

Helping your child with Languages

The Modern Foreign Languages department has been working on providing you with all of the information you need to support your child with their learning of either French or German. We have included information about what they need to do to achieve each level as well as tips and advice on how they can develop their language skills further. We hope you find it useful!

Some general advice on how to support your child's learning:

- Check your child's planner daily and sign it weekly so their tutor knows you are monitoring their progress at home
- Offer support in managing their workload
- Ensure they are doing their homework, undisturbed in a quiet place
- If at all possible, sit down with them at some stage in the evening to support them in their work
- Check they have completed all their homework
- Encourage them to 'have a go' and not give when work is difficult
- Check the focus and amount of time they spend on the internet (do the sites they are visiting assist their learning?)
- Help them pack their school bag each night ready for the next day and check that their bag is big enough to carry all of their books and equipment!
- Ensure they have the appropriate books and equipment so they do not waste valuable learning time asking to borrow things in lessons!

The four main skill areas in MFL are **LISTENING, READING, SPEAKING** and **WRITING** and all of these should be practised as often as possible!



Pupils will be tested regularly on all of these skills throughout the year

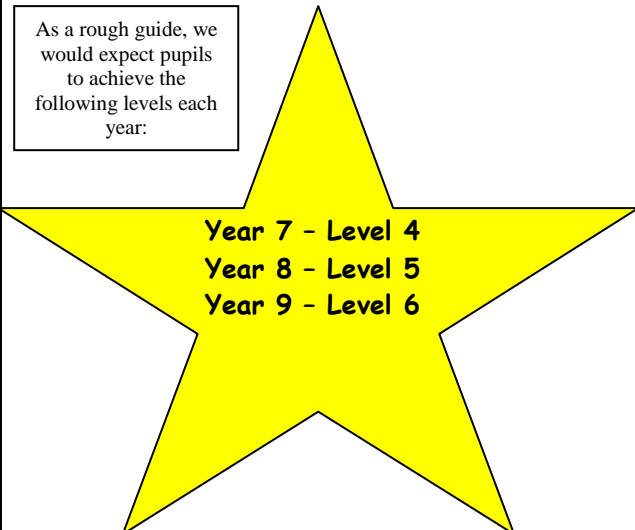


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Where is your child heading?

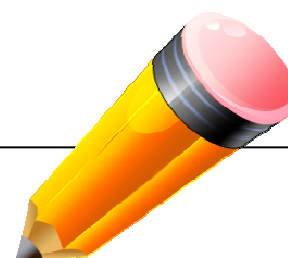
We have outlined below the level descriptors that your child has been shown by their French or German teacher so they know what they have to do to make progress. They should know what level they are currently working at as well as their target level for the year and this makes sure they know how to get where they are going!

<p>Level 1</p> <ul style="list-style-type: none"> I can understand a few words my teacher uses every lesson. I may need to hear them more than once and I may need to see some actions. I can understand short, clearly spoken questions I am asked. May need to hear them more than once. I can repeat words and simple questions. I may need pictures to help me. My pronunciation is roughly right. I can understand single words when written clearly but I may need pictures to help me remember what they mean. I can copy words correctly. I can label items and choose the right words to fill in gaps in short phrases. 	<p>Level 2</p> <ul style="list-style-type: none"> I can understand longer instructions. I may need to hear them more than once. I can understand sentences and questions my teacher uses every lesson. I may need to hear them more than once. I can answer in short, simple sentences. I can name some things and ask some questions in the language. My pronunciation is roughly right and my meaning is clear. I can understand short phrases that I've been taught when I am reading. I can use my book or text book to help me find the meaning of new words. I can copy short sentences correctly. I can write words I know from memory although my spelling may not be perfect.
<p>Level 3</p> <ul style="list-style-type: none"> I can tell when someone says what they like and don't like. I may need to hear some parts again. I can understand the main points of mini-conversations. I may need to hear some points again. I can understand short passages and pick out main points. I may need to hear some points again. I can take part in a short conversation. I can ask and answer a few things. I can say what I like and don't like and say how I feel. I can say my answers in sentences from memory. I can understand short texts and dialogues. I can pick out the main points of a text and recognise expressions of like and dislike when they are written down. I am beginning to use a dictionary to help me look up the meaning of new words. I can write 2-3 short sentences on things that have been taught to me. I would probably need to use my book to help with this. I can write about things I like and dislike. I can write short sentences from memory and my spelling is good. 	<p>Level 4</p> <ul style="list-style-type: none"> I can understand the main points of longer conversations. I may need to hear some parts again. I can understand conversations spoken at near normal speed. I can make up mini-conversations with questions and answers. I can change words around to make a different sentence. My pronunciation is usually ok I can understand short stories and texts when they are clearly written. I can pick out the main points and some detail. I can begin to understand these texts even though I may not understand every single word. I can write short paragraphs almost from memory. I can understand the grammar I've been taught and use it to change sentences and words to suit the context. I regularly use the dictionary to check a word I have learnt
<p>Level 5</p> <ul style="list-style-type: none"> I can understand the main points of longer passages covering different topics and giving some opinions. I can recognise the present and past or future tenses. The language I hear is spoken at near normal speed and I need very little repetition. I can have a short conversation and express some simple opinions. I can use the present and past or future tenses. People listening to me find it easy to understand me even when I make mistakes. I can understand a range of different types of writing, including texts that talk in the future, past and present tense. I can pick out opinions and the main points of written texts. I am confident when reading aloud and using reference materials. I can write short pieces of writing using simple sentences, that give and ask for opinions and 	<p>Level 6</p> <ul style="list-style-type: none"> I can understand the longer passages covering different topics and giving opinions. I can recognise the past, present and future tenses. The language I hear is spoken at normal speed I need very little repetition. I can have conversations that include the past, present and future tenses. I can use the grammar rules I know to adapt language into new contexts. I can use target language to ask questions for things I need or want to ask in lessons. It is easy for people to understand me because my pronunciation is good, even if I hesitate sometimes. I can pick out the main points and specific details of longer texts I read that contain the past, present and future tenses and differing points of view. I can use the grammar I know and the context of a text to work out the meaning of new words. I can write confidently in the past, present and future

<p>information. My writing now refers to two tenses (present and past or future)</p> <ul style="list-style-type: none"> My work is mostly without mistakes and I use dictionaries to look up new words. 	<p>tenses and my meaning is always clear.</p>
<p>Level 7</p> <ul style="list-style-type: none"> I can understand a range of different materials, which include complex sentences and language that isn't familiar to me. The language I hear is spoken at normal speed and may include extracts from authentic German sources. I need little or no repetition. I can start conversations and discuss topics of interest to me. My pronunciation is good. I can improvise when necessary in my spoken German. I can understand a range of language I read, including factual and imaginative material, which includes complex sentences and language that isn't familiar to me. I can adapt new language I read to use in my own speaking and writing. I can link sentences and paragraphs and adapt language I have learnt previously to suit my purpose. I can edit and redraft my work, using reference materials to improve my accuracy and range. 	<div> <p>As a rough guide, we would expect pupils to achieve the following levels each year:</p>  <p>Year 7 - Level 4 Year 8 - Level 5 Year 9 - Level 6</p> </div>

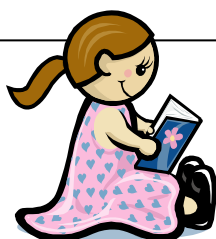
Pushing on to the next level...

Learning vocabulary



- Try the 'look, cover, write, check' method
- Write new words and phrases out over and over again until you are certain of spellings and meanings
- Stick home-made signs of the new words and phrases up all over your bedroom or bathroom or kitchen so that you are seeing them constantly everywhere you go!
- Ask a member of family to test you on new spellings - they don't have to speak the language themselves to be good at testing you!
- Try creating matching or pairs-style activities to test yourself on the meaning of new phrases
- Record your voice onto a walkman/mp3 player saying the new phrases and their meaning and listen to them on the way to and from school...or just before you go to sleep so it is the first thing you will then think about the next day!

REMEMBER - there is no perfect one-size-fits-all way to learn vocabulary. Different things work well for different people so just experiment!



Reading

- Use a bi-lingual dictionary to look up words you are not sure of
- Try to read each sentence as a whole rather than looking up every single word in turn - this rarely helps you understand!
- Use key words that you know the meaning of to work out the context of the sentence - this can then help you work out the meaning of the other words.



Writing



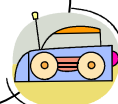
- Use your notes from lessons to refer back to - if you completed all your class work you should have everything you need for any writing task you have been set!
- Again, try to create each sentence as a whole rather than translating it literally, a word at a time, from English - this will produce very poor language!
- Avoid online translation websites at all costs! They are fine for translating single words but because it is not a human brain on the other end they usually produce utter gobbledygook if you try whole sentences!



.....and at GCSE???

Sensible revision timetable – it is vital that GCSE student revise regularly. It is impossible to cram everything you need to know for a languages exam into your head in a couple of weeks. Revision timetables should be manageable and realistic, allowing pupils to do a little learning often rather than attempting to memorise large chunks in one go!

Get your hands on any foreign language you can! – Whichever language you are studying, the more exposure you can have to it, the better. Try tabloid newspapers in that language (WHSmith), listen to radio station online or watch foreign sky channels. Try children's books in the language (Waterstones) or buy all new films from the French or German AMAZON websites – the films will still be in English but they will have subtitles in the language which you can turn on to learn new vocabulary. Or if you are feeling brave, watch the film in the foreign language with the subtitles in English. You will be amazed how much you learn!!



Magic Checklist

Whenever you do a piece of writing, this is a pretty good place to start when you come to edit your work. If all of this is perfect, you should be fine!

1. Check spellings and umlauts – then check them again!
2. Check adjective endings
3. No English words
4. Capital letters in the right place (on all nouns or at the start of a sentence)
5. Include opinions (not just 'ich finde...')!
6. Include reasons – but remember 'weil' is a BOOT WORD!
7. Link sentences using connectives
8. PAST TENSE – follow the flow chart and burger EVERY TIME!!!
9. Verb in second place
10. Include past, present and future tenses – CORRECTLY!!



Finally, 3 golden rules will ensure your child is always ready to work and learn...

- 1) Sensible eating
- 2) Regular exercise
- 3) Plenty of sleep



If you have any further questions about how you can support your child in MFL, please do not hesitate to contact your child's French or German teacher

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