



# Futura Languages

## Curriculum Framework



## Languages Curriculum Framework

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### **Intent:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.

Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

**Inclusion:** Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

**Aims:** Underpinning the intent are key **substantive concepts**

<b>Listening (comprehension)</b>	<p>To be able to listen attentively and respond to familiar spoken words and phrases.</p> <p>To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.</p>
<b>Speaking (production)</b>	<p>To build up communication skills year on year until students are able to use spoken language, with increasingly accurate pronunciation and intonation.</p> <p>To initiate and sustain conversations on familiar topics and to describe incidents based on their own experiences.</p> <p>To be able to read aloud from a given text with good expression.</p> <p>To understand and be able to use transactional language.</p> <p>To give a description e.g of a town, geographical features in a country.</p> <p>To seek clarification of meaning.</p>
<b>Reading (comprehension)</b>	<p>To read in groups, simple playscripts, poems etc.</p> <p>To read and understand the main points and key details from a short written passage.</p> <p>To read and understand increasingly detailed texts in terms of vocabulary and structure and length.</p>
<b>Writing (production) and Grammar</b>	<p>To write sentences and construct texts first by using a model and then from memory using knowledge of words, text and structure.</p> <p>To use adjectives to add interest and detail to a description.</p> <p>To understand the basic grammar appropriate to the language being studied; verbs – begin to use the past/future tense, adverbs.</p>

	To be able to identify and manipulate tenses from a selection of sentences written in the present, past and future tense.
<b>Independence - Using reference materials</b>	To be able to use reference materials (eg dictionaries) in order to check, edit, improve and manipulate vocabulary.
<b>Cultural Awareness and Understanding</b>	To promote mutual respect for and tolerance of different cultures and those speaking other languages.  To have an appreciation of the historical context of linguistic spread.

**Disciplinary concepts:**

It becomes obvious that Languages is distinct from other subjects because it is not a discipline, there is nothing but 'substantive knowledge' to study and learn.

**Key Stage 2 – p4**

**Key Stage 3 – p17**

**Key Stage 4 – p24**

**Key Stage 5 – p25**

## Key Stage 2

Year 3:

Substantive Knowledge:

Listening	Speaking	Reading	Writing/Grammar
<p>Listen and respond to familiar spoken words and phrases.</p> <p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>To take part in class/group activities</p>	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <p>Ask and answer simple questions about self, e.g. name and age, birthday.</p> <p>Express simple likes and dislikes e.g. food and drink.</p> <p>Demonstrating a developing vocabulary</p>	<p>Recognise and understand some familiar written words and phrases in short texts.</p> <p>Read short texts and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p>	<p><b>Writing:</b> Write some familiar simple words using a model and some from memory.</p> <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal or object or something drawn/made – e.g. a black cat. • Complete a simple gapped text such as a party invitation or passport. Begin to write a few familiar words from memory and know that all attempts will be valued.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied.</p> <p>Begin to recognise the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.</p>

			Use visual scaffolds to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.
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**Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels scheme to support.**

**Core Vocabulary and Phonetics to be covered once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)**

Autumn 1	Autumn 2				
Je me presente (Language Angels lessons 1-3)  La phonétique (lesson 1) Les Jours (Core Vocabulary)	Les Fruits (Language Angels)  <b>A story in french: La Chenille Qui Fait des Trous</b>  Christmas	Chez Moi (Language Angels)	Numbers (11-31)  <b>A story in french: Le roi tête en l'air</b>	Le Petit Chaperon Rouge (Language Angels)	Les couleurs and les nombres (revision) (Language Angels)  Va t'en Grande Monstre vert!
An introduction to adjectival agreement in the simplest form – adding an e to the end of the adjective when talking about the female form.	A focus on nouns, gender, article/determiners and plural form.  <b>Phonics focus:</b> ch, ou, on and oi.	Indefinite articles, negative and high frequency words. <b>Phonics focus:</b> è, e, é, eau, oux.	Silent letters – the s is not pronounced in many words like dans, habites, mais, bains.	Definite, indefinite and partitive articles and determiners. <b>Phonics focus:</b> ch, ou, on and oi	Silent letters and the guttural “R” <b>Phonics focus:</b> ch, ou, on and oi

**Phonic focus:** i in, ique  
and ille  
Silent letters

### Key Vocabulary

Use words and phrases such as:

Je m'appelle

J'ai ..... ans.

J'habite à.....

Comment t'appelles tu?

Çava?

Quel âge as tu?

Les numéros 1 – 31

Les couleurs: rouge, bleu, jaune, vert, orange,  
violet, rose, noir, gris, marron

Jours de semaine: lundi, mardi, mercredi, jeudi,  
vendredi, samedi, dimanche

Joyeux Noël

Le Père Noël

Un cadeau

Un bonhomme de neige

Le sapin

Les fruits:

Une pomme

Une poire

Une banane

Une fraise

Une pêche

Des raisins

Les mois:

janvier, février, mars, avril, mai, juin, juillet, août,  
septembre, octobre, novembre, décembre.

J'aime

Je n'aime pas

J'adore

Je déteste

Je préfère

Chez moi:

J'habite, j'habite dans, chez moi il y a, chez moi il  
n'y a pas

Une maison l'escalier la bibliothèque

la cave la chambre la cuisine la salle à  
manger

la salle de bains la salle de jeux la salle de  
séjour

le garage le grenier le salon les toilettes

**Year 4:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Listen for specific phonemes, words and phrases</p> <p>Pick out phonemes, words and phrases in songs, stories, rhymes and short texts.</p> <p>Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions e.g. Open the window/door, I'd like 2 volunteers, put your hand up .....</p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please, I don't understand. Express preference about what they like e.g. food, animals, colours</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences and pick out key words or phrases.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p> <p>Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Follow a text such as a song or poem whilst listening to it at the same time.</p> <p>With support, begin to link phrases to make a sentence e.g. When it rains, you need an umbrella.</p> <p>Use strategies to work out meaning of new words.</p>	<p><b>Writing:</b></p> <p>Write a few simple sentences using either a word bank or model to describe for example a sports star e.g. .... lives in London. She is 22 years old. She likes dancing. Experiment with writing new words.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: Begin to match correctly definite/indefinite article to singular and plural familiar nouns. Place familiar adjectives e.g. size and colour in correct order. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions, Do you like cheese? Yes I like...</p>



Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels scheme to support.

Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)

In addition: Year 4 will repeat the same stories from Year 3 and will innovate with additions, substitutions, alterations, change of viewpoint, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.

<p>Je me présente (Language Angels lessons 4-6)</p> <p>La phonétique (lesson 2)</p> <p>Quelle est la date? (Language Angels)</p>	<p>Les Legumes (Language Angels)</p> <p><b>A story in French:</b> La Chenille qui fait des trous (innovated to include day, month and vegetables)</p> <p>Christmas</p>	<p>En Classe (Language Angels)</p> <p>Numbers 31-69</p>	<p><b>A story in french:</b> Le Roi tête en l’air</p> <p>(innovated to include a lost item from a pencil case - discussing things the king does or does not have in his pencil case?)</p>	<p>Les Vêtements (Language Angels)</p>	<p>Revision of colours, body parts</p> <p><b>A story in french:</b> Le Petit Chaperon Rouge Or Va-t’en-grand monstre vert (innovated to include different items of coloured clothing and different seasons?)</p>
<p>The 12 nouns for the months. Ordinal and cardinal numbers. <b>Phonics focus:</b> è, e, é, eau, eux.</p>	<p>Nouns, articles and determiners in plural form <b>Phonics focus:</b> ch, ou, on and oi</p>	<p>Nouns, gender, articles and use of the negative <b>Phonics focus:</b> i, in, ique and ille</p>	<p>Revision of silent letters.</p>	<p>Verbs, possessive adjectives, gender, definite, indefinite, partitive articles &amp; adjectival agreement <b>Phonics focus:</b> : è, e, é, eau, eux.</p>	<p>Recap masculine and feminine nouns un and une. Phonics focus: e in tête, ain in main</p>

## Key Vocabulary

Use words and phrases such as:

<p>Les numéros 1-69</p> <p>Les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>Les saisons: L'hiver = Winter Le printemps = Spring L'été = Summer L'automne = Autumn</p> <p>La météo: Quel temps fait-il? Il pleut                    Il fait chaud Il fait froid                Il y a du vent Il fait beau                Il y a du soleil</p> <p>Joyeux Noël    Le Père Noël    Un cadeau Le sapin        Un bonhomme de neige</p>	<p>En Classe:</p> <p>Un taille crayon    Un cahier    Un crayon    Un bâton de colle    Un stylo    Un cartable Un livre    Une gomme    Une règle    Une calculatrice    Des ciseaux    Une trousse</p> <p>Qu'est ce qu'il y a dans ta trousse?</p> <p>Dans ma trousse j'ai... Dans ma trousse je n'ai pas de..</p> <p>Écoutez Écrivez Répétez Silence Ouvrez vos cahiers Fermez vos cahiers Pensez Levez la main Lisez Demandez</p>	<ul style="list-style-type: none"> <li>• La tête.</li> <li>• La poitrine.</li> <li>• La jambe.</li> <li>• Le bras.</li> <li>• Le dos.</li> <li>• La main.</li> <li>• Le pied.</li> <li>• Le visage</li> </ul> <p>Les couleurs: rouge, bleu, jaune, vert, orange, violet, rose, noir, gris, marron</p> <p>Les vêtements: Un pantalon Un maillot de bain Un pull Un tee-shirt Un manteau Un short Une robe Une cravate Une écharpe Une jupe Une veste</p>
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**Year 5:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Listen attentively and understand more complex phrases.</p> <p>Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers from 70 –100 with support e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them</p>	<p>Take part in short conversations using familiar structures and vocabulary.</p> <p>Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</p> <p>Give simple instructions and directions e.g. a recipe, directions to a place, the route to school ensuring comprehension of listeners.</p> <p>Begin to understand and express future intentions e.g. I am going swimming on Wednesday.</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk.</p> <p>With support refer to experiences or interests.</p>	<p>Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of facts and/or opinions from a short text.</p> <p>Begin to use a dictionary or glossary to work out the meaning of unfamiliar vocabulary.</p> <p>Practise reading aloud a poem to perform in assembly demonstrating increased confidence. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</p>	<p><b>Writing:</b> Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter.</p> <p>Begin to know how to form the near future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister.</p> <p>Understand the word order of familiar adjectives and apply correct</p>

			endings, singular and plural, with increasing accuracy.
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**Suggested key topics or suitable scheme to cover the skills outlined above. Language Angels to support Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)**

<p>La phonétique (lesson 3)</p> <p>Recap number to 69 Numbers 70- 100</p> <p>Les animaux (Language Angels)</p>	<p><b>A story in French:</b> Les Trois Cabris</p> <p>Christmas vocabulary French Christmas songs</p>	<p>Les Saisons KS2 (Language Angels)</p>	<p>Likes and dislikes Giving opinions Sports and activities</p> <p><b>A story in French:</b> Antoine le parasite</p>	<p>La famille (Language Angels)</p>	<p>Prepositions</p> <p><b>A story in French:</b> La pièce perdue</p>
<p>Nouns, gender, articles, determiners and verbs Silent letters and nasal sounds <b>Phonics focus:</b> ch, ou, on and oi</p>		<p>Nouns, articles and determiners <b>Phonics focus:</b> ch, ou, on and oi</p>	<p>Conjugate the irregular verb faire Understand the concept of de la, de l' and du when talking about sports Phonics focus: ou in jouer</p>	<p>Nouns, articles/determiners &amp; possessive adjectives <b>Phonics focus:</b> i, in, ique and ille</p>	<p>Recap prepositions Recap adjectival position and agreement Prepositions <b>Phonics focus:</b> à in à côté de, s in sur and sous</p>

## Key Vocabulary

Use words and phrases such as:

<p>Les numéros 1-100</p> <p>Les animaux:  un chien  un poisson  un chat  un cochon d'Inde  un oiseau  un serpent  un lapin  une tortue  une souris  une araignée</p> <p>Les animaux:  Un canard  Un cochon  Un mouton  Un cheval  Une vache  Un chèvre  Une poule</p>	<p>Les saisons:  L'hiver = Winter  Le printemps = Spring  L'été = Summer  L'automne = Autumn</p> <p>Hobbies:</p> <p>Je joue:  au tennis  au football  au volleyball  aux cartes  avec mon ordinateur  J'écoute de la musique  Je regarde la télé</p>	<p>Prepositions:  à côté de  En face de  Sur  Sous  Devant  Derrière  Entre  Chez  Depuis  Près de</p> <p>Je fais:  de la natation  du vélo</p> <p>J'aime  Je n'aime pas</p>
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**Year 6:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</p> <p>Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Understand numbers in context e.g. the year, 24 hour clock, quantities.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience including some opinions.</p> <p>Understand and use numbers in context e.g. saying the year, 24- hour clock, quantities. Understand and use transactional language e.g. in a café.</p> <p>Give a description e.g. of a town, geographical features in a country</p> <p>Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather.</p> <p>Express and justify opinions e.g. I like netball because it's fun.</p> <p>Be understood with little or no difficulty.</p>	<p>Read aloud from a text with good expression and with confidence.</p> <p>Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts or simple newspaper article.</p> <p>Use the context of a sentence or translation dictionary to work out the meaning of new words.</p>	<p><b>Writing:</b> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use dictionaries to check spelling of words.</p> <p>Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: verbs –begin to use the past tense, reinforce understanding of future tense. Adverbs Begin to use past tense/future tense in spoken work e.g. when giving a</p>

			<p>weather report, when describing what they had to eat that day/what they are going to eat.</p> <p>Identify tenses from a selection of sentences written in the present, past and future tense</p>
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**Suggested key topics or suitable scheme to cover the skills outlined above e.g. Salut Sophie or Language Angels**

**Core Vocabulary and Phonetics to be repeated once in each year group. See Language Angels – Core Vocabulary – La phonétique (4 lessons covering 18 essential sounds)**

**In addition, Year 6 will repeat the same stories from Year 5 and will innovate with additions, substitutions, alterations, change of viewpoint, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.**

<p>La phonétique (lesson 3)</p> <p>As tu un Animal? (Language Angels)</p>	<p><b>A story in French:</b> Les Trois Cabris (innovated for pets)</p> <p>St. Nicholas &amp; French Christmas traditions.</p>	<p>Revision of Likes and dislikes Giving opinions Sports and activities</p> <p>Manger et Bouger (Language Angels)</p>	<p><b>A story in French:</b> Antoine le paresseux (innovated for healthy foods and activities)</p>	<p>Moi dans le monde (Language Angels)</p>	<p><b>French story: La pièce perdue</b> (To be innovated to search countries and cities)</p>

<p>Indefinite articles, high frequency verbs &amp; negative.</p> <p><b>Phonics focus:</b> é, e, è, eau, eux</p>		<p>First person singular conjugation of high frequency verbs, use of the negative &amp; imperative instructions</p> <p><b>Phonics focus:</b> qu, ç, gne, en, an</p>		<p>Verbs and near future tense</p> <p><b>Phonics focus:</b> qu, ç, gne, en, an</p>	<p>Revision of prepositions</p>
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### Key Vocabulary

Use words and phrases such as: All of the vocabulary from previous years to revise in preparation for transition to KS3.  
 Revisit La phonétique to ensure the 18 key sounds are secure before moving onto Y7



# Key Stage 3

Year 7:

Substantive Knowledge:

Listening	Speaking	Reading	Writing
<p>Recognise familiar key words in familiar contexts in sentences. Understand familiar grammar.</p>	<p>Use familiar vocabulary Vary speaking frames or models. Respond with short phrases. Copy phrases. Reproduce pronunciation of letter strings and accents. Be aware of intonation and use it to distinguish between questions and responses. Use linking words to extend sentences. Apply familiar grammatical rules in guided tasks.</p>	<p>Understand familiar words in short passages. Identify which words need to be checked in a dictionary. Use dictionary to find meaning of individual words. Understand familiar grammar</p>	<p>Reproduce spelling. Vary writing frames or models. Use linking words to extend sentences. Use familiar vocabulary. Apply familiar grammatical rules in guided tasks. Use a dictionary to vary vocabulary (nouns)</p>

Suggested key topics or suitable scheme that covers skills outlined above:

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• French Phonics and French Alphabet</li> <li>• School subjects</li> <li>• Time</li> <li>• Likes and Dislikes with reasons</li> <li>• School Equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Countries and Nationalities</li> <li>• New Year’s Resolutions</li> <li>• Technology</li> <li>• Physical Descriptions of people</li> <li>• Characteristics and Personality</li> </ul>

- Numbers
- Dates
- Colours
- Christmas
- Places in Town

- House
- Bedroom

**Suggested grammar content by end of Yr 7**

- subject pronouns
- indefinite article
- use of numbers for age and date
- definite article
- avoir
- adjectival agreement – m, f, pl
- possessives, mon, ma, mes
- plural nouns
- être
- present tense 'er' verbs
- il y a & c'est
- asking questions
- difference tu / vous
- opinions
- imperative via classroom commands
- intensifiers
- conjunctions
- faire
- finite verb + infinitive – combining verbs
- aller + infinitive for near future

- aimer + infinitive

**Year 8:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing
<p>Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Understand familiar grammar.</p>	<p>Reproduce pronunciation of letter strings, accents and other characters in unfamiliar, common vocabulary. Use intonation to express mood. Vary speaking frames or models. Use range of linking words to extend sentences giving opinions and reasons. Produce short phrases across a range of topics, using familiar structures.</p>	<p>Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Begin to deduce meaning of unfamiliar words using context. Use glossaries, for new vocabulary.</p>	<p>Use familiar words, phrases and structures to produce short passage. Vary writing frames or models. Use range of linking words to extend sentences giving opinions and reasons. Use glossaries independently.</p>

**Suggested key topics or suitable scheme that covers skills outlined above:**

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• Daily Routine</li> <li>• Time</li> <li>• Family</li> <li>• Getting along with people</li> <li>• Physical Descriptions of people</li> <li>• Characteristics and Personality</li> <li>• Weather</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Shopping</li> <li>• New Year's Resolutions</li> <li>• House</li> <li>• Bedroom</li> <li>• Leisure &amp; TV</li> <li>• Going out</li> </ul>

- Countries
- Holidays
- Food
- Cafe and Restaurant

**Suggested grammar content by end of Yr 8**

- reflexive verbs
- using –er verbs
- the negative
- masculine and feminine nouns
- Être and avoir
- depuis+ present tense
- aller
- faire
- complex sentences
- -ir verbs
- -re verbs
- perfect tense with avoir & être
- irregular past participles
- c'était
- à + place
- vouloir
- modal verbs
- pouvoir
- devoir
- negative with modals
- adjectival position
- ce/cette/ces

- near future
- comparative & superlative
- using definite article after aimer
- using partitive article
- il faut + infinitive
- de with quantities
- dialogues
- prepositions à and en
- question words
- opinions
- asking open questions
- perfect tense practice
- comparative adjectives
- ne.... jamais
- varied adjectives
- near future
- conditional mood

**Year 9:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing
<p>Understand familiar words in new contexts and the gist of longer passages across a range of topics.</p> <p>Deduce meaning of unfamiliar words using context as a matter of course.</p> <p>Understand familiar grammar.</p>	<p>Maintain pronunciation of letter strings, accents and other characters in extended speaking.</p> <p>Use intonation to express meaning.</p> <p>Vary and extend speaking frames or models.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks.</p>	<p>Understand familiar words in new contexts and the gist of longer passages across a range of topics.</p> <p>Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context.</p> <p>Use dictionary independently to find meaning of individual words.</p> <p>Understand familiar grammar.</p>	<p>Vary and extend writing frames or models to produce extended passages.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks.</p> <p>Use a dictionary independently</p>

**Suggested key topics or suitable scheme that covers skills outlined above:**

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• Environment</li> <li>• Healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• – climate change, flooding, plastic pollution, the seas, organic farming, global warming, endangered species</li> <li>• Film and TV</li> <li>• A Trip to Paris – holiday plans, landmarks, geography, transport, accommodation</li> <li>• Weekend Plans</li> </ul>

	<ul style="list-style-type: none"> <li>• Role play – shopping, eating out, health</li> <li>• Youth culture</li> <li>• Work and future plans</li> <li>• Holidays</li> <li>• Me in the world</li> </ul>
<p><b>Suggested grammar content by end of Yr 9</b></p> <ul style="list-style-type: none"> <li>• avoir and être</li> <li>• present tense</li> <li>• aller</li> <li>• perfect tense;</li> <li>• À + definite article</li> <li>• il faut</li> <li>• partitive article</li> <li>• future tense</li> <li>• two tenses together</li> <li>• near future</li> <li>• common irregular verbs</li> <li>• masculine and feminine nouns</li> <li>• modal verbs</li> <li>• asking questions</li> <li>• forming questions with question words</li> <li>• using the conditional</li> <li>• using reflexive verbs</li> <li>• using perfect tense</li> <li>• expressions with avoir</li> <li>• possessive adjectives</li> <li>• three tenses together</li> </ul>	

- infinitives to mean ‘-ing’

## Key Stage 4

Year 10 &11

Substantive Knowledge:

AO1: Listening – understand and respond to different types of spoken language.	AO2: Speaking – communicate and interact effectively in speech.	AO3: Reading – understand and respond to different types of written language.	AO4: Writing – communicate in writing.
<p>Understand familiar words in new contexts and process longer passages with an increasing level of detail across a range of topics within the themes.</p> <p>Deduce meaning of unfamiliar words using context as a matter of course.</p> <p>Understand familiar grammar and tenses and how these alter meaning and understanding.</p> <p>Develop their ability to understand clearly articulated, standard speech at near normal speed.</p>	<p>Maintain pronunciation of letter strings, accents and other characters in extended speaking.</p> <p>Use intonation to express meaning. Vary and extend speaking frames or models, with a variety of tenses.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks, including a variety of tenses.</p>	<p>Understand familiar words in new contexts and process longer passages across a range of topics with increasing accuracy.</p> <p>Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context.</p> <p>Use dictionary independently to find meaning of individual words.</p> <p>Understand familiar grammar, including a variety of tenses.</p> <p>Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to</p>	<p>Vary and extend writing frames or models to produce extended passages with increasing accuracy.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks, including a variety of tenses.</p> <p>Use a dictionary independently.</p> <p>Develop ability to communicate confidently and coherently with</p>



	Develop ability to communicate confidently and coherently with native speakers, conveying what they want to say with increasing accuracy.	authentic written material, adapted and abridged, as appropriate, including literary texts.	native speakers in written form, conveying what they want to say with increasing accuracy.
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## KS4 Specification Topics, applying the above substantive knowledge

Following the AQA specification for GCSE French <https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

This will enable students at KS4 to:

- develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary to increase their independent use and understanding of extended language in a range of contexts
- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- develop awareness and understanding of the culture and identity of the countries and communities where French is spoken
- make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and prepare them for further language study in school, higher education or employment
- develop language strategies, including repair strategies

Yr 10	<b>Term 1:</b> Identity and Culture	<b>Term 2:</b> Identity and Culture	<b>Term 3:</b> Identity and culture	<b>Term 4:</b> Identity and Culture	<b>Term 5:</b> Local, national, international and global areas of interest	<b>Term 6:</b> Local, national, international and global areas of interest
	Me, my family & friends - relationships with family and friends - Marriage/partnership  <b>Assessment – Listening/Reading (week 7)</b>	Technology in everyday life - Social media - Mobile technology  <b>Assessment – Listening/Reading &amp; Writing (week 15)</b>	Free-time activities - Music - Cinema and TV - Food and eating out - Sport  <b>Assessment – Listening/Reading &amp; Writing (week 22)</b>	Customs and Festivals  <b>Assessment – Speaking (week 27)</b>	Home, town, neighbourhood and region	Social issues - Charity/voluntary work - Healthy/unhealthy living  <b>Assessment – Internal exam – Listening, reading &amp; writing (week 35) Internal speaking exam (week 38)</b>
<b>Yr 10 Grammar Content</b>	Reflexive verbs Direct object pronouns The future tenses	Present tense of regular and irregular verbs	Perfect tense Developing sentences Demonstrative pronouns Pronouns y & en	Reflexive verbs in the perfect tense Perfect infinitive Imperfect tense	Negatives Conditional mood Possessive pronouns	Vouloir que+subjunctive Imperfect tense
Yr 11	<b>Term 1:</b> Local, national, international and global areas of interest	<b>Term 2:</b> Local, national, international and global areas of interest	<b>Term 3:</b> Current and future study and employment	<b>Term 4:</b> Current and future study and employment	<b>Term 5:</b> Exam preparation	<b>Term 6:</b> Exam preparation
	Global issues - Environment - Poverty/homelessness  <b>Assessment – Writing (week 7)</b>	Travel and Tourism  <b>Assessment – Internal exam (weeks 11&amp;12)</b>	My studies, life at school & college  <b>Assessment – Internal speaking exam (week 19)</b>	Education post 16, jobs, career choice & ambitions  <b>Assessment – Ebacc internal exams (week 23). Exam prep, focus on speaking</b>		
<b>Yr 11 Grammar</b>	Si + present Verbs of possibility	Revision of three tenses	Modal verbs Perfect Tense	Quand + future tense		

<b>Content</b>	Subjunctive Pluperfect tense (higher)		Conditional Mood	Passive voice in present tense Avoiding the passive voice		
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## Key Stage 5

### Key Stage 5 – Statement

The KS5 curriculum is based on the AQA A Level specification. The curriculum has been designed using stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of countries where the target language is spoken.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of target language-speaking artistic culture, including music and cinema, and learn about political engagement and who wields political power in the target language-speaking world.

Students also explore the influence of the past on present-day target language-speaking communities. Throughout their studies, they will learn the language in the context of target language-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

Assessment tasks will be varied and cover listening, speaking, reading and writing skills

### Year 12&13

#### Substantive Knowledge:

A01	A02	A03	A04
Understand and respond: <ul style="list-style-type: none"> <li>in speech to spoken language including face-to-face interaction</li> <li>in writing to spoken language drawn from a variety of sources</li> </ul>	Understand and respond: <ul style="list-style-type: none"> <li>in speech to written language drawn from a variety of sources</li> <li>in writing to written language drawn from a variety of sources.</li> </ul>	Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.	Show knowledge and understanding of, and respond critically and analytically to, different aspects of the culture and society of countries/communities where the language is spoken.

<b>Internal Assessment</b>	
Progress checks	Termly
Yr 12 Internal Exams	Yr12 Term 6
Yr 13 Internal Exams	Yr13 Term 3

## French KS5 Specification Topics - applying the above substantive knowledge

Following the AQA specification for A-Level French <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>

Social issues and trends

Aspects of French-speaking society: current trends

- **La famille en voie de changement (TB unit 1)**
  - Grands-parents, parents et enfants – soucis et problèmes
  - Monoparentalité, homoparentalité, familles recomposées
  - La vie de couple – nouvelles tendances
- **La « cyber-société » (TB unit 2)**
  - Qui sont les cybernautes ?
  - Comment la technologie facilite la vie quotidienne
  - Quels dangers la « cyber-société » pose-t-elle ?
- **Le rôle du bénévolat (TB unit 3)**
  - Qui sont et que font les bénévoles ?

- Le bénévolat – quelle valeur pour ceux qui sont aidés ?
- Le bénévolat – quelle valeur pour ceux qui aident ?

#### Aspects of French-speaking society: current issues

- **Les aspects positifs d'une société diverse (TB unit 7)**
  - L'enrichissement dû à la mixité ethnique
  - Diversité, tolérance et respect
  - Diversité – un apprentissage pour la vie
- **Quelle vie pour les marginalisés ? (TB unit 8)**
  - Qui sont les marginalisés ?
  - Quelle aide pour les marginalisés ?
  - Quelles attitudes envers les marginalisés ?
- **Comment on traite les criminels (TB unit 9)**
  - Quelles attitudes envers la criminalité ?
  - La prison – échec ou succès ?
  - D'autres sanctions

#### Political and artistic culture

##### Artistic culture in the French-speaking world

- **Une culture fière de son patrimoine culturel (TB unit 4)**
  - Le patrimoine sur le plan national, régional et local
  - Comment le patrimoine reflète la culture
  - Le patrimoine et le tourisme
- **La musique francophone contemporaine (TB unit 5)**

- La diversité de la musique francophone contemporaine
- Qui écoute et apprécie cette musique ?
- Comment sauvegarder cette musique ?
- **Cinéma – le septième art (TB unit 6)**
  - Pourquoi le septième art ?
  - Le cinéma – une passion nationale ?
  - Evolution du cinéma – les grandes lignes

#### Aspects of political life in the French-speaking world

- **Les ados, le droit de vote et l'engagement politique (TB unit 10)**
  - Pour ou contre le droit de vote ?
  - Les ados et l'engagement politique – motivés ou démotivés ?
  - Quel avenir pour la politique ?
- **Manifestations, grèves – à qui le pouvoir ? (TB unit 11)**
  - Le pouvoir des syndicats
  - Manifestations et grèves – sont-elles efficaces ?
  - Attitudes différentes envers ces tensions politiques
- **La politique et l'immigration (TB unit 12)**
  - Solutions politiques à la question de l'immigration
  - L'immigration et les partis politiques
  - L'engagement politique chez les immigrés

#### Works

- Film “Au Revoir les Enfants” and/or “La Haine”

- PLUS BOOK “No et moi”

## Planning

### Phases of learning – year 12

#### Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE. We recommend these teaching steps:

- separate writing and speaking from memorising and learning by heart
- grammar learning for writing and speaking
- grammar programme links with the new specification thematic aspects

#### Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.

Framework for developing:

- vocabulary
- comprehension skills, including summary-writing
- essay-writing skills in the context of the chosen work
- speaking skills
- translation skills, both from and into the target language.

#### Phase 3

- Focus on film and book study.
- Exam skills

## Phases of learning – year 13

### Phases 1 and 2

Practice in:

- speaking
- comprehension skills
- transfer of meaning skills linked to the themes in the second year programme.

### Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

### Phase 4

Intensive practice of assessment and exam skills and tasks.

## Year 12

Time	Phase	Content
September – October	Phase 1: intensive grammar programme linked to thematic content.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current trends.</li><li>• Artistic culture in the French-speaking world.</li></ul>
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current trends</li><li>• Artistic culture in the French-speaking world.</li><li>• Chosen film or book.</li></ul>
Easter – end of year	Phase 3b: teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	Study skills required for independent research and the development of an independent research action plan ☑ setting targets, milestones and deadlines for the Summer holiday and beyond.



## Year 13

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	<ul style="list-style-type: none"><li>Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.</li><li>Study of second work.</li></ul>
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work and more time spent on social issues.	<ul style="list-style-type: none"><li>Aspects of French-speaking society: current issues and aspects of political life in the French-speaking world.</li><li>Study of second work.</li></ul>
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	The content and skills aspects of the A-level course are now completed.
March – study leave	Phase 4: intensive and comprehensive exam preparation.	All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

### Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 3 main areas for the A-level course:

#### A-level:

1. Essay writing skills and the study of 2 works (film + book) - 20%
2. All other skills - 80% (including the research project)
3. Time needed to support and oversee independent research project for the speaking assessment

### Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.

## German KS5 Specification Topics – applying the above substantive knowledge

Following the AQA specification for A-Level German: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/german-7662>

### Social issues and trends

#### Aspects of German-speaking society

- **Familie im Wandel (TB unit 1)**
  - Beziehungen innerhalb der Familie
  - Partnerschaft und Ehe
  - Verschiedene Familienformen
- **Die digitale Welt (TB unit 2)**
  - Das Internet
  - Soziale Netzwerke
  - Die Digitalisierung der Gesellschaft
- **Jugendkultur: Mode, Musik und Fernsehen (TB unit 3)**
  - Mode und Image
  - Die Bedeutung der Musik für Jugendliche

- Die Rolle des Fernsehens

### Multiculturalism in German-speaking society

- **Einwanderung (TB unit 7)**
  - Die Gründe für Migration
  - Vor- und Nachteile der Einwanderung
  - Migrationspolitik
- **Integration (TB unit 8)**
  - Maßnahmen zur Integration
  - Hindernisse für die Integration
  - Die Erfahrungen verschiedener Migrantengruppen
- **Rassismus (TB unit 9)**
  - Die Opfer des Rassismus
  - Die Ursprünge des Rassismus
  - Der Kampf gegen Rassismus

### Political and artistic culture

#### Artistic culture in the German-speaking world

- **Feste und Traditionen (TB unit 4)**
  - Feste und Traditionen – ihre Wurzeln und Ursprünge
  - Feste und Traditionen – ihre soziale und wirtschaftliche Bedeutung heute
  - Vielfältige Feste und Traditionen in verschiedenen Regionen
- **Kunst und Architektur (TB unit 5)**
  - Künstler und Architekten

- Kunst und Architektur im Alltag
- Kunst und Architektur – Vergangenheit, Gegenwart, Zukunft
- **Das Berliner Kulturleben damals und heute (TB unit 6)**
  - Berlin – geprägt durch seine Geschichte
  - Theater, Musik und Museen in Berlin
  - Die Vielfalt innerhalb der Bevölkerung Berlins

#### Aspects of political life in the German-speaking world

- **Deutschland und die Europäische Union (TB unit 10)**
  - Die Rolle Deutschlands in Europa
  - Vor- und Nachteile der EU für Deutschland
  - Die Auswirkungen der EU-Erweiterung auf Deutschland
- **Die Politik und die Jugend (TB unit 11)**
  - Politisches Engagement Jugendlicher
  - Schwerpunkte der Jugendpolitik
  - Werte und Ideale
- **Die Wiedervereinigung und ihre Folgen (TB unit 12)**
  - Friedliche Revolution in der DDR
  - Die Wiedervereinigung – Wunsch und Wirklichkeit
  - Alte und neue Bundesländer – Kultur und Identität

#### Works

- Film “Good Bye, Lenin!”

- PLUS BOOK “der Vorleser”

## Planning

### Phases of learning – year 12

#### Phase 1

For the first two years of teaching new specification, students will need to gain new skills, different from GCSE. We recommend these teaching steps:

- separate writing and speaking from memorising and learning by heart
- grammar learning for writing and speaking
- grammar programme links with the new specification thematic aspects

#### Phase 2

Introduction to reading and listening skills developed through theme-related texts and materials. There is also study of either a film or a book.

Framework for developing:

- vocabulary
- comprehension skills, including summary-writing
- essay-writing skills in the context of the chosen work
- speaking skills
- translation skills, both from and into the target language.

#### Phase 3

- Focus on film and book study.
- Exam skills

### Phases of learning – year 13

#### Phases 1 and 2

Practice in:

- speaking
- comprehension skills
- transfer of meaning skills linked to the themes in the second year programme.

### Phase 3

Teaching-time devoted to the independent research carried out by the students. The research task is a significant part of speaking assessment.

### Phase 4

Intensive practice of assessment and exam skills and tasks.

## Year 12

Time	Phase	Content
September – October	Phase 1: intensive grammar programme linked to thematic content.	<ul style="list-style-type: none"> <li>• Aspects of German-speaking society</li> </ul>
November – Easter	Phase 2: development of all skills through theme-linked teaching and learning.	<ul style="list-style-type: none"> <li>• Aspects of German-speaking society</li> <li>• Artistic culture in the German-speaking world.</li> <li>• Chosen film or book.</li> </ul>
Easter – end of year	Phase 3b: teaching on film or book to meet A-level requirements. Developing skills in speaking, essay writing, listening, reading, summary writing and translation into and from target language.	Study skills required for independent research and the development of an independent research action plan ☑ setting targets, milestones and deadlines for the Summer holiday and beyond.

## Year 13

Time	Phase	Content
September – October	Phase 1: development of skills in the two theme areas of year 13. Intensive first phase of teaching and learning for the second work.	<ul style="list-style-type: none"> <li>• Multiculturalism in German-speaking society.</li> <li>• Study of second work.</li> </ul>

Time	Phase	Content
October – December	Phase 2: as for phase 1 with less time spent on the 2nd work	<ul style="list-style-type: none"> <li>• Multi-culturalism in German-speaking society.</li> <li>• Study of second work.</li> </ul>
January – March	Phase 3: phase 1 and 2 continued. Content and skills practice with independent research (ie outcomes are shared with teacher, planning and preparation for speaking).	<ul style="list-style-type: none"> <li>• Aspects of political life in the German-speaking world</li> </ul> <p>The content and skills aspects of the A-level course are now completed.</p>
March – study leave	Phase 4: intensive and comprehensive exam preparation.	All skills targeted on a timely basis according to the needs and priorities of the schedule of the exams.

### Assessment

Time allocated to the various demands of the course reflects the weightings given to the different assessments or examinations. Assessment has been divided into 3 main areas for the A-level course:

#### A-level:

4. Essay writing skills and the study of 2 works (film + book) - 20%
5. All other skills - 80% (including the research project)
6. Time needed to support and oversee independent research project for the speaking assessment

### Assessment of cultural knowledge

Students will not be expected to rely on any particular cultural knowledge in comprehension tasks. However, they are assessed on some new features in the listening and reading, such as summary writing and a return to quality of language.

In the speaking test (AO4) students demonstrate what they know of the culture and society whose language they have studied. In the essays on films and books, they will be assessed on the knowledge of the films and books as AO4. Sub-themes and their aspects provide a framework for developing and extending lexical and grammatical knowledge.