

## Carre's Key Stage 3 and The NCELP Scheme of Learning

At Carre's we have recently started to use the NCELP SoL in Key Stage 3. This SoL is driven by research and the need to focus on three main bodies of knowledge (Phonics, Vocabulary and Grammar) and provide ample meaningful practice. The NCELP thinking is in line with: (a) the Review of MFL Pedagogy, a report published by the Teaching Schools Council, which drew on research into foreign language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners; (b) Ofsted's current aspirations for curriculum intent, implementation, and impact; and c) preparing a solid foundation for GCSE content and examinations, which builds on the core grammar and vocabulary outlined in the programmes of study for Key Stages 2 and 3.

# German Y7 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Asking and stating where something is (location)</li> <li>Asking and stating what something is (existence)</li> <li>Saying what something is like (description)</li> <li>Saying what something is not, and is not like (negation)</li> <li>Saying what people have (possession)</li> <li>Asking and answering questions about what you have</li> </ul>	<ul style="list-style-type: none"> <li>Singular definite articles (<i>der, die, das</i>)</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)               <ul style="list-style-type: none"> <li>To be, being - <b>SEIN</b></li> <li>To have, having – <b>HABEN</b></li> </ul> </li> <li>Singular indefinite articles (<i>ein, eine, ein</i>)</li> <li>Using <i>nicht</i>, and <i>kein, keine, kein</i> for negation</li> <li>Using articles (definite and indefinite) after a verb (Row 2 / accusative)</li> <li>Subject-verb inversion questions</li> <li>Using <i>mein, meine, mein</i> in front of a verb (Row 1 / nominative)</li> </ul>	<ul style="list-style-type: none"> <li>Long and short 'a'</li> <li>Long and short 'e'</li> <li>SSC 'ei'</li> <li>SSC 'z'</li> <li>SSC 'w'</li> <li>Revisit SSC: a, e, ei, z, w</li> <li>SSC 'ie'</li> </ul>	<ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Saying what people do (in school and at home)</li> <li>Asking and answering questions about activities (at home)</li> <li>Narrating a simple plot/story</li> <li>Talking about one or many (Christmas)</li> </ul>	<ul style="list-style-type: none"> <li><b>Weak verbs</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li>Question words: <i>wo, was, wie, wer</i></li> <li>Negation with <i>nicht</i> + verb</li> <li>Plural noun rules (umlaut+-e, no change, +e/+en)</li> <li>Plural definite article (<i>die</i>)</li> <li>Essential verbs (3<sup>rd</sup> person plural)               <ul style="list-style-type: none"> <li>to be, being - <b>SEIN</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Long and short 'o'</li> <li>Long and short 'i'</li> <li>Hard and soft 'ch'</li> <li>SSC 'u'</li> <li>SSC 'ü'</li> <li>SSC 'ä'</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Developing a verb lexicon (weak verbs)</li> <li>Deepening vocabulary knowledge through work with a challenging text.</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> <li>Saying what you and others have (and what it is/they are like)</li> <li>Talking about more than one, numbers</li> <li>Asking and stating your likes and dislikes</li> <li>Asking for and giving views (on school life)</li> <li>Talking about yourself, to and about someone else</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs               <ul style="list-style-type: none"> <li>To have, having – <b>HABEN</b> (1<sup>st</sup> and 3<sup>rd</sup> persons singular, 1<sup>st</sup> person plural)</li> <li>To be, being – <b>SEIN</b> (1<sup>st</sup> and 3<sup>rd</sup> persons singular and plural)</li> <li>There is, there are – <b>Es gibt</b></li> <li>To find, finding – <b>FINDEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> </ul> </li> <li>Subject pronouns – <i>er, sie, es</i> (it) and <i>sie</i> (they)</li> <li>Question words: <i>Wie viele?</i></li> <li><b>Model verb</b> – to like, liking - <b>MÖGEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li>Object pronouns – <i>ihn, sie, es</i> (it) and <i>sie</i> (they)</li> </ul>	<ul style="list-style-type: none"> <li>SSC 'ö'</li> <li>SSC 'äu'</li> <li>SSC 'sch', 'sp'</li> <li>SSC s(start/middle) like z, ss/B/final-s</li> <li>SSC 'er' (stressed and unstressed)</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs are revisited in new contexts (<b>SEIN, HABEN</b>)</li> <li>Consolidation of question words</li> <li>Developing the verb lexicon (weak verbs – 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular and 1<sup>st</sup> person plural)</li> </ul>
TERM 2.2	<ul style="list-style-type: none"> <li>Saying what we do</li> <li>Saying what I and others can and cannot do</li> <li>Comparing lifestyles</li> <li>Talking about life outside school</li> <li>Narrating other people's actions</li> </ul>	<ul style="list-style-type: none"> <li><b>Weak verbs</b> (1<sup>st</sup> person plural)</li> <li><b>Model verb</b> – to be able to - <b>KÖNNEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) + infinitive</li> <li><i>Nicht vs kein</i> (<i>kein</i> with plurals)</li> <li><b>Strong verbs</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li><b>Weak and strong verbs</b> (3<sup>rd</sup> persons singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>SSC 'au'</li> <li>SSC 'r' (consonantal and vocalic)</li> <li>SSC 'eu'</li> <li>Revisit several SSC</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting negation in new contexts</li> <li>Developing the verb lexicon (Strong verbs)</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>Saying when you and others do things</li> <li>Talking about movement into, and location in, places</li> <li>Asking and answering questions (about family)</li> <li>Describing one day in your life</li> <li>Saying what is where (in German-speaking countries)</li> </ul>	<ul style="list-style-type: none"> <li>Word order 2</li> <li>Verb-subject questions, with <i>wann</i></li> <li>Prepositions <i>in</i> and <i>auf</i> (Row 2/accusative and Row 3/dative)</li> <li>Possessive adjectives <i>mein, dein, sein, ihr</i> (Row 1/nominative)</li> <li>Word Order 2 (with expressions of location)</li> </ul>	<ul style="list-style-type: none"> <li>SSC 'th'</li> <li>SSC 'st'</li> <li>Contrast 'ie' and 'ei'</li> <li>Final '-d'</li> <li>Final '-ig'</li> </ul>	<ul style="list-style-type: none"> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Developing a verb lexicon</li> </ul>
TERM 3.2	<ul style="list-style-type: none"> <li>Saying what people can/must/want to do to improve their lifestyle</li> <li>Comparing usual activities with future summer plans</li> <li>Talking about going to places</li> </ul>	<ul style="list-style-type: none"> <li>Present tense revision - weak and strong verbs, revisit question-forming</li> <li><b>Modal verbs</b> – to be able to - <b>KÖNNEN</b>, to have to – <b>MÜSSEN</b>, to want to – <b>WOLLEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) + <i>man</i></li> <li>Present tense (1<sup>st</sup> person singular and plural) and time adverbials</li> <li>Word order 2 (with expressions of time)</li> <li>Compound nouns</li> <li><i>zu</i> vs <i>nach</i> (meaning 'to')</li> <li>numbers 1-31, dates</li> </ul>	<ul style="list-style-type: none"> <li>SSC 'j'</li> <li>Revisit the full range of SSC taught this year</li> </ul>	<ul style="list-style-type: none"> <li>Developing knowledge of word order (consolidating WO2, and learning WO3)</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul>

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# German Y8 scheme of work overview

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Saying what people can/must/want to do to improve their lifestyle</li> <li>Comparing usual activities with future summer plans</li> <li>Talking about going to places</li> <li>Comparing usual and recent summer experiences; asking and answering questions</li> </ul>	<ul style="list-style-type: none"> <li>Present tense revision - weak and strong verbs, revisit question-forming</li> <li><b>Modal verbs</b> – to be able to - <b>KÖNNEN</b>, to have to – <b>MÜSSEN</b>, to want to – <b>WOLLEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) + <i>man</i></li> <li>Present tense (1<sup>st</sup> person singular and plural) and time adverbials</li> <li>Word order 2 (with expressions of time)</li> <li>Compound nouns</li> <li><i>zu</i> vs <i>nach</i> (meaning 'to')</li> <li>numbers 1-31, dates</li> <li>Present vs Past (perfect - weak verbs), 1<sup>st</sup> person singular</li> <li>'<i>in</i>' + R3 (dat.) + indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>In Y8, SSC knowledge is further developed by activities focused on two or more SSC. Often these are tricky pairs, such as EI/IE, V/W. In some weeks, several SSC are revisited.</li> <li>[ei]   [ie]</li> <li>[s-]   [-s] [ss] [ʃ]</li> <li>[sch] [st-] [sp-]</li> <li>[u]   [ü]</li> <li>[ai]   [ei]</li> <li>[r] (consonantal) [r] (vocalic)</li> <li>[w]   [v]</li> </ul>	<p>We focus explicitly on some common word patterns between German and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).</p> <ul style="list-style-type: none"> <li>- English 'C' → German 'K'</li> <li>- Compound nouns [1]</li> <li>- '+in' to masculine people nouns</li> <li>- Negative adjectives with 'un'</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Staying with a German-speaking family</li> <li>Asking the meaning and spelling of unknown words</li> <li>Things I like and things that make me happy</li> <li>Describing others</li> <li>Explaining likes and dislikes</li> <li>The world in numbers</li> <li>Contrasting what you did alone and with others</li> <li>Saying where you went, how you got there and what you did</li> <li>Talking about recent journeys</li> </ul>	<ul style="list-style-type: none"> <li>Past (perfect + HABEN), 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular</li> <li>HABEN / SEIN (present), idioms (Hunger, Lust haben)</li> <li><i>Sie</i> (you, formal) vs <i>du</i></li> <li>Prenominal adjective agreement - R1 (nom.) definite and indefinite articles, R2 (acc.) indefinite articles</li> <li>Plural Rule 5 - nouns (f) ending -in add -nen</li> <li>Word order 3, conjunctions <i>weil</i> vs <i>den</i></li> <li>Object pronouns (<i>mich, dich, ihn, sie, es</i>)</li> <li><i>nicht</i> vs <i>nichts</i>, numbers 32 – 100</li> <li>Present vs Past (perfect - weak verbs), 1<sup>st</sup> persons singular and plural</li> <li>'<i>von</i>' + R3 (dat.)</li> <li>'<i>um</i>' + [number] + <i>Uhr</i> (simple time)</li> <li>Past (perfect + HABEN vs SEIN)</li> <li>'<i>mit</i>' + R3 (dat.), '<i>an</i>' + R2 (acc.), R3 (dat.), '<i>durch</i>' + R2 (acc.), '<i>für</i>' + R2 (acc.)</li> <li>Word order: manner (M) before place (P)</li> <li>Present tense + adverb <i>gern</i></li> <li>Present tense separable verbs</li> <li>Possessive adjectives R2 (acc.)</li> </ul>	<ul style="list-style-type: none"> <li>[z] (-tion)</li> <li>[ch] (hard)   [ch] (soft)</li> <li>long [a] [o]   short [a] [o]</li> <li>[er-]   [-er]</li> <li>[a]   [ä]</li> <li>[g-]   [-g]</li> <li>[o]   [ö]</li> </ul>	<ul style="list-style-type: none"> <li>- English 'C' → German 'Z'</li> <li>- -tion cognates</li> <li>- Nominalisation of verbs (e.g. das Schwimmen)</li> <li>- Noun and verb pairs (verb stem = noun)</li> <li>- Noun and verb pairs [2] (-ung nouns and matching verbs)</li> </ul>

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 2.1	<p>- Talking about how you do things and how well you enjoy them</p> <p>Talking about exchanging gifts</p> <p>- Saying what you think about things; asking and answering</p> <p>- Comparing places and people now and then</p> <p>- Explaining what you did, used to do</p>	<ul style="list-style-type: none"> <li>• Verbs with indirect objects (mir, dir, ihm, ihr)</li> <li>• 'für'+ R2 (acc.), 'von' + R3 (dat.)</li> <li>• Possessives <i>mein/dein</i> +R2 (acc.), +R3 (dat.)</li> <li>• Verbs of opinion (<i>denken, glauben, meinen</i>)</li> <li>• Conjunction <i>dass</i> + Word order 3</li> <li>• Imperfect tense (<i>war, hatte, es gab</i>)</li> <li>• Comparative adjectives, <i>als</i> meaning 'than'</li> </ul>	<ul style="list-style-type: none"> <li>• long [i]   short [ɪ]</li> <li>• long [i]   [ie] (known words)</li> <li>• [ei]   [ie] [2]</li> <li>• Revisit all SSC</li> <li>• [zw]   [schw]</li> <li>• [-e]   [-er] (adjective or comparative adjective)</li> </ul>	<ul style="list-style-type: none"> <li>- Nominalisation of verbs</li> <li>- English -ical → German -isch</li> <li>- Nominalisation of adjectives</li> </ul>
TERM 2.2	<p>- Saying how well, and how willingly you and others do things</p> <p>- Talking about what you and others prefer to do; asking and answering</p> <p>- Comparing what you do now with what you used to do</p> <p>- Talking about how long you've been doing things</p>	<ul style="list-style-type: none"> <li>• Present tense separable verbs: 1<sup>st</sup> and 3<sup>rd</sup> persons plural</li> <li>• Present tense + <i>gern, + lieber</i></li> <li>• 'seit' + present tense (past meaning)</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit several SSC</li> <li>• [st-] [sp-] -   [sch] [2]</li> <li>• [er-]   [-er] [2]</li> <li>• [e]   [ä]</li> <li>• [ch]   [ck]</li> </ul>	<ul style="list-style-type: none"> <li>- English -ty / -ness → German -heit</li> <li>- English -ght → German -cht</li> </ul>

TERM	CONTEXT	GRAMMAR	SOUNDS OF THE LANGUAGE	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>- Talking about plans for this weekend</li> <li>- Saying what I want vs what I have to do</li> <li>- Comparing dreams and plans</li> <li>- Describing attributes (buildings and places)</li> </ul>	<ul style="list-style-type: none"> <li>• 'Present tense (present and future meaning)</li> <li>• Modal verbs (KÖNNEN, DÜRFEN, WOLLEN, SOLLEN)</li> <li>• Future tense (WERDEN + infinitive) vs WOLLEN 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular</li> <li>• Prenominal adjective agreement R1 (nom.), R2 (acc.), 'mit', 'aus' + R3 (dat.) with indefinite articles</li> </ul>	<ul style="list-style-type: none"> <li>• [ss]   [ß] (Rechtschreibung)</li> <li>• [ps-] [pf] [kn]</li> <li>• [-e] (pronouncing final -e)</li> <li>• [sch]   [ch]</li> <li>• [eu]   [äu] (known words)</li> <li>• [f]   [v] (known words)</li> <li>• [v]   [w] [2] (unknown words)</li> </ul>	<ul style="list-style-type: none"> <li>- Word family 'Freund'</li> <li>- Noun and verb pairs [3]: verb stem = noun, verb stem +e = noun</li> <li>- Haupt- prefix</li> <li>- -weise and adverbs</li> </ul>
TERM 3.2	<ul style="list-style-type: none"> <li>- Location and direction; where you were and where you went</li> <li>- Narrating past events; asking and answering</li> <li>- Things that are important to you</li> </ul>	<ul style="list-style-type: none"> <li>• Past (perfect + SEIN) vs past (imperfect + SEIN) 1<sup>st</sup> person singular</li> <li>• Direct object pronouns 'it' and 'them'</li> <li>• Future tense (WERDEN + infinitive) vs WOLLEN 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural</li> <li>• Conjunction wenn + Word order 3</li> <li>• 'aus' + R3 (dat.) meaning 'from'</li> </ul>	<ul style="list-style-type: none"> <li>• [u]   [ü]</li> <li>• Revisit several SSC</li> <li>• Revisit several SSC</li> <li>• [ei] [ie] [w] [z] [a] [o] [u]</li> <li>• Revisit several SSC</li> <li>• [ei]   [ie]</li> <li>• Revisit several SSC</li> </ul>	<ul style="list-style-type: none"> <li>- English -(al)ly → German -lich</li> <li>- Verb and noun pairs [4]</li> <li>- (semi-)cognate verbs ending in -ieren</li> </ul>



<b>Year 9</b>	<p><b>Relationships with family and friends</b> Talking about yourself, your family and pets. Talking about family relationships. Talking about marriage and partnership. Discussing opinions on marriage.</p> <p>Personal pronouns (nominative, accusative and dative) Regular and irregular verbs in present tense Separable and reflexive verbs &amp; accusative reflexive pronouns Comparative forms of adjectives Revision of the future tense personal, object and relative pronouns (nominative, accusative and dative) Revision of some modal verbs</p>	<p><b>Technology in everyday life</b> Talking about social networks. Using the present tense to refer to the future Coordinating conjunctions</p> <p>Talking about social media Talking about mobile technology</p> <p>Using object pronouns. Revision of the Perfect tense. Revision of plurals and negatives. Spotting similarities between German and English when listening. Thinking creatively in speaking.</p>	<p><b>Freetime activities</b> Talking about music, cinema and TV.</p> <p>Revision of word order rules Revision of separable verbs Learning about compound nouns in German Revision of irregular verbs in the Perfect tense Listening for key information</p> <p>Talking about what you eat and drink, at home and out. Talking about food and drink in Germany.</p> <p>Comparatives. Superlatives. Negatives. Revision of regular and irregular present tense verbs. Revision of present tense modal verbs. Making questions. Extending vocabulary. Listening for essential words.</p>	<p><b>Freetime activities</b> Talking about sports</p> <p>Saying what you like/would like to do. Using time expressions. Revision of future tense. <b>Customs and Festivals</b> Learning and talking about customs and traditions in German speaking countries. Talking about and discussing festivals in German speaking countries</p> <p>Talking about quantities, weights and containers. Question words. Dual case prepositions. Revising the perfect tense. The imperfect tense of modals and other useful verbs. Using the context to aid understanding. Paraphrasing when speaking. Breaking down compound nouns. Spotting different words to express the same idea.</p>	<p><b>Relationships with family and friends</b> Talking about relationships in more detail. Talking about marriage and its alternatives.</p> <p>Possessive adjectives in nominative, accusative and dative cases. Coordinating conjunctions. Revision of adjectives, comparatives and superlatives (adverbs). Distinguishing different word types in German.</p> <p><b>Technology in everyday life</b> Discussing the positives and negatives of social media and mobile technology.</p> <p>Revision of the imperative. Revision of Perfect and Imperfect tenses. Making the most of <u>near-cognates</u>. Achieving a fluent English translation. Key phrases for discussing positives and negatives.</p>	<p><b>Freetime activities</b> Discussing past music, cinema and TV preferences. Discussing eating out. Discussing the positives and negatives of sport.</p> <p>Perfect tense with regular, irregular, separable and reflexive verbs. Word order in adverbial phrases. Spotting feminine nouns in German.</p> <p><b>Customs and Festivals</b> Finding out more about customs, traditions and festivals in German speaking countries.</p> <p>Using adjectives and verbs as nouns Weak masculine nouns Word order (verb as the 2<sup>nd</sup> idea; TMP; subordinate clauses) Revision of personal pronouns (nominative, accusative and dative). Indefinite pronouns. Using the context when listening. Changing the category of words.</p>
	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y9 examination taking place during this term, covering all the work studied up to this point in the academic year. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key reading and speaking assessment task based on the work completed this term. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>			

Homework is given in accordance with the timetable produced for each Year group. Tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.