



# The Royal School

*Wolverhampton*

## Curriculum 2025

### MFL

(NB. Replace the word SUBJECT throughout this document with the name of your subject)

# Curriculum Concepts

## MFL\_\_\_\_\_

### Intent

At The Royal School, our curriculum is designed to foster a lifelong love of learning and to nurture pupils who are confident, knowledgeable, and empathetic. Grounded in our school values —**Respect, Trust, Community, Initiative and Risk** — our intent is to provide a high-quality education where every child knows more, remembers more, and applies their knowledge confidently. Our curriculum is carefully sequenced to ensure concepts are introduced logically, with foundational knowledge underpinning more complex ideas. We prioritise knowledge and memory building through planned opportunities for retrieval, consolidation and progression. Pupils revisit key concepts frequently, supporting long-term retention and understanding.

We are committed to ensuring that all children immerse themselves in their learning. Through diverse representation and a focus on cultural capital, we encourage empathy, inclusion, and global citizenship. Every child, regardless of background or ability, is supported to meet ambitious expectations through adaptive teaching and inclusive strategies that promote challenge and achievement for all. Our curriculum is purposefully designed to engage, inspire and challenge, cultivating learners who are resilient, reflective, and equipped to thrive in modern society.

### Implementation

To support staff in developing long-term, medium-term, and short-term curriculum and lesson planning, we have identified key curriculum concepts that underpin effective teaching and learning. Below is a summary of these concepts with brief explanations:

**Sequencing & Progression:** Curriculum content is thoughtfully ordered across and within year groups. Long- and medium-term plans ensure coherence, while individual lessons and ‘The Royal Way’ framework scaffold learning effectively. Subject leaders oversee sequencing to ensure continuity and progression. Proper sequencing ensures that foundational concepts are mastered before introducing more complex ideas, thereby building upon prior knowledge. This structured approach supports cumulative learning and prevents cognitive overload.

**Adaptive teaching & Assessment:** Effective assessment strategies include both **formative assessments** (ongoing checks for understanding during instruction) and **summative assessments** (evaluations at the end of instructional units). Aligning assessments with learning objectives ensures that they accurately measure intended outcomes. Pupil progress is regularly reviewed, with targeted interventions delivered as needed. Adaptive teaching ensures that instruction is responsive to the varying needs, abilities, and learning styles of students. This approach involves ongoing assessment, flexible grouping, live feedback, questioning, informal checks, and formal reviews. These are used to identify gaps and adapt teaching responsively to support and challenge. Effective adaptive teaching fosters inclusivity, helping all students to progress at their own pace while achieving high expectations.

**Retrieval Practice & Interleaving:** We embed retrieval throughout lessons using ‘Think Backs’, ‘Do Now’ activities at the start of lessons, low-stakes quizzes and working walls. These strategies reinforce prior learning and strengthen memory pathways, promoting deep understanding and knowledge fluency. Interleaving is an instructional strategy that alternates between different topics or skills within a single learning session. Unlike traditional blocked practice, where one topic is practiced extensively before moving to the next, interleaving mixes multiple topics, enhancing discrimination between concepts and improving retention. This approach challenges learners to continually retrieve and apply different information, strengthening memory and understanding.

**Engagement:** Engagement encompasses the strategies employed to capture and maintain students' attention, interest, and active participation in the learning process. High levels of engagement are associated with improved comprehension and retention. Techniques to enhance engagement include interactive activities, real-world applications, collaborative learning, and incorporating student interests into lessons. We hook learners through exciting experience days, curriculum-linked enrichment, and content pitched to meet and build upon pupils' current understanding. Strong relationships and positive learning behaviours ensure high levels of participation and enthusiasm.

**Challenge & Aspiration:** Challenge involves designing tasks and questions that stretch students' thinking and push them beyond their comfort zones. It is important to balance support and challenge to ensure all students are appropriately stimulated and motivated to progress. Tasks are designed to stretch thinking through resilience, modelling, scaffolding, and high expectations. Learners are encouraged to persevere, question deeply, and embrace productive struggle. Aspiration in the curriculum encourages students to develop a growth mindset. It involves exposing students to ambitious goals, inspiring role models, and future pathways that foster motivation and ambition. A curriculum that promotes aspiration helps students understand the value of perseverance and lifelong learning.

**Context:** Contextual learning connects curriculum content to real-world applications, making learning more meaningful and relevant for students. Providing context helps learners see the purpose behind what they are studying, whether through cross-curricular links, historical or cultural perspectives, or practical, real-world scenarios. This approach enhances engagement and retention.

**Personal Development:** Personal development in the curriculum focuses on fostering students' social, emotional, and character growth alongside academic learning. It includes promoting resilience, self-awareness, emotional intelligence, and a sense of responsibility. A well-rounded curriculum should encourage students to develop key life skills, confidence, and independence, preparing them for future challenges in education, work, and personal life.

In Senior School our curriculum is structured in learning cycles. Each cycle lasts for 7 weeks and includes at least one assessment followed by a review where re-teaching or stretch and challenge opportunities, tailored to the needs of the pupils can take place. There are 5 learning cycles per year.

## **Impact**

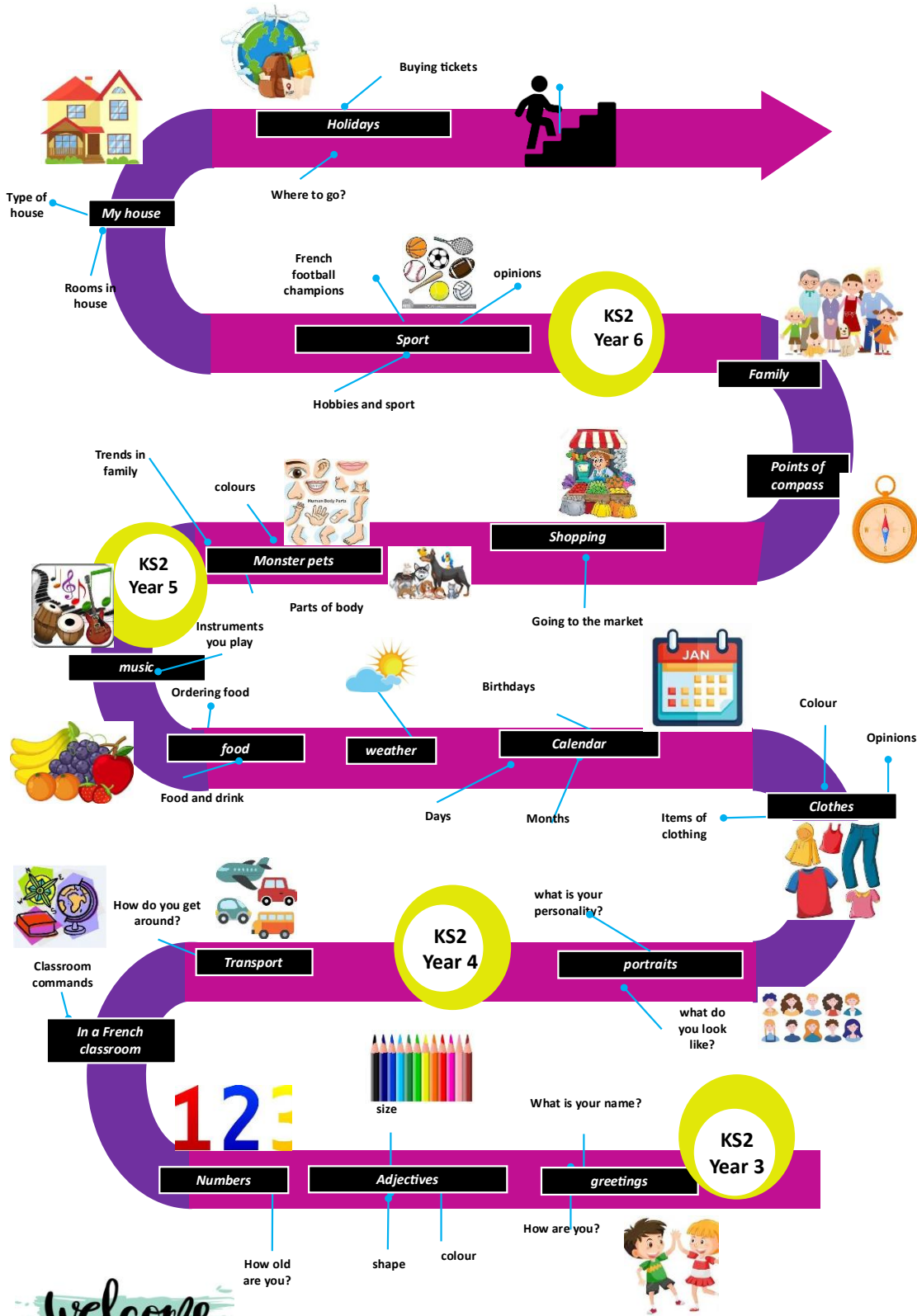
The impact of our curriculum is measured not only in outcomes but in how pupils grow as learners and individuals. Pupils develop secure knowledge, transferable skills, and the confidence to apply their learning. They are engaged, resilient, and motivated, with the capacity to meet challenges and adapt to new contexts.

Progress is tracked over time through assessment data, lesson drop-ins, pupil voice, and work scrutiny. By integrating these concepts into curriculum planning The Royal intend to create structured, dynamic, and effective learning experiences that cater to the varied needs of our pupils. A well-designed curriculum ensures progression, engagement, and long-term success in learning. Our ambition is that all children leave The Royal School with the knowledge, behaviours, and attitudes to succeed academically, socially, and emotionally — prepared for the next stage of their education and life beyond.

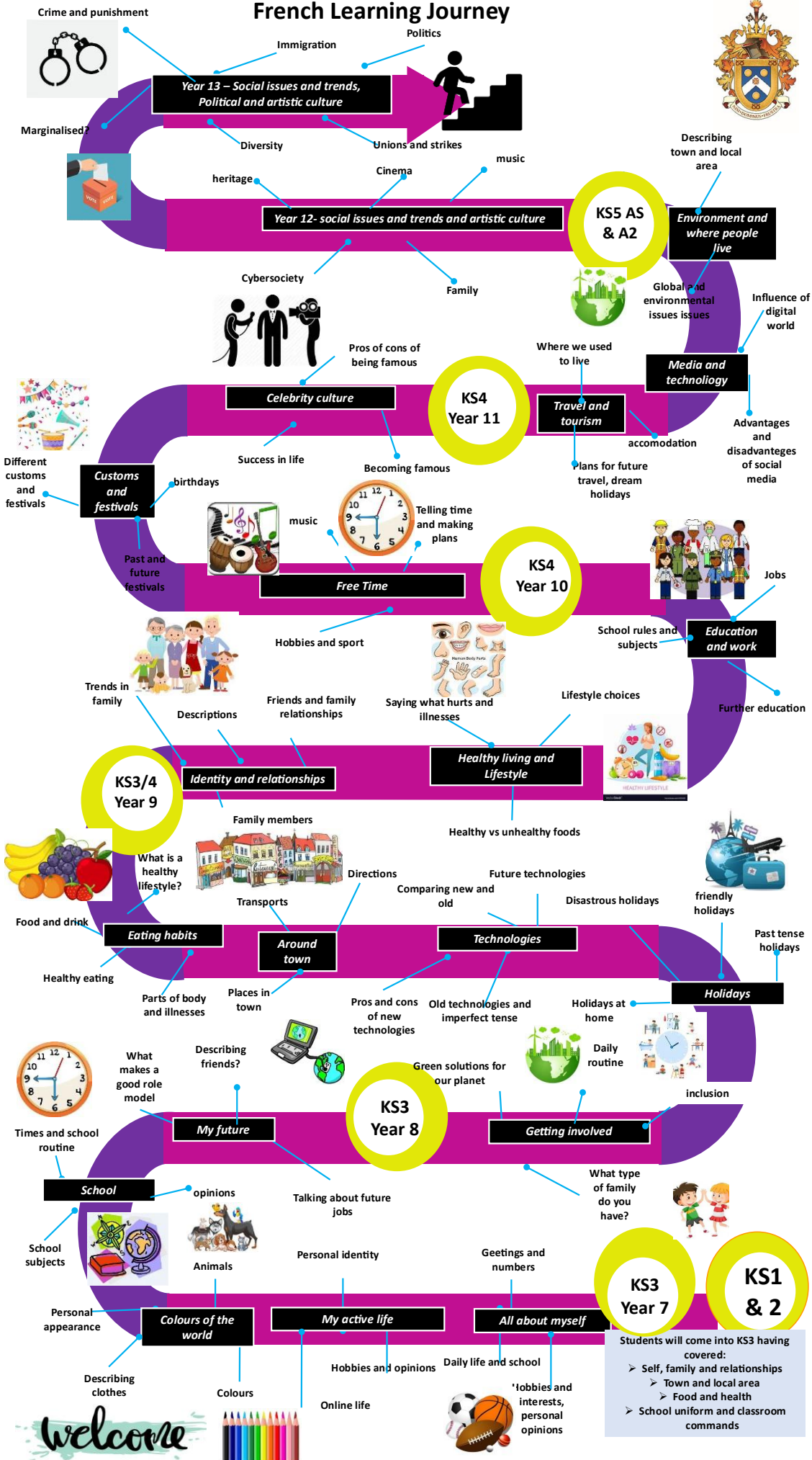
## **MFL Learning Journey**

A graphic should be presented here showing how a pupil progresses in your subject through the primary and then secondary key stages.

# French Learning Journey



# French Learning Journey



welcome



## How MFL enables all students to thrive and achieve

How inclusive lessons have been planned
<ul style="list-style-type: none"><li>• Each lesson the 'Big Picture' is shared with 'Why are we learning this? Why are we learning this now?'</li><li>• At appropriate points there are opportunities for students to see a pre-prepared modelled answer using 'I do' 'We do' 'You do' framework.</li><li>• Each lesson contains retrieval questions based on recent learning, learning that has happened a few weeks ago and key vocabulary.</li><li>• Use of real-life resources such as videos of French children speaking French, physical euro notes and coins</li></ul>
Calm and structured start to lessons to help with transitions
How an inclusive environment has been created
<ul style="list-style-type: none"><li>• Students have knowledge organisers at KS3 for each new topic to support reviewing of learning, revision and consolidation.</li><li>• a structured programme of phonetic instruction has been integrated into the curriculum</li></ul>
Thoughtful seating plan, so they can think, pair, share, students can first vocalise / plan what they will write
How the curriculum has been considered for pupils with additional needs
There is plenty of opportunity for repetition and revisiting of language and structures so that vocabulary and structures become automated, freeing up working memory in the classroom.

## Adaptive teaching strategies

How learners are supported with literacy
<ul style="list-style-type: none"><li>• Vocabulary lists handed out at start of each topic so pupils can refer to them every lesson</li><li>• Provide physical handouts of resources to learners where possible to reduce the burden of processing information from the board.</li></ul>
How learners are supported to retain vocabulary
<ul style="list-style-type: none"><li>• Use of multi-sensory approaches to learning new language – through song, actions with words, picture stimuli and so on, memory games</li><li>• Share spelling and vocabulary strategies with learners.</li><li>• Carefully plan for the repetition of vocabulary – recycle and revisit common words in texts and listening activities and from topic to topic.</li><li>• Explicitly model and discuss vocabulary learning strategies.</li></ul>
How learners are supported with numeracy
<ul style="list-style-type: none"><li>• Numbers displayed around classroom</li><li>• When reading texts with percentages and fractions we go through what these mean</li></ul>
How learners are supported to develop conceptual understanding
<ul style="list-style-type: none"><li>• Ensure that grammatical concepts are recycled in the curriculum regularly and are well sequenced to build knowledge of language effectively</li><li>• Ensure enough practice of language structures both within a lesson and across topics.</li><li>• Where possible, make explicit links to structures within their home languages and where appropriate support them to identify and make links.</li><li>• Model and scaffold the practice of more complex language features.</li></ul>
How teaching is adapted for learners who struggle with attention
<ul style="list-style-type: none"><li>• Use competition and games as a springboard for speaking in the target language.</li><li>• Praise learners for their contributions to oral activities.</li></ul>

- Short tasks
- Use of tick lists so learners can see what they have accomplished and what still needs doing

#### How teaching is adapted for learners who struggle with change and transition

- Structured, calm start to lessons
- Tasks are timed

## MFL KS3 Curriculum Mapping

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/840002/Secondary\\_national\\_curriculum\\_corrected\\_PDF.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf)

National curriculum content	Year 7	Year 8	Year 9 (GCSE foundation year)
<b>Aims:</b>			
understand and respond to spoken and written language from a variety of authentic sources	Listening and reading material used within course textbooks are authentic resources with native speakers	Listening and reading material used within course textbooks are authentic resources with native speakers	Listening and reading material used within course textbooks are authentic resources with native speakers, also 1jour1actu and TV5monde news resources from France etc.
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what I can want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	Questions and opportunity to read out loud embedded in lessons, phonics taught, pronunciation practised and corrected	Questions and opportunity to read out loud embedded in lessons, phonics taught, pronunciation practised and corrected	Role plays & photo cards as well as general conversation embedded into lessons so students can develop confidence. Use of native speaker sixth formers/ GCSE students where appropriate.
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that I can have learnt	Using writing frames and knowledge organisers, pupils have to write short paragraphs.	Using writing frames and knowledge organisers, pupils have to write short paragraphs.	40/90 word tasks in the writing paper – students have to practice writing at different lengths and at different levels of complexity.
discover and develop an appreciation of a range of writing in the language studied	Reading extracts in textbooks are sometimes taken from authentic song lyrics and poems	Reading extracts in textbooks are sometimes taken from authentic song lyrics and poems	Literary extracts in reading paper at GCSE are sourced from authentic literary works.
<b>Subject Content:</b>			
<b>Listening A01:</b>			
listen to a variety of forms of spoken language to obtain information and respond appropriately	Listening activities used within course textbooks are authentic resources with native speakers	Listening activities used within course textbooks are authentic resources with native speakers	Listening activities used within course textbooks are authentic resources with native speakers, authentic video content from 1jour1actu
transcribe words and short sentences that I can hear with increasing accuracy	Dictation, listening practice	Dictation, listening practice	Dictation, listening practice, micro-listening activities
<b>Speaking A02</b>			
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	Using the different forms of you (du/sie, tu/vous, tú/usted)	Using the different forms of you (du/sie, tu/vous, tú/usted)	Using the different forms of you (du/sie, tu/vous, tú/usted), general conversation in the speaking exam.
express and develop ideas clearly and with increasing accuracy.	In all units, pupils share their opinion, and need to respond to questions in full sentences	In all units, pupils share their opinion, and need to respond to questions in full sentences	general conversation in the speaking exam, photo card

<p>speak coherently and confidently, with increasingly accurate pronunciation and intonation</p>	<p>When responding to questions and reading out loud, pronunciation is corrected. Pupils are reminded of respecting people reading so they feel safe to participate</p>	<p>When responding to questions and reading out loud, pronunciation is corrected. Pupils are reminded of respecting people reading so they feel safe to participate</p>	<p>general conversation in the speaking exam, photo card,</p>
<p><b>Reading A03</b></p>			
<p>read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</p>	<p>course book reading tasks</p>	<p>course book reading tasks</p>	<p>Use of newspaper articles and song lyrics, course book reading tasks</p>
<p>read literary texts in the language, such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture</p>	<p>Alphabet, verb songs to remember verb endings, cultural events</p>	<p>Parts of the body, Music, Film, cultural events</p>	<p>Music topic, Film and media, authentic adverts and videos for the technology topic</p>
<p><b>Writing A04</b></p>			
<p>write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p>	<p>Opportunities to translate into target language appear in every topic</p>	<p>Opportunities to translate into target language appear in every topic</p>	<p>Paper 4 requires students to translate into TL- opportunities embedded into lessons for each topic.</p>
<p><b>Grammar A05</b></p>			
<p>identify and use tenses or other structures including the present, past, and future as appropriate</p>	<p>Present tense covered in the first instance with the verbs "to be" and "to have", students develop a basic knowledge of the perfect, present and near future tenses when covering the topic of sport and free time with "to play" and "to do"</p>	<p>Holidays – students will use the conditional, perfect, future tenses. When talking about clothes and going out, students cover the near future tense.</p>	<p>Students recap and revise the three core tenses in the first year, as well as placing an emphasis on core irregular verbs such as "to be", "to have", "to do", "to go"</p>
<p>develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues</p>		<p>LC1: discuss different family types and identities LC2: discussing old and new technologies LC5: discussing healthy vs unhealthy lifestyles</p>	<p>Unit 1- family and relationships – opinions on marriage, ideal partners Unit 2 – discussing the advantages and disadvantages of technology. Unit 3 extreme sports. Unit 4 – discussing customs, festivals and traditions.</p>
<p>Using and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate</p>	<p>Giving opinions on school subjects, sports and hobbies using infinitive constructions, developing knowledge of the perfect and future tenses to describe what sports/hobbies you did last weekend/next weekend</p>	<p>Giving opinions on the environment and using impersonal constructions to talk about getting involved. Using the past and future to discuss holidays.</p>	<p>Unit 1 – developing use and knowledge of reflexive verbs to describe relationships with family and friends. Using the conditional tense to describe an ideal partner and to say whether you would like to get married in the future. Unit 3 – describing jobs and using infinitive constructions, reinforcing knowledge of the</p>

			perfect and future tenses to describe what you wanted to be and what your plans are for the future
use accurate grammar, spelling and punctuation.	Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Weekly vocab testing focusing on accuracy and translation between TL and L1	Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Weekly vocab testing focusing on accuracy and translation between TL and L1	Developing knowledge of grammar and spelling through self and peer-assessment, as well as error identifying exercises to improve awareness of such errors. Use of exam assessment criteria when marking translation tasks and written tasks where appropriate.

**RSW All Through MFL Curriculum map**  
(If you have developed one pop it here, if not delete this section)

Key Stage	Year							
		Topic Myself, family and relationships	Topic Town and local area	Topic Food and health	Topic Hobbies / technology	Topic holidays	Topic School and further educaion	Topic careers
EYFS	R							
KS1	1							
	2							
KS2	3	Introducing yourself, exchanging personal information  colours	Transports	Greetings: how are you		Name of French speaking countries and places	Classroom commands	
	4	-Description of hair and eyes  -Talking about birthdays, days of week and months of year  -Clothes what I like wearing	Names of shops and eateries	Items of food	-playing an instrument  -opinions	weather	Describing uniform	
	5	-Introducing brothers and sisters	Comparisons Points of the compass	Parts of body Recipes and food Shopping, name of fruit and vegetables	Hobbies and verbs	Space exploration		
	6	French football champions	Describing your house and home Buying transport tickets  directions		Sports and Olympics	Holiday destinations  weather		

KS3	7	<ul style="list-style-type: none"> <li>- opinions</li> <li>- animals</li> <li>- clothes</li> <li>-personal appearance</li> <li>- describing what you and your friends are like</li> <li>-what makes a good friend</li> </ul>		<ul style="list-style-type: none"> <li>-talking about what you find stressful</li> <li>-daily routine</li> </ul>	<p>talking about hobbies and why you like them</p>		<ul style="list-style-type: none"> <li>-talking about life at school</li> <li>- school subjects</li> <li>school facilities</li> <li>-school day</li> <li>-times of the day</li> <li>-talking about citizenship</li> </ul>	<ul style="list-style-type: none"> <li>- jobs</li> <li>-talking about the future</li> </ul>
	8	<ul style="list-style-type: none"> <li>-inclusion</li> <li>- family types</li> </ul>	<ul style="list-style-type: none"> <li>-green solutions for our planet</li> <li>- places in town</li> <li>-directions</li> <li>- what can you do around town</li> <li>-transports</li> </ul>	<ul style="list-style-type: none"> <li>- impact of eating habits</li> <li>-comparing keeping fit in past and present tense</li> <li>-comparing health myths and reality</li> <li>-talking about well being</li> <li>-discussing future lifestyle changes</li> </ul>	<p>talking about old technologies using the imperfect tense</p> <ul style="list-style-type: none"> <li>- pros and cons of new technologies</li> <li>-francophone influencers</li> <li>-discussing real life vs life online</li> <li>-discussing future technologies</li> </ul>	<ul style="list-style-type: none"> <li>-holidays at home</li> <li>- disastrous holiday in past tense</li> <li>- eco friendly holidays</li> </ul>		<ul style="list-style-type: none"> <li>-talking about a charity placement</li> </ul>
KS4	9	<p>family members</p> <ul style="list-style-type: none"> <li>- descriptions</li> <li>- trends in family</li> <li>- friendship/family relationship</li> <li>- role models</li> </ul>		<p>healthy vs unhealthy foods</p> <ul style="list-style-type: none"> <li>- saying what hurts and illnesses</li> <li>- lifestyle choices</li> </ul>			<ul style="list-style-type: none"> <li>-school rules</li> <li>-school subjects/options</li> <li>-school facilities</li> <li>- further education</li> </ul>	<ul style="list-style-type: none"> <li>- Jobs</li> <li>- Places of work</li> <li>- Work experience, apprenticeships</li> <li>- Qualities needed for jobs</li> </ul>

	10	<ul style="list-style-type: none"> <li>-different customs and festivals</li> <li>-birthdays</li> <li>-past festival</li> <li>-past and future festivals</li> </ul> <p><b>celebrity culture</b></p> <ul style="list-style-type: none"> <li>- success in life</li> <li>-becoming famous</li> <li>-abilities and achievements</li> <li>-pros and cons of being famous</li> </ul>			<ul style="list-style-type: none"> <li>-hobbies and sports</li> <li>-leisure activities in the past</li> <li>-sport and music</li> <li>-making plans</li> <li>-leisure activities around the world</li> </ul>			
	11		<ul style="list-style-type: none"> <li>-environment and where people live</li> <li>-ideal town</li> <li>-renewable energies</li> </ul>		<ul style="list-style-type: none"> <li>-media technology</li> <li>-online dangers</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>-travel, tourism</li> <li>-ideal holidays</li> </ul>		
KS5	12	<ul style="list-style-type: none"> <li>-changes in family trends</li> </ul>	<ul style="list-style-type: none"> <li>-national heritage</li> </ul>		<ul style="list-style-type: none"> <li>-cinema and music in the French speaking world</li> <li>-cybersociety</li> </ul>	<ul style="list-style-type: none"> <li>National heritage</li> </ul>		<ul style="list-style-type: none"> <li>-volunteering and role of charities</li> </ul>
	13	<ul style="list-style-type: none"> <li>-diverse society</li> <li>-marginalised</li> <li>-how criminals are treated</li> </ul>	<ul style="list-style-type: none"> <li>-how politics, strikes and immigration affect the local area</li> </ul>				<ul style="list-style-type: none"> <li>Preventing young offenders, education about crime</li> </ul>	<ul style="list-style-type: none"> <li>-alternative sentencing, community work, electronic bracelets, preventing reoffenders</li> </ul>

Key Stage	Year							
		Topic	Topic	Topic	Topic	Topic	Topic	Topic
EYFS	R							
KS1	1							
	2							
KS2	3							
	4							
	5							
	6							
KS3	7							
	8							
KS4	9							
	10							
	11							
KS5	12							
	13							

**MFL Curriculum Map 2025-26**

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>
<b>Learning Cycle 1</b>	<b>Talking about self</b> - hobbies and interests -likes, dislikes and opinions -talking about animals -talking about life at school -talking about daily life	<b>Getting involved</b> -talking about inclusion -talking about family types -talking about green solutions for our planet -talking about daily routine -working for a better future	<b>Identity and relationships</b> - family members - descriptions - trends in family - friendship/family relationship - role models	<b>Free Time</b> - hobbies and sports -leisure activities in the past -sport and music -making plans -leisure activities around the world	<b>Travel and Tourism</b> -Dream holidays -Plans for future travels -discussing where you used to live and go -accomodation -Holiday preferences	<b>Aspects of French-speaking society: current trends</b> <b>The changing nature of family</b> <ul style="list-style-type: none"> <li>Grands-parents, parents et enfants – soucis et problèmes</li> <li>Monoparentalité, homoparentalité, familles recomposées</li> <li>La vie de couple – nouvelles tendances</li> </ul>	<b>Throughout year 13 WORKS: Literary text – currently ‘L’Etranger’- Albert Camus</b> <ul style="list-style-type: none"> <li>Key themes</li> <li>Key characters</li> <li>Context</li> </ul> Essay Writing skills <b>WORKS: Film – currently ‘La haine’ Matthieu Kassovitz</b> <ul style="list-style-type: none"> <li>Key themes</li> <li>Key characters</li> <li>Context</li> </ul> Essay Writing skills IRP research and practise
<b>Learning Cycle 2</b>	<b>My active life</b> - talking about identity -talking about the natural world -talking about what you love doing -talking about your life online -talking about hobbies and why you like them	<b>Holidays</b> -holidays at home -talking about a charity placement -talking about visiting friends in the past tense -talking about a disastrous holiday in past tense -talking about eco-friendly holidays				<b>Artistic culture in the French-speaking world</b> <b>A culture proud of its heritage</b> <ul style="list-style-type: none"> <li>Le patrimoine sur le plan national, régional et local</li> <li>Comment le patrimoine reflète la culture</li> </ul> Le patrimoine et le tourisme	<b>Aspects of French-speaking society: current issues</b> <b>Positive features of a diverse society</b> <ul style="list-style-type: none"> <li>L’enrichissement dû à la mixité ethnique</li> <li>Diversité, tolérance et respect</li> <li>Diversité – un apprentissage pour la vie</li> </ul> <b>Aspects of French-speaking society: current issues</b>

	-talking about what you find stressful						<b>Life for the marginalised</b> <ul style="list-style-type: none"> <li>• Qui sont les marginalisés ?</li> <li>• Quelle aide pour les marginalisés ?</li> <li>• Quelles attitudes envers les marginalisés ?</li> </ul>
<b>Learning Cycle 3</b>	<b>Colours of the world</b> <ul style="list-style-type: none"> <li>- colours</li> <li>-describing pictures</li> <li>-animals and their location</li> <li>-talking about clothes</li> <li>-talking about personal appearance</li> </ul>	<b>Technologies</b> <ul style="list-style-type: none"> <li>--talking about old technologies using the imperfect tense</li> <li>-discussing pros and cons of new technologies</li> <li>-francophone influencers</li> <li>-discussing real life vs life online</li> <li>-discussing future technologies</li> </ul>	<b>Healthy living and lifestyle</b> <ul style="list-style-type: none"> <li>- healthy vs unhealthy foods</li> <li>- saying what hurts and illnesses</li> <li>- lifestyle choices</li> </ul>	<b>Customs and festivals</b> <ul style="list-style-type: none"> <li>- different customs and festivals</li> <li>-birthdays</li> <li>-past festival</li> <li>-past and future festivals</li> </ul>	<b>Media and Technology</b> <ul style="list-style-type: none"> <li>-advantages and disadvantages of social media</li> <li>-influence of the digital world</li> <li>-comparing different technologies</li> </ul>	<b>Aspects of French-speaking society: current trends</b> <p><b>The 'cyber-society'</b></p> <ul style="list-style-type: none"> <li>• Qui sont les cybernautes ?</li> <li>• Comment la technologie facilite la vie quotidienne</li> </ul> <p>Quels dangers la « cyber-société » pose-t-elle ?</p>	<b>Aspects of political life in the French-speaking world</b> <p><b>Politics and immigration</b></p> <ul style="list-style-type: none"> <li>• Solutions politiques à la question de l'immigration</li> <li>• L'immigration et les partis politiques</li> <li>• L'engagement politique chez les immigrés</li> </ul>
<b>Learning Cycle 4</b>	<b>School</b> <ul style="list-style-type: none"> <li>- school subjects</li> <li>-giving opinions</li> <li>-school facilities</li> <li>-school day</li> <li>-times of the day</li> </ul>	<b>Around town</b> <ul style="list-style-type: none"> <li>-places in town</li> <li>-pronoun y</li> <li>-directions</li> <li>- what can you do around town</li> <li>-transports</li> </ul>	<b>Education and work</b> <ul style="list-style-type: none"> <li>- school rules</li> <li>- further education</li> </ul>		<b>Environment and where people live</b> <ul style="list-style-type: none"> <li>-discussing global and environmental issues</li> <li>-Describing your town and local area</li> </ul>	<b>Artistic culture in the French-speaking world</b> <p><b>Contemporary francophone music</b></p> <ul style="list-style-type: none"> <li>• La diversité de la musique francophone contemporaine</li> </ul>	<b>Aspects of political life in the French-speaking world</b> <p><b>Demonstrations, strikes – who holds the power?</b></p> <ul style="list-style-type: none"> <li>• Le pouvoir des syndicats</li> </ul>

	-talking about citizenship				-what you can and cannot do in your town/area	<ul style="list-style-type: none"> <li>• Qui écoute et apprécie cette musique ? Comment sauvegarder cette musique ?</li> </ul>	<ul style="list-style-type: none"> <li>• Manifestations et grèves – sont-elles efficaces ?</li> <li>• Attitudes différentes envers ces tensions politiques</li> </ul>
<b>Learning Cycle 5</b>	<p><b>My future</b></p> <ul style="list-style-type: none"> <li>- talking about role models</li> <li>- describing what you and your friends are like</li> <li>-what makes a good friend</li> <li>-talking about jobs</li> <li>-talking about the future</li> </ul>	<p><b>Eating habits</b></p> <ul style="list-style-type: none"> <li>-talking about impact of eating habits</li> <li>- comparing keeping fit in past and present tense</li> <li>-comparing health myths and reality</li> <li>-talking about well being</li> <li>-discussing future lifestyle changes</li> </ul>	<p>Careers</p> <p>Jobs</p> <p>Post 16</p>	<p><b>celebrity culture</b></p> <ul style="list-style-type: none"> <li>- success in life</li> <li>-becoming famous</li> <li>-abilities and achievements</li> <li>-pros and cons of being famous</li> </ul>	GCSE/BTEC exams followed by A level bridging work	<p><b>Artistic culture in the French-speaking world</b></p> <p><b>Cinema: the 7th art form</b></p> <ul style="list-style-type: none"> <li>• Pourquoi le septième art ?</li> <li>• Le cinéma – une passion nationale ? Evolution du cinéma – les grandes lignes</li> </ul>	<p>A level/BTEC exams followed by University bridging work</p>

NB. The detailed SOW, assessments and lessons for each learning cycle should be placed in the correct folder in the subject team.

### MFL Assessment Calendar 2025-26

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Learning Cycle 1</b>	Week 6	Week 6	Week 6	Week 6	Week 6	Week 6	Week 6
<b>Learning Cycle 2</b>	Week 6	Week 6	Week 6	Week 6	3-21 Nov Mock exams	5-9 Jan Mock exams	5-9 Jan Mock exams
<b>Learning Cycle 3</b>	Week 6	Week 6	Week 6	Week 6	23 Feb – 6 Mar Mock exams	Week 6	Week 6
<b>Learning Cycle 4</b>	Week 6	Week 6	Week 6	13-24 April Mock exams	Week 6	Week 6	Week 6
<b>Learning Cycle 5</b>	Week 6	Week 6	Week 6	Week 6	GCSE/BTEC exams	15-19 June mock exams	A level/BTEC exams

NB. The assessments and mark scheme for each learning cycle should be placed in the correct folder in the subject team.

## KS3 Assessment Criteria

Pupils in years 7, 8 and 9 will be assessed on their knowledge, understanding and skills of the curriculum. GCSE grades will be used in years 10 and 11. Each assessment should have the following matrix showing exactly where pupils have met each criteria. The statements should be framed positively e.g. I can....

Year 7	WB – Working below end of year expectations	WT – Working towards end of year expectations	WAT – Working at end of year expectations	WA – Working above end of year expectations
<b>Listening</b>	I can understand a range of familiar spoken phrases. I can respond to a clear model of standard language, but may need items to be repeated.	I can understand the main points from short spoken passages made up of familiar language. I can identify and note personal responses. I may need short sections to be repeated.	I can understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. I may need some items to be repeated.	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.
<b>Reading</b>	I can understand familiar written phrases. I can match sound to print by reading aloud familiar words and phrases. I can use books or glossaries to find out the meanings of new words.	I can understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out the meaning of unfamiliar words.	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.
<b>Speaking</b>	I can answer simple questions and give basic information. I can give short, simple responses to what I can see and hear, and use set phrases. My pronunciation shows an awareness of sound patterns and the meaning is clear.	I can ask and answer simple questions and talk about my interests. I can take part in brief prepared tasks, using visual or other clues to help me initiate and respond. I can use short phrases to express personal responses. Although I can use mainly memorised language, I can occasionally substitute items of vocabulary to vary questions or statements.	I can take part in simple conversations, supported by visual or other cues, and express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I can show some consistency in my intonation.	I can give a short prepared talk that includes expressing opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty
<b>Writing</b>	I can write one or two short sentences, following a model, and fill in the words on a simple form. I can	I can write a few short sentences, with support, using expressions that I have already learnt. I can	I can write short texts on familiar topics, adapting language that I have already learnt. I draw	I can write short texts on a range of familiar topics, using simple sentences. I can refer

	label items and write familiar short phrases correctly. When I can write familiar words from memory, my spelling may be approximate.	express personal responses. I can write short phrases from memory and my spelling is readily understandable.	largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I am starting to use dictionaries or glossaries to check words I have learnt.	to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I have learnt and to look up unknown words.
Skill criteria 1				
Skill criteria 2				

NB. The assessment criteria matrix should be saved in the correct folder in the subject team.

<b>Year 8</b>	<b>WB – Working below end of year expectations</b>	<b>WT – Working towards end of year expectations</b>	<b>WAT – Working at end of year expectations</b>	<b>WA – Working above end of year expectations</b>
<b>Listening</b>	I can understand the main points from short spoken passages made up of familiar language. I can identify and note personal responses. I may need short sections to be repeated.	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.	I can understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. I can identify and note the main points and specific details. I need little repetition.	I can understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. I can understand language spoken at near normal speed, and need little repetition.
<b>Reading</b>	I can understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. I am beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to work out the meaning of unfamiliar words.	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud, and in using reference materials.	I can understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. I can identify and note the main points and specific details. I can scan written material for stories or articles of interest and choose books or texts to read independently, at my own level. I am more confident in using context and my knowledge of grammar to work out the meaning of unfamiliar language.
<b>Speaking</b>	I can ask and answer simple questions and talk about my interests. I can take part	I can take part in simple conversations, supported by visual or other cues, and	I can give a short prepared talk that includes expressing their opinions. I	I can give a short prepared talk, expressing opinions

	in brief prepared tasks, using visual or other clues to help them initiate and respond. I can use short phrases to express personal responses. Although I use mainly memorised language, I can occasionally substitute items of vocabulary to vary questions or statements.	express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I can show some consistency in my intonation.	can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty.	and answering simple questions about it. I can take part in conversations, using a variety of structures and producing more detailed or extended responses. I can apply my knowledge of grammar in new contexts. Although I may be hesitant at times, I make myself understood with little or no difficulty and with increasing confidence.
<b>Writing</b>	I can write a few short sentences, with support, using expressions that I have already learnt. I can express personal responses. I can write short phrases from memory and my spelling is readily understandable.	I can write short texts on familiar topics, adapting language that I have already learnt. I draw largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I am beginning to use dictionaries or glossaries to check words I have learnt.	I can write short texts on a range of familiar topics, using simple sentences. I can refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I have learnt and to look up unknown words.	I can write texts giving and seeking information and opinions. I can use descriptive language and a variety of structures. I can apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.
<b>Skill criteria 1</b>				
<b>Skill criteria 2</b>				

<b>Year 9</b>	<b>WB – Working below end of year expectations</b>	<b>WT – Working towards end of year expectations</b>	<b>WAT – Working at end of year expectations</b>	<b>WA – Working above end of year expectations</b>
<b>Listening</b>	I can understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. I may need some repetition.	I can understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. I can identify and note the main points and specific details. I need little repetition.	I can understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. I can understand language spoken at near normal speed, and need little repetition.	I can understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. I can understand language spoken at near normal speed, and need little repetition.
<b>Reading</b>	I can understand the main points and some of the detail in short written texts from familiar contexts. When reading on my own, as well as using a bilingual dictionary or glossary, I can begin to use context to	I can understand the main points and opinions in written texts from various contexts, including present, past or future events. My independent reading includes authentic materials. I am generally confident in reading aloud,	I can understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. I can identify and note the main points and specific details. I can scan	I can understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences

	work out the meaning of unfamiliar words.	and in using reference materials.	written material for stories or articles of interest and choose books or texts to read independently, at their own level. I am more confident in using context and my knowledge of grammar to work out the meaning of unfamiliar language.	and unfamiliar language. I use new vocabulary and structures found in my reading to respond in speech or writing. I can use reference materials when these are helpful.
<b>Speaking</b>	I can take part in simple conversations, supported by visual or other cues, and express my opinions. I can begin to use my knowledge of grammar to adapt and substitute single words and phrases. My pronunciation is generally accurate and I show some consistency in my intonation.	I can give a short prepared talk that includes expressing their opinions. I can take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. I can refer to recent experiences or future plans, as well as everyday activities and interests. I can vary my language and sometimes produce more extended responses. Although there may be some mistakes, I make myself understood with little or no difficulty.	I can give a short prepared talk, expressing opinions and answering simple questions about it. I can take part in conversations, using a variety of structures and producing more detailed or extended responses. I can apply my knowledge of grammar in new contexts. Although I may be hesitant at times, I make myself understood with little or no difficulty and with increasing confidence.	I can answer unprepared questions. I can initiate and develop conversations and discuss matters of personal or topical interest. I can improvise and paraphrase. My pronunciation and intonation are good, and my language is usually accurate.
<b>Writing</b>	I can write short texts on familiar topics, adapting language that I can have already learnt. I can draw largely on memorised language. I can begin to use my knowledge of grammar to adapt and substitute individual words and set phrases. I can begin to use dictionaries or glossaries to check words I have learnt.	I can write short texts on a range of familiar topics, using simple sentences. I can refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. I can use dictionaries or glossaries to check words I can have learnt and to look up unknown words.	I can write texts giving and seeking information and opinions. I can use descriptive language and a variety of structures. I can apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.	I can write articles or stories of varying lengths, conveying opinions and points of view. I can write about real and imaginary subjects and use an appropriate register. I can link sentences and paragraphs, structure ideas and adapt previously learnt language for my own purposes. I can edit and redraft my work, using reference sources to improve my accuracy, precision and variety of expression.
<b>Skill criteria 1</b>				
<b>Skill criteria 2</b>				