

Intent

During the Advanced Qualification Phase, we intend to:

Grammar and Vocabulary

- Develop an extended range of vocabulary and grammar for both practical and intellectual purposes
- Deepen knowledge of pronunciation, morphology and syntax, vocabulary and idiom to communicate accurately and coherently using a wide-range of complex grammar

Linguistic Competence

- Develop capacity for critical and analytical thinking in the language of study
- Develop control of the language system to convey meaning using both spoken and written skills
- Develop ability to interact spontaneously with users of the language in both speech and writing for a variety of purposes with confidence
- Develop strategies for communication including adjusting the message, circumlocution, self-correction and repair.
- Engage critically with authentic and intellectually stimulating texts, films and other materials in the original language from a variety of contexts and genres
- Listen to and be able to understand spoken language at normal speed from native speakers
- Critically analyse the themes and techniques in a film and a literary work
- Develop as independent researchers through the language of study

Cultural Capital

- A broad understanding of culture and society where the language is spoken
- Understand texts, films and other materials within their cultural and social context
- Develop knowledge about matters central to the society and culture, past and present, in the country or countries where the language is spoken

During the Qualification Phase we intend to:

Grammar and Vocabulary

- Deepen their knowledge of how language works and enrich vocabulary knowledge from KS3 to communicate independently
- Develop a sound knowledge of a wide-variety of tenses and grammatical concepts including subjunctive, pluperfect, imperfect tenses and the passive.

Linguistic Competence

- Consolidate knowledge of phonics and phonemes
- Communicate confidently and coherently with native speakers of the language for a variety of real purposes through speaking and writing
- Understand and use language across a range of contexts, appropriate to their age, interests and maturity levels.
- Listen to and be able to understand spoken language at near normal speed
- Be able to accurately translate longer passages into English and the language of study
- Write extended pieces on a wide-variety of different topics applying the learned structures to express ideas coherently

Cultural Capital

- All students will develop the knowledge, skills and confidence to become 'global citizens' who belong to a multicultural and mutually respectful world.
- increase students' cultural capital by building knowledge of other countries, their languages and cultures

During the Transition Phase we intend to:

Grammar and Vocabulary

- Build a sound foundation of core vocabulary and grammar which consolidates and builds on their knowledge and skills from KS2 and comprises a range of topic and structures which go beyond their immediate needs and interests

Linguistic Competence

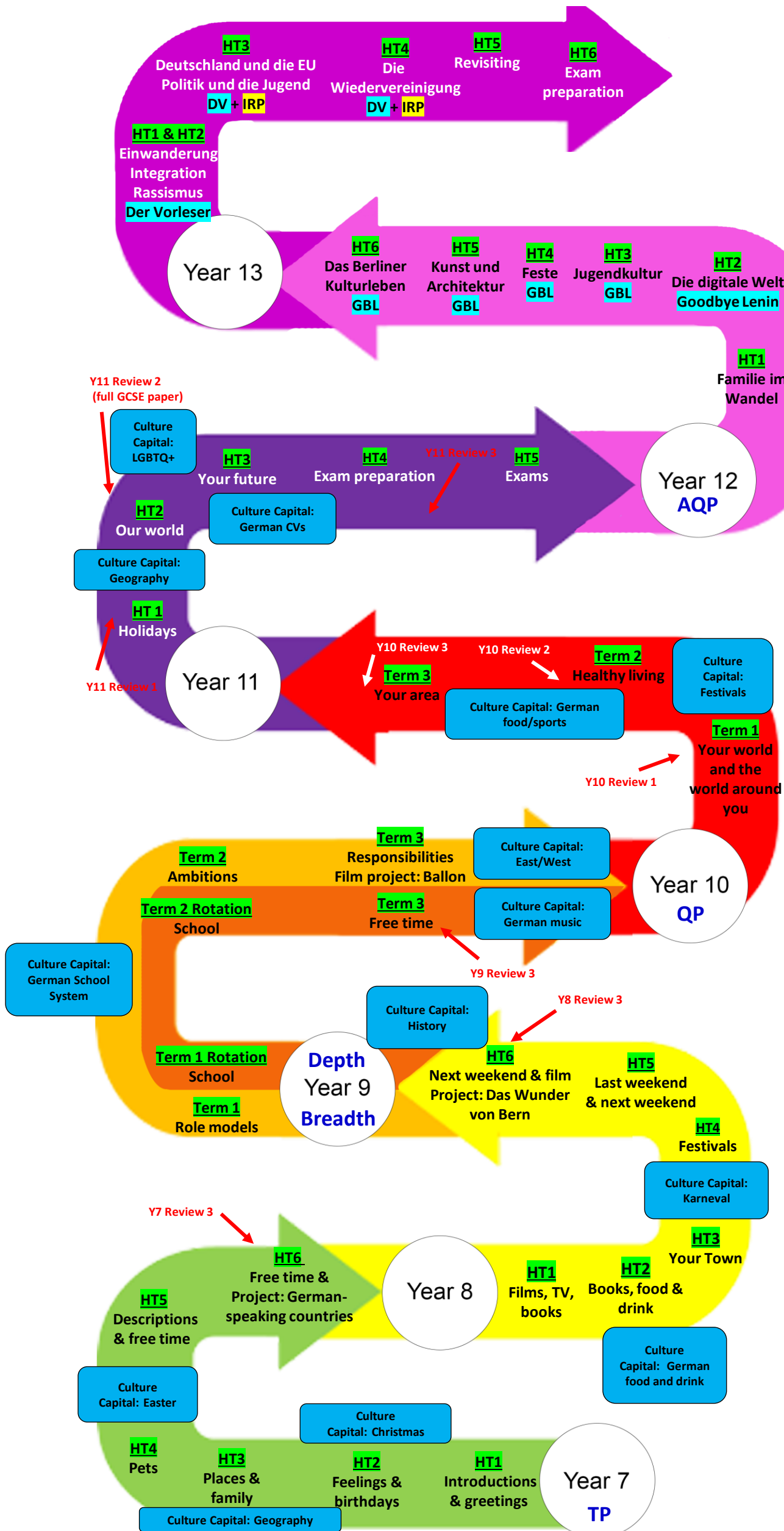
- Understand phonemes and phonics
- Speak confidently and effectively in the TL
- Listen to and read texts and obtain information
- Accurately translate from L1 to L2 and L2 to L1
- Write at varying length on the different topics applying the learned structures to express ideas coherently

Cultural Capital

- Foster pupils' curiosity about the world around them
- Develop an appreciation and love of language and its cultures
- Deepen pupils' understanding of the world

Sandbach School **GERMAN** Curriculum 2024 Specification

Implementation



Y13 Grammatical progression:
Present, perfect and imperfect tenses with weak and strong verbs, articles and adjective endings, personal pronouns, modal verbs in a variety of tenses, separable and inseparable verbs, reflexive verbs and reflexive pronouns, the passive voice, comparatives and superlatives, relative pronouns, prepositional adverbs, verbs with prepositions, adverbs and adverbial phrases, and the subjunctive 2, compound nouns, the subjunctive 1 in reported speech, the imperative, the future perfect, the nominative after copular verbs, the conditional perfect and pluperfect, dative verbs, negation.

Y12 Grammatical progression:
Present, perfect and imperfect tenses with weak and strong verbs, articles and adjective endings, personal pronouns, modal verbs in a variety of tenses, separable and inseparable verbs, reflexive verbs and reflexive pronouns, the passive voice, comparatives and superlatives, relative pronouns, prepositional adverbs, adverbs and adverbial phrases, and the subjunctive 2.

Y11 Grammatical progression:
Present, perfect, imperfect, future and conditional tenses, negatives, subordinating conjunctions, modal verbs in the conditional tense, infinitive constructions, compound nouns, genitive prepositions, reflexive verbs, the passive, interrogatives, and the imperative.

Y10 Grammatical progression:
Present, perfect, imperfect, future and conditional tenses, negatives, subordinating conjunctions, modal verbs in the imperfect tense, infinitive constructions, accusative and dative prepositions, comparatives and superlatives, relative pronouns, and compound nouns.

Y9 Grammatical progression:
Present, perfect, imperfect, and future and conditional tenses, negatives, subordinating conjunctions, modal verbs in the imperfect tense, separable verbs, infinitive constructions, accusative and dative prepositions.

Y8 Grammatical progression:
Present tense with regular and irregular verbs in the 3rd person, imperfect, perfect, future and conditional tenses, opinions & reasons, negatives, subordinating conjunctions, modal verbs, accusative case, and adjective endings.

Y7 Grammatical progression:
Present tense of regular and irregular verbs, impersonal phrases, the conditional tense, opinions & reasons, negatives and coordinating conjunctions.

Impact

By the end of the Advanced Qualification Phase, students will develop the detailed knowledge and skills to be able to:

Grammar and Vocabulary

- Use and manipulate language spontaneously to initiate communication including asking and answering questions, expressing thoughts and feelings, presenting viewpoints, developing arguments, persuading as well as analysing and evaluating in both speaking and writing (of approximately 300 words) with accurate pronunciation, grammar and an extended vocabulary

Linguistic Competence

- Listen and respond to spoken passages, including extended texts from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic sources involving more than one native speaker
- Read and respond to a variety of texts, including contemporary, historical, literary, fiction and non-fiction texts as well as extended texts, written for a variety of different purposes which have been adapted as necessary
- Understand the main points, gist and detail from spoken and written material
- Infer meaning from complex spoken and written material, including factual and abstract content
- Assimilate and use information from spoken and written sources
- Summarise information from spoken and written sources to report key points and subject matter in speech and writing (of approx. 90 words)
- Translate unseen passages into English and the language of study
- Conduct independent research through the language of study on a subject of personal interest, relating to the country/countries where the language is spoken which illustrates knowledge and understanding of the topic as well provide analysis and summary of findings through oral presentation and subsequent discussion in the language of study

Cultural capital

- Respond critically in writing, in the language of study, to a book and film showing a critical appreciation of the concepts and issues covered in the work as well as a critical and analytical response to features of the work such as camera techniques and sound.
- Respond openly and spontaneously in the language of study to unprepared questions, producing extended sequences of speech which incorporate students' extended vocabulary and grammar knowledge to express their critical understanding of the society and culture of the country/countries where the language is spoken.

Progress

- Demonstrate their linguistic ability in formative and summative assessments in all four skills (listening, reading, writing and speaking). All these assessments require revision and retrieval practice skills and the effective use of home learning opportunities.

By the end of the Qualification Phase, pupils will develop detailed the knowledge and skills to be able to:

Grammar and Vocabulary

- Apply and manipulate newly-acquired vocabulary and complex grammar independently to be able to communicate effectively by producing extended pieces of written language (up to 150 words) as well as spoken language to express and justify individual thoughts and to interest, inform or convince.
- Utilise newly-acquired vocabulary and complex grammar independently to understand extended language in a wide range of contexts, including authentic literary texts, by picking out key information, important themes and ideas.

Linguistic Competence

- Respond openly and spontaneously in the TL to unprepared questions about all the topics covered and to develop discussions by producing extended sequences of speech
- Engage in short conversations simulating real-life scenarios in which they ask and answers unprepared questions and exchange opinions
- Use pronunciation and intonation accurately to be understood by a native speaker
- Comprehend a range of listening and reading texts in the TL from authentic sources, personal communication, public information as well as factual and literary texts appropriate to GCSE level and obtain information and respond appropriately to variety of different styles of comprehension questions in both English and in the TL.
- Provide an accurate English translation of a text of approx. 50 words
- Provide an accurate German translation of a text of approx. 50 words
- Use their foundation of language to move onto A level study, higher education or employment

Cultural capital

- Demonstrate a respectful awareness, understanding and appreciation of the culture and identity of the countries and communities where the language is spoken
- Profoundly understanding their own language and culture

Progress

- Demonstrate their linguistic ability in formative and summative assessments in all four skills (listening, reading, writing and speaking). All these assessments require revision and retrieval practice skills and the effective use of home learning opportunities.

By the end of Transition Phase, pupils will develop the detailed knowledge and skills to be able to:

Grammar and vocabulary

- Develop and use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions
- Identify, use and manipulate a variety of key grammatical structures, including 3 tenses, in spoken and written language to be able to talk about both personal and factual information
- Use accurate grammar, spelling and punctuation

Linguistic competence

- Speak coherently and confidently, with increasingly accurate pronunciation and intonation by answering a variety of questions in the target language
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses to express and develop their own ideas clearly and with increasing accuracy
- Listen to a variety of forms of spoken language to obtain information and respond appropriately to variety of different styles of comprehension questions in English
- Transcribe words and short sentences with increasing accuracy
- Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details through a variety of different styles of comprehension questions in English
- Provide an accurate English translation of short, suitable material
- Provide an accurate German translation of short, suitable material
- Write extended pieces of prose using an increasingly wide range of grammar and vocabulary expressing their own ideas and opinions as well as factual information.
- Continue with their study of the language in the qualifications phase

Cultural Capital

- Convey knowledge and awareness of different cultural aspects of the countries where the language is spoken and be able to appreciate both similarities and differences between these countries and England.

Progress

- Demonstrate their linguistic ability through regular formative and summative assessments of all four skills (listening, reading, writing and speaking).