and use reflexive verbs.	I can recognise and use reflexive verbs.	students can recall reflexive verbs with confidence and can start to conjugate reflexive verbs in different tenses and negatives.	students are able to fully manipulate reflexive verbs, conjugating in different tenses and different subject pronouns as well as negative structures.
	6. Question words	I can recognise most question words in the Target Language.	I can recognise most question words in the Target Language.	I can recognise most question words in the Target Language.	students can recognise most question words, and can start to create questions in the Target Language	students have mastered forming questions in the Target Language, using repair strategies where necessary.
	7. Giving and justifying opinions	I can give basic opinions with a justification.	I can give basic opinions with a justification.	I can give basic opinions with a justification.	Students will be able to use a range of opinions with complex reasons e.g. it's good for your health	Students will embed opinions, using complex opinions on a range of tenses such as I used to love, I am going to hate.



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3. Disciplinary: Vocabulary	1. Content	I can recall most key vocabulary from the current topic.	I can recall most key vocabulary from the current topic.	I can recall most key vocabulary from the current topic.	students will be able to recall basic vocabulary linked to topics visited in KS3. They will also further explore this vocabulary at GCSE level. Students will also continue to learn high frequency vocabulary through Memrise.	Students will feel confident recalling vocabulary on topics previously visited. Students will also have a deeper and broader breadth of vocabulary through rigorous learning on Memrise
	2. The 20 keys	I can identify what the 10 Keys are.	I can identify what the 10 Keys are.	I can identify what the 20 Keys are.	Students will automatically be able to recall the 10 keys from Long Term memory and start to use keys 10-20 in their work. Keys 10-20 will be able to be recognised easier and with more confidence.	Students can recall most of the 20 keys from their Long Term memory and will be able to use them in their work. For most students, Keys 1-15 will be mastered and embedded at this point.
4. Procedural: Listening AO1	1. Listening skills	I can use key phonics to recognise differences between similar words.	I can use key phonics to recognise differences between similar words.	I can use key phonics to recognise differences between similar words.	students can master transcribing longer passages with increasing accuracy, focusing on different tenses	students can transcribe detailed passages of text with success. Students can recognise when a phrase should be in past, present or future tense.
5. Procedural: Speaking AO2	1. Speaking skills	I can use phonics to pronounce words correctly.	I can use phonics to pronounce words correctly.	I can use phonics to pronounce words correctly.	students can take an active role in a conversation, responding to spontaneous questions. Students can also ask questions in the Target Language to elicit information. Students are able to communicate in moderate accuracy, with some mistakes possibly occurring but wouldn't hinder accuracy.	students can start and maintain a conversation, being able to confidently cope with spontaneous questions, using repair strategies to keep a natural pace. Any errors which occur don't hinder accuracy. SSCs are accurate.
6. Procedural: Reading AO3	1. Reading skills	I can understand short texts in the target language.	I can understand short texts in the target language.	I can understand short texts in the target language.	Students can read longer passages of text and using reading techniques will be able to understand the majority of the content including tenses, traps, negatives and other points of view	students can read the longest passages having a sound understanding of the text. Students will also be able to cope with unknown vocabulary with confidence
7. Procedural: Writing AO4	1. Writing skills	I can write a short text of basic detail using familiar pieces of vocabulary.	I can write a short text of basic detail using familiar pieces of vocabulary.	I can write a short text of basic detail using familiar pieces of vocabulary.	Using essay techniques, students will be able to write longer essays (80-90 words) with growing accuracy. Students will be able to use Keys 1-10 successfully and more keys with some accuracy.	students will have mastered writing longer essays (130-150 words), using the 20 keys as well as a brain dump to successfully narrate as well as give examples. Students will write essays with mostly success.
	2. Translating into the Target Language	I can translate short phrases into the Target Language with some success.	I can translate short phrases into the Target Language with some success.	I can translate short phrases into the Target Language with some success.	Students can start to feel confident translating uncommon vocabulary, using repair strategies where necessary. Students can translate topics from KS3	Students can show confidence translating into the Target Language, using repair strategies with uncommon vocabulary. Students can translate all themes.