



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

At Carre's we 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 provides 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.

Homework is given regularly. 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.

## YEAR 7 GERMAN 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> </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)</li> <li>To be, being – <b>SEIN</b></li> <li>To have, having – <b>HABEN</b></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> </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 have (possession)</li> <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> <li>Saying what you and others have (and what it is/they are like)</li> <li>Asking and stating your likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <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> <li>Weak verbs (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 definite article (<i>die</i>)</li> <li>Essential verbs (3<sup>rd</sup> person plural)</li> <li>to be, being – <b>SEIN</b></li> <li>Plural noun rules (umlaut+-e, no change, +e/+en)</li> <li>Essential verbs</li> <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 – <i>Es gibt</i></li> <li>To find, finding – <b>FINDEN</b> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</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>Model verb – 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>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>

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week

## YEAR 7 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<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> </ul>	<ul style="list-style-type: none"> <li>Weak verbs (1<sup>st</sup> person plural)</li> <li>Model verb – to be able to - KÖNNEN (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) + infinitive</li> <li><i>Nicht</i> vs <i>kein</i> (<i>kein</i> with <i>plurals</i>)</li> <li>Strong verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</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>Talking about life outside school</li> <li>Narrating other people's actions</li> <li>Saying when you and others do things</li> <li>Talking about movement into, and location in, places</li> </ul>	<ul style="list-style-type: none"> <li>Strong verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li>Weak and strong verbs (3<sup>rd</sup> persons singular and plural)</li> <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> </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>

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 on the vocabulary set that has been studied in the previous week

## YEAR 7 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>Describing one day in your life</li> <li>Saying what is where (in German-speaking countries)</li> <li>Saying what people can/must/want to do to improve their lifestyle</li> <li>Comparing usual activities with future summer plans</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives <i>mein, dein, sein, ihr</i> (Row 1/nominative)</li> <li>Word Order 2 (with expressions of location)</li> <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>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 '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>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 (1<sup>st</sup> person singular and plural) and time adverbials</li> <li>Word order 2 (with expressions of time)</li> <li>Present vs Past (perfect - weak verbs), 1<sup>st</sup> person singular</li> <li>'in' + R3 (dat.) + indefinite articles</li> <li>Past (perfect + HABEN), 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular</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>

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y7 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.



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

At Carre's we 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 provides 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.

Homework is given regularly. 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.

# YEAR 8 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Staying with a German-speaking family</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> </ul>	<ul style="list-style-type: none"> <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> </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] [ß]</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>	<ul style="list-style-type: none"> <li>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).</li> <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>Contrasting what you did alone and with others</li> <li>Saying where you went, how you got there and what you did</li> </ul>	<ul style="list-style-type: none"> <li>Present vs Past (perfect - weak verbs), 1<sup>st</sup> persons singular and plural</li> <li>'von' + R3 (dat.)</li> <li>'um' + [number] + <i>Uhr</i> (simple time)</li> <li>Past (perfect + HABEN vs SEIN)</li> <li>'mit' + R3 (dat.), 'an' + R2 (acc.), R3 (dat.), 'durch' + R2 (acc.), 'für' + 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>

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 on the vocabulary set that has been studied in the previous week

## YEAR 8 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> <li>Talking about recent journeys</li> <li>Talking about how you do things and how well you enjoy them</li> <li>Talking about exchanging gifts</li> <li>Saying what you think about things; asking and answering</li> <li>Comparing places and people now and then</li> <li>Explaining what you did, used to do</li> </ul>	<ul style="list-style-type: none"> <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> <li>Revisit 'für' + R2 (acc.), 'von' + R3 (dat.)</li> <li>Conjunction <i>dass</i> + Word order 3</li> <li>Imperfect tense (<i>war, hatte, es gab</i>)</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 [a] [ä] [o] [ö] [u] [ü]</li> <li>revisit all SSC</li> <li>[zw]   [schw]</li> </ul>	<ul style="list-style-type: none"> <li>- Nominalisation of verbs</li> <li>- English -ical → German -isch</li> </ul>
TERM 2.2	<ul style="list-style-type: none"> <li>Saying how well, and how willingly you and others do things</li> <li>Talking about what you and others prefer to do; asking and answering</li> <li>Comparing what you do now with what you used to do</li> <li>Talking about how long you've been doing things</li> </ul>	<ul style="list-style-type: none"> <li>Comparative adjectives, <i>als</i> meaning 'than'</li> <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>[-e]   [-er] (adjective or comparative adjective)</li> <li>Revisit several SSC</li> <li>[z] vs [s]</li> <li>[st-] [sp-] -   [sch] [2]</li> <li>[er-]   [-er] [2]</li> <li>[e]   [ä]</li> </ul>	<ul style="list-style-type: none"> <li>- Nominalisation of adjectives- - English -ty/-ness → German -heit</li> </ul>

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 on the vocabulary set that has been studied in the previous week



# YEAR 8 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	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>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>[ch] [ck]</li> <li>[d-] [-d]</li> <li>[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>- English -ght → German -cht</li> <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>[y] [u]   [ü]</li> <li>long and short vowels</li> <li>[ei] [ie]</li> <li>colloquial intensifiers</li> <li>[sch] [ch]</li> <li>Revisit several SSC</li> <li>Fluency development</li> <li>[ei]   [ie]</li> <li>Fluency development</li> </ul>	<ul style="list-style-type: none"> <li>- revisit -isch adjectives</li> <li>- English -(al)ly → German -lich</li> </ul>

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 on the vocabulary set that has been studied in the previous week





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

At Carre's we 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 provides 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.

Homework is given regularly. 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.

## YEAR 9 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Talking about what you do generally and are doing now: being a musician</li> <li>Talking to different groups of people</li> <li>Comparing what people do: preparing for an event</li> <li>Saying what you see: describing pictures</li> <li>Talking about what people did and have done: finding out about people's lives</li> </ul>	<ul style="list-style-type: none"> <li>Present tense - 2nd person plural <i>ihr</i> (weak and strong verbs)</li> <li>SEID (SEIN), HABT (HABEN)</li> <li>Past participle formation patterns (be-, ver-, er-, -iert, ge-stem-en, stem-changes [ei] – [ie], [(i)e] – [o], [i] – [u], no change ver-, ent-)</li> <li>Historic present</li> </ul> <p><i>Revisit:</i> present tense (weak/strong); <i>gern</i>; VSO questions; WH-questions; WO2; du/Sie; verbs with direct/indirect objects; numbers 1-100; plural rules 1-5; negation (<i>nicht/kein</i>); adjective agreement; perfect tense (<i>sein/haben</i>); WO3; imperfect (<i>war, hatte, gab</i>); adverb <i>früher</i></p>	<ul style="list-style-type: none"> <li>In Y9, SSC knowledge is further developed and all SSC are revisited. New in Y9, attention is given to particular aspects of word and sentence stress. In addition, several weeks practise fluency-related activities.</li> <li>syllable stress of cognates</li> <li>[o] vs [ö]   [a] vs [ä]</li> <li>[-e] vs [-er]</li> <li>Fluency development</li> <li>Word stress on past participles</li> <li>Revisit several SSC</li> <li>Feminisation of person nouns, pronunciation of [-r]</li> <li>Revisit SSC that are written differently but sound the same</li> </ul>	<ul style="list-style-type: none"> <li>To develop vocabulary knowledge, we focus explicitly on some high frequency word patterns. To teach these patterns, a range of types of lexical item (e.g. frequent/infrequent; known/unknown) will be used as examples. We also develop learners' knowledge of word families.</li> <li>Cognates</li> <li>Plural forms rules 1-5</li> <li>Compound noun formation</li> <li>-ieren near cognate German verbs</li> <li>Verb and noun pairs [-er] [-ung]</li> <li>Suffix [-heit] for nouns</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Talking about <i>when</i>: now and in the past</li> <li>Talking about what you would like</li> <li>Talking about future challenges</li> </ul>	<ul style="list-style-type: none"> <li>Als + past to mean when</li> <li>Bevor, nachdem</li> <li>Plural rule 6 (-in → -innen)</li> <li>Calendar years</li> <li>MÖCHT- + nouns, + infinitive</li> <li>Future tense: plural forms WERDEN + infinitive</li> <li>Verb (vorhaben, planen) + zu + infinitive</li> <li>Verb stem +-er = person noun</li> </ul> <p><i>Revisit:</i> R1 (nom.)/R2(acc.) definite articles; dies-, jed-; alle; welch-; WO2; adjective agreement; zu + infinitive; modals + infinitive; capitalisation of nouns; R2/R3 prepositions; 12-/24-hr clock; perfect tense (<i>sein/haben</i>); WO3; imperfect (<i>war, hatte, gab</i>); adverb <i>früher</i></p>	<ul style="list-style-type: none"> <li>SSC [b] word final, before a consonant vs word initial, before a vowel</li> <li>Revisit [-er]</li> <li>Fluency practice</li> <li>Revisit past participle stress</li> <li>Revisit several SSC</li> <li>Fluency practice, applying SSC knowledge to unknown words in read aloud</li> </ul>	<ul style="list-style-type: none"> <li>Verb stem +-er = person noun</li> <li>Word family: Arbeit</li> <li>Revisit nominalisation of verbs</li> <li>Fluency practice</li> </ul>

**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 on the vocabulary set that has been studied in the previous week**

## YEAR 9 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> <li>Talking about what is important</li> <li>Talking about things you do and have done with and for others</li> <li>Talking about everyday actions and routines</li> <li>Talking about celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Uses of the infinitive: <i>es ist</i> + adjective, <i>zu</i> + infinitive</li> <li>Reflexive use of verbs [1] – reflexive vs. non-reflexive use (meaning change &amp; no meaning change) singular &amp; plural</li> </ul> <p>Revisit: future (plural forms <i>werden</i> + infinitive); <i>vorhaben</i>, <i>planen</i> + <i>zu</i> + infinitive; WO3 with single-verb structures; adjective endings (def. articles R1,2,3); years, dates; <i>es gab</i>; pp formation (separable verbs)</p>	<ul style="list-style-type: none"> <li>Revisit several SSC</li> <li>[-d-] vs [d]</li> <li>[s-] [-s-] [-s] [z]</li> <li>[ß] or [ss] spelling rule</li> <li>Word stress patterns</li> <li>Revisit SSC that are written differently but sound the same</li> <li>Revisit [ee   eh   e] vs [e]</li> </ul>	<ul style="list-style-type: none"> <li>Add <i>-los</i> to nouns for adjectives with the English equivalent ‘-less’ or meaning ‘without’</li> <li>Add suffix <i>-te</i> (1-19) and <i>-ste</i> (20-) to change cardinal into ordinal numbers (e.g. <i>zweite</i>, <i>zwanzigste</i>)</li> <li>Revisit prefixes <i>Liebings-</i> und <i>Haupt-</i></li> </ul>
TERM 2.2	<ul style="list-style-type: none"> <li>Defining and describing people and things</li> <li>Talking about famous lives from the past</li> <li>Talking about childhood experiences from around the globe</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses (defining) - R1 (nominative)</li> <li>Indefinite pronouns <i>jemand</i>, <i>niemand</i> (R1,2,3)</li> <li>Relative clauses (non-defining)</li> <li>Perfect tense with SEIN - change of state verbs and exceptions</li> <li>Formation of past participles of separable verbs</li> <li>WO3 with two-verb structures (perfect)</li> <li>Imperfect modal verbs - 1st, 2nd, 3rd persons singular (WOLLTE(ST), MUSSTE(ST), KONNTE(ST))</li> <li>Imperfect/Simple past plural forms of HABEN and SEIN (HATTEN, HATTET, WART, WAREN)</li> <li>WO3 with two-verb structures (imperfect modals)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit [ei] [ai] vs [ie]</li> <li>le vs i+e (two syllables)</li> <li>Word stress – verbs</li> <li>[th] vs [t] + [h]</li> </ul>	<ul style="list-style-type: none"> <li>Add suffix <i>-keit</i> to mean –ty or -ness</li> <li><i>-ieren</i> verbs</li> <li>Add suffix <i>-ung</i> to a verb stem to change into nouns with equivalent and transparent meaning</li> </ul>

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 on the vocabulary set that has been studied in the previous week

## YEAR 9 GERMAN OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>Things you like and would like</li> <li>Answering the question how</li> <li>Volunteering- responding to emergencies</li> <li>Answering the question why</li> <li>Journeys past and present</li> <li>Making changes at home</li> </ul>	<ul style="list-style-type: none"> <li>TMP word order</li> <li>Sentences with two objects</li> <li>Verbs + direct or indirect object, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular</li> </ul> <p>Revisit: past (perfect) tense; <i>möcht-</i> vs <i>mögen</i>; plural nouns rules 1-6; numbers 1-1000, years; zero article with professions; <i>gut/besser, gern/lieber</i>; verbs + indirect objects; questions; WO3 + 2-verb structures <i>weil/denn</i>; <i>zu</i>+infinitive; imperfect modals; TMP, pp formation; R2(acc.) vs R3(dat.) prepositions; reflexive and non-reflexive use of verbs</p>	<ul style="list-style-type: none"> <li>Revisit [w] [v]</li> <li>Revisit [sp] [st] [sch]</li> <li>Revisit [u] [ü]</li> <li>Revisit [-b] and [-d]</li> <li>Revisit [-g] and [-ig]</li> <li>Revisit [-er] and [-er]</li> </ul>	<ul style="list-style-type: none"> <li>Revisit time noun / adverb patterns</li> <li>False friends</li> </ul>
TERM 3.2	<ul style="list-style-type: none"> <li>Talking about things you do for others</li> <li>Talking about new beginnings</li> <li>Working together to help others</li> </ul>	<ul style="list-style-type: none"> <li>Plural indirect object pronoun <i>euch</i></li> <li>Verbs with prepositions <i>an, auf, für, vor</i></li> <li>Imperfect/Simple past regular (and highly frequent irregular) verbs - 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular</li> </ul> <p>Revisit: verbs with indirect objects; object pronouns <i>uns, ihnen</i> R2(acc.) vs R3(dat.) prepositions; present modals; verbs of opinion; <i>doch</i>; TMP, present and imperfect modals; perfect tense; future</p>	<ul style="list-style-type: none"> <li>Revisit [-r] and [-r-]</li> <li>Introduce [qu]</li> <li>Revisit [eu] and [äu] and [au]</li> <li>Sentence level intonation patterns</li> <li>Revisit hard and soft [ch]</li> <li>Revisit [j] and [y]</li> </ul>	<ul style="list-style-type: none"> <li>Prefix <i>un-</i> to make adjectives negative</li> <li>Diminutives <i>-chen</i> and <i>-lein</i></li> </ul>

**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 during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.**