



French and Spanish teaching
and learning in the ATLP

What does our MFL Intent look like in the classroom.

ATLP Curriculum Intent

1. Development of schemata
2. Teaching the “right” knowledge
3. Spaced practice
4. Retrieval practice
5. The application of knowledge

MFL Curriculum Intent

1. Explicit teaching of vocab
2. Explicit teaching of grammar
3. Explicit teaching of phonics
4. Fostering curiosity about language and culture.
5. Developing independence



Year 7

Explicit Teaching of Vocab - French

Year 7 French Autumn Term Core Knowledge			
Language to introduce myself	Language to describe someone	Graded Opinions	Hobbies and Free Time
Je m'appelle	Il / Elle s'appelle	J'aime	tchatter sur snapchat
J'ai... ans	Ils / Elles s'appellent	Je n'aime pas	écouter de la musique
Je viens de + country	Il / elle est	J'adore	faire de l'équitation
J'habite à ... en Angleterre.	Il / elle n'est pas	Je déteste	faire de la natation
Je suis	Il / elle a	Je préfère	jouer au + sport
Je ne suis pas	Mon père	Ce que j'aime le plus c'est	jouer aux jeux-vidéo
J'ai les cheveux	Ma mère	C'est mon truc	jouer du / de la + instrument
J'ai les yeux	Mes parents	Dans le futur, je voudrais + infin	lire
	Mon ami / copain		regarder la télé
Justification	Complex Opinons	In my suitcase	Connectives
parce que c'est	Je pense que	Dans ma valise	Et
car c'est	A mon avis	Je vais mettre	Mais
intéressant	Selon moi	Je ne peux pas vivre sans	Cependant
divertissant	Je dirais que		aussi
relaxant	Je suis d'accord		
	Je ne suis pas d'accord		Quantifiers
Comparative	Ma famille pense que		très
est plus ... que	Je voudrais être plus / moins ...		assez
est moins ... que			
est aussi ... que			

Careful consideration and mapping of vocab to be introduced each term. The aim is for all students to be able to use this vocabulary confidently for receptive and productive purposes. This core language is the language which is systematically retrieved in do now activities and through homework.

Explicit Teaching of Vocab - Spanish

Year 7 Spanish Autumn Term Core Knowledge			
Language to introduce myself Me llamo Tengo... años Soy de + country Vivo en... Inglaterra Soy No soy Tengo el pelo... Tengo los ojos... Pienso que... Mi familia piensa que...	Graded Opinions Me gusta No me gusta Me encanta Detesto/Odio Prefiero Lo que más me gusta es Es lo mío	Town En la ciudad hay no hay un museo un castillo un centro comercial un supermercado una plaza unas tiendas	
Language to introduce someone else (Él/Ella) Se llama (Ellos/Ellas) Se llaman (Él/Ella) es (Él/Ella) no es (Él/Ella) tiene Mi padre Mi madre Mis padres	Justification porque es dado que es interesante divertido relajante Comparative es más... que es menos... que es tan... como	Hobbies and Free Time Chatear por Snapchat Escuchar música Hacer la equitación Hacer la natación Jugar al/la + sport Jugar con videojuegos Tocar + instrument Leer Ver la televisión En el futuro, me gustaría + infinitive	In my suitcase En mi maleta Voy a poner No puedo vivir sin (no) hay mi traje de baño mis gafas de sol mi dinero mi ropa mis libros

Careful consideration and mapping of vocab to be introduced each term. The aim is for all students to be able to use this vocabulary confidently for receptive and productive purposes. This core language is the language which is systematically retrieved in do now activities and through homework.

Explicit Teaching of Grammar - French

Autumn Term

- Irregular high frequency verbs in the present tense. J'ai / Je suis / Il elle est / Il Elle a
- Negatives. Ne pas
- **Adjectives agreements (Personality. Hair / Eyes)**
- Possessive Adjectives. (Mon / Ma / Mes with family members)
- Introduction of verbs in the infinitive form. (Hobbies)
- **Using simple connectives.**
- **Opinions + infinitive.**
- Conditional Tense. Je voudrais + infinitive
- Near future. Je vais voyager / Je vais aller
- Impersonal verbs. Il faut + infinitive.

Spring Term

- Forming questions using inflection.
- Spaced Practice. Near future tense. Je vais visiter / je vais faire du tourisme
- Spaced Practice. What is an infinitive. Second verb = infinitive.
- Modal verbs. Tu veux / Je veux / On peut / On ne **peut pas + infinitive + basic justification.**
- **Il y a / il n'y a pas de**
- **Comparative (Comparing Boulogne to Birmingham.)**
- Spaced Practice. Conditional. Je voudrais.
- **Prepositions. à + le / la / les / l'. Places in the town and body parts.**
- Perfect tense with set phrases. Introduction of c'était
- **Spaced practice negatives. Ne.. pas. New ne and rien**

Summer Term

- Spaced Practice. Conditional tense – je voudrais
- Spaced Practice. Modal verbs. On peut
- Spaced Practice. Using negatives. On ne peut pas.
- **Spaced Practice. What is an infinitive? Second verb infinitive structure.**
- Verbs in the imperative. Allez / Continuez / Passez / Tournez / Traversez / Prenez
- The pronoun "on"
- Spaced Practice – perfect tense
- Spaced practice – near future tense

Grammar teaching in year 7 is largely implicit. Through systematic exposure to core language, taught as vocabulary students develop automaticity using high frequency verbs in the present, near future, conditional and perfect tenses. There is some explicit teaching of grammatical rules shown in bold above.

Explicit Teaching of Grammar - Spanish

Autumn Term

- Irregular high frequency verbs in the present tense. Soy/Tengo/Me llamo
- Negatives. No
- **Adjectives agreements (Personality. Hair / Eyes)**
- **Possessive Adjectives. (Mi/Mis with family members)**
- Introduction of verbs in the infinitive form. (Hobbies)
- **Using simple connectives.**
- **Opinions + infinitive.**
- Conditional Tense. Me gustaría + infinitive
- Near future. Voy a + infinitive

Spring Term

- Forming questions using inflection.
- Spaced Practice. Near future tense. Voy a ir...
- Spaced Practice. What is an infinitive. Second verb = infinitive.
- Modal verbs. **Se puede/podemos**
- **Hay/No hay**
- Spaced Practice. Comparative.
- Spaced Practice. Conditional. Me gustaría.
- **Prepositions – a(l), a la(s), en**
- Impersonal verbs.
- Describing things in the past - era
- **Spaced practice negatives. No...ni..ni, nunca, no...nada**

Summer Term

- Spaced Practice. Conditional tense – me gustaría
- Spaced Practice. Modal verbs. Se puede...
- Spaced Practice. Using negatives. No se puede...
- Spaced Practice. What is an infinitive? Second verb infinitive structure.
- Verbs in the imperative. Gira, cruza, pasa...
- Spaced Practice – past tense – preterite and imperfect (for descriptions)
- Spaced practice – near future tense

Grammar teaching in year 7 is largely implicit. Through systematic exposure to core language, taught as vocabulary students develop automaticity using high frequency verbs in the present, near future, conditional and past tenses. There is some explicit teaching of grammatical rules shown in bold above.

Explicit Teaching of Phonics

1.  a / à	2.  an / en / on	3.  q / qu / c / k	4.  ch	5.  e *
6.  è / er* / es / ez / et / ai*	7.  eu / oeu	8.  g	9.  ge / j	10.  gn
11.  i / y	12.  in / ain	13.  o / au / eau	14.  oi	15.  ou
16.  r / rr	17.  s / ç / c+è / c+i	18.  t / th	19.  u	H is silent at the start of a word. French consonants at the end of words are silent
20.  un	21.  z	22.  ien	23.  èi / ai* / è / é / er*	

1.  a	2.  ay	3.  ce / ci / z	4.  ch	5.  cua	6.  e
7.  g	8.  ge / gi / j	9.  i / y*	10.  ll	11.  ñ	12.  o
13.  qu	14.  rr	15.  s	16.  u	17.  ue	18.  v
H is silent at the start of a word. Emphasise any letters which have accents on them.					

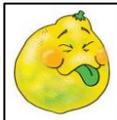
The explicit teaching of French and Spanish phonics is a core component of our scheme of learning.

Students are introduced to French phonemes and graphemes using the Sue Cave physical French phonics programme. The dual coded approach of sound, action, image and link to the grapheme supports long term memory retention and allows for error correction in an informal way. We have devised our own programme for the introduction of Spanish phonics.

Explicit retrieval of phonemes and their corresponding graphemes occurs systematically throughout the year, with students expected to apply their phonetic understanding to “decode” the pronunciation of words for themselves.

Additional opportunities for ongoing retrieval of phonics are signposted in the scheme of learning.

Autumn CQ2	 oi	 qu q	 eu	 in	 s ci	 i	 r	 un
Autumn CQ2	 en on	 et	 ou	 ei				
Autumn CQ3	 a	 ez	 au	 u	 j	 e*		
Autumn CQ4	 è	 ien	 c	 œu	Spring CQ1	 y		
Autumn CQ5	 é er	 an			Spring CQ2	 g		
Autumn CQ6	 ain				Spring CQ3	 z		
Autumn CQ7	 ge	 ai	 eau	 ch	Spring CQ4	 gn		
					Spring CQ5	 k		
All graphemes are covered in Y7 French					Spring CQ6	 ç ce	 t th	

Autumn CQ2	 a	 Ce/ ci/z	 ch	 cua	 e	 i/y	 o	 u
Autumn CQ2	 ue	 s	 v					
Autumn CQ3	 ll	 ge	 ñ	 qu	Emphasis on letters with accents	Silent h		
Autumn CQ4	 j	 g	 rr					
Autumn CQ5	 ce							
Spring CQ1	 ay							
Spring CQ3	 z							

All phonemes are introduced in the Year 7 SoL. Remember to highlight 'silent h' and emphasis on letters with accents.

Fostering Curiosity and Language and Culture

Throughout the SOL, students are given multiple opportunities to develop their understanding of the culture and the country where their taught language is spoken. Through the consistent narrative which underpins the SOL, students are able to see how they could use their learning in real situations in France or Spain.

Autumn term

- What do students know about the French / Spanish speaking world – geography, transport, languages?
- Students learn about some of the free-time / sporting activities in France or Spain which might be different to the UK.
- Students have the opportunity to learn about Winter festivals in Spain or France allows students to make cultural comparisons to the UK.

Spring term

- Students are given an insight into free-time activities associated with Spanish/ French young people.
- Learning about a Spanish / French town – what there is to see and do there.
- Introducing French/Spanish foods and the culture of meal-times.
- The differences between ordering in a restaurant in France/Spain – different language/interaction between people.

Summer term

- Introducing different cities like Malaga, Granada and Paris to students – what can you do there? How is it different to your city?
- Discussing Feria de Malaga / Bastille Day– allowing students to visualize a French/Spanish festival and to note cultural differences.