

MFL PLAN	2018-19	TERM 1 - 7 WEEKS	TERM 2 - 7 WEEKS	TERM 3 - 6 WEEKS	TERM 4 - 6 WEEKS	TERM 5 - 5 WEEKS	TERM 6 - 7 WEEKS
Y7	<b>UNIT NAME</b>	<b>ME, MY FAMILY &amp; FRIENDS</b>	<b>RELATIONSHIPS, MARRIAGE AND PARTNERSHIPS</b>	<b>USE OF MODERN TECHNOLOGY &amp; SOCIAL NETWORKS IN EVERYDAY LIFE</b>	<b>SPORT, CINEMA, TV &amp; MUSIC</b>	<b>FOOD, EATING OUT &amp; EVENTS</b>	<b>HOME, TOWN &amp; LOCAL REGION</b>
	GRAMMAR OBJECTIVES	Using nouns with gender and articles, numbers, dates and times as well as 'to be' and 'to have' and possessive adjectives, reflexive verbs and agreements.	Use of 'who' and comparatives/superlatives, position of adjectives and the immediate future tense.	Using regular verbs in the present tense for one person and more with some common irregular ones and pronouns.	Using 'to do', 'to go' and 'to play' and creating questions as well as introducing past tenses and time phrases.	Using quantities, adverbs of frequency and subordinating conjunctions as well as using 'when/if' and opinion verbs.	Revising position and agreement of adjectives (including intensifiers) and plurals of nouns as well as forming negative phrases and difference between 'it is' and 'there is' and introducing prepositions.
	AO1	Recognising single words from memory.	Recognising what goes in the gaps in short phrases.	Recognising cognates and near cognates when listening to longer audio clips.	Listening for detail of opinions and reasons for opinions.	Demonstrate understanding of main points, opinions and some details in short passages which include reference to either the present or the near future.	Transcribe short phrases and simple sentences containing familiar vocabulary and basic grammar.
	AO2	Saying short phrases from memory.	Memorising short phrases.	Adding information to short phrases.	Adding opinions and justification to sentences to lengthen short answers from memory.	Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons.	Describe and give information in short dialogues using familiar vocabulary and common grammatical structures.

	AO3	Picking out key words from short texts.	Coping with longer texts and working out which words to ignore.	Reading for detail in texts about everyday life.	Reading for detailed differences in opinions.	Demonstrate understanding of main points, opinions, overall message and some detail in short written texts, referring to the present or future.	Understand short texts written for target-language learners (e.g. menus, short adverts, songs, simple poems). Translate simple sentences containing familiar vocabulary and grammar.
	AO4	Writing short phrases from memory.	Including adjectives in longer phrases and a short paragraph.	Adding information to sentences.	Adding opinions and justification to sentences to lengthen paragraphs.	Write short texts for different purposes using mainly memorised language, referring to the present or the future.	Translate simple sentences containing familiar words and structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs.
	ASSESSMENT	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING
<b>Y8</b>	<b>UNIT NAME</b>	<b>CHARITIES, VOLUNTARY WORK &amp; HEALTHY LIVING</b>	<b>TOWN, GLOBAL ISSUES &amp; ENVIRONMENT PROJECTS</b>	<b>TRAVEL &amp; TOURISM</b>	<b>MY STUDIES</b>	<b>EDUCATION, AMBITIONS &amp; FUTURE EMPLOYMENT</b>	<b>CUSTOMS, LITERATURE, CULTURE, EXAM &amp; SPEAKING BOOKLETS</b>
	GRAMMAR OBJECTIVES	Introducing modal verbs with infinitives and the conditional tense of 'to want' and 'to like' as well as the imperfect tense and present gerund and 'to have to'.	Using prepositions to describe where things are located and use modal verbs with infinitives and the conditional tense of 'to want' and 'to like' as well as the imperfect tense and present gerund and 'to have to'.	Using prepositions for countries and transport as well as negatives to contrast sentences and sequencing words and phrases and saying how long they have done something for with revision of past tenses and learning some	Revision of opinions and justifications as well as introducing the use of adverbs, using quantities and emphasising pronouns as well as revising adverbs (of time and place).	Using superlative adverbs and revision of modals and future tense as well as conditional tense in several common verbs. Using 'what' as a pronoun and increasing the range of intensifiers.	Revision of comparatives and superlatives as well as using verbs of liking and disliking in the present, past and conditional tenses as well as time phrases to be used with each question in the speaking test booklet.

				irregular past tense verbs.			
AO1	Demonstrate understanding of a range of short passages which include opinions with basic reasons and details.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly.	Transcribe short sentences and simple paragraphs containing familiar vocabulary and grammar.	Demonstrate understanding of a range of short passages which include opinions with basic reasons and details.	Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future, spoken clearly.	Transcribe short sentences and simple paragraphs containing familiar vocabulary and grammar.	
AO2	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.	Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures.	Demonstrate spontaneity by answering some unsolicited questions. Use increasingly accurate pronunciation and intonation.	Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons.	Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures.	Demonstrate spontaneity by answering some unsolicited questions. Use increasingly accurate pronunciation and intonation.	
AO3	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or	Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).	Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or	Use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs).	Translate longer sentences into English, showing awareness of familiar grammar, especially tenses.	

		future as well as the present.			future as well as the present.		
	AO4	Write short texts giving and seeking information and opinions, referring to the past or future as well as the present.	Translate longer sentences on a variety of familiar topics into the target language.	Produce work that is mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).	Write short texts giving and seeking information and opinions, referring to the past or future as well as the present.	Translate longer sentences on a variety of familiar topics into the target language.	Produce work that is mostly accurate and meaning is clear but some minor errors (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
	ASSESSMENT	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING
Y9	UNIT NAME	<b>GRAMMAR FOCUS ON ME, MY FAMILY &amp; FRIENDS</b>	<b>GRAMMAR FOCUS ON RELATIONSHIPS, MARRIAGE &amp; PARTNERSHIPS</b>	<b>USE OF MODERN TECHNOLOGY &amp; SOCIAL NETWORKS IN EVERYDAY LIFE</b>	<b>GLOBAL CUSTOMS AND SOCIAL ISSUES</b>	<b>SPORT, CINEMA, TV &amp; MUSIC</b>	<b>FOOD, EATING OUT, EVENTS &amp; SPEAKING BOOKLETS</b>
	GRAMMAR OBJECTIVES	Revision of Y7 & Y8 grammar topics introduced and practising identifying key grammatical terms and how they relate to the grade boundaries at GCSE.	Revision of Y7 & Y8 grammar topics introduced and practising identifying key grammatical terms and how they relate to the grade boundaries at GCSE.	Using regular verbs in the present tense for one person and more with some common irregular ones and pronouns.	Using prepositions to describe where things are located and use modal verbs with infinitives and the conditional tense of 'to want' and 'to like' as well as the imperfect tense and present gerund and 'to have to'.	Using 'to do', 'to go' and 'to play' and creating questions as well as introducing past tenses and time phrases.	Using quantities, adverbs of frequency and subordinating conjunctions as well as using 'when/if' and opinion verbs.

AO1	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures .	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the .	Transcribe longer sentences within simple paragraphs containing familiar vocabulary and grammar.	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures.	Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future	Transcribe longer sentences within simple paragraphs containing familiar vocabulary and grammar.
AO2	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future.	Use a range of common vocabulary and grammatical structures in longer conversations.	Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.	Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future.	Use a range of common vocabulary and grammatical structures in longer conversations.	Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation.
AO3	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.	Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).	Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.	Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future.	Read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs).	Translate short passages containing a variety of tenses, vocabulary and grammatical structures into English.
AO4	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.	Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language.	Produce work that is mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).	Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future.	Use style and register appropriately in familiar settings. Translate longer sentences containing linked ideas into the target language.	Produce work that is mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).

	ASSESSMENT	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING
Y10	UNIT NAME	HOME, TOWN, LOCAL REGION & ENVIRONMENT	CHARITIES, VOLUNTARY WORK & HEALTHY LIVING	GLOBAL SOCIAL ISSUES & ENVIRONMENT PROJECTS	TRAVEL & TOURISM	MY STUDIES AND LIFE AT SCHOOL	EDUCATION, AMBITIONS, FUTURE EMPLOYMENT & COMPLETION OF SPEAKING BOOKLETS
	GRAMMAR OBJECTIVES	Revising position and agreement of adjectives (including intensifiers) and plurals of nouns as well as forming negative phrases and difference between 'it is' and 'there is' and introducing prepositions.	Introducing modal verbs with infinitives and the conditional tense of 'to want' and 'to like' as well as the imperfect tense and present gerund and 'to have to'.	Using prepositions to describe where things are located and use modal verbs with infinitives and the conditional tense of 'to want' and 'to like' as well as the imperfect tense and present gerund and 'to have to'.	Using prepositions for countries and transport as well as negatives to contrast sentences and sequencing words and phrases and saying how long they have done something for with revision of past tenses and learning some irregular past tense verbs.	Revision of opinions and justifications as well as introducing the use of adverbs, using quantities and emphasising pronouns as well as revising adverbs (of time and place).	Using superlative adverbs and revision of modals and future tense as well as conditional tense in several common verbs. Using 'what' as a pronoun and increasing the range of intensifiers.
	AO1	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.	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.	Deduce meaning and demonstrate understanding of detail in longer passages.	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses.	Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions.	Deduce meaning and demonstrate understanding of detail in longer passages, which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures spoken clearly.

AO2	Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures.	Use a wide range of common vocabulary and grammatical structures referring to the past, present and future.	Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation.	Initiate and develop conversations coherently and confidently on a variety of topics.	Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures.	Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Begin to use coping strategies to deal with unknown words. Use pronunciation and intonation which are mostly accurate.
AO3	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.	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).	Translate short passages, containing occasional more complex grammatical structures and less common vocabulary, into English with increasing accuracy.	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.	Understand longer authentic texts (e.g. longer blogs, letters, extracts from novels and short articles).	Translate short passages on a range of topics, including more complex structures and less common vocabulary, accurately into English with occasional errors.
AO4	Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification.	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.	Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures.	Produce work that is mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.	Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas.	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.

	ASSESSMENT	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, READING AND WRITING	EXAMPRO AND KERBOODLE LISTENING, SPEAKING AND WRITING
Y11	UNIT NAME	REVISION OF TECHNOLOGY, FREETIME & FOOD	REVISION OF HOME TOWN, HEALTH , VOLUNTEERING, SOCIAL ISSUES & ENVIRONMENT	REVISION OF HOLIDAYS, TOURISM, SCHOOL & EMPLOYMENT	REVISION OF ALL TOPICS AND PAST PAPERS WITH INDEPENDENT REVISION RESOURCES	EXAM	N/A
	OBJECTIVES AND AO	<i>TO COMPLETE AND IMPROVE SEVERAL EXAM QUESTIONS AFTER SHORT REVISION OF TOPICS AND BE ABLE TO ANSWERS QUESTIONS AND WRITE A PARAGRAPH ON EACH TOPIC FROM A VARIETY OF F/H PAPERS AND ONLINE MATERIALS COVERING ALL OF THE AOS FROM PREVIOUS FOUR YEARS OF STUDY WITH A CHECKLIST FOR SHOWING AREAS OF IMPROVEMENT TO ACCESS GRADES 7-9.</i>	<i>TO COMPLETE AND IMPROVE SEVERAL EXAM QUESTIONS AFTER SHORT REVISION OF TOPICS AND BE ABLE TO ANSWERS QUESTIONS AND WRITE A PARAGRAPH ON EACH TOPIC FROM A VARIETY OF F/H PAPERS AND ONLINE MATERIALS COVERING ALL OF THE AOS FROM PREVIOUS FOUR YEARS OF STUDY WITH A CHECKLIST FOR SHOWING AREAS OF IMPROVEMENT TO ACCESS GRADES 7-9.</i>	<i>TO COMPLETE AND IMPROVE SEVERAL EXAM QUESTIONS AFTER SHORT REVISION OF TOPICS AND BE ABLE TO ANSWERS QUESTIONS AND WRITE A PARAGRAPH ON EACH TOPIC FROM A VARIETY OF F/H PAPERS AND ONLINE MATERIALS COVERING ALL OF THE AOS FROM PREVIOUS FOUR YEARS OF STUDY WITH A CHECKLIST FOR SHOWING AREAS OF IMPROVEMENT TO ACCESS GRADES 7-9.</i>	<i>TO COMPLETE AND IMPROVE SEVERAL EXAM QUESTIONS AFTER SHORT REVISION OF TOPICS AND BE ABLE TO ANSWERS QUESTIONS AND WRITE A PARAGRAPH ON EACH TOPIC FROM A VARIETY OF F/H PAPERS AND ONLINE MATERIALS COVERING ALL OF THE AOS FROM PREVIOUS FOUR YEARS OF STUDY WITH A CHECKLIST FOR SHOWING AREAS OF IMPROVEMENT TO ACCESS GRADES 7-9.</i>	N/A	N/A
	ASSESSMENT	FORTNIGHTLY ASSESSMENT OF LISTENING/READING IN ONE LESSON AND SPEAKING/WRITING IN THE OTHER (AO1-4	FORTNIGHTLY ASSESSMENT OF LISTENING/READING IN ONE LESSON AND SPEAKING/WRITING IN THE OTHER (AO1-4 FROM ANOTHER EXAM BOARD)	FORTNIGHTLY ASSESSMENT OF LISTENING/READING IN ONE LESSON AND SPEAKING/WRITING IN THE OTHER (AO1-4	SPEAKING TEST (AO2)	EXAM (AO1, 3 & 4)	N/A



		FROM ANOTHER EXAM BOARD)		FROM ANOTHER EXAM BOARD)			
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