

## French Curriculum Intent

<b>Years 7 and 8</b>	At Vyners KS3 MFL builds upon the foundation of language learning from KS2 whether students are continuing the same language or learning a new one. Teaching develops the transferable skills of listening, speaking, reading and writing centered on core grammar such as tenses and word order. Vocabulary is developed through the teaching of core topics: Introducing myself; family; pets; descriptions; freetime; clothes; home; school; where you live; food; technology; healthy / unhealthy living; body and illness; holidays; celebrations; festivals and future plans. KS3 enables students to understand and communicate both personal and factual information on a variety of themes and sub topics. Students learn to develop and justify points of view in their speaking and writing and increase their ability to be both spontaneous, independent and accurate. KS3 provides students with the necessary skills and knowledge for GCSE such as the ability to transcribe, translate, complete photocard descriptions, role plays and write essays on a variety of GCSE topics. Students have the opportunity to take part and develop conversations; cope with unfamiliar language and unexpected responses. Students learn to empathise and understand other cultures and learn new social conventions. Students are exposed to a variety of literary texts, stories, poems and songs. Students also consolidate their learning of vocabulary and structures through games, sentence builders and online quizzes.
<b>Year 9 transition</b>	All students in Year 9 study a language. Students continue to study National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 and GCSE study. Appropriate GCSE content is covered from the spring term of Year 9.
<b>Years 10 and 11</b>	At Vyners we follow the AQA GCSE specification for MFL. Our GCSE syllabus fully prepares students for A level study. At GCSE students build upon and deepen their knowledge of vocabulary and grammar from KS3. Students learn to understand and respond to different types of spoken and written language, to communicate and interact effectively in speech for a variety of purposes such as role play, photocard and conversation. Students are encouraged to show spontaneity and trained to deal with unexpected questions and responses. Students develop their ability to manipulate structures and tenses to write for a range of purposes such as emails, informal and formal letters, blogs and reviews. Students build translation skills from and into the target language ranging from sentences to paragraphs. The curriculum is organised into three themes: identity and culture; local, national, international and global areas of interest; current and future study and employment. The subtopics within the three themes are interleaved throughout the GCSE courses providing students with opportunities to recall prior knowledge leading to success in the linear GCSE exam.
<b>Year 12 and 13</b>	French is not currently offered in the Sixth Form although native speakers will be supported to take the A Level exam as an independent candidate.

## French Curriculum Implementation

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>Introductions</b> <ul style="list-style-type: none"> <li>Classroom language</li> <li>Greetings, name</li> <li>Numbers, alphabet</li> <li>Colours</li> <li>Months</li> <li>Age, birthday</li> <li>Countries, languages</li> <li>Geography and culture</li> <li><b>objects &amp; gender</b></li> <li><b>Opinions</b></li> </ul>	<b>Family</b> <ul style="list-style-type: none"> <li>Family members</li> <li>Pets</li> <li>Looks and character</li> <li>Favourite things</li> </ul>	<b>Where you live</b> <ul style="list-style-type: none"> <li>Where in the country</li> <li>Type of area</li> <li>House and home</li> <li>Places (e.g. cinema)</li> <li>Your room</li> </ul>	<b>Freetime</b> Hobbies & Sport Frequency	<b>School</b> <ul style="list-style-type: none"> <li>Subjects and opinions</li> <li>Clothes, uniform</li> <li>Time, days of the week, timetable</li> <li></li> </ul>	<b>Food</b> <ul style="list-style-type: none"> <li>Breakfast</li> <li>Snacks</li> <li>Restaurant visit, ordering food, for example Ice-cream parlour</li> </ul>
<b>Year 8</b>	<b>Home and Family</b> <ul style="list-style-type: none"> <li>Families</li> <li>Jobs people do</li> <li>Where people live</li> <li>The weather</li> <li>A typical day</li> <li>Famous French people</li> </ul>	<b>Free-time</b> <ul style="list-style-type: none"> <li>Last weekend</li> <li>Yesterday evening</li> <li>TV programmes</li> <li>Where you went</li> <li>Events in the past</li> <li>TV in France</li> </ul>	<b>Food and Drink</b> <ul style="list-style-type: none"> <li>Talking about food</li> <li>French meals</li> <li>Preparing for a party</li> <li>Shopping for food</li> <li>Eating at a restaurant</li> <li>French food specialities</li> </ul>	<b>Going out</b> <ul style="list-style-type: none"> <li>Clothes</li> <li>Shopping</li> <li>French shopping centre</li> </ul>	<b>Holidays and Trips</b> <ul style="list-style-type: none"> <li>Countries and languages</li> <li>Holidays</li> <li>Holiday centres</li> <li>Past holidays</li> <li>Destinations</li> </ul>	<b>Friends</b> <ul style="list-style-type: none"> <li>Talking about friends</li> <li>Pocket money</li> <li>Devices</li> <li>Three tenses</li> <li>Hopes and wishes</li> <li>Leisure activities</li> </ul>

<b>Year 9</b>	<b>Interests</b> <ul style="list-style-type: none"> <li>• TV programmes</li> <li>• Films</li> <li>• Daily routine</li> <li>• Reading</li> <li>• What you saw and read</li> <li>• Authentic texts</li> <li>• French actors</li> </ul>	<b>Health</b> <ul style="list-style-type: none"> <li>• Illness</li> <li>• Injuries</li> <li>• Healthy living</li> <li>• Complex text using 3 tenses</li> </ul>	<b>Once upon a time</b> <ul style="list-style-type: none"> <li>• What you used to do</li> <li>• Sports in the past</li> <li>• Narrative in the imperfect</li> <li>• Thinking skills</li> <li>• Profiles</li> <li>• Comparing past and present</li> </ul>	<b>Destinations</b> <ul style="list-style-type: none"> <li>• French regions</li> <li>• Travel</li> <li>• Hotels</li> <li>• A visit to an attraction</li> <li>• A visit to a sporting event</li> <li>• A complaint</li> </ul>	<b>Global issues</b> <ul style="list-style-type: none"> <li>• Schools in other countries</li> <li>• Young people at work</li> <li>• Rights and beliefs</li> <li>• Human rights activists</li> <li>• Children's rights</li> </ul>	<b>The future</b> <ul style="list-style-type: none"> <li>• Future planning</li> <li>• The future</li> <li>• Future careers</li> <li>• Importance of MFL</li> <li>• Talking about hair and eyes</li> </ul>
<b>Year 10</b>	Theme 1- Identity and culture <ul style="list-style-type: none"> <li>• Me, my family and friends</li> <li>• Family members</li> <li>• Physical and character description</li> <li>• Relationships with family and friendship</li> <li>• Relationships when Younger</li> </ul>	Theme 2 - Use of social media <ul style="list-style-type: none"> <li>• Pros and cons of social media</li> <li>• Uses of new technology t;</li> <li>• Benefits and dangers of mobile technology</li> </ul>	Theme 2 -Free-time activities Theme 1 <ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Music, cinema, T.V</li> <li>• Food and eating out;</li> <li>• sport</li> </ul>	Theme 2 - home, town, neighbourhood and region Revision Theme 1 <ul style="list-style-type: none"> <li>• Free-time activities</li> <li>• Music, cinema, T.V</li> <li>• Food and eating out;</li> <li>• sport</li> <li>•</li> </ul>	Theme 2 Customs and festivals <ul style="list-style-type: none"> <li>• How we celebrate</li> <li>• Traditions</li> <li>• International festivals; Describing events</li> </ul>	MOCK EXAMS

<b>Year 11</b>	<ul style="list-style-type: none"> <li>• Theme 2 - charity and voluntary work</li> <li>• Healthy and unhealthy living</li> </ul>	<p>Theme 3 -life at school /college</p> <ul style="list-style-type: none"> <li>• School and education</li> </ul> <p>Authentic text comprehension Grammar</p> <p>Revision for December trial exam</p>	<p>Theme 3 - current and future study and employment</p> <ul style="list-style-type: none"> <li>• Education post-16;</li> <li>• my future</li> <li>• plans/part-time work</li> </ul> <p>Continued Exam skills: Speaking Listening Reading Writing Translation Authentic text comprehension Grammar</p>	<p>Theme 2:</p> <ul style="list-style-type: none"> <li>• Travel and Tourism:</li> <li>• At the hotel.</li> <li>• Holidays and the weather</li> <li>• Holiday destinations</li> </ul> <p>Continued Exam skills: Speaking Listening Reading Writing Translation Authentic text comprehension Grammar</p>	<p>REVISION</p> <p>Exam skills: Speaking Listening Reading Writing Translation Authentic text comprehension Grammar</p>	<p>EXTERNAL EXAMS</p>
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Subject MFL KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIME SCALE	Annually	Termly assessments in at least two of the four skills: listening, speaking, reading and writing. Using Kerboodle or ActiveLearn.	Formal End of Year examinations as part of the Key Stage 3 Assessment Week. These are teacher assessed.  This covers the summer end of term topic assessments.  Data is used to plot performance against the projected flight plan.  Students will go through the test with staff and the mark scheme to identify areas that need additional support.	End of topic tests are teacher assessed and termly tests are teacher assessed. Student data is collected and those not making enough progress are identified and intervention is provided. Students comment on the performance in each exam against their target grade.  Data is analysed in preparation for Departmental review
	Interim	End of topic assessments in the four skills approximately every 6-10 lessons. These consist of resources and questions using Kerboodle assessments. These are teacher and peer assessed using mark schemes.  Speaking assessments will be set per topic. These are teacher assessed. Feedback on how to do better next time is given to the student alongside a ReACT task to complete.  Quality of written work in exercise book are checked regularly and feedback informs students how to improve.	Autumn Term Test Spring Term Test End of Year Test  <u>Year 7</u> - All content learned can be assessed in each term test <u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test	
	Weekly	Homework tasks Lesson ready tasks (flipped learning) where research is needed Weekly retrieval activities and quizzes		
	Hourly	Retrieval activities Key questioning on skills and understanding Mini plenaries Class tasks to be Peer and self assessed.		

Subject MFL KS4		FUNCTIONS OF ASSESSMENT		
		FORMATIVE;	SUMMATIVE;	EVALUATIVE;
TIMES CALE	Annually	Students complete at least two assessments each term in listening, reading, writing and speaking each term to ensure that progress towards target grade is being made.	Years 9 will sit end of unit assessment in Listening, Reading, Writing and Speaking. Year 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points. Year 10 around Easter and Year 9 in the summer.  Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August.	Data collated by staff is used as a basis for the intervention groups in the winter and spring terms for year 11 and summer for year 10.  Data is used to identify students not making adequate progress.  Analysis of the data collated is the responsibility of CFM and MKK readiness for the departmental review.
	Interim	Students in Year 10 /11 receive Feedback against MFL GCSE criteria in assessed skills on a feedback sheet Pupils react by completing self - reflection sheet. In readiness for the GCSE speaking exam questions will be issued to Year 10 for use in lessons. Students will practise these questions throughout Year 10 and 11 and work with the language assistant if they require support.	End of unit tests for each topic. Exam questions taken from GCSE Past papers and EAQA or Exampro. Marks and mark schemes shared with pupils. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	
	Weekly	A number of different strategies are used by staff including: Variety of online resources weekly from the GCSE textbook for listening, reading, writing and speaking as well as online resources/platforms. Homework ( occasionally lesson ready tasks) Vocabulary learning		
	Hourly	Within lessons students will be assessed by; Answering questions in class, Exam questions with mark schemes for listening, reading, speaking and writing. Assessment for learning Reflecting against the set objectives Reacting to feedback		