



Curriculum and Assessment in Languages at KS3

Curriculum Statement: Languages

Without language, one cannot talk to people and understand them; one cannot share their hopes and aspirations, grasp their history, appreciate their poetry or savour their songs.

- Nelson Mandela

Powerful Knowledge in Languages

Modern and Ancient languages provide a way of transcending cultural barriers, allowing students to see their world from a different viewpoint. It prompts them to question what is “normal” and provides them with the ability to embrace the fact that the world is a rich and diverse place filled with different customs, perspectives, history, arts, literature and ways of communicating.

It also affords students the chance to understand the codes which exist behind languages and how these might interplay, or be at odds with English. They will be able to recognise that rules and patterns exist throughout languages and that these may well be influenced by the impact of culture. Students can start to build a more powerful understanding of their own language through questioning how we put together words, sentences and text.

One particularly powerful skill which is developed in language learning is the ability to speak and think simultaneously. Students are challenged to respond without preparation in discussions in class and this leads to them forming strong oracy skills.

Curriculum features

Speak First – Students are learning how to communicate in another language and this begins with speech. Students will build up a level of confidence which allows them to respond naturally to each other and their teacher, being comfortable using the taught language, aiming to achieve excellent pronunciation.

Creative Contexts – We want students to learn a language through a range of compelling contexts which will take them beyond their previous experiences or engage them through creative themes. Topics such as Fairy Tales, The Rainforest, Artists, Architects and Writers, Festivals, Mysteries and Film amongst others.

Scaffolding the Learning – Language does not exist in isolation. Students must understand how language is built, and connected together, and the foundations they do this on must be firm. The curriculum in languages has been carefully devised so that grammar is sequenced according to prior learning so that students are given the ability to master key concepts at every stage of their journey.

Co Curriculum enrichment

It is vital that students have the opportunity to experience as many of the different sides to learning a language as possible. In order to support this, we offer a range of enrichment opportunities both within and outside of lessons. These include poetry competitions, opportunities to explore festivals and traditions in other countries, language taster sessions in new languages, visits abroad to the countries where the taught languages are spoken, visiting speakers from universities and the opportunity to mentor and teach younger students.



Curriculum Overview

Languages

Languages Curriculum at KS3 – An Overview

In Year 7, students focus on developing speaking and listening skills in Spanish through the contexts of life as an alien, festivals, theme parks and the rainforest, then gradually begin to develop reading and writing skills as they progress through the year.

There is a focus on identifying, and building on, patterns of language upon which they will base future learning. Students learn how to express opinions and give details, as well as using and understanding past, present and future tenses.

In Year 8, students systematically cover the key grammar areas in Spanish over the course of the year and start to cover GCSE content through creative contexts such as art, culture, famous landmarks, technology and countries in the Spanish speaking world. Students consolidate and build on structures learned in Year 7 to express opinions and ideas in a more sophisticated way.

In Year 9, students build on the grammar covered in Year 8 and continue to develop their Speaking, Listening, Reading and Writing skills through key GCSE contexts such as the environment, social issues, work and schools through the discovery of literature and film. Much emphasis is placed on developing essential skills required for the GCSE exam, such as translation of prose and writing extended answers in the foreign language to unprepared questions.



KASH Reporting Criteria Languages

KASH Reporting Criteria in Languages: Knowledge and Skills at KS3

Year 7:

Students will develop their **KNOWLEDGE** of:

- understanding that nouns have a gender
- understanding the difference between the different words used to say 'a/the/some'
- different verb forms for regular verbs in the present tense
- different verb forms for irregular verbs in the present tense
- verbs in the past, present and future tenses
- understanding how adjectives work
- understanding and using a variety of vocabulary to add detail to a range of topics

Students will develop their **SKILLS** in:

- holding a short conversation with some spontaneity
- speaking with generally accurate pronunciation and intonation
- asking questions for communicative purposes
- giving opinions in different ways with reasons
- writing with extended sentences using connectives
- writing with correct punctuation and capital letters
- using vocabulary books and/or a dictionary to check spellings and find words
- checking work for mistakes in spelling and meaning
- writing paragraphs which include more complex language
- identifying cognates and key words to understand unfamiliar language
- understanding simple poetry and stories which stimulate their imagination
- transcribing words and short sentences which they hear with increasing accuracy
- translating sentences between English and the target language

KASH Reporting Criteria in Languages: Knowledge and Skills at KS3

Year 8:

Students will develop their **KNOWLEDGE** of:

- How to build on basic grammar and vocabulary from Year 7 as appropriate to ensure progress
- Using a wide range of verb forms
- Using verb forms in past, present and future tenses with confidence
- Using time markers to express different time frames
- Understanding adjective agreement and the importance of this on accuracy
- Using a broad range of relevant vocabulary from the GCSE specification to express ideas in creative ways
- Manipulating grammar to express their own ideas

Students will develop their **SKILLS** in:

- checking work systematically for errors
- reviewing work and correcting errors regularly (study skills)
- speaking for longer with increasing spontaneity
- developing opinions using a range of structures
- using language creatively to express their own ideas
- understanding the gist of more complicated passages
- independently using a dictionary and/or vocab book as reference for support and to deepen vocabulary
- understanding and appreciating a range of literary texts such as poems, stories and songs, which stimulate ideas and opinions
- translating short texts between English and the target language
- Structuring extended pieces of writing, responding to pre-prepared stimuli

KASH Reporting Criteria in Languages: Knowledge and Skills at KS3

Year 9:

Students will develop their **KNOWLEDGE** of:

- How to review and improve on basic grammar and vocabulary from Year 7/8 as appropriate to ensure progress
- Using a wide range of regular and irregular verb forms
- Using verb forms in past, present and future tenses without prompting
- Using time markers to express different time frames
- Using adjective agreement confidently in different contexts
- Using a wide range of topic specific vocabulary from the GCSE specification to express ideas in creative ways
- Manipulating more complex grammar to express ideas in a more sophisticated style

Students will develop their **SKILLS** in:

- redrafting their work to improve accuracy
- holding longer conversations and reacting spontaneously to questioning
- developing their ideas and points of view using a wide range of structures
- independently using a dictionary/or vocab book to deepen vocabulary and as reference material
- understanding and appreciating a range of literary texts such as poems, stories and songs, which stimulate ideas and opinions
- translating longer texts between English and the target language in a variety of contexts and understanding the skill of translation
- Structuring extended pieces of writing, responding to unseen stimuli
- Reading and listening for both gist and detail in increasingly lengthy passages of text / spoken language



Foundation Stages – Assessment Criteria

Languages

Foundation Stages in Languages – Assessment Criteria at KS3

Speaking:

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their speaking will demonstrate a greater understanding of grammar and an ability to respond to a range of questions spontaneously.

Foundation Stage 1: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

I can give clear one word answers or short sentences but my pronunciation is not always good.

I sometimes hesitate and I ask for help with understanding questions.

I can answer most simple questions when my teacher prompts me with a starter phrase.

I repeat the same types of structures and phrases to answer questions.

I give opinions using a few phrases that I know.

I have a limited range of vocabulary and I often repeat the same adjectives and phrases.

What I want to say is usually clear if I am speaking about something I have just learnt or practised.

I am able to say a few things about what I am learning about currently.

I am able to remember a question which I could use in class.

Foundation Stage 2: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

I can communicate quite clearly and my pronunciation is usually good.

I sometimes hesitate and I ask for help with understanding questions.

I can answer most simple questions when I know what I'm being asked.

I repeat the same types of structures and phrases to answer questions.

I give opinions using a few phrases that I know.

I use a limited range of vocabulary and I often repeat the same adjectives and phrases.

What I want to say is usually clear if I am speaking about something I have just learnt or practised.

I may try to talk about the past, the present or the future but I still struggle to make my verbs match the tense that I want to talk in.

I am able to talk about a few different topics and I can remember vocabulary from past topics.

I am able to remember a few different questions that I could use to ask my friend an opinion or to ask my teacher for something.

Foundation Stage 3: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

I can communicate quite clearly in full sentences and my pronunciation is usually good.

I sometimes hesitate and I occasionally ask for help with understanding questions.

I can answer almost all questions when I know what I'm being asked.

I repeat the same types of structures and phrases to answer questions.

I give opinions using a few phrases that I know and I sometimes give a reason for my opinion.

I use a variety of vocabulary but I often repeat the same adjectives.

People can usually understand me although occasionally what I want to say is unclear if I'm speaking about a topic I'm not learning at the moment.

I may try to talk about the past, the present or the future but I sometimes still struggle to make my verbs match the tense that I want to talk in.

I am able to talk about a few different topics and I can remember vocabulary from past topics.

I am able to create simple questions of my own for both my teacher and my friends although I don't yet understand the difference between formal and informal language.

Foundation Stage 4: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

I can communicate clearly and my pronunciation is good.

I sometimes hesitate and occasionally I get stuck on what a question means but I tend to work this out on my own.

I can answer almost all questions I am asked.

I repeat the same types of structures and phrases to answer questions.

I regularly give opinions using lots of familiar phrases and I sometimes give reasons for my opinions.

I use a variety of different vocabulary.

I sometimes try to use some more complex structures but I often make mistakes with these.

I am quite accurate when I speak although what I want to say is sometimes a bit unclear.

I try to talk about the past, the present and the future on different topics that I have covered.

I am able to talk about a variety of different topics and I can switch between topics of conversation with prompts from my teacher.

I am able to create simple questions of my own for both my teacher and my friends although I don't yet understand the difference between formal and informal language.

Foundation Stage 5: Speaking

When I am speaking with my teacher, in pair work or in front of the class:

I can communicate clearly and my pronunciation is good.

I sometimes hesitate but I can answer all questions my teacher or friend asks me.

I can answer questions giving all of the information required.

I am sometimes spontaneous although I often repeat the same structures and phrases.

I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

I use a variety of different vocabulary.

I try to use some more complex structures to show more advanced language.

I am very accurate when I speak, although I sometimes make mistakes when attempting more complex structures.

I can talk about the past, the present and the future on any topic I have covered.

I am able to talk about a variety of different topics and I can switch between topics of conversation easily.

I am able to create questions of my own for both my teacher and my friends and I understand that I need to use more formal language with my teacher or another adult.

Writing:

In Languages, students will develop higher levels of independence as they move through the Foundation Stages. As they progress, their writing will demonstrate a greater understanding of grammar and range of language.

Foundation Stage 1: Writing

When I am writing:

I can communicate some messages in short simple sentences.

I sometimes use capital letters correctly.

I often rely on repeating the same structures and phrases.

I give simple opinions using phrases that I know.

I have a limited range of vocabulary and I often repeat the same adjectives and phrases.

I can write about what I am learning currently.

I make mistakes which can make the meaning unclear.

Foundation Stage 2: Writing

When I am writing:

I can communicate some of the information required in simple sentences.

I mostly use capital letters correctly.

I often use the same structures and phrases.

I use some different vocabulary but I often repeat the same adjectives.

I give simple opinions.

I can give simple reasons for my opinions.

I attempt more than one tense (past, present or future) although sometimes I get it wrong

I often make mistakes with verbs and tenses but the message is generally clear.

My work is more accurate than inaccurate.

Foundation Stage 3: Writing

When I am writing:

I can communicate quite a lot of the information required in full sentences.

I always use capital letters correctly

I don't always rely on the same structures and phrases.

I give opinions.

I give reasons for my opinions.

I use a variety of vocabulary including different adjectives.

I attempt to write about the present and the past or future using time markers even though I make mistakes.

My work is more accurate than inaccurate and my verbs are mostly secure.

Foundation Stage 4: Writing

When I am writing independently:

I can clearly communicate most of the information required, sometimes using longer sentences.

I attempt complex structures

I give opinions using different opinion phrases

I often give reasons for my opinions.

I use a good variety of vocabulary including different adjectives.

I attempt to write about the present and the past or future using time markers even though I sometimes make little mistakes.

My writing is mostly accurate, despite a few mistakes when I attempt more complex structures.

I am aware of formal and informal language and of different types of text for different purposes.

Foundation Stage 5: Writing

When I am writing independently:

I can clearly communicate my ideas using full sentences and short paragraphs.

I understand what I need to write about, even when questions are given in the Target Language.

I can answer questions giving all of the information required.

I sometimes repeat the same structures and phrases but I use a variety of vocabulary.

I regularly give opinions using lots of familiar phrases and I normally give reasons for my opinions.

I try to use some more complex structures to show more advanced language, even though I sometimes make little mistakes.

My grammar is very accurate so my verbs and agreements are almost always correct.

I occasionally make small mistakes with spelling and accents but these don't affect how clearly you can read my work.

I can write about events in the past, the present and the future using time markers and only occasionally make mistakes with my verbs.

I can write different types of texts for different purposes and I know when and how to use formal and informal language.



Attitudes and Habits

At Laurus Cheadle Hulme we expect all of our students to display the following **Attitudes and Habits in all of their subjects**.

Development in each area will be judged by the subject teacher as either, **emerging, establishing, secure, enhancing or excelling** dependant on the progress being made.

ATTITUDES

- Ready to learn and quick to settle
- Takes responsibility for learning
- Has a thirst for learning
- Willing to work independently with focus/without teacher input
- Willing to actively participate in a variety of situations
- Seeks to develop learning by questioning
- Takes risks to further learning
- Maintains a positive relationship with others
- Shows respect at all times
- Always puts effort into learning/classwork/P & P
- Understands the importance of working to deadlines
- Takes responsibility for their own and others safety in school/classroom/learning environment
- Meets school expectations of behaviour/learning/attendance

HABITS

- Prepared to learn
- Fully equipped for lessons
- Prepared for assessment
- Actively engages with learning
- Always responds to targets/feedback
- Seeks to demonstrate knowledge through answering questions
- Seeks opportunities to be challenged
- Able to work independently with focus
- Willing to ask for help if needed and knows where to find help
- Follows all instructions
- Work is well organised
- P & P is always completed
- Regularly meets deadlines
- Seeks opportunities to participate in extra-curricular activities and/or roles of responsibility
- Attendance follows school's expectations