



Autumn Term – centrally planned, standardised and teacher marked piece(s) of work  <b>Assessment 1:</b> Mock 1: speaking and listening		Spring Term – centrally planned, standardised and teacher marked piece(s) of work  <b>Assessment 2:</b> Mock 2: reading and speaking		Summer Term – centrally planned, standardised and teacher marked piece(s) of work  <b>GCSE exams</b>	
<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  In this sequence students will be able to revise the topic of holidays but will expand those with a variety of complex structures and idiomatic expressions to expand their range of language. Students will be able to express their own preferences about holidays as well as learning how to book a room at a hotel and how to complain in the TL. They use some of the language and structures learnt in year 8 as part of the spiral MFL curriculum	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  Students will be able to revise and consolidate vocabulary and previous structures to discuss healthy living as well as talking about the effects of alcohol and drugs which will make them reflect on people’s life choices. They will be able to give advice on how to be a healthy person using modal verbs.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  Students learn how to give advantages and disadvantages of new technologies using some previously learnt vocabulary and structures but also learning how to use subjunctive expressions to make their speaking and writing more natural and fluid. They use 3 time frames with a variety of tenses, including the simple future. They use some of the language and structures learnt in year 9 as part of the spiral MFL curriculum	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  Students develop their language skills and are able to apply a larger linguistic range, recycling vocabulary and structures learnt throughout the course of study. They learn how to buy tickets for a concert and express their likes and dislikes in music and film as per the GCSE specification. They use some of the language and structures learnt in year 9 as part of the spiral MFL curriculum.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  Students begin to start revising the GCSE specification. Teachers will assess their competence on the different topics to be able to determine which topics they are more confident with. In these lessons they will be revising vocab that has already been revised through interleaving topics in years 9, 10 and 11. They will complete reading, listening, speaking and writing GCSE style questions.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b>  N/A

Home – Learning:  Past papers and vocab learning	Home – Learning:  Past papers and vocab learning	Home – Learning:  Past papers and vocab learning	Home – Learning:  Past papers and vocab learning	Home – Learning:  Past papers and vocab learning	Home – Learning:  Past papers and vocab learning
Reading / High Quality Text:  Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on ‘speaking like a linguist’ in lessons. Developing students’ oracy via pair work tasks and class discussion using think, pair and share.	Reading / High Quality Text:  Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on ‘speaking like a linguist’ in lessons. Developing students’ oracy via pair work tasks and class discussion using think, pair and share.	Reading / High Quality Text:  Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on ‘speaking like a linguist’ in lessons. Developing students’ oracy via pair work tasks and class discussion using think, pair and share.	Reading / High Quality Text:  Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on ‘speaking like a linguist’ in lessons. Developing students’ oracy via pair work tasks and class discussion using think, pair and share.	Reading / High Quality Text:  Developing reading comprehension using the PASSED strategy. Introduction of tier 3 grammatical concepts and recapping using the Frayer model. Teaching of TL words using quizlet, sentence builders and vocab testing. Emphasis on ‘speaking like a linguist’ in lessons. Developing students’ oracy via pair work tasks and class discussion using think, pair and share.	Reading / High Quality Text:
<b>Numeracy:</b> Learning numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b> Recapping numbers	<b>Numeracy:</b>	<b>Numeracy:</b>

	Surveying and writing results	Surveying and writing results	Surveying and writing results		
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**Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):**  
Students will be able to work with the FLAs  
Students will be able to develop SMSC aspects through discussions about school subjects, bullying, school rules, employment, etc