



# Ansford Academy

**MFL Curriculum Booklet for 2024 - 2025**

**Subject Lead: Miss Frost**

## **MFL Curriculum Intent:**

Languages are an integral part of the curriculum at Ansford Academy and we strive to develop motivated, engaged and confident language learners with a positive, can-do attitude.

We strongly believe that languages are a skill for life and that being able to speak another language is a huge asset that will help our pupils to succeed in the future. Not only is a foreign language useful for travelling, it is also a great advantage for university and career prospects and gives our pupils opportunities to work or study abroad later in life. Having an understanding of foreign languages also provides an opening to other cultures, encourages the celebration of differences and prevents insularity.

Acquiring a second language also develops other skills such as improved memory and a better knowledge of our first language. This is why many of the top universities require at least one foreign language at GCSE as part of their entry requirements and almost all universities offer the option to study a language alongside other degree courses which widen career opportunities.

All pupils in Year 7 currently study French. Students who have shown the requisite skills will study Spanish as an additional language from year 8 onwards. In Year 9 pupils are able to opt to continue with their language at GCSE.

We want each and every pupil to feel successful in their foreign language learning and we support them in taking risks in the recognition that making mistakes is an important part of the learning process. We wholly encourage the use of the foreign language both by the teachers and the pupils as a means of communicating in lessons.

Through language learning we aim to further expand our students' cultural knowledge as we know that this promotes greater respect, tolerance, empathy, and acceptance of others. We organise trips across both languages where possible so that every pupil has the opportunity to visit the country of the language they are studying, giving them a motivating and first-hand experience of the culture and language of that country.

Above all we aim for all our pupils to have equal opportunities to embrace other languages and cultures and leave with a lifelong desire to continue learning and using their foreign languages.

We ensure that:

- The curriculum is deliberately ordered so that the components of each topic make sense and the new language builds on previously learned language, with secure foundations.
- There are a variety of skills in lessons: speaking, listening, reading, translation and writing using suitable resources.
- There is a focus on positive error correction as a path to improvement and part of a natural language learning process where pupils are clear about how they can make progress.
- Pupils have a sound understanding of, and the ability to use, grammatical structures as the building blocks which allow for more autonomous use of language.
- We develop and embed literacy skills for all pupils such as inferring meaning, predicting, and retrieving information from texts containing unfamiliar language.
- We promote cultural awareness of countries where French and Spanish are spoken.

## MFL Curriculum Implementation:

Our curriculum at KS3 and 4 has been designed to ensure that pupils have a wide vocabulary including high frequency words, a sound understanding of the grammar of the language and are able to transfer this knowledge autonomously across topics and also across languages.

The content of our curriculum in all languages provides learners with the ability to understand and communicate personal and factual information that goes beyond their immediate needs and interests. Pupils are taught to develop and justify points of view in speech and writing, with increasing spontaneity, independence and accuracy. The topics we study also ensure that pupils are prepared for further study at GCSE.

Assessment is designed for pupils to have a good understanding of their progress through regular self/peer assessment, low stakes quizzes and knowledge recall tests as well as targeted teacher feedback to test knowledge. This ensures that pupils are aware of their own strengths and weaknesses; where the gaps are in their own learning; and what they need to do to address these. Pupils are guided in understanding how they learn best and in developing effective language learning strategies, as well as how to reflect on their work, review and improve it.

### Key Stage 3

All pupils study French in Year 7 and some study Spanish in Years 8 and 9. At our feeder schools, pupils have often been exposed to a variety of languages, including but not necessarily French. In year 7 we start from the beginning but we focus from the outset on communicating at sentence level as well as on structures, thus avoiding repetition of content but providing challenge and continuity for those pupils with prior knowledge of French. Phonics, vocabulary and grammar underpin the curriculum so that pupils can quickly understand and produce language for themselves and make progress. We recycle much language regularly throughout topics to ensure regular exposure to the core structures.

We have high expectations of all our pupils and many pupils in Year 8 take on Spanish as an additional Modern Foreign language alongside French which they then continue in Year 9.

### Key Stage 4

Our curriculum is based around the AQA Specification to ensure that all knowledge, understanding and skills required for GCSE are covered.

Lower ability pupils are supported to reach the same objectives and final decisions on tiers of entry (either Foundation or Higher) are not decided until March of year 11. To ensure that pupils of all abilities can access the work, we scaffold tasks and add support. We also provide "challenge" tasks which require pupils to extend their learning using different tenses or talk about others as well as themselves with more idiomatic and complex structures. This ensures that our pupils are prepared for A levels should they wish to continue their language studies.

### Allocated Curriculum Time:

	Year 7	Year 8	Year 9	Year 10	Year 11
Lessons per fortnight	4	4	4	5	5

## Year 7 French Programme of Study

Term	Curriculum Foci Areas	Assessment
Term 1	<p><b>Talking about myself including name, where you live, age and birthday and a physical description</b></p> <ul style="list-style-type: none"> <li>● Be able to communicate sentences used to introduce self with focus on pronunciation</li> <li>● Develop knowledge of vocabulary (countries, languages, numbers, months, hair and eye colour)</li> <li>● Introduce key verbs j'ai and je suis which will be reinforced throughout 7</li> </ul>	<p><b>Speaking assessment:</b> questions and answers in French and read aloud passage on term 1 content</p>
Term 2	<p><b>Talking about who is in your family with details about them</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary (family members, higher numbers, adjectives to describe people )</li> <li>● Other forms of avoir and être are introduced (il/elle and ils/elles)</li> <li>● Use negatives to say you don't have</li> <li>● Be able to understand and use possessive adjectives correctly</li> <li>● Understand adjective ending changes for masculine and feminine</li> <li>● Be able to communicate about your pets including pets</li> <li>● Understand articles using un/une/des</li> <li>● Understand how to form plurals of some words</li> </ul>	<p><b>Listening &amp; Writing assessment on terms 1 and 2 content</b></p>
Term 3	<p><b>Talking Leisure</b></p> <ul style="list-style-type: none"> <li>● Be able to communicate opinions about what you like to do and actually do at the weekend including opinions, school subjects, comparison vocab, leisure activities</li> <li>● Understand using opinions verbs + infinitives and conjugating verbs in the present tense regular er verbs</li> <li>● irregular verbs aller and faire</li> </ul>	<p><b>Listening &amp; Reading assessment on terms 1,2 and 3 content</b></p>
Term 4	<p><b>Talking about school and mealtimes</b></p> <ul style="list-style-type: none"> <li>● Be able to communicate opinions about school subjects</li> <li>● Be able to communicate extended sentences about what you like to eat and what you eat at different meal times including opinions and justifications</li> <li>● Understand when to use le/la/les or partitive article du/de la/des</li> <li>● Develop cultural knowledge of French eating habits and foods</li> </ul>	<p><b>Reading &amp; Writing assessment on terms 1,2,3 and 4 content</b></p>
Term 5	<p><b>Your town - what there is and what you can do there</b></p> <ul style="list-style-type: none"> <li>● Be able to communicate extended sentences about your town - what there is and what you can do there</li> <li>● Revision and Year 7 exams</li> </ul>	<p><b>Summer Exam</b> (Listening, Reading &amp; Writing on content of year 7)</p>
Term 6	<p><b>Your town - what there is and what you can do there</b></p> <ul style="list-style-type: none"> <li>● Use the modal verb on peut + infinitive to say what you can do and cannot do in your town</li> <li>● Say where you will go using aller à</li> <li>● to say where you will go next weekend using aller + infinitive</li> <li>● Use negatives to say what there isn't and what you cannot do</li> <li>● Develop cultural knowledge of Francophone town</li> </ul>	<p><b>Speaking Project</b></p>

## Year 8 French Programme of Study

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
Term 1 and 2	<p><b>Free Time including what you wear, the weather and activities</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary (clothes, weather, time expressions) and be able to recall previous knowledge of free time activities from year 7</li> <li>● Form extended sentences using a range of verbs in the present tense and dependent clauses (when and if..).</li> <li>● Understand and use the verbs faire, aller as well as regular verbs for different people with the appropriate sports and activities</li> <li>● Understand and say the time in French to say when you do activities</li> </ul>	<b>Listening &amp; Writing assessment on terms 1 and 2 content</b>
Term 2 and 3	<p><b>Holidays including usual, preferences and past holidays</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of holiday vocabulary (accommodation, transport) and be able to recall previous knowledge from year 7</li> <li>● Consolidate knowledge of verbs in present tense including being able to talk about others' usual and preferred holidays</li> <li>● Understand and be able to form sentences using the perfect tense to talk about past holidays</li> <li>● Give opinions about past holidays using c'était</li> </ul>	<b>Listening &amp; Reading assessment on terms 1,2 and 3 content</b>
Term 3 and 4	<p><b>Illnesses and injuries including being able to say what you want to, have to and can and cannot do</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary (parts of body)</li> <li>● Form sentences using modal verbs + infinitive</li> <li>● Consolidate knowledge of perfect tense to say how injury/illness happened</li> </ul>	<b>Reading &amp; Writing assessment on terms 1,2,3 and 4 content</b>
Term 5 and 6	<p><b>France and French people including learning about the geography of France and famous French people</b></p> <ul style="list-style-type: none"> <li>● Develop cultural knowledge of France – its Geography, famous people</li> <li>● Be able to state facts about France and famous French people including what they have done using the past tense and high numbers for years</li> <li>● Make comparisons between France and Britain using comparatives and superlatives</li> </ul>	<b>Summer Exam</b> (Listening, Reading & Writing on content of year 8) <b>Speaking Project</b>

## Year 9 French Programme of Study

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<p><b>Media including TV, music and film</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary (tv programmes, film types, musical genres and be able to recall previous knowledge of key verbs from year 7</li> <li>● Form extended sentences a range of opinions, more complex opinions and justifications</li> </ul>	<b>Reading &amp; Writing assessment on terms 1 content</b>
<b>Term 2</b>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of vocabulary ( technology) and be able to recall previous knowledge of key verbs from year 7</li> <li>● Form extended sentences using a range of verbs in the present tense to talk about how you and others in your family use technology usually</li> <li>● Recap past tense to talk about how you and others in your family have uses technology recently</li> </ul>	<b>Listening &amp; Writing assessment on terms 1 and 2 content</b>
<b>Term 3 and 4</b>	<p><b>Health including eating habit preferences and future intentions</b></p> <ul style="list-style-type: none"> <li>● Develop knowledge of knowledge needed to talk about healthy and unhealthy lifestyles (food, sport, exercise, sleeping habits) and be able to recall previous knowledge from year 7</li> <li>● Consolidate knowledge of verbs in present tense and past tense to talk about usual and recent habits</li> <li>● Use impersonal structures to give advice</li> <li>● Understand and be able to form sentences using the Future tense to talk about future intentions to stay healthy</li> <li>● Form extended sentences using a range of verbs in the present and future tense and past tense</li> </ul>	<b>Listening &amp; Reading assessment on terms 1,2 and 3 content</b>
<b>Term 5 and 6</b>	<p><b>Begin GCSE course - Me, my family and friends and personal relationships</b></p> <ul style="list-style-type: none"> <li>● Go above and beyond knowledge learned at KS3 to use more complex phrases to talk about self, family and friends</li> <li>● Use possessive adjectives to talk about your friends/family</li> <li>● Use adjectives accurately to describe others and use complex opinion phrase</li> <li>● Use reflexive verbs to be able to talk about relationships with family and friends and pronouns</li> </ul>	<b>Summer Exam</b> (Listening, Reading & Writing on content of year 9) <b>Speaking Project</b>

## Year 8 Spanish Programme of Study

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<b>Talking About Yourself and your home (Mi hogar)</b> <ul style="list-style-type: none"> <li>● Introducing yourself in Spanish- saying your name, nationality, languages you speak</li> <li>● Describe where you live - type of house, location</li> <li>● Giving your age and birthday</li> </ul>	<b>Speaking assessment:</b> questions and answers in Spanish on term 1 content
<b>Term 2</b>	<b>My Family &amp; Pets</b> <ul style="list-style-type: none"> <li>● Introduce your siblings (using verbs in the 3rd person)</li> <li>● Say who else is in your family and if you have pets</li> <li>● Describe your pets (name, colour, age)</li> <li>● Describe your appearance and your family members'</li> <li>● Describing your personality and your family members'</li> </ul>	<b>Listening &amp; Writing assessment on terms 1 and 2 content</b>
<b>Term 3</b>	<b>Free Time</b> <ul style="list-style-type: none"> <li>● Saying what you like/dislike to do in your free time</li> <li>● Say what you and others do on different days (using the present tense in all persons of the verbs)</li> </ul>	<b>Listening &amp; Reading assessment on terms 1,2 and 3 content</b>
<b>Term 4</b>	<b>Weather &amp; Sports</b> <ul style="list-style-type: none"> <li>● Describe the weather</li> <li>● Say what sports you and others <i>do</i> and <i>play</i>.</li> <li>● Say which school subjects you study on different days</li> <li>● Give opinions on school subjects</li> </ul>	<b>Reading &amp; Writing assessment on terms 1,2,3 and 4 content</b>
<b>Term 5</b>	<b>My School &amp; Summer Exam</b> <ul style="list-style-type: none"> <li>● Describe your school and its facilities</li> <li>● Summer exam</li> <li>● Describe your daily routine</li> <li>● Tell the time in Spanish</li> </ul>	<b>Summer Exam</b> (Listening, Reading & Writing on content of year 8)
<b>Term 6</b>	<b>My Town</b> <ul style="list-style-type: none"> <li>● Describe the rooms in your house</li> <li>● Say what there is in your town</li> <li>● Say what you <b>can</b> do in your town</li> <li>● Say what you <b>are going to</b> do in your town</li> </ul>	<b>Speaking Project</b>



## Year 9 Spanish Programme of Study

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<p><b>Me, my family and friends and personal relationships</b></p> <ul style="list-style-type: none"> <li>● Use more complex phrases to talk about self, family and friends</li> <li>● Use adjectives accurately to describe others and use complex opinion phrase</li> <li>● Use reflexive verbs to be able to talk about relationships with family and friends and pronouns</li> </ul>	<b>Reading and Writing assessment term on term 1 content</b>
<b>Term 2</b>	<p><b>Food and Healthy Living</b></p> <ul style="list-style-type: none"> <li>● Describe the food you like and dislike</li> <li>● Describe what you do and did eat at different mealtimes</li> <li>● Describe what food/typical dishes are usually eaten in Spain/Spanish-speaking countries, using the passive voice</li> <li>● Say what you do to lead a healthy lifestyle including diet, sport/exercise, and sleep.</li> <li>● Say what you will do in the future to maintain a healthy lifestyle.</li> <li>● Give advice about what one 'must' do to live healthily.</li> </ul>	<b>Listening &amp; Writing assessment</b>
<b>Term 3</b>	<p><b>Technology &amp; Media</b></p> <ul style="list-style-type: none"> <li>● Talk about how you use different electronic devices and what you <b>can</b> do with them</li> <li>● Compare different devices using comparative structures</li> <li>● Give opinions on different types of music, TV and films and what they make you feel/do</li> </ul>	<b>Listening &amp; Reading assessment</b>
<b>Term 4</b>	<p><b>Holidays</b></p> <ul style="list-style-type: none"> <li>● Say where you went on holiday, with whom, and how you got there using the past tense</li> <li>● Talk about what you did on holiday in the past tense, including what you did on different days</li> <li>● Use the present tense to talk about your usual holidays and to contrast that with a past holiday</li> <li>● Research Spanish festivals and describe a past/imagined visit</li> </ul>	<b>Listening &amp; Writing assessment</b>
<b>Term 5</b>	<p><b>Going Out and describing clothes</b></p> <ul style="list-style-type: none"> <li>● Invite someone to meet up</li> <li>● Arrange where and when to meet up</li> <li>● React to invitations to meet up</li> <li>● Use place prepositions to arrange specific locations to meet</li> <li>● Describe the clothes you wear, like to wear, are going to wear and wore</li> </ul>	<b>Summer Exam</b> (Listening, Reading & Writing)
<b>Term 6</b>	<p><b>Year 9 Summer Exam &amp; My Region</b></p> <ul style="list-style-type: none"> <li>● Describe your region using <i>es</i> and <i>esta</i></li> <li>● Say what there is in your region and what <i>you can</i> do there</li> <li>● Say what the region used to be like, what was there, and what you used to do using the imperfect past tense</li> <li>● Give directions to places in town</li> </ul>	<b>Speaking Project</b>



**Year 10 GCSE Spanish Programme of Study**

**Exam Board: AQA (9-1)**

**Exam Specification: 8692 new specification for first teaching in 2024.**

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<b>Identity and relationships with others</b> <ul style="list-style-type: none"> <li>● Introducing yourself</li> <li>● Personality descriptions</li> <li>● Family relationships</li> <li>● Different types of families</li> <li>● Friends and Friendship</li> <li>● Future plans for partners</li> </ul>	Extended Writing on topic covered and exam style reading tasks
<b>Term 2</b>	<b>Healthy living and lifestyle</b> <ul style="list-style-type: none"> <li>● Food preferences</li> <li>● Health problems and addictions</li> <li>● Lifestyle choices and habits</li> <li>● Recent activities</li> </ul>	Extended Writing on topic covered and exam style listening tasks
<b>Term 3</b>	<b>Education and work</b> <ul style="list-style-type: none"> <li>● School and School rules</li> <li>● Studies post-16</li> <li>● Describing jobs</li> <li>● Jobs in the creative industries</li> <li>● Work experience</li> </ul>	Extended Writing on topic covered and exam style reading tasks
<b>Term 4</b>	<b>Free time activities</b> <ul style="list-style-type: none"> <li>● Hobbies and sports</li> <li>● TV, cinema and music</li> <li>● Leisure activities in the past</li> <li>● Plans for leisure activities</li> <li>● Leisure activities around the world</li> </ul>	Extended Writing on topic covered and exam style listening tasks
<b>Term 5</b>	<b>Customs, festivals and celebrations</b> <ul style="list-style-type: none"> <li>● Birthdays and special days</li> <li>● Customs and celebrations</li> <li>● Describing popular festivals in the past</li> <li>● Describing recent and future festival plans</li> </ul>	End of Year 10 Exam :1 full GCSE paper at foundation level for Listening and Reading  Writing = 2 x 90 words tasks that appear on both higher/foundation writing papers
<b>Term 6</b>	<b>Celebrity culture</b> <ul style="list-style-type: none"> <li>● Becoming famous</li> <li>● Abilities and achievements</li> <li>● Pros and Cons of being famous</li> <li>● Famous French/German/Spanish-speaking celebrities</li> </ul>	Speaking Exam 1 x photo card 5-7 minutes general conversation

## Final Assessment Structure:

Component	Weighting (%)	Content	Proposed Examination Date
Paper 1 Listening (35 mins Foundation/45 mins Higher)	25%	Entire specification	May/June
Paper 2 Speaking (9 mins Foundation/12 mins Higher)	25%	Entire specification	May/June
Paper 3 Reading (45 mins Foundation/60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (70 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

\*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Exam specification: [AQA | Languages | GCSE | Spanish](#)

**Year 11 GCSE French Programme of Study**

**Exam Board: AQA (9-1)**

**Exam Specification: 8658 This is an outgoing specification with last exams in 2025**

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<b>Global issues - The environment</b> <ul style="list-style-type: none"><li>• Talking about environmental problems in the world generally and in the town,</li><li>• causes and solutions</li></ul>	Translation into French and French into English Testing content from Year 10 and tenses
<b>Term 2</b>	<b>Future employment - Jobs, career choices and ambitions</b> <ul style="list-style-type: none"><li>• Talking about different jobs and problems with jobs</li><li>• Talking about your work experience</li><li>• Career plans and also marriage and relationship plans</li></ul>	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
<b>Term 3</b>	<b>Technology in everyday life</b> <ul style="list-style-type: none"><li>• Talking about technology and social media in everyday life.</li><li>• How you use technology – benefits and dangers</li></ul>	End of Topic Extended Written Test
<b>Term 4</b>	<b>Global and Social issues</b> <ul style="list-style-type: none"><li>• Talking about social issues - poverty/ homelessness</li><li>• Talking about charity/ voluntary work</li></ul>	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
<b>Terms 5 and 6</b>	<b>Revision and Exams</b>	

## Final Assessment Structure:

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Paper 2 Speaking (9 mins Foundation/12 mins Higher)	25%	Entire specification	May/June
Paper 3 Reading (45 mins Foundation/60 mins Higher)	25%	Entire specification	May/June
Paper 4 Writing (60 minutes Foundation/75 minutes Higher)	25%	Entire specification	May/June

\*Decisions over the tier of entry (Higher or Foundation) will be informed by the results of internal assessments

Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/languages/gcse/french-86>

## Year 11 GCSE Spanish Programme of Study

Exam Board: AQA (9-1)

Exam Specification: 8698 This is an outgoing specification with last exams in 2025

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

	<b>Curriculum Foci Areas</b>	<b>Assessment</b>
<b>Term 1</b>	<b>Travel and Tourism</b> <ul style="list-style-type: none"><li>• Talking about travelling to holiday destinations</li><li>• Talking about holiday accommodation and activities</li><li>• Talking about different regions of Spain</li><li>• Understanding tourist leaflets and websites and tenses revision</li></ul>	Translation into Spanish and Spanish into English Testing content from Year 10 and tenses
<b>Term 2</b>	<b>Global Issues</b> <ul style="list-style-type: none"><li>• Talking about reusing, reducing and recycling, and environmental issues</li><li>• Talking about ways of protecting the environment</li><li>• Talking about poverty and homelessness and how to help</li><li>• Healthy Living</li><li>• Festivals</li></ul>	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Tiers to be decided at this stage for individual pupils either Higher or Foundation
<b>Term 3</b>	<b>Life at School and College</b> <ul style="list-style-type: none"><li>• Describing your school and its good and bad aspects</li><li>• Talking about your school and daily routine</li><li>• Talking about school rules and uniform</li><li>• Revision of all tenses and reflexive verbs imperfect subjunctive</li></ul>	End of Topic Extended Written Test
<b>Term 4</b>	<b>Education Post-16</b> <ul style="list-style-type: none"><li>• Talking about options at 16 and 18</li><li>• Talking about the benefits of higher education</li><li>• Talking about different jobs and ideal jobs</li><li>• Looking and applying for jobs</li></ul>	GCSE Mock Exam 1 Full GCSE Paper for Listening, Reading and Writing Mock Speaking Exam
<b>Term 5 and 6</b>	<b>Revision and Exams</b>	

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Please see exam board websites for up to date information:

<https://www.aqa.org.uk/subjects/languages/gcse/spanish-8698>

## Revision and Support:

There are many ways in which you can support your child in the study of French and Spanish such as:

- Encourage your child to engage with his language learning regularly - little and often is ideal - ask him to talk you through their lesson notes
- Support with completion of homework in particular with learning vocabulary - cover the English to check understanding from the Foreign Language to English and then cover the Foreign Language to see what has been retained (English to Foreign Language) - test them!
- Encourage your child to watch any foreign language programmes with subtitles such as age range appropriate cartoons or series available on YouTube, Netflix and Amazon Prime
- Encourage your child to listen to Foreign Language music on spotify or YouTube ideally with lyrics

### KS3 Useful resources:

<https://www.languagesonline.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize>

### KS4 Useful resources:

<https://www.languagesonline.org.uk>

<http://www.bbc.co.uk/schools/gcsebitesize>

Youtube channel: [Easy French](#) [Easy Spanish](#)