



Ringwood School

A National Teaching Academy

How we achieve grade 9

Name	9	8	7	6	5	4	3	2	1	U	X	Oth	Tot
<a href="#">French GCSE</a>	<a href="#">13</a>	<a href="#">12</a>	<a href="#">18</a>	<a href="#">11</a>	<a href="#">38</a>	<a href="#">15</a>	<a href="#">11</a>	<a href="#">5</a>	0	<a href="#">1</a>	0	0	124
<a href="#">Spanish GCSE</a>	<a href="#">6</a>	<a href="#">4</a>	<a href="#">6</a>	<a href="#">5</a>	<a href="#">19</a>	<a href="#">6</a>	<a href="#">3</a>	<a href="#">2</a>	<a href="#">1</a>	0	0	0	52

French grade 9 = 10.48% of cohort

Spanish grade 9 = 11.54% of cohort

Hampshire average

French grade 9 = 8.8%

Spanish grade 9 = 7.1%

# What partly led us to get these grades

- Our French students started learning French in Year 7
- Our Spanish students learnt French from Year 7 – 9 and opted to choose to study Spanish from Year 9
- Our KS3 SOW are the students' strong foundations for their GCSEs
- Foundation and Higher groups
- 5 out of the 6 Spanish students who got a grade 9 were dual linguists
- 7 out of the 13 French students who got a grade 9 were dual linguists
- 1 of the 13 French students who got a grade 9 started learning French in Year 9
- We have a French and Spanish AQA writing examiner in our dept
- We have a sixth form in our school
- We assess students cumulatively after two topics in listening, reading + writing. Speaking – we do 1 mock in Year 10 and 1 or 2 in Year 11

# Strong foundations

- One of our department's aims (our intent)
- We want students to be confident with the key concepts in each year group to build on these in every next term and year
- We want students to make progress over time

## French

- Year 7 – present time frame (whole paradigm)
- Year 8 – more verbs in the present (whole paradigm)  
past tense (time frame je/il/elle/on)
- Year 9 – present and past conjugation (whole paradigm)  
imperfect tense (whole paradigm)  
near future tense (whole paradigm)  
simple future (whole paradigm)  
conditional (whole paradigm)

# Strong foundations

## Spanish

- Year 9 – present time frame (whole paradigm)  
future time frame (near future – whole paradigm)

**Does your KS3 learning journey consider what they will need to know at GCSE?**

# Spanish KS4 – how do we catch students up?

- We build on the skills that they learnt in French in KS3
- If students are being shown the success criteria in French and Spanish at KS4, they are going to know it so well
- Songs and acronyms to help them remember
- Choosing carefully what vocabulary to teach in each lesson
- Learning vocabulary for homework (Memrise / Quizlet)
- Lots of guided and independent practice that we see



El año pasado é or í

Normalmente add an o

En el futuro voy a + infinitivo

Cuando era pequeño aba ía

Si tuviera la opción, me gustaría



# Success criteria

- We have a French and Spanish writing examiner in our dept
- We know the writing success criteria really well
- We teach this to students as soon as possible
- Students are able to mark their own written work using examiner marking codes
- Students use speaking exam success criteria to assess each other's speaking in class

**Can you teach students to mark their own work like an examiner?**



1. Read the answer
2. Write **1 2 3 4** next to where they have written about the 4 bullet points
3. Write **op** next to where they have written 2 opinions
4. Write **p** (past) **pr** (present) **f** (future) next to the accurate verbs in those tenses
5. Count the words
6. Have they repeated the same words?
7. How much detail does it go into?
8. Use all of this to **give it a mark**
9. Compare this with your partner – do you agree? Why? Why not?

Menciona:

- ▶ tu relación con tu familia normalmente
- ▶ tu relación con tu familia en el pasado
- ▶ tu opinión del matrimonio
- ▶ tus planes para una familia futura

clover ☺

Role Play; peer-marking grid

Bullet point	Clear message (2 marks)	Some ambiguity (1 mark)	Knowledge of language overall (5 marks)	Total mark (15 marks)														
1	✓		For the Role-play overall <table border="1"> <thead> <tr> <th>Mark</th> <th>Knowledge and use of language</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>Very good knowledge and use of language</td> </tr> <tr> <td>4</td> <td>Good knowledge and use of language</td> </tr> <tr> <td>3</td> <td>Reasonable knowledge and use of language</td> </tr> <tr> <td>2</td> <td>Limited knowledge and use of language</td> </tr> <tr> <td>1</td> <td>Poor knowledge and use of language</td> </tr> <tr> <td>0</td> <td>No language produced is worthy of mark</td> </tr> </tbody> </table>	Mark	Knowledge and use of language	5	Very good knowledge and use of language	4	Good knowledge and use of language	3	Reasonable knowledge and use of language	2	Limited knowledge and use of language	1	Poor knowledge and use of language	0	No language produced is worthy of mark	15
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5	✓																	

www: *Bien! Good Spontaneous, uses fancy phrases and exam uses all of crown!*

EBI: *Be careful with the gender of words (e.g. le ville)*

*Some long pauses - have some reasons up your sleeve!*

Photo card; peer-marking grid.

Question number	Answers the Q	Develops the answer with an extra detail	Gives an opinion	Explains the opinion (reason)	Short sentences	Longer sentence(s) with connectives
1	✓	✓	✓		✓	✓
2	✓	✓	✓			✓
3	✓	✓	✓			✓
4	✓	✓	✓	✓	<i>short</i>	✓
5	✓	✓	✓	✓		✓

www: *Great range of vocab! Use give more reasons. Good knowledge of language. Use simple sentences*

Speaking Exam: General Conversation Success Criteria (30 marks)

<b>Communication (10)</b> Remember to ask a question!	Lots of information and detail Develop answers Clarity Opinions and reasons
<b>Range &amp; Accuracy of Language (10)</b>	Variety of vocab and structures 3 Time frames (different tenses) Complex language Accurate
<b>Pronunciation &amp; Intonation (5)</b>	Consistently good
<b>Spontaneity &amp; Fluency (5)</b>	Prompt reply Natural / spontaneous Fluent / good pace

! Remember to task a question

WWW

EBI

*Remember to ask a question*  
*Use fancy phrases*  
*Use simple sentences*

# Sixth form

We know what is expected at A-level:

- We have high expectations of our students – we challenge them
- We want students to manipulate the language and create language for own purpose
- Students need to know their grammar
- We want students to take part in film study in every year twice a year (exception of Year 11 = once)

**Does your learning journey consider what they will need to know at A-level?**

# Other factors...

## Our teaching

1. We start with a recall activity to activate students' thinking
2. We have a clear learning objective
3. We present and explain in English
4. We model what success looks like and we verbalise our thinking
5. We give students time to practice with support and then without
6. MWBs – we adapt based on what we see
7. We incorporate authentic materials
8. In every lesson, we get students to reflect on what they have learnt and what they still need to learn and how they are going to do this.

We really do get students to  
manipulate the language...



I don't want to go to university because it is too expensive.

No quiero ir a la universidad porque es demasiado cara.

I don't fancy going to university because it costs loads.

No me apetece ir a la universidad ya que cuesta muchísimo.



When I am older, I want to study English at university because I find it fascinating.

Cuando sea mayor, quiero / tengo ganas de estudiar inglés porque lo encuentro fascinante.

When I am older, I want to study languages at university because I would like a Spanish boyfriend and I would love to visit France with him.

Cuando sea mayor, quiero / tengo ganas de estudiar idiomas / lenguas a la universidad puesto que me gustaría un novio español y me encantaría visitar Francia con él.

# What about the students themselves? Who are they?

- They love languages!!
- They actually do things that you don't set outside of lessons!
- We have 16 students in Year 12 French this year
- We have 7 students in Year 12 Spanish

**How can you inspire students?**



Students **CHALLENGE**  
themselves



Students are **CURIOUS**



They **REVISIT** Y10 topics  
regularly



Students **READ** in the target  
language



They complete extra **PAST**  
**PAPERS** and get feedback on  
them



Students **IMMERSE**  
**THEMSELVES** in the language  
at all opportunities



# Discussion questions

1. What are you already doing?
2. What do you think your department is lacking?
3. Does your KS3 learning journey consider what they will need to know at GCSE?
4. Do you teach students to mark their own work like an examiner?
5. Does your learning journey consider what they will need to know at A-level?
6. How can you inspire students?