

# Modern Foreign Languages

Students at Wellington International School study French from Year 2 until at least Year 8 and are given the opportunity to continue with this language until Year 13. Students are taught in mixed ability groups until Year 6 and are then placed in ability groupings for the continuation of their studies.

Spanish is taught from Year 7 onwards. The school assumes no prior knowledge of Spanish and students are taught in mixed ability groups for the first term of Year 7. They are then placed in ability groupings for the continuation of their studies.

At the end of Year 8, students are asked to choose which language they wish to pursue for the next three to five years and they will only study one Modern Foreign Language in Year 9, continuing with this language at GCSE level.

No special provision is made in lessons for native speakers of French or Spanish, although native speakers are encouraged to take the GCSE in their mother tongue in Year 9 and continue with their second language in Years 10 and 11. Native speakers and gifted linguists are supported through afterschool and lunchtime clubs and will be given the opportunity to take other language qualifications such as the DELF and DELE.



## **Year 7**

Students in Year 7 build on the language and skills they have acquired in the Primary School. The first few weeks are spent revising the basic vocabulary and structures. Students then go on to study vocabulary, grammar and structures related to school, free time, sports and town. By the end of the year, they will be able to give descriptions and opinions in the present tense, understand short paragraphs containing familiar language and will have started using the simple future tense. Most students will be expected to reach a level 4 and some will reach a level 5.

## **Year 8**

Students in Year 8 build on the language and skills covered in Year 7. In addition to perfecting their use of the present tense, they will work of the simple future tense and by the end of Year 8, will have been introduced to the past tense. Students in Year 8 will cover vocabulary and structures related to daily routine, food, shopping, holidays and the weather. They will also be required to research famous French towns. Most students will be expected to reach a level 5 by the end of the year and some may reach a level 6.

## **Year 9**

Students in Year 9 build on the work of previous years and consolidate their grammatical knowledge in preparation for the GCSE. They study vocabulary related to towns and cities, their local area, health and fitness and education. Students are expected to complete one written project each term. During this year, students are expected to perfect their knowledge of basic tenses, begin writing at length and be more independent with reading in French. Most students should aim to reach a level 6 by the end of this year.

## **Marking and Assessment Process**

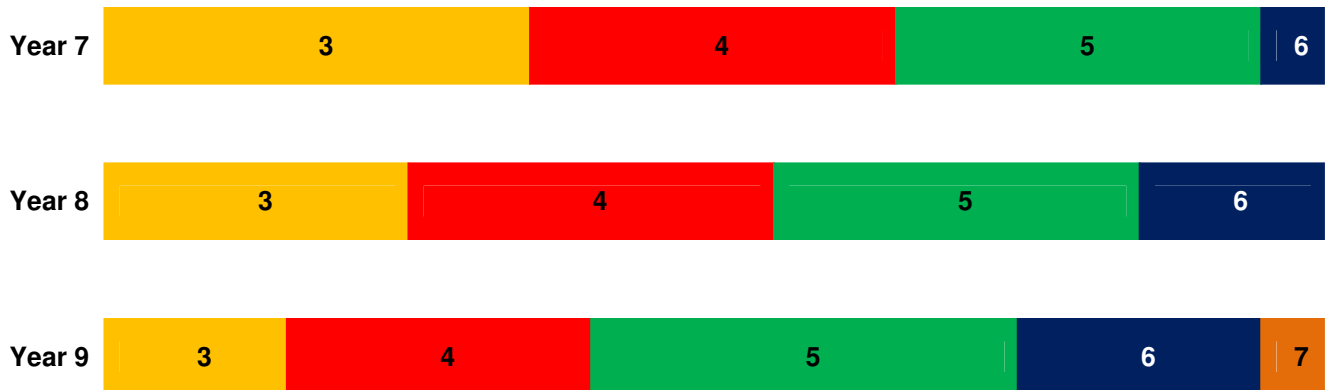
Students are assessed on the four skills of Listening, Speaking, Reading and Writing in the form of a test once every term. They are given a level each term based on their test results. In addition to this, students are given a vocabulary test at least every two weeks and must complete a piece of focused writing each term. There is an end of year French exam for all students in June.

Ongoing teacher assessment also takes place throughout the year and students are given targets in their exercise books every month.



<p><b>Year 7</b>          Students begin studying Spanish in Year 7. During this year, they are introduced to the basics of the language and are taught how to form and use the present tense. By the end of the year, students are able to give descriptions of themselves and family, talk about their hobbies and give simple opinions. They will also recognise vocabulary relating to school. Students are expected to reach a level 4 by the end of Year 7.</p>
<p><b>Year 8</b>          This year, students will build on the knowledge and skills acquired in Year 7. They will learn vocabulary related to daily routine, food and mealtimes and their local area. They will also develop their knowledge of the present tense and will learn how to use the immediate future tense. In year 8, students are expected to be able to write short, accurate paragraphs and should be able to understand language spoken at near normal speed. By the end of Year 8, most students are expected to reach a level 5</p>
<p><b>Year 9</b>          Students in Year 9 will build on their knowledge and skills of the last two years. They will consolidate their knowledge of the present and immediate future tenses and will be introduced to the past tense. Students will learn vocabulary related to shopping, holidays and health and fitness. They will also strengthen their understanding of previous topics and structures in preparation for the GCSE and will be expected to produce 1 written project in Spanish each term.</p>
<p><b>Marking and Assessment Process</b>          Students are assessed on the four skills of Listening, Speaking, Reading and Writing in the form of a test once every term. They are given a level each term based on their test results. In addition to this, students are given a vocabulary test at least every two weeks and must complete a piece of focused writing each term. There is an end of year French exam for all students in June.          Ongoing teacher assessment also takes place throughout the year and students are given targets in their exercise books every month.</p>

An approximate guide to the distribution of each level attained by students in the UK for Modern Foreign Languages



## **Guidelines to the National Curriculum Levels for Modern Foreign Languages**

### Attainment target 1 – Listening and Responding

#### **Level 3**

Students show that they understand short passages made up of familiar language that is spoken at near normal speed without interference. These passages include instructions, messages and dialogues. Students identify and note main points and personal responses [for example, likes, dislikes and feelings], but may need short sections to be repeated.

#### **Level 4**

Students show that they understand longer passages, made up of familiar language in simple sentences, that are spoken at near normal speed with little interference. They identify and note main points and some details, but may need some items to be repeated.

#### **Level 5**

Students show that they understand extracts of spoken language made up of familiar material from several topics, including present and past or future events. They cope with language spoken at near normal speed in everyday circumstances that has little or no interference or hesitancy. They identify and note main points and specific details, including opinions, and may need some repetition.

#### **Level 6**

Students show that they understand short narratives and extracts of spoken language, which cover various past, present and future events and include familiar language in unfamiliar contexts. They cope with language spoken at normal speed and with some interference and hesitancy. They identify and note main points and specific details, including points of view, and need little repetition.

#### **Level 7**

Students show that they understand a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at normal speed, including brief news items and nonfactual material taken from radio or television, and need little repetition.

### Attainment target 2 - Speaking

#### **Level 3**

Students take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond. They use short phrases to express personal responses [for example, likes, dislikes and feelings]. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

#### **Level 4**

Students take part in simple structured conversations of at least three or four exchanges, supported by visual or other cues. They are beginning to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

#### **Level 5**

Students take part in short conversations, seeking and conveying information and opinions in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. Although there may be some mistakes, Students make themselves understood with little or no difficulty.

#### **Level 6**

Students take part in conversations that include past, present and future actions and events. They apply their knowledge of grammar in new contexts. They use the target language to meet most of their routine needs for information and explanations. Although they may be hesitant at times, Students make themselves understood with little or no difficulty.

#### **Level 7**

Students initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.

### Attainment target 3 – Reading and Responding

#### **Level 3**

Students show that they understand short texts and dialogues, made up of familiar language, printed in books or word processed. They identify and note main points and personal responses [for example, likes, dislikes and feelings]. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

#### **Level 4**

Students show that they understand short stories and factual texts, printed or clearly handwritten. They identify and note main points and some details. When reading on their own, as well as using a bilingual dictionary or glossary, they are beginning to use context to work out what unfamiliar words mean.

#### **Level 5**

Students show that they understand a range of written material, including texts covering present and past or future events. They identify and note main points and specific details, including opinions. Their independent reading includes authentic materials [for example, information leaflets, newspaper extracts, letters, databases]. They are generally confident in reading aloud, and in using reference materials.

#### **Level 6**

Students show that they understand a variety of texts that cover past, present and future events and include familiar language in unfamiliar contexts. They identify and note main points and specific details, including points of view. They scan written material, for stories or articles of interest, and choose books or texts to read on their own, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of language they do not know.

#### **Level 7**

Students show that they understand a range of material, imaginative and factual, that includes some complex sentences and unfamiliar language. They use new vocabulary and structures found in their reading to respond in speech or in writing. They use reference materials when these are helpful.

### Attainment target 4 - Writing

#### **Level 3**

Students write two or three short sentences on familiar topics, using aids [for example, textbooks, wallcharts and their own written work]. They express personal responses, [for example, likes, dislikes and feelings]. They write short phrases from memory and their spelling is readily understandable.

#### **Level 4**

Students write individual paragraphs of about three or four simple sentences, drawing largely on memorised language. They are beginning to use their knowledge of grammar to adapt and substitute individual words and set phrases. They are beginning to use dictionaries or glossaries to check words they have learnt.

#### **Level 5**

Students produce short pieces of writing, in simple sentences, that seek and convey information and opinions. They 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. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.

#### **Level 6**

Students write in paragraphs, using simple descriptive language, and refer to past, present and future actions and events. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

#### **Level 7**

Students produce pieces of writing of varying lengths on real and imaginary subjects, using an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression. Although there may be occasional mistakes, the meaning is clear.