

**Lordswood Girls' School and Sixth Form Centre**  
**Department of Modern Foreign Languages**  
**Catch Up Plan, Autumn 2020**

**Aims**

The document aims to outline the department of modern foreign languages' intentions to support students back into full time-education from September 2020.

**Catch Up Plan**

**Year 8-11**

RAG document: In order to ascertain a starting point, during the first 2 weeks of teaching, all students will complete a document to identify gaps in their knowledge following the work they completed during Lockdown.

This document will be driven by grammar in the main, please see year by year outlines below.

During the autumn term, staff will revisit the criteria on the RAG documents in the hope of plugging gaps and improving levels of confidence and proficiency.

Yr group & language	Key concepts to cover
Year 8 Spanish	<ul style="list-style-type: none"> <li>• <b>Use the 'we' form of present tense -er verbs to:</b> say what subjects I study, ask someone what they study, say what I study on different days, give a reason, ask someone what their favourite day is</li> <li>• <b>Use me gusta(n) + definite article + noun and apply rules of adjectival agreement to:</b> give an opinion and reason about school subjects, ask someone else's opinions about school subjects</li> <li>• <b>Use 'hay' and 'no hay'; use the correct definite and indefinite articles to:</b> describe school and its facilities, and ask someone about their school</li> <li>• <b>Recall and apply the full paradigm of -er and -ir verbs in the present tense and to apply sequencer to:</b> discuss break time at school</li> <li>• <b>To apply opinion verbs, comparatives and adjectival agreements to:</b> write a series of short paragraphs to describe your school, subjects and teachers</li> </ul>
Year 9 Spanish	<ul style="list-style-type: none"> <li>• <b>Use a range of opinions + definite articles +nouns:</b> to se exclamations to: say what I like/don't like to eat and drink and ask someone about their preferences, Agree/disagree with someone</li> <li>• <b>Use the present tense and negatives to:</b> ask and answer questions about what I eat/don't eat for different meals and at what time</li> <li>• <b>Use the present tense and tener expressions to:</b> say I am hungry/thirsty, understand a menu, order a meal in a restaurant and ask for the bill</li> <li>• <b>Apply the near future tense to:</b> describe what I am going to bring to a party/what I am going to buy</li> <li>• <b>To combine the present, preterite and near future tenses in order to:</b> describe what you do at weekends</li> </ul>
Year 10 Spanish	<ul style="list-style-type: none"> <li>• <b>To use the imperfect tense to:</b> describe what I used to study and school facilities in the past</li> <li>• <b>To use the preterite tense to:</b> describe what I studied</li> <li>• <b>To use the present tense to:</b> describe what I study and school</li> </ul>

	<p>facilities</p> <ul style="list-style-type: none"> <li>● <b>To use the near future tense to:</b> describe what I am going to study</li> <li>● <b>To use the conditional tense to:</b> describe what i would like to study</li> <li>● <b>To give simple opinions and reasons</b> ensuring accurate adjectival agreement</li> <li>● <b>To give more complex opinions</b></li> <li>● <b>To use comparatives to:</b> compare school subjects</li> <li>● <b>To use more complex, varied and interesting structures and vocabulary to;</b> describe teachers</li> <li>● <b>To use the present and imperfect tenses to;</b> describe you current school and primary school respectively</li> <li>● <b>To use more complex negatives</b></li> <li>● <b>To use phrases that trigger infinitive verbs to:</b> understand and describe school rules and problems</li> <li>● <b>To use the near future tense to:</b> describe plans for a school exchange</li> <li>● <b>To use the present tense to:</b> describe what extracurricular activities and when</li> <li>● <b>To use desde hace + the present tense to:</b> say how long you have been doing these activities</li> <li>● <b>To give your opinion</b> about extra curricular activities</li> <li>● <b>To use the preterite to:</b> describe a special event you have taken part in</li> <li>● <b>To use the near future tense to:</b> describe an event you are going to take part in</li> <li>● <b>To understand and apply direct object pronouns to:</b> avoid repetition (lo/la/los/las = it/them)</li> </ul>
Year 11 Spanish	<ul style="list-style-type: none"> <li>● <b>To apply the perfect tense to:</b> describe what is trending (he comprado)</li> <li>● <b>To say “I have just + action</b> (acabar de + infinitive verb)</li> <li>● <b>To use the near future tense to:</b> say what you are going to do in the future</li> <li>● To buy cinema tickets at a kiosk</li> <li>● <b>To use positive and negative phrases:</b> to give the pros and cons of watching a film at the cinema vs at home</li> <li>● <b>To identify and understand 5 tenses:</b> imperfect, preterite, perfect, present, near future</li> <li>● <b>To identify time phrases</b> that trigger each of these 5 tenses</li> <li>● <b>To apply the present tense to:</b> describe who I admire and why</li> <li>● <b>To apply the imperfect tense to:</b> describe what they were like when they were younger</li> <li>● <b>To apply the preterite tense to:</b> describe what they did</li> <li>● <b>To apply the perfect tense to:</b> describe what awards they have won/how they have overcome/problems/what they have done</li> <li>● <b>To apply the near future to:</b> describe what they are going to do in the future</li> <li>● To develop examination technique - reading/listening/speaking</li> <li>● <b>To use se puede + inf verb to:</b> say what I can do in a city and its main features</li> <li>● <b>To use and understand a range of interrogatives and the present tense to:</b> ask and answer questions at the tourist office</li> <li>● To ask and give directions</li> <li>● <b>To use demonstratives to:</b> understand and describe complaints and solutions when shopping</li> <li>● <b>To combine 3 tenses to:</b> describe shopping preferences</li> </ul>
Year 9 French	<ul style="list-style-type: none"> <li>● <b>To use the verb il y'a and il n'y a pas to:</b> describe where I live</li> </ul>

	<ul style="list-style-type: none"> <li>● <b>To use indefinite articles to:</b> describe where I live</li> <li>● <b>To use the verb aller in the present tense to:</b> describe where I go/don't go at the weekend and when</li> <li>● <b>To use the verb aller in the present tense to:</b> describe what I normally do and what someone else normally does at the weekend</li> <li>● <b>To use prepositions after the verb aller in the present tense to:</b> describe where I go/don't go at the weekend and when</li> <li>● <b>To use the near future tense followed by prepositions to:</b> describe where I am going to go and with whom</li> <li>● <b>Use two tenses together:</b> the present and near future in order to describe weekend activities.....</li> <li>● <b>Use the present tense to:</b> describe what I normally do</li> <li>● <b>Use the near future to:</b> describe what someone else is going to do next weekend</li> </ul>
Year 10 French	<ul style="list-style-type: none"> <li>● <b>To use the present tense to:</b> to say what I eat and drink for breakfast, lunch, snack and dinner</li> <li>● <b>To apply quantities and use the present tense to:</b> describe what shops sell</li> <li>● <b>To combine 3 tenses to:</b> describe what I wear</li> <li>● <b>To use the present tense to:</b> describe what I normally wear</li> <li>● <b>To use the passé composé to:</b> describe what I wore for a wedding</li> <li>● <b>To use the near future tense to:</b> describe what I am going to wear to a bbq</li> <li>● <b>To use reflexive verbs in the present tense to:</b> describe daily routine</li> <li>● <b>To use modal verbs to:</b> describe daily life</li> <li>● <b>To use the subject pronoun “on” and the preposition “en” to:</b> discuss food for special occasions</li> <li>● <b>To use polite language to:</b> ask questions in the ‘tu’ and ‘vous’ form</li> <li>● <b>To understand figures in French</b></li> <li>● <b>To use past, present and future tenses:</b> to describe family celebrations</li> <li>● <b>To use the present tense to:</b> describe how I usually celebrate my birthday</li> <li>● <b>To use the passé composé to:</b> describe how I celebrated my birthday last year</li> <li>● <b>To use the future tense to:</b> describe how i am going to celebrate my next birthday</li> </ul>
Year 11 French	<ul style="list-style-type: none"> <li>● <b>To use reflexive verbs in the I form to:</b> describe what I normally do on holiday</li> <li>● <b>To use the ‘on’ form of verbs and on peut + infinitive verb:</b> to describe what once can do on holiday</li> <li>● <b>To use etre and avoir in the perfect tense to:</b> describe a past holiday</li> <li>● <b>To use the near future tense to:</b> describe a future holiday</li> <li>● <b>To use the conditional tense to:</b> describe where I would like to go on holiday and my ideal holiday</li> <li>● <b>To use reflexive verbs in the perfect tense to:</b> describe my hotel and what I did on holiday</li> <li>● To book at hotel room</li> <li>● <b>To use the gerund to:</b> describe where I am going, what I am having in a restaurant, what happened on arriving/leaving</li> <li>● <b>To use avant + de + infinitive verb to:</b> describe what to do before travelling</li> <li>● <b>To use il faut + infinitive verb to:</b> describe what I must do</li> <li>● <b>To use demonstrative adjectives and pronouns to:</b> say I would like to buy this/that/these/those</li> </ul>

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|  | <ul style="list-style-type: none"> <li>● <b>To use the perfect tense to:</b> describe what I bought On holiday last year</li> <li>● <b>To use être and avoir in the pluperfect tense to:</b> describe a disaster that happened on holiday</li> </ul> |
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After completing this programme of study, students will complete an assessment in which they must apply their knowledge of the aforementioned grammar points. Subsequently, students will complete the RAG document again. It is envisaged that most misconceptions will be rectified. However, should there still be misunderstandings, staff will revisit key points through interleaving. Should the need arise, staff may wish to host an extra curricular support session to target any areas of concern.

Schemes of work for Autumn 2 will be adapted to ensure progression of grammatical concepts.

**Google Classroom:** All students to be set up on this platform work from Lockdown will be available for students to view and revise. Resources used for teaching from September 2020 will also be available.

### Year 12 Spanish and French

**Transition work: Baseline grammar tasks:** In order to ascertain a starting point, before starting the A level course, all students will have completed a number of tasks to identify gaps in their grammatical knowledge.

During the autumn term, staff will revisit all grammar points though interleaving. Areas in which there are major concerns will be taught explicitly in order to plug gaps and improve levels of confidence and proficiency.

### Year 13 Spanish

**Baseline grammar assessment:** In order to ascertain a starting point, during the first 2 weeks of teaching, all students will complete an assessment to identify gaps in their knowledge following the work they completed during Lockdown.

This assessment will be grammar based. During the autumn term, all grammar points will be revisited though interleaving. Areas in which there are major concerns will be taught explicitly in order to plug gaps and improve levels of confidence and proficiency.

All topics will be revisited later on in the year in preparation for the oral examination.

**Google Classroom:** Similarly to KS3 and KS4, all students to be set up on this platform, including external students from Kings Norton Girls' School; work from Lockdown will be available for students to view and revise. Resources used for teaching from September 2020 will also be available.

### Contingency Plan

In order to ensure that students are able to resume learning Spanish and or French, the department of MFLs has prepared a contingency plan to help respond effectively to future effects of COVID-19. These effects may include staff absence, student absence and partial or full school closure.

- All students to be set up on Google Classroom by 28th September
- All teachers to integrate Google Classroom into their normal teaching, using it as a platform to upload resources and activities for students to complete or refer to. This will ensure that users are confident with the platform before any periods of absence.
- All teachers to ensure the relevant resources are uploaded onto Google Classroom in preparation for potential absences/school closure

- All students to be signposted to their Google Classroom by their teacher and the school website in the event of absence or school closure
- All MFL teaching staff to use Google Classroom to post assignments and upload materials in the case of absence or school closure
- All teachers and students to communicate through Gmail, Google Classroom or Google Meet in the event of absence and school closure.
- All key stage 4 and 5 lessons to be delivered live, via Google Meet, in the event of staff and student absence due to self isolation or school closure.
- Staff to refer to the whole school spreadsheet weekly, updated by ARo, to identify absentees and ensure students engage with the work set.
- In response to the students who lack IT facilities, LGS aims to ensure all have adequate access, this will be done by providing dongles that give students access to the internet and Google Chromebooks to students who do not have access to a laptop/tablet or desktop at home.

**Students with specific issues and/or needs (special educational needs, disabilities, health, care, well being)**

In line with the whole school policy, staff will ensure that students' needs are addressed by:

- Adhering to the whole school safeguarding policy and liaising with Designated Safeguarding Leaders as appropriate
- Holding 1:1 reviews with students in their review groups, recording these conversations in the relevant folder and communicating concerns with colleagues, middle leaders, achievement coordinators, senior leaders and DSLs as appropriate. Staff may revisit conversations from review slots in Lockdown, especially those surrounding mental well being and progress..
- Referring to the whole school medical register to ensure staff are aware of issues and treatment
- Attending all medical training CPD sessions
- Referring to the whole school SEND folder on the drive to ensure staff are aware of and implement IEPs and special education needs
- Working closely with teaching assistants and the Director of Intervention and Inclusion to ensure students are supported appropriately