



Woodlane High School

achieving success in a nurturing environment

Subject Policy: French and Spanish

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Next Update: September 2022

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Intent – What is Woodlane aiming to achieve through its curriculum?

- To develop a love of language learning.
- To focus on communication for real purposes.
- To develop the four skills of listening, speaking, reading and writing.
- To acquire a good basic level vocabulary in French and Spanish.
- To develop an appreciation for different cultures.
- To engage pupils through multi-sensory lessons.
- To develop self-confidence.
- To ensure all pupils leave Woodlane with a French or Spanish qualification which reflects the best of their ability.

Implementation – How is the Woodlane curriculum delivered?

Curriculum Delivery

- Pupils have full access to the French or Spanish National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The French and Spanish curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The French and Spanish curriculum offers opportunities for cross-curricular learning, to ensure pupils make significant personal development, including:
 - café trips/cinema trips;
 - educational visits to France/Spain;
 - SaLT strategies/Word Aware integrated in to teaching;
 - communication development through role-plays and spoken language activities, i.e. presentations; and language games.
 - use of ICT (MFL specific websites/software) to reinforce learning and provide opportunities for out of class learning; and to create own work.
- The KS3 French and Spanish curriculum is taught through 0.83 hours (average) contact time per week, (3% curriculum time).
- The KS4 French and Spanish curriculum is taught through 1.67 hours contact time per week (7% curriculum time).
- The French and Spanish curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas.
- We offer two qualifications in French or Spanish, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - Edexcel French / Spanish (GCSE)
 - Non-Qualification French / Spanish Units for learners below Entry Level (AQA Unit Award Scheme)

- The love of learning is incredibly important to us, we therefore also run a Language and Culture Theme Day, where pupils participate in exciting workshops with a variety of cross curricular activities.
- We provide additional extra-curricular activities at lunch time, including:
 - GCSE French and Spanish speaking support
 - Opportunities to support pupils with homework

Teaching and Learning

- Our pupils are taught by subject specialists.
- Our French/Spanish Subject Leader is well qualified, possessing a PGCE in Secondary MFL and BA (Hons) in French and International Business Studies.
- The French and Spanish curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation is implemented when required.
- French and Spanish homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In French and Spanish, we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the French or Spanish subject teachers and will include adaptations to match learning needs. All classes:

- are supported by a teaching assistant (TA);
- have a maximum of 12 pupils per class to ensure there is a high level of support available from the teacher and TA;
- are multi-sensory;
- are dyslexia friendly;
- integrate speech, language and communication support; and
- are supported either directly or indirectly by speech and language therapists

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- one to one support from specialist French or Spanish TA;
- specific GCSE intervention for targeted pupils; and
- termly French or Spanish targets.

Specialist – it may be necessary to seek specialist advice and regular long term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in French or Spanish.
- Our bespoke Flight Path is used to track the progress of pupils in French and Spanish and determine expected outcomes from different starting points.
- French and Spanish teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - daily marking ;
 - self/peer assessment;
 - targeted questioning using iPads with teacher feedback
 - informal/formal examinations;
 - French and Spanish homework;
 - Firefly tasks;
 - End of unit skill tests in listening, speaking, reading and writing and
 - B-Squared etc.

Impact – *What difference is the Woodlane curriculum making on pupils?*

- The vast majority of pupils meet or exceed their expected progress in French or Spanish.
- The vast majority of pupils meet or exceed their expected outcomes in French or Spanish (external qualifications).
- Most pupils who select French or Spanish as an option in KS4 leave Woodlane with one formally recognised French or Spanish qualification.
- Pupils leave well-prepared to use basic French or Spanish in real life contexts.
- All pupils develop their speaking and listening skills to interact with others.
- All pupils develop their writing skills and use of ICT.
- All pupils can work successfully in a team and will improve their self-confidence.
- All pupils improve their presentational skills.

* Please see annual SEF/SIP for further details.

Website

Useful Links

www.linguascope.com

<https://quizlet.com/en-gb>

www.duolingo.com

www.memrise.com

www.bbc.co.uk/bitesize/subjects/zrgmhyc

www.euroclub-schools.org

Year 7 SPANISH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Me presento: Pupils learn to talk about themselves and learn key classroom phrases and vocabulary. They will also learn some cultural information about Spain and other Spanish speaking countries.		Los básicos y mi tiempo libre: Pupils learn days of week, months, numbers 1-31, dates, birthdays and sports. They also learn to express likes and dislikes and talk generally about their free time.		A comer: Pupils learn to order snacks and drinks in a café. They also learn to understand higher numbers, prices and express their opinions about food and drink.	
Skills	All	<ul style="list-style-type: none"> -Give their name, age, nationality and say where they live (brief answers) -Spell their name -Say how they are (one response) -Recognise and respond to classroom instructions in Spanish -Recognise the names of classroom objects -Recognise the colours in Spanish when spoken -Recognise animals -Recognise the numbers 0-12 when spoken 		<ul style="list-style-type: none"> -Recognize the days of the week and months -when spoken -Recognise the numbers 1 – 31 when spoken -Recognise the sports vocabulary when spoken -Recognise words for free time when spoken -Understand simple opinion phrases 		<ul style="list-style-type: none"> -Recognise drinks and snacks vocabulary when spoken -Recognise the numbers 30 –100 when spoken (in tens) -Recognise opinions of food 	
	Most	<ul style="list-style-type: none"> -Use me llamo.....tengo....años, Vivo en ... Soy inglés/a etc... -Say the classroom objects in Spanish -Say the numbers 0-15 in Spanish -Say the colours in Spanish -Say animals -Say the alphabet -Say some Spanish names -Fill in first name, surname on form 		<ul style="list-style-type: none"> -Say the days of the week, months, dates and birthdays -Respond to “¿Qué día es hoy?” -Say the numbers 1 – 31 in Spanish -Say which sports they like/dislike -Say the weather phrases and seasons -Say what they do in their free time -Give opinions of hobbies 		<ul style="list-style-type: none"> -Read a menu -Order a drink and a snack in a Spanish café using ‘por favor’ -Ask how much something costs -Say the numbers 31 – 100 -Give opinions of food 	
	Some	<ul style="list-style-type: none"> -Ask someone’s name, age, where they live -Ask how someone else is -Write the classroom objects in Spanish -Write the colours in Spanish -Write the animals in Spanish -Write the numbers 0-20 in Spanish 		<ul style="list-style-type: none"> -Say their favourite sport -Write the days of the week, months and dates -Write the numbers 1 – 31 in Spanish -Say what the weather is like today -Write about their free time -Ask someone else about their free time 		<ul style="list-style-type: none"> -Read a menu -Order a drink and a snack in a Spanish café using ‘por favor’ -Ask how much something costs -Say the numbers 31 – 100 -Give opinions of food 	

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Year 8 SPANISH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Mi insti: Pupils learn to talk about their school and express their opinions about it.		En forma: Pupils learn to say the parts of the body and to talk about various ailments		En la ciudad: Pupils learn to talk about their city London, and Barcelona	
Skills	All	<ul style="list-style-type: none"> -Recognise school subjects -Say some school subjects in Spanish -Understand which day in school is somebody's favourite -Recognize a positive or negative opinion about school -Understand the phrase '¿Te gusta...?' -Say some facilities in school -Give a simple opinion using 'Es...' -Understand that school in Spain is different to England -Understand some food and drink 		<ul style="list-style-type: none"> -Recognise parts of body in Spanish -Say some parts of body in Spanish -Recognize some commands for exercise -Understand the phrase 'Tienes...?' 		<ul style="list-style-type: none"> -Recognise and say some places in Spain -Recognize some adjectives in Spanish -Understand positive and negative sentences 	
	Most	<ul style="list-style-type: none"> -Say what they study at school -Express a positive and negative opinion in Spanish and give a simple reason -State what their favourite day in school is -Respond to the question '¿Te gusta...?' -Use a full sentence to describe their school -Give an example of how school in Spain is different to England -State what they eat, drink or do at break / lunchtime 		<ul style="list-style-type: none"> -Recognise the parts of the body -Say the parts of the body -Say they have a headache or other pain, feel sick or have cold/flu -Recognise the gymnastics commands -Recognise the health vocabulary and phrases -Use the phrase 'Tienes...?' 		<ul style="list-style-type: none"> -Describe their town -Understand a description about London and Paris -Express opinions about a city 	

<p>Some</p>	<ul style="list-style-type: none"> -Use key verbs correctly from memory when talking about their school subjects -Use a longer sentence by including connectives and justifications when expressing their opinions -Talk about their school timetable in more detail, by including days and expressions of time -Use the question '¿Te gusta...?' to find out what somebody else likes studying -Create a longer description about school facilities and include adjectives with nouns -Compare their own school to one in Spain -Use key verbs correctly from memory when talking about what they eat / drink / do at break / lunchtime 	<ul style="list-style-type: none"> -Act out a scene at the doctor's -Say the gymnastics commands -Say the health vocabulary and phrases -Match a problem to a solution 	<ul style="list-style-type: none"> -Create a longer description about city using more complex language -Infer meaning from a longer passage and note down details -Use higher level opinion phrases and reasons
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Year 9 SPANISH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Mi familia y mis amigos: Pupils learn to talk about family, friends and pets and how to describe them		Mi insti: (Covid catch-up) Pupils learn to talk about their school and express their opinions about it.		Mis vacaciones: Pupils learn to talk about holiday destinations, transport and holiday activities	
Skills	All	-Recognise members of the family, friends and pets in Spanish -Recognise facial features in Spanish -Recognise adjectives of size/shape/character -Recognise personality adjectives -Recognise rooms in house		-Recognise school subjects -Say some school subjects in Spanish -Understand which day in school is somebody's favourite -Recognize a positive or negative opinion about school -Understand the phrase '¿Te gusta...?' -Say some facilities in school -Give a simple opinion using 'Es...' -Understand that school in Spain is different to England -Understand some food and drink		-Recognise some countries in Spanish -Recognise transport vocabulary in Spanish -Recognise and understand some holiday activities	
	Most	-Point to a family photo and say who is who and name pets -Describe themselves, friends and others (size/shape/character) -Describe personality -Name rooms in house		-Say what they study at school -Express a positive and negative opinion in Spanish and give a simple reason -State what their favourite day in school is -Respond to the question '¿Te gusta...?' -Use a full sentence to describe their school -Give an example of how school in Spain is different to England -State what they eat, drink or do at break / lunchtime		-Say where they are going on holiday (which country) -Say how they are going to get there (transport) -Say where they are going (seaside/mountain/town /country) -Say what holiday activities they like	

<p>Some</p>	<ul style="list-style-type: none"> -Write a description of themselves and/or someone else using key nouns -Write about their family/friends using correct adjectival agreement -Write using a different tense -Write about their house using nouns and adjectives 	<ul style="list-style-type: none"> -Use key verbs correctly from memory when talking about their school subjects -Use a longer sentence by including connectives and justifications when expressing their opinions -Talk about their school timetable in more detail, by including days and expressions of time -Use the question '¿Te gusta...?' to find out what somebody else likes studying -Create a longer description about school facilities and include adjectives with nouns -Compare their own school to one in Spain -Use key verbs correctly from memory when talking about what they eat / drink / do at break / lunchtime 	<ul style="list-style-type: none"> -Use the past tense to say where they went last year -Use the future tense to say where they are going this year -Use the conditional tense to say where they would like to go next year -Use justifications
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Year 10 SPANISH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Mi región: Pupils learn to talk about their town region and country		El tiempo libre y la salud: Pupils learn to talk about health and sport, leisure and entertainment		El mundo y el medio ambiente: Pupils learn to talk about the environment and world	
Skills	All	-Recognise and say the names of the rooms in the house -Recognise and state places in town -Understand simple facts about a region -Understand a simple piece of tourist information -Recognise familiar weather expressions -Understand a simple negative phrase -State 3 things about their ideal city		-Recognise and say some sports in Spanish -Recognise and say some foods and drinks in Spanish -Order some food and drinks in a café -Recognise and say some free time activities -Recognise and say some shops in Spanish -Understand free time activities and opinions		-Recognise world problems -Recognise and state some environmental vocabulary -Understand and state some solutions - Understand and be able to talk simply about recycling and volunteering	
	Most	-Describe their home -Describe their town / city / region using a variety of nouns / adjectives -Ask for some information and understand the response -Describe the weather in other places -Use a negative phrase when referring to town / city -Use a different tense to describe their ideal city		-Give some opinions about sport, food and drink -Order in a restaurant (i.e longer menu) -Describe what they do in their free time (hobbies etc...) -Express longer opinions -Perform a role play in a shop		-Express a personal opinion about a problem and give a solution -Describe how they recycle at home and school -Express opinions about the world and the environment	
	Some	-Do all of the above but using longer phrases / more complex language -Be able to do the above in writing, creating their own language by manipulating key structures -To work from memory or with minimal prompting		-Do all of the above but using longer more complex language and a wider vocabulary -Do the above in writing with accuracy using two or three tenses and an improved range of language		-Do all of the above but using longer more complex language and a wider range of vocabulary -Be able to do the above in writing with accuracy	

Year 11 SPANISH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		El colegio: Pupils learn to talk about school		El trabajo: Pupils learn to talk about work		Pupils prepare for their GCSE / AQA UAS	
Skills	All	-Recognise and say school subjects in Spanish -Recognise and say other school vocabulary -Recognise and understand rules and uniform -Understand a description of a teacher -Understand club activities		- Recognise and understand jobs -Recognise and understand key words relating to work experience -Understand future plans -Understand languages		-Express basic opinions -Give a short presentation -Take part in a basic role play	
	Most	-Say what subjects they do at school -Give opinions about school subjects -Describe school, teachers, uniform and rules -Express club preferences		- State preferred jobs and jobs of family members -Express opinions about and describe work experience -Express wishes for future jobs and plans later in life -Give opinions of languages with justification		-Produce / Finalize a portfolio of work to submit to AQA for the UAS in at least 5 topic areas - Develop understanding and use of key structures and expressions -Translate from English into Spanish and vice versa	
	Some	-Do all of the above but using longer more complex language and a wider vocabulary -Use two / three tenses -Do the above in writing with accuracy		-Do all of the above but using longer more complex language and a wider vocabulary -Use two / three tenses -Do the above in writing with accuracy using two or three tenses and an improved range of language		-Be entered for their GCSE and complete exams in each of the 4 skills of listening, speaking, reading and writing (Foundation / Higher tiers) -Give an interview on exam topics -Develop grammar skills -Describe a picture (speaking and writing)	

Year 10 FRENCH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		De la ville à la campagne: Pupils learn to talk about their town region and country		Le temps libre et la santé: Pupils learn to talk about health and sport, leisure and entertainment		Un oeil sur le monde: Pupils learn to talk about the environment and world	
Skills	All	<ul style="list-style-type: none"> -Recognise and say the names of the rooms in the house -Recognise and state places in town -Understand simple facts about a region -Understand a simple piece of tourist information -Recognise familiar weather expressions -Understand a simple negative phrase -State 3 things about their ideal city 		<ul style="list-style-type: none"> -Recognise and say some sports in French -Recognise and say some foods and drinks in French -Order some food and drinks in a café -Recognise and say some free time activities -Recognise and say some shops in French -Understand free time activities and opinions 		<ul style="list-style-type: none"> -Recognise world problems -Recognise and state some environmental vocabulary -Understand and state some solutions - Understand and be able to talk simply about recycling and volunteering 	
	Most	<ul style="list-style-type: none"> -Describe their home -Describe their town / city / region using a variety of nouns / adjectives -Ask for some information and understand the response -Describe the weather in other places -Use a negative phrase when referring to town / city -Use a different tense to describe their ideal city 		<ul style="list-style-type: none"> -Give some opinions about sport, food and drink -Order in a restaurant (i.e. longer menu) -Describe what they do in their free time (hobbies etc...) -Express longer opinions -Perform a role play in a shop 		<ul style="list-style-type: none"> -Express a personal opinion about a problem and give a solution -Describe how they recycle at home and school -Express opinions about the world and the environment 	
	Some	<ul style="list-style-type: none"> -Do all of the above but using longer phrases / more complex language -Be able to do the above in writing, creating their own language by manipulating key structures -To work from memory or with minimal prompting 		<ul style="list-style-type: none"> -Do all of the above but using longer more complex language and a wider vocabulary -Do the above in writing with accuracy using two or three tenses and an improved range of language 		<ul style="list-style-type: none"> -Do all of the above but using longer more complex language and a wider range of vocabulary -Be able to do the above in writing with accuracy 	

Year 11 FRENCH		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Le collège: Pupils learn to talk about school		Le travail: Pupils learn to talk about work		Pupils prepare for their GCSE / AQA UAS	
Skills	All	-Recognise and say school subjects in French -Recognise and say other school vocabulary -Recognise and understand rules and uniform -Understand a description of a teacher -Understand club activities		- Recognise and understand jobs -Recognise and understand key words relating to work experience -Understand future plans -Understand languages		-Express basic opinions -Give a short presentation -Take part in a basic role play	
	Most	-Say what subjects they do at school -Give opinions about school subjects -Describe school, teachers, uniform and rules -Express club preferences		- State preferred jobs and jobs of family members -Express opinions about and describe work experience -Express wishes for future jobs and plans later in life -Give opinions of languages with justification		-Produce / Finalize a portfolio of work to submit to AQA for the UAS in at least 5 topic areas - Develop understanding and use of key structures and expressions -Translate from English into French and vice versa	
	Some	-Do all of the above but using longer more complex language and a wider vocabulary -Use two / three tenses -Do the above in writing with accuracy		-Do all of the above but using longer more complex language and a wider vocabulary -Use two / three tenses -Do the above in writing with accuracy using two or three tenses and an improved range of language		-Be entered for their GCSE and complete exams in each of the 4 skills of listening, speaking, reading and writing (Foundation / Higher tiers) -Give an interview on exam topics -Develop grammar skills -Describe a picture (speaking and writing)	