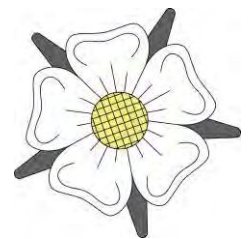


John Taylor Free School



JOHN TAYLOR
FREE SCHOOL

Year 8 MFL

Aims:

- *The main aim continues to be for our students to become fluid communicators with a broad cultural awareness in our multilingual world. Students will build upon the sound speaking and listening knowledge they gained in Year 7 and will begin to revisit key vocabulary and grammatical structures in order to embed them in long term memory.*
- *They will continue to improve their phonetic knowledge to enable them to converse confidently and reinforce many literacy skills from their first language. It will provide frequent opportunities to practice communicating to others in a fun and relaxed manner in order to develop autonomy and spontaneity. This nurtures pupils' self-esteem and self-confidence and develops strong interpersonal skills*
- *They will begin to be exposed to new tenses to enable them to talk about both past and future events and this will involve some "pop up" grammar lessons to embed this knowledge and skill.*

Content:

Students will continue with the language they studied in Year 7 and will again follow 3 projects, Does money make you rich, What keeps me healthy and How does the past and present inform your future. Students will use the topics of Town & Local area, School & Daily routines and Plans & Holidays as a means to gain some key communicative functions. These functions can then be applied in various different contexts as they move toward KS4.

- Describing routine behaviour in the present
- Expressing thoughts and opinions
- Reporting an event in the past
- Talking about future plans

Curriculum Map

Year	Term	Curriculum	Assessment
8	Term 1	Students will be able to describe their local area and amenities within their town/street using prepositions to be able to describe exact location. They will then learn how to talk about the activities they do in town and what they are going to do at the weekend. This will involve the introduction of a future tense.	Formal speaking assessment Formal Reading assessment
	Term 2	This unit equips students to talk about their daily routines incorporating daily routine vocab and activities that they do before and after school. Students will also have a brief introduction to school specific vocab and how to describe the subjects they enjoy and why. They will then learn to talk about school rules and what they must/mustn't do.	Formal listening assessment Formal writing assessment
	Term 3	Students will be able to describe events in the past by learning how to talk about what they did yesterday and last weekend. They will describe a past family trip using the preterite tense to state where they went, what they did, and who they went with. Finally, students will be able to describe plans of a holiday in the future. This unit focuses on the application of the 3 tenses; past, present and future. Students will gain confidence in the ability to both recognise and use all 3 tenses in their work.	Formal Reading assessment Formal writing assessment

Assessment:

Students are assessed in a similar manner to Year 7 with formal tests in 2 of the 4 skills plus regular retrieval quizzes. They will now be confident with assessment criteria and will be able to predict what language structures will be needed for each BASE grade. They will be taught how to effectively peer and self-assess work to enable them to understand the criteria that will ensure GCSE success. Work will be marked regularly with feedback from the teacher being acted upon and pupil responses recorded to ensure any feedback is understood. The use of varied feedback methods alongside time in lessons to address common misconceptions will ensure any errors are used as a learning tool.

Extended Learning:

Students will be encouraged to research cultural topics studied in class in greater depth to develop a richer understanding of the Francophone and Hispanic world. It will also be encouraged that students will engage in reading some foreign literature as well as accessing authentic online cartoons or tv shows to expand their knowledge. Use of the online language platform "The Language Gym" will also be encouraged to enhance the language taught in lessons.

Connection to the JTFS Approach

Whole School Theme	How does <i>MFL</i> support this?
STRIPE	Students are encouraged to focus on Team player skills during various group tasks set during the year. They will be rewarded for their creativity and innovation in their research project. They will also be encouraged to improve their reflection skills during the "What keeps me healthy" project.
STEAM	Students to discuss various lifestyle choices that young people make alongside investigations into the benefits and damaging effects of various food and drink choices.
Literacy	Scan and skim reading are practiced along with exposure to authentic texts that enable students to widen their vocabulary. A mini foreign language library is also available in each classroom to help develop a love of language and satisfy the curiosity of students.
Numeracy	Learners use numeracy in MFL when learning to tell the time, discussing quantities in the food unit of work and weekly arithmetic calculations involving addition, subtraction and multiplication. Work in MFL offers some learners the additional opportunity they need to grasp the fundamentals of number work.
SMSC, British Values and Citizenship	Students are taught to accept and embrace other languages and cultures through the teaching of MFL. In relation to this, students are educated on the religious beliefs of the people in countries of the language they are learning. Students are encouraged to be empathetic to the cultures, beliefs and traditions of others and stereotypes are challenged where necessary. Exploration of language and culture is key to language learning, whether through lessons or school trips. Students are encouraged to embrace 'difference' at all stages of their linguistic development and accept ideas which may be 'alien' to them, as culturally significant. Students are encouraged to discuss and challenge stereotypes within a national and international context.