

French Curriculum Intent

KS3	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 texts, stories, poems and songs. Students also consolidate their learning of vocabulary and structures through games, sentence builders and online quizzes. All students in Year 9 study a language. Students continue to study KS3 National Curriculum content and develop transferable skills and foundation knowledge in order to support the transition to KS4 study in Year 10.
KS4 AQA GCSE Specification	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: People and Lifestyle, Popular Culture, Communication and the World around us. 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.
KS5	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
Year 7 3 hour cohort	My life Classroom language Greetings, name Numbers, alphabet Months Age, birthday Pets, siblings	Family Family members Colours Looks and character	Freetime What you like to do What you do in your freetime The weather Sports	School Subjects and opinions Telling the time Timetable What you do after school	My town and Food Describing your town Ordering in a cafe What you do at the weekend	Geography/Culture Virtual trip to Paris Creating Grammar Bugs <u>Film Project:</u> Un monstre à Paris
Year 8	Holidays Countries Holidays in the past - where you went, what you did, how it was	Free-time Likes/Dislikes What you did last weekend and yesterday evening TV programmes you have watched Technology	Food and Drink Talking about food French meals Preparing for a party Shopping for food Eating at a restaurant French food specialities	Going out Arranging to go out Excuses Daily routine	Clothes and shopping Clothes Going shopping Talking about what you are going to do in the future	My life Describing your town How you help at home Pocket money <u>Film Project:</u> Les choristes
Year 9	Interests TV programmes Films Daily routine Reading What you saw and read Authentic texts French actors	Health Illness Injuries Healthy living Complex text using 3 tenses	Once upon a time What you used to do Sports in the past Narrative in the imperfect Thinking skills Profiles Comparing past and present	Destinations French regions Travel Hotels A visit to an attraction A visit to a sporting event A complaint	Global issues Schools in other countries Young people at work Rights and beliefs Human rights activists Children's rights	The future Future planning The future Future careers Importance of MFL Talking about hair and eyes

Year 10	AQA Theme 1 Unit 1 -Family and Relationships Physical description Talking about personality Describing people Talking about relationships with the family Talking about relationships with friends Talking about modern families	AQA Theme 2 Unit 4 - Free time activities Talking about hobbies and sports you have done and plans for hobbies Giving opinions on a wide range of hobbies Giving opinions on television, cinema and music Talking about leisure activities around the world	AQA Theme 1 Unit 2 - Healthy living and lifestyle To describe food preferences To discuss healthy and unhealthy lifestyles and what you do to keep fit as well as recent activities Talking about the difficulties of a healthy lifestyle	AQA Theme 1 Unit 3 - Education and work Describing the school day Talking about school facilities and rules Describing the positive and negative aspects of school Choices at 16 To say what jobs people have and list advantages of disadvantages To talk about the personal qualities, qualifications and skills required for a job	AQA Theme 2 Unit 5 - Customs, festivals and celebrations To describe customs and say what you do on celebrations at home and elsewhere (eg birthdays, parties, weddings, etc) Describing celebrations and festivals in French-speaking countries Planning a trip to a festival	AQA Theme 2 Unit 6 - Celebrity Culture and Revision Routes to fame Tips on becoming famous How and why people might become famous Abilities and achievements Celebrity culture -Pros and cons of being famous, French-speaking celebrities <i>Revision of Year 10</i>
Year 11	Theme 2: Unit 6 contd. Theme 3: Unit 7 (Travel and tourism) AQA F and H Spreads Giving opinions about holidays Talking about past holidays, describing holidays	Theme 3: Unit 8 (Media and Technology) AQA F and H Spreads Social media Different forms of social media Television Future technology	Theme 3: Unit 9 (The environment and where people live) AQA F and H Spreads Environmental problems Saving the planet Areas where people live	Exam Revision/Practice Exam skills: Speaking Listening Reading Writing Translation	Exam Revision/Practice Exam skills: Speaking Listening Reading Writing Translation	Exams

	Giving details about places of interest	TRIAL Exam		Authentic text comprehension Grammar	Authentic text comprehension Grammar	
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Subject MFL KS3		MFL Curriculum Impact KS3		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TIME SCALE	Annually		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.	Throughout KS3, peer and self-assessments are completed every lesson in individual tasks and ReACT targets are set by students themselves after summative assessments. The MFL Department tracks and evaluates summative assessment performance across the year to form a holistic view of student performance and progress and uses this to inform teaching, feedback, targets and intervention strategies. Departmental data spreadsheets are kept centrally on the subject drive. These are updated with all student data in KS3, and regularly monitored by the subject leader. Each student will have an assessment tracker sheet which they will use to track their own progress – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLCs

	Interim	1-2-1 speaking practice with foreign language assistants where feedback is given. Quality of written work in exercise book is checked regularly and feedback informs students how to improve.	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. <u>Year 7</u> - All content learned can be assessed in each term test with the focus is on the latest sentence builder <u>Year 8</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test with the focus is on the latest sentence builder <u>Year 9</u> - All content learned from the beginning of Year 7 to current can be assessed in each term test with the focus is on the latest sentence builder / vocabulary booklet unit Teachers: - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. Feedback on how to do better next time is given to the student alongside a ReACT task to complete	
	Weekly	Teachers role: - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. Students role: - Engage in self assessment. - Engage in peer assessment.		

		- Be proactive in ReACT tasks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. Identify their own strengths and weaknesses and ask for support from their subject teachers. Homework tasks including lesson ready tasks (flipped learning) where research is needed and revision for retrieval activities and quizzes	
	Hourly	'Every Lesson Every Day' techniques are embedded in lessons including: - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. Every lesson a variety of the following formative assessment takes place using the following strategies: - Questioning - Low stakes testing - Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks	

Subject MFL KS4	MFL Curriculum Impact KS4		
	FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>

TIMES CALE	Annually		Year 10 will sit a GCSE style paper for their End of Year Exam to measure progress and outcomes from their starting points. Year 11 will have their GCSE exams in May/June which are externally marked by AQA. Results in August. Mock examinations in December are based upon all topics taught since the start of Year 10 and vocabulary since Year 7	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 OSK and CCV in readiness for the departmental review. Each student will have an assessment tracker sheet which they will use to track their own progress – this is a reflection tool and will allow students to reflect on their overall progress – this is designed to complement topical PLCs
	Interim		Students complete at least two assessments each term in listening, reading, writing and speaking to ensure that progress towards target grade is being made. Students in Year 10 /11 receive Feedback against MFL GCSE criteria in assessed skills. Written feedback and student responses in the form of react should be evident. These are in student folders/exercise books. Exam questions are taken from GCSE Past papers and EAQA or Exampro. Marks and mark schemes shared with pupils. 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. Tests are teacher assessed and pupils record their score against the target grade on a tracking sheet.	
	Weekly	Regular formative assessment takes place using the following strategies: • Success criteria or student checklists • Single GCSE questions • Model answers		

		• Low stakes testing on key grammar and vocabulary Teacher, peer and self-evaluation used in all lessons to ensure progress and next steps are considered and 're-acted' to. Teachers role: - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons.. - Set homework tasks - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. Students role: - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers.	
	Hourly	<i>Every Lesson Every Day</i>' techniques are embedded in lessons including: - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. Every lesson a variety the following formative assessment takes place using the following strategies: - Questioning - Low stakes testing	

		- Spiral learning - Oral feedback - Whole-class feedback - Class and teaching modelling - Regular re-cap quizzes - Retrieval practice tasks	
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