



# FRAMEWORK FOR LEARNING



## CREATIVE

An education where imagination, curiosity and resilience enable us to ignite our learning.

## HAPPY

A shared belief that optimism, empathy and responsibility are the foundations for a respectful, safe and inclusive community.

## SUCCESSFUL

Individuals who are ready to learn, practise being reflective, and are motivated to become champions.

## SUBJECT

## FRENCH

## INTENT

"One language sets you in a corridor for life. Two languages open every door along the way." - **Frank Smith**

The French Curriculum intends to ignite a love of languages and spark an interest and tolerance of other cultures. Through a focus on communication, the MFL department aim to foster a passion for exploring a foreign language and a different culture. Our French curriculum will provide insight into French speaking countries and their cultures and thus widen pupils' intellectual horizons. In each Year, pupils cover topics from all three themes of the French GCSE. This approach ensures pupils are confident in each Theme and are given ample time to revisit, thus reinforcing and deepening knowledge before commencing GCSE courses.

By concentrating on communication and grammatical application, pupils will become to understand their own language better. In addition to the obvious benefits for the key skills of communication and literacy, MFL learners will work both collaboratively with their peers and further develop their independent skills, especially their resilience. Languages are unique in the curriculum in their magnitude; therefore, it is fundamental that pupils feel positively about their abilities, rather than concentrating on the vast extent of what they do not yet know or understand. With this in mind, our Curriculum plans to equip pupils with the tools to communicate and provides carefully spaced opportunities for pupils to revisit the more difficult aspects of language learning.

The curriculum is designed to allow interleaving of skills and structures throughout the Year and key stage to allow for retrieval practice. Interleaving is more effective than blocking modules together as pupils learn best through associative learning – by hooking the old onto the new. As well as regular recall in lessons, each half term the curriculum has been organised to include a retrieval week. This week's lessons are planned to drill important concepts and vocabulary before moving on.

Our Curriculum in MFL, particularly in KS4, requires pupils to explore the notions of citizenship and personal and social responsibility, equipping them with the skills needed to excel in an increasingly small world. Furthermore, through developing respect, tolerance and interest in other cultures foreign language learning allows students to empathise, communicate and work successfully with others around the world



## YEAR GROUP

**YEAR 7**

## RATIONAL / NARRATIVE

In Year 7, pupils learn the basics of the French language in the context of their own lives. Pupils are introduced to the basic principles of pronunciation, grammar and vocabulary learning whilst describing themselves to French speaking people. By the end of the Year, pupils should feel confident introducing themselves and expressing opinions on their pastimes and their studies. Pupils should be able to listen for detail, transcribe words, translate short sentences and read longer texts, aloud, picking out key information.

## TERM KNOWLEDGE

### AUTUMN 1

Vocabulary to introduce myself including age, birthday and my personality. Saying whether I have brothers/sisters.

### AUTUMN 2

Different school subjects. Giving my opinion of subjects. Using the negative. Describing our teachers using adjectives.

### SPRING 1

Describing school facilities. Learning about French schools. Revision and completion of progress tests.

### SPRING 2

Sports and free time activities. Adverbs of frequency. Opinions on what we enjoy doing and why.

### SUMMER 1

Adverbs of frequency and the seasons. Opinions on what we enjoy doing and why.

### SUMMER 2

Revision and completion of progress tests. Cultural journey around Paris.

## SKILLS

Asking questions and introducing myself and my opinions. Saying my age and asking others theirs. Picking out information from written and spoken conversations in French.

Giving opinions and justifying them with reasons. Identifying adjectives.

Developing opinions and extending them with a range of reasons. Using negatives. Using adjectives and adjectival agreement.

Using the present tense of faire and jouer. Using the negative

Developing and justifying opinions with the infinitive of a verb. Using jouer à and faire de.

Using cognates and context in reading and listening activities.

## ASSESSMENT

**Marking Point 1**  
Translation task completed in lessons and marked by class teacher. Describing myself, age and family.

**Marking Point 2**  
Writing task completed in lessons and marked by class teacher. 30 words describing school subjects and opinions.

**Marking Point 1**  
Progress Test – Reading and Listening.

**Marking Point 2**  
Writing on my hobbies.

**Marking Point 1**  
Translation task completed in lessons and marked by class teacher.

**Marking point 2**  
Reading and listening assessment covering topics from the whole Year.

## HOME LEARNING

Vocabulary task on [www.languagenut.com](http://www.languagenut.com) on introductions, numbers, ages and birthdays.

Vocabulary task on [www.languagenut.com](http://www.languagenut.com) on school subjects and opinions.

Progress test revision  
Vocabulary task on [www.languagenut.com](http://www.languagenut.com) on introductions, birthdays, school subjects, teachers and opinions.

Vocabulary task on [www.languagenut.com](http://www.languagenut.com)

Vocabulary task on [www.languagenut.com](http://www.languagenut.com)

Preparation for progress tests.  
Vocabulary task on [www.languagenut.com](http://www.languagenut.com)



## READING, WRITING, TALK, NUMERACY

## TIER 2 VOCABULARY

## TIER 3 VOCABULARY

<p><b>Talk:</b> Learning to ask questions and introduce ourselves. Pronunciation games and structured speaking practice.</p> <p><b>Writing:</b> Being able to use avoir and être accurately to say my age and that of my siblings.</p> <p><b>Reading:</b> Recognizing what I know and don't know in a text to deduce meaning. Breaking down information. Matching key phonemes to graphemes.</p>	<p><b>Talk:</b> Learning to ask questions about school subjects and giving responses and opinions.</p> <p><b>Writing:</b> Using negatives to express opinions</p> <p><b>Reading:</b> Identifying negatives that change the meaning in a text. Matching key phonemes to graphemes.</p>	<p><b>Talk:</b> Use of sentence stealers to develop longer sentences.</p> <p><b>Writing</b> Extending our written work with connectives and time phrases. Writing using negative descriptions (using il y a) of school.</p> <p><b>Reading</b> Using inference skills in longer texts.</p>	<p><b>Talk:</b> Using the verbs jouer and faire to ask and answer questions on what I do in my free time and give extended opinions.</p> <p><b>Writing:</b> To be able to write short texts on our leisure activities including connectives.</p> <p><b>Reading:</b> Identifying and highlighting contrasting opinions in a text and recognizing connectives.</p>	<p><b>Talk:</b> Learning to say where we go using the verb aller. Saying what we do in different seasons</p> <p><b>Writing:</b> To be able to write extended texts on our weekend habits around our town.</p> <p><b>Reading:</b> Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>	<p><b>Talk:</b> Taking part in a conversation about where we go at the weekend.</p> <p><b>Writing:</b> To be able to write about what we do and where we go.</p> <p><b>Reading:</b> Recognizing key vocab and using synonyms in a text.</p>
<p><b>Complete</b> <b>Copy</b> <b>Describe</b> <b>Find</b> <b>Match</b> <b>Write</b> <b>Listen</b> <b>Read</b> <b>Speak</b></p> <p><i>Complétez</i> <i>Copiez</i> <i>Décrivez</i> <i>Trouvez</i> <i>Connectez</i> <i>écrivez</i> <i>écoutez</i> <i>lisez</i> <i>parlez</i></p>	<p><b>Positive</b> <b>Negative</b> <b>Opinion</b></p> <p><i>Positif(ves)</i> <i>Negatif(ves)</i> <i>Opinion</i></p>	<p><b>Apply</b> <b>Process</b> <b>Select</b></p> <p><i>Complétez</i> <i>Copiez</i> <i>Décrivez</i> <i>Trouvez</i> <i>Connectez</i> <i>écrivez</i> <i>écoutez</i> <i>lisez</i> <i>parlez</i></p>	<p><b>Similarity</b> <b>Difference</b></p> <p><i>similarités</i> <i>différences</i></p>	<p>Apply Complete Copy Describe Find Identify List Name Select Similarity Difference</p> <p><i>Complétez</i> <i>Décrivez</i> <i>Trouvez</i> <i>Connectez</i> <i>Ecrivez</i> <i>lisez</i> <i>parlez</i> <i>similarités</i> <i>différences</i></p>	<p>Apply Complete Copy Describe Find Identify List Select Similarity Difference</p> <p><i>Complétez</i> <i>Décrivez</i> <i>Trouvez</i> <i>Connectez</i> <i>Ecrivez</i> <i>lisez</i> <i>parlez</i> <i>similarités</i> <i>différences</i></p>
<p>Vocabulary Pronoun Adjective Verb Conjugate</p>	<p>Justified opinion Negative structure Identify Translate</p>	<p>Extended structure Connective Time-phrase Francophone</p>	<p>Varied vocabulary Persons Irregular verb Infinitive Present tense</p>	<p>Synonym Preposition Irregular verb</p>	<p>Polite form</p>



## PSPSMC, BRITISH VALUES AND DIVERSITY

Noun					
<p>Social/Cultural: Learning about languages that others speak and listening to native French speakers</p> <p>Moral: Agreeing to the climate for learning.</p> <p>British Values: Tolerance of other cultures.</p>	<p>Social/Cultural: Learning about Christmas in France, learning about french school systems.</p> <p>Moral: learning to ask questions and justify opinions</p> <p>British Values: Understanding a different culture and tolerance of it.</p>	<p>Social/Cultural: Learning about schools n the francophone world.</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Tolerance of others opinions.</p>	<p>Social/Cultural: Learning about sporting culture in the francophone world.</p> <p>Learning about particular French sports eg la petanque.</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Tolerance of others opinions.</p>	<p>Social/Cultural: Speaking in group work.</p> <p>Moral: Being able to be part of a team in group work.</p> <p>British Values: Tolerance of other cultures.</p>	<p>Social/Cultural: Learning about French towns.</p> <p>Moral: Learning to ask questions and being polite.</p> <p>British Values: tolerance of other cultures.</p>