

Yr8 Units	TALKING ABOUT A RECENT HOLIDAY	TALKING ABOUT MY FOOD PREFERENCES	GETTING TO THE DOCTOR	INVITING PEOPLE OUT	TALKING ABOUT SCHOOL LIFE	TALKING ABOUT A SPANISH SPEAKING COUNTRY
Key learning	Students learn how to describe a <u>past holiday</u> . Understanding and using the past tense .	Students learn how to talk about <u>food</u> . Understanding and using opinions and using time phrases .	Students learn how to <u>find their way</u> to a doctor when abroad. Using imperative ; use of prepositions . Understanding and using polite forms of address .	Students learn how to <u>invite others out</u> for social reasons. Understanding and using expressions of desire Understanding and using 12 and 24h time .	Students learn how to <u>talk about school life</u> and compare with life in school in Spain / Hispanic country. Understanding and using sequencing words; Understanding and using comparisons .	Students learn how to <u>talk about an imagined holiday</u> in an Hispanic country. Students learn key details about a target Hispanic country. Understanding and using present continuous, preterite and expressions of immediacy (about to do...) Gaining cultural understanding .
Assessment	Written account of past holiday.	Question and answer re: food preferences.	Role play in town finding the way	Writing an email / text to arrange a social occasion.	Presentation on likes / dislikes re: UK / Spanish school system.	'Facetime' presentation on what they are doing abroad.
Homework	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks	Vocabulary learning using Quizlet 3x Google Form tasks
Yr9 Units	TALKING ABOUT MODERN TECH	TALKING ABOUT MEDIA	TALKING ABOUT MY FUTURE	TALKING ABOUT WORK	ADVERTISING WHERE I LIVE	BEING A TOURIST IN A SPANISH SPEAKING COUNTRY
Key learning	Students learn how to talk about use of modern technology. Increasing range of opinions and use of 3 tenses .	Students learn how to talk about music, TV, film and books. Increasing range of opinions and use of 3 tenses	Students learn how to discuss their short term and longer term future plans. Increasing range of future tense expressions; near future, simple future as well as expressions of desire / intent .	Students learn how to discuss money and jobs and what they do to earn money. Increasing range of time phrases and opinions . Using modal verbs (to have to etc)	Students consolidate learning from previous units to advertise where they live. Register / use of formal language . Paying attention to style of language to advertise .	Students learn how to survive abroad in a small range of typical situations (shopping, travelling, eating out, finding the way etc). Use of formal modes of address .
Assessment	Question and answer re: use of modern technology and tech preferences.	Written account of likes and dislikes re: media	Written / spoken presentation on plans for future.	Written / spoken account of how they earn money and what it is spent on.	Presentation on home town / village	Travel guide for target country.
Homework	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary	Vocabulary learning using Quizlet 3x Google Form tasks to manipulate vocabulary
Terms	1	2	3	4	5	6
Yr10 Units	ALL ABOUT ME	THE ROLE OF MEDIA IN MY LIFE	MY LEISURE ACTIVITIES	HEALTH AND FOOD	WHERE I LIVE	MY HOLIDAY AND TRAVEL CHOICES
Key learning	Students learn how to talk about themselves, their families and their friends.	Students learn how to talk about media (TV, films, books and modern tech)	Students learn how to talk about their leisure and free-time activities	Students learn how to discuss healthy lifestyles, including diet, exercise and health issues.	Students learn how to talk about where they live (home and town) and the positives and negatives of town and country life.	Students learn how to discuss their holiday choices
Assessment	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.
Homework	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING
Yr11 Units	EDUCATION AND FUTURE PLANS	FUTURE CAREER POSSIBILITIES	PROBLEMS FACING THE WORLD TODAY	BEING A TOURIST		
Key learning	Students learn how to discuss their education and future college / university plans	Students learn how to discuss issues surrounding work and future career choices	Students learn how to discuss major societal and environmental issues facing the world today.	Transactional language (shopping, booking accommodation, eating out etc) REVISION OF GCSE		
Assessment	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.	Speaking Q/A with teacher. 90 – 150 word written assessment.			
Homework	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING	ONGOING VOCABULARY LEARNING GCSE 'BACKBONE' LEARNING			

CURRICULUM PROGRESSION MAPPING

MFL - CORE KNOWLEDGE & SKILLS - PROGRESSION MAPPING						
CONCEPT	INTERVENTION	EMERGING	DEVELOPING	MASTERING	EXTENDING	BEYOND
LISTENING	Students can understand words and short phrases across a small range of topics, spoken at a reasonable speed, repeated if necessary. They can identify very simple expressions of like / dislike	Students demonstrate understanding of main points and opinions from short passages using familiar vocabulary, short phrases and common verbs in the present tense , spoken clearly. They can transcribe familiar words.	Students deduce meaning and demonstrate understanding of overall message and key points in a range of passages which include a range of at least three different tenses, justified opinions and some less familiar, as well as familiar, vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), spoken clearly.	Students deduce meaning and demonstrate understanding of overall message and detail in longer passages (including authentic sources, adapted or abridged) which include a range of at least three different tenses, opinions and some more complex grammatical structures (for example use of pluperfect, some use of subjunctive) and less familiar vocabulary, spoken clearly.	Students demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures (for example subjunctive mood, passive mood, future perfect...) and some less common vocabulary.	Students extract and evaluate information in longer passages (including authentic sources, adapted or abridged) covering a range of contemporary and cultural themes, including some more abstract ideas, different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some uncommon vocabulary.
SPEAKING	Students say single words and short phrases with support . They can imitate a model of correct pronunciation and intonation. They can answer simple questions . Students give basic information and opinions , using familiar vocabulary. They begin to show awareness of sound patterns.	Students take part in simple conversations , referring to the present or the future. Exchange opinions and give simple reasons . Students describe and give information in short dialogues using familiar vocabulary and common grammatical structures . Students begin to speak spontaneously (e.g. by giving an unsolicited opinion).	Students begin to initiate and develop conversations and narrate events. Students use a wide range of common vocabulary and grammatical structures referring to the past, present and future . Students demonstrate spontaneity by asking unsolicited questions , responding to unexpected questions and expanding answers where appropriate. Students use increasingly accurate pronunciation and intonation.	Students initiate and develop discussions on a wide variety of topics , using appropriate register . Narrate events coherently. Use some less common vocabulary and more complex grammatical structures , referring to the past, present and future . Students demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Students use coping strategies to deal with unknown words and phrases. Students use pronunciation and intonation, which are mostly accurate.	Students initiate, develop and sustain conversations and discussions with some expansion . Narrate events and express own opinions and thoughts on a wide range of topics . Students use a range of less common vocabulary and more complex grammatical structures . Students use a range of tenses including less common tenses such as the conditional . Interact naturally , with little hesitation and little rephrasing. Students use pronunciation and intonation, which would be understood by a native speaker with some clarification or repetition.	Students initiate, develop, sustain and expand longer conversations and discussions independently . Students use language creatively to exchange and justify a range of thoughts and opinions . Students use appropriate register . Students use a wide range of less common vocabulary and more complex grammatical structures (including some Grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Students use pronunciation and intonation, which would be understood by a native speaker with occasional clarification or repetition.
READING	Students demonstrate understanding of a range of familiar written phrases and opinions. Students can match sound to print by reading aloud words and phrases.	Students demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future . Students understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Students use a bilingual dictionary or glossary to look up unfamiliar words. Students translate simple sentences containing familiar vocabulary and grammar into English.	Students demonstrate understanding of overall message and key points of a range of texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures . Students use processes to work out meaning in a variety of short and longer authentic texts (e.g. emails and short magazine extracts , and adapted or abridged short stories). Students translate short passages , containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy .	Students deduce meaning and understand detail in longer texts , including extracts from literary texts , which include a range of at least three different tenses, opinions and some unfamiliar , as well as familiar, language, including some more complex structures. Students understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles). Students translate short passages on a range of topics , including more complex structures and less common vocabulary, accurately into English with occasional errors.	Students deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures and some less common vocabulary. Students understand longer authentic texts (e.g. news magazine articles, email exchanges and extracts from plays). Students translate short passages, containing more complex language and grammar, accurately into English with occasional errors.	Students draw inferences from a range of longer texts , including extracts from literary texts. Students respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies , letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material . Students translate longer passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with isolated errors

<p>WRITING</p>	<p>Students write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs. Students write some familiar words from memory. Spelling and accents may not be accurate, but the meaning is clear.</p>	<p>Students write short texts for different purposes using mainly memorised language, referring to the present or the future. Students express opinions and give simple reasons. Students translate simple sentences containing familiar words and structures into the target language. Students generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.</p>	<p>Students write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Students translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.</p>	<p>Students write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Students link sentences and paragraphs, and structure ideas. Students translate a short passage containing linked longer sentences with more complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures.</p>	<p>Students write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Students use language creatively to express individual thoughts, ideas and points of view. Students use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Students translate a passage containing a range of complex language structures into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and occasional errors with complex structures.</p>	<p>Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Students translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors.</p>
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