

WHAT ARE THE BIG AIMS OF YEAR 9?

To continue to build on the aims of year 7 and 8, plus:

- To understand the value of learning a language in KS4
- To introduce complex structures
- To access a wider variety of authentic and literary texts

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Demonstrating understanding of short and longer spoken passages with reference to three tenses and be able to transcribe longer sentences
- Taking part in longer conversations with reference to three tenses, expressing and justifying opinions and extending answers when speaking spontaneously using accurate pronunciation
- Demonstrating understanding of a range of short and longer written texts, including authentic and literary texts, with reference to three tenses, and be able to translate short passages.
- Writing short texts in a range of contexts, giving and seeking information and opinions with reference to three tenses, using style and register appropriately and translating longer sentences containing linked ideas into the target language.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Vocabulary for: likes and dislikes, free time activities and film genres
- Vocabulary for: food/drink items, sports, free time activities, daily routine verbs, ailments and advice
- Knows and uses correctly: the present, preterite and near future tense, including irregular verbs.
- Knows and uses correctly: reflexive and stem changing verbs in all persons
- Knows and uses *tu/usted*

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To understand a wide variety of vocabulary and structures in spoken and written passages which include three tenses.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures and three tenses.
- To use correct pronunciation consistently.
To be able to speak spontaneously.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

(as year) plus:

- The difference between *tú* and *usted*
- Use of *menos* for time
- Word order for time
- *Me gusta/gustan*
- Use of definite article when giving opinions
- Phrases which use *tener*, such as *tener sed/hambre*
- Difference between present/preterite verb endings

WHAT ARE THE BIG AIMS OF YEAR 8?

To continue to build on the aims of year 7, plus:

- To understand the concept of different tenses in languages
- To continue to promote the value of learning languages

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?

- Demonstrating understanding of short spoken passages with reference to two tenses and be able to transcribe short sentences
- Taking part in short conversations with reference to two tenses, expressing and justifying opinions, demonstrating spontaneity and using increasingly accurate pronunciation
- Demonstrating understanding of opinions and inferring meaning of unknown language in a range of short and longer written texts, with reference to two tenses, and be able to translate longer sentences.
- Writing short texts, giving and seeking information and opinions with reference to two tenses and translating longer sentences into the target language.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Vocabulary for: places in town, adjectives to describe towns, times, activities in town and food/drink items.
- Vocabulary for countries, modes of transport, holiday activities
- Vocabulary for food/drink/meal time verbs and opinion phrases
- Know and use correctly: the present, preterite near future tense in all persons, including irregular verbs *SER* and *IR*

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To understand a wide variety of vocabulary and structures in spoken and written passages which include two tenses.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures and two tenses.
- To use correct pronunciation consistently.
- To be able to speak spontaneously.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- The difference between *ser* and *estar*
- Use of *menos* for time
- Word order for time
- Use of *a/*
- Use of comma instead of decimal point for prices
- Position of € in prices
- Use of infinitive verbs with the near future tense
- Lack of indefinite article with *no hay*

WHAT ARE THE BIG AIMS OF YEAR 7?

- To understand the values of learning languages
- To develop pupils' confidence
- To encourage risk taking/participation

- To stimulate pupils' curiosity about different languages/cultures/countries
- To highlight that the target language is a form of communication (through use of target language as the main language of the classroom)

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

- Demonstrating understanding of the main points, opinions and some details in short spoken passages and transcribe short phrases.
- Taking part in simple conversations in the present tense, exchanging information and opinions and beginning to speak spontaneously using increasingly accurate pronunciation.
- Demonstrating understanding of the main points, opinions and some details in short written texts in one tense, able to translate short sentences and use a bilingual dictionary.
- Writing short texts for different purposes, expressions and justifying opinions in one tense and translating simple sentences into the target language.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

- Vocabulary for: greetings, adjectives of personality, family members, dates, alphabet and pets.
- Vocabulary for free time activities, days of the week, school subjects, facilities, describing teachers and school routines
- Know and use correctly: the present tense of AR,ER and IR verbs in all persons including the irregular verbs *ser* and *tener*.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To understand a wide variety of vocabulary and structures in spoken and written passages.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures.
- To use a bilingual dictionary independently.
- To use correct pronunciation consistently.
- To be able to speak spontaneously.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Primary teaching in MFL may not have been accurate and may have been in a different language
- Pupils may not see language learning as important/relevant
- Pupils may see language learning as too difficult/boring from the perception of older siblings
- Pupils may have the perception that English is spoken throughout the world