

Modern Foreign Languages concepts 2024-25

The Concepts listed below are underpinned by the 3 pillars of Grammar, Vocabulary and Phonics. These 3 pillars are essential to effective communication and are at the heart of all MFL teaching at the Holy Family Catholic School.

The research-based approach of Extensive Processing Instruction (EPI) is used in all years to support quality language acquisition for all learners.

Concept	Explanation of concept
1. Describing and identifying people	Providing personal data, describing appearance, personality, expressing likes/dislikes
2. Describing places, objects and natural phenomena	Describing location, size, appearance, weather
3. Creating questions	Requesting factual information - including directions, making invitations, asking opinions
4. Expressing feelings	Expressing positive and negative emotions, reacting to events, providing reasons for emotions/reactions
5. Making arrangements	Making suggestions, inviting, accepting, refusing
6. Comparing and contrasting	Expressing likes and dislikes, supporting an opinion, explaining preferences, talking about the best and worst of someone or something, making comparisons
7. Describing routine behaviour in the present	Talking about what you and others usually do/are doing, indicating time, expressing a purpose, referring to cultural events
8. Describing routine behaviour in the past	Talking about what you and others used to do/were doing, indicating time, expressing a purpose, referring to cultural events
9. Describing past events	Talking about what has happened, setting the scene, sequencing events, evaluating the consequences of actions and events
10. Making plans for the future	Indicating time, making predictions, hypothesizing, discussing probabilities, referring to cultural events
11. Indicating agreement and disagreement	Expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples
12. Solving problems	Describing the problem, providing solutions, discussing possible consequences, arguing for and against

Year 7						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about my age. Saying when my birthday is.	Describing hair and eyes. Saying where I live and am from.	Talking about family members. Giving their age. Saying why I like/dislike them.	Saying why I like/dislike family members. Talking about pets I have and would like to have.	Saying what jobs people do, why they like/dislike them and where they work. Comparing people.	Saying what is in my school bag. Retrieval of year 7 content.
Concepts	1. Describing and identifying people.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 11. Indicating agreement and disagreement. 4. Expressing feelings.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings and contrasting.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings.
What is needed to master the knowledge	Giving and understanding names and ages. Numbers 1-15. Family members.	Describing and understanding descriptions and colours. Regular present tense verbs.	Discussing relationships (getting on or not). Giving details about family members. Numbers 31-100.	Using 'to have' and 'to be'. Adverbs of intensity and frequency. Use of the present tense.	Comparing family members and pets. Using the conditional tense to say what you would like. Forming questions. Jobs.	Expressing possession. Using adjectives and nouns together. Using the indefinite article.
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Verb endings.	Verb endings and adjectival agreement.	Verb endings and word order.	Word order. Translating word for word.	Comparative form, verb endings and agreement.	Adjectival agreement and word order.
Retrieval		Numbers 1-15. Verbs 'to have' and 'to be'. Birthdays.	Numbers 1-31. Hair and eye description.	Introducing yourself. Family members.	Family members. 'To be'. Describing people and pets.	Colours. Introducing yourself. Pets.

Year 8						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Talking about food (likes/dislikes/reasons). Mealtimes.	Clothes and accessories. What I wear. Saying what I and others do in free time.	Talking about the weather, free time, and my daily routine.	Describing my house, indicating where it is located, giving opinions about it and saying what I do at home.	Talking about future holiday plans. Saying where I live.	Saying what I can do in my area.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	1. Describing and identifying people. 3. Creating questions. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the knowledge	Saying what food, you like/dislike and why. Using the verbs 'to eat' and to drink. Expressing varying degrees of preference. Mealtimes.	Saying what clothes you wear and when. Give a wide range of words for clothing items and accessories. Saying what you do using	Saying what you do in different types of weather. Talking about where you do activities and who with. Places in town. Saying what	Discussing where your house is located, what your favorite room is and what you like to do in each room. Using the present tense of reflexive verbs.	Giving detailed information about your house. Saying what you intend to do on holiday and where you will stay. Methods of transport.	Saying where I live and my opinion of it. Describe the location of where I live.

		'to play', 'to do' and 'to go'.	you do every day and when.			
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Word order.	Adjectival agreement and word order.	Word order and verb endings.	Reflexive pronouns.	Verb endings.	Verb endings.
Retrieval	Time markers. Justifying opinions.	Time and frequency markers, colours, adjectival endings, weather, pets and adjectives.	Weather, sports and hobbies, family members, present tense of 'to do', 'to play' and 'to go', clothes, numbers and free time activities.	Adjectives, frequency markers, countries and indefinite article use.	Time markers, reflexive verbs, telling the time, description of people and places, the verb 'to go', free-time activities and adjectives.	Negation, justifying opinions, describing my house and location, giving opinions and present tense or regular verbs.

Year 9						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	Saying what places are in my street. Describing where things are located. Discussing what my house is like and saying what is in each room.	Making plans for the future. Saying what I and others did in the recent past. Discussing daily activities. Saying what you have to/want to do.	Saying what chores, I and other family members have to do. Talking about my chores in the past. Saying why I didn't help at home in the recent past. Discussing a typical day at school.	Suggesting an activity. Accepting/refusing invitations. Describing a typical day in the past, present and future. Saying what you had to and wanted to do.	Describing a past holiday. Saying what you had to and wanted to do. Saying what other people did on holiday. Giving your opinion about your holiday likes and dislikes.	Discussing a cultural event/festival visit. Saying what activities, you did in the past. Saying what you have to do. Accepting and giving advice.
Concepts	2. Describing places, objects and natural phenomena. 3. Creating questions. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement.	3. Creating questions. 5. Making arrangements. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events.	3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 10. Making plans for the future. 11. Indicating agreement and disagreement. 12. Solving problems.	1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future. 11. Indicating agreement and disagreement.	2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 12. Solving problems.
What is needed to master the knowledge	Using locative adverbials and prepositions. Negating sentences.	Using the future tense (1 st person singular and plural), Using the perfect	Using modal verbs, Using 1 st person of perfect tense. Using imperfect tense of	Using interjections. Using modal verbs (all parts of speech), 1 st person	Using 'to go', 'to stay' and 'to travel' in the perfect tense.	Using time markers to sequence events. All parts of speech

	Definite and indefinite articles. Expressing and justifying opinions. Questioning.	tense (1 st person singular and plural) of 'to do', 'to go', 'to play' and 'to watch'. Present tense modal verbs (1 st person). Discussing daily activities. Using modal verbs. Questioning.	'to have'. Positive and negative uses of modal verbs. Questioning.	conditional tense. Modal verbs across tenses. First person singular of key verbs in perfect, present, future, perfect and future tenses. Questioning.	Correct use of prepositions. 1 st person of Perfect tense. Justifying holiday choices. Using the conditional tense. Questioning.	in the perfect and imperfect tenses. Using modal verbs to say what you have to do. Questioning.
AO	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.	Listening, Speaking, Reading and Writing.
Common misconceptions	Negative constructions.	Word order, literally translating and auxiliary verbs.	Word order and verb endings.	Tenses and time markers.	Prepositions and tense formation.	Cultural norms and question forms.
Retrieval	Describing location and houses. Negatives.	Free-time activities. Pronouns and verb endings. Time markers.	Family members and present tense verbs.	Free-time activities, question forms and tenses.	Holiday activities, opinions, perfect, imperfect and future tenses.	Travel arrangements, modal verbs, perfect and imperfect tenses.

Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p>School Life (<i>Thematic context: Studying and my future</i>) Describing school, talking about subjects and teachers and rules and problems in school. Talking about plans for a school exchange. Describing activities and achievements.</p>	<p>Interests and freetime (<i>Thematic context: My personal world, Media and technology</i>) Talking about what you usually do and sports. Discussing what is trending and different types of entertainment. Talking about who inspire you. Talking about social networks,</p>	<p>Family and friends (<i>Thematic context: My personal world</i>) reading preferences, friends and family. Making arrangements. Describing people. Cultural events and festivals.</p>	<p>Healthy living (<i>Thematic context: Lifestyle and wellbeing</i>) Sports, physical and mental wellbeing, what is important, Accidents and illnesses, good habits and bad habits</p>	<p>My Neighbourhood (<i>Thematic context: Travel and tourism</i>) Describing the features of a region. Planning what to do. Shopping for clothes and presents. Talking about problems in a town. Describing a visit in the past.</p>	<p>Revision and reinforcement (<i>Thematic contexts 1, 2, 3, 4</i>) Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.</p>
Concepts	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 10. Making plans for the future. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 3. Creating questions. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 9. Describing past events. 11. Indicating agreement and disagreement. 	<ol style="list-style-type: none"> 1. Describing and identifying people. 2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 5. Making arrangements. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine

Common misconceptions	Present tense verb endings, word order when using 'weil'	Word order when using more than 1 verb (eg. Modal verbs, past tense and future tense) and using separable verbs	Using multiple tenses, difference between accusative & dative case	Forming comparative & superlative, Word order	Word order when forming questions, prepositions with the correct case	Exam & revision technique, word order, verb endings, tenses
Retrieval	<p><u>Vocabulary areas:</u> School subjects and facilities. Adjectives to describe subjects and teachers. Justification of opinions.</p> <p><u>Grammar:</u> Comparatives, superlatives and negatives. Phrases followed by the infinitive. The near future tense and object pronouns.</p>	<p><u>Vocabulary areas:</u> TV programs and films, free-time activities and sports. Adjectives of nationality and types of entertainment.</p> <p><u>Grammar:</u> Strong verbs. The perfect and the imperfect verb tenses.</p>	<p><u>Vocabulary areas:</u> Personal information, adjectives to describe others and family relationships.</p> <p><u>Grammar:</u> Connectives and adjectival agreement. The present tense.</p>	<p><u>Vocabulary areas:</u> Sports and wellbeing</p> <p><u>Grammar:</u> 'The perfect and imperfect, future and conditional verb tenses. Demonstrative adjectives and agreement of adjectives.</p>	<p><u>Vocabulary areas:</u> Local amenities and facilities, directions and shopping. Transactional dialogues.</p> <p><u>Grammar:</u> Present, perfect and imperfect verb tenses. Opinions</p>	Verb tenses and opinions. Speaking and Writing skills. Exam strategies.

Year 11						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Learning	<p><u>Celebrations and festivals</u> <i>(Theme 1: Identity and culture)</i> Talking about typical foods, comparing different festivals, describing a special day, ordering in a restaurant and talking about a music festival.</p>	<p><u>The world of work</u> <i>(Theme 3: Current and future study and employment)</i> Talking about work experience and the importance of learning languages, applying for a summer job and discussing gap years and future plans.</p>	<p><u>A better world</u> <i>(Theme 2: Local, national, international and global areas of interest)</i> Considering global issues, talking about local actions, discussing healthy lifestyles and talking about international sporting events and natural disasters.</p>	<p><u>Themes 1, 2 and 3</u> <i>(Modules 1, 2, 3,4 and 5)</i> Holidays, school life, my family and friends, interests and influences, towns and cities.</p>	<p><u>Themes 1, 2 and 3</u> <i>(Modules 6,7 and 8)</i> Describing holidays and school life, talking about family and friends, interests and influences, discussing regions.</p>	
Concepts	<p>2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 11. Indicating agreement and disagreement.</p>	<p>2. Describing places, objects and natural phenomena. 3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 8. Describing routine behaviour in the past. 9. Describing past events. 10. Making plans for the future.</p>	<p>3. Creating questions. 4. Expressing feelings. 6. Comparing and contrasting. 7. Describing routine behaviour in the present. 8. Describing routine behaviour in the past. 10. Making plans for the future 11. Indicating agreement and disagreement.</p>	<p>1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present</p>	<p>1. Describing and identifying people 2. Describing places, objects and natural phenomena 3. Creating questions 4. Expressing feelings 5. Making arrangements 6. Comparing and contrasting 7. Describing routine behaviour in the present</p>	

		11. Indicating agreement and disagreement.	12. Solving problems	8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement	8. Describing routine behaviour in the past 9. Describing past events 10. Making plans for the future 11. Indicating agreement and disagreement 12. Solving problems	
What is needed to master the knowledge	Using and avoiding the passive. Using reflexive verbs in the preterite. Using absolute superlatives and expressions followed by the infinitive. <u>EXAM SKILLS:</u> Using quantity expressions, working out the meaning of new words, inferring meaning in literary texts and understanding adjectives ending in -ísimo. Using 'acabar de' + infinitive.	Using 'soler' in the imperfect tense. Using the preterite and the imperfect together. Using the present and the present continuous. Using indirect object pronouns. Revising the conditional and using the subjunctive with 'cuando'. <u>EXAM SKILLS:</u> Words with more than one meaning. Using verbs in different forms. Extending answers when speaking. Using 'if' clauses. <u>HIGHER:</u> Using	Using the present subjunctive and the subjunctive in commands. Understanding different tenses. Using the pluperfect tense and the imperfect continuous. <u>EXAM SKILLS:</u> Listening for high numbers. Using synonyms. Giving extended reasons. Understanding equivalent expressions. Developing grammar knowledge in translation.	Using the present, present continuous, preterite, imperfect, future and the perfect verb tenses. Comparatives and superlatives. Negatives. Direct/Indirect object pronouns. Expressions followed by the infinitive. Using 'ser' and 'estar'. <u>EXAM SKILLS:</u> Working out the meaning of new words, interfering meaning in a literary text, words with more than one meaning, extending	Using the present, present continuous, preterite, imperfect, imperfect continuous, future, conditional and pluperfect verb tenses. Using the present subjunctive, and the subjunctive with 'cuando' and in commands. Using / avoiding the passive. Reflexive verbs, absolute superlatives, expressions followed by the infinitive. Using demonstrative adjectives.	

	<p><u>HIGHER:</u> Spotting words which indicate an increase/decrease. Special attention to question words. Spotting irregular verbs patterns in the preterite. Adding interest when narrating a story.</p>	<p>alternatives to 'and'. Using different ways to express future plans.</p>	<p><u>HIGHER:</u> Explaining points of view.</p>	<p>answers when speaking, using synonyms, understanding equivalent expressions and high numbers. <u>HIGHER:</u> Using questions to form answers. Identifying positive and negative opinions. Extending responses by referring to others. Recognising similar ideas expressed differently. Identifying correct statements about a text. Using words that have more than one meaning.</p>	<p><u>EXAM SKILLS:</u> Using quantity expressions. Working out the meaning of new words and understanding words with more than one meaning. Using verbs in different forms, extending answers when speaking, using 'if' clauses, listening for high numbers, using synonyms, giving extended reasons, understanding equivalent expressions and developing grammar knowledge in translation. <u>HIGHER:</u> Inferring meaning in literary texts. Using verbs in different forms. Using different ways to express future plans. Giving extended reasons.</p>	
--	--	---	--	---	--	--

AO	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	Listening, Speaking, Reading and Writing	
Common misconceptions	Gender and number agreement of '-ísimo' to say 'really' or 'extremely'. Reflexive pronouns before/after the verb/infinitive. Use of 'saber' vs 'conocer' (both meaning 'to know'). Verb forms/verb endings.	Indirect object pronouns word order(before/after the verb) Verb forms/verb endings.	Present subjunctive formation: Removing the -o of the present tense of the 'I' form + present subjunctive endings. Verb forms/Verb endings	Verb forms/ verb endings. Uses of 'ser' vs 'estar'. Indirect/direct object pronouns word order.	Verb forms/verb endings. Number and gender agreement of demonstrative adjectives. Reflexive verbs formation (reflexive pronoun before/after the verb).	
Retrieval	<u>Vocabulary areas:</u> Food and festivals. <u>Grammar:</u> Question words. The passive voice and how to avoid it. Reflexive verbs in the preterite. Absolute superlatives and irregular verb patterns in the preterite. Expressions followed by the infinitive.	<u>Vocabulary areas:</u> Jobs, languages and future plans expressions. <u>Grammar:</u> verb endings and verb tenses (preterite, imperfect, present and present continuous, conditional, subjunctive with 'cuando'). 'Saber' and 'conocer'. Indirect object pronouns.	<u>Vocabulary areas:</u> Types of houses, environment, healthy eating and lifestyles, diet-related problems, global issues, international sporting events and natural disasters. <u>Grammar:</u> The present subjunctive, the subjunctive in commands, the pluperfect tense, the imperfect continuous. Using grammar knowledge in translation.	Verb tenses and opinions. Listening, Speaking, Reading and Writing exam skills/strategies. Translation skills (TL1 + TL2).	Verb tenses and opinions. Listening, Speaking, Reading and Writing exam skills/strategies. Translation skills (TL1 + TL2).	