

MFL Schemes of Work – Skills Focus

Given the shift at GCSE to linear courses, it is more important than ever to support students throughout KS3/4 in developing the necessary skills and strategies to succeed in terminal exams.

Our primary focus during lessons should be using content detailed on the scheme of work as a platform to teach students key exam skills and strategies.

The content/vocabulary of each topic is a vehicle through which we should teach these skills from Year 7 onwards.

Each term at KS3, teachers should:

- Begin planning KS3 units by deciding whether to focus primarily on spoken or written language throughout the unit.
- Tailor lessons to reflect the two primary skills (listening/speaking or reading/writing) that are the focus for the term.
- Dedicate lesson time to teaching the key strategies listed for each skill through the content of the unit.
- Use “The Essential Guide – [Foundation/Higher](#)” for more guidance and strategies on various elements of the exams which should be embedded practice within lessons throughout KS3/4. There are also lots of useful resources [here](#) to support teaching of key skills.
- Formally assess the two skills at the end of the unit.
- Use whole class feedback to support student’s ongoing development and application of these skills and the strategies they have acquired throughout the term.

Teachers should alternate focus each term (i.e. if spoken language is the focus in Term 1, written language should be the focus in Term 2. This will ensure that all four skills are being covered regularly over time.

Spoken Language

Listening	Speaking		
	Role play	Photo Card	Conversation
Understanding rubrics TIQ – Title, Instructions, Questions. Using the reading time effectively Predicting language Listening for gist Listening for detail Recognising cognates & synonyms Recognising distractors & false friends Inference Resilience	Understanding rubrics Understanding question words Forming basic questions Using ‘tu’ and ‘vous’ Using what you know to communicate clearly Giving brief, simple answers for each task Using the preparation time effectively Coping phrases & repair strategies	Understanding question words Generic vocabulary/ strategies to describe a photo Using what you know to communicate clearly Giving and explaining opinions Generic strategies to develop answers Using the preparation time effectively Coping phrases & repair strategies	Understanding question words Forming basic questions Using key verbs in different tenses Recognising common tense indicators Giving and explaining opinions Generic strategies to develop answers Preparing transferable conversation prompts Coping phrases & repair strategies

N.B. Teachers should choose EITHER photo card or general conversation to formally assess at the end of the unit and lessons should be tailored accordingly. Role play will NOT be formally assessed. However, teachers should build in opportunities for students to become familiar with the format and practice the skills involved.

Written Language

Reading

Understanding rubrics
TIQ – Title, Instructions, Questions.
Skimming for detail
Decoding unfamiliar words using context
Recognising cognates & synonyms
Recognising distractors & false friends
Inference
Translation skills
Understanding & answering questions in French
Reading authentic texts

Writing

Understanding rubrics
Generic vocabulary/ strategies to write simple sentences about a photo (Foundation ONLY)
Translation skills – using synonyms to convey meaning
Planning an answer
Responding to all parts of the task
Using what you know to write accurately
Using key verbs in different tenses
Recognising common tense indicators in rubrics
Giving and explaining opinions
Proof reading
Writing extended answers in response to open-ended tasks (Higher ONLY)
Using complex language (Higher ONLY)

N.B. Only the written task will be formally assessed at the end of the unit. The translation and photo tasks are included on the assessment but only as an opportunity for students to practice the skills involved and for teachers to formatively assess in inform their future planning.