



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 8

RATIONAL / NARRATIVE

In Year 8, pupils extend their understanding of French by concentrating on their communicative proficiency in the context of the wider world. They begin to delve deeper into the grammatical workings of the language through understanding and beginning to use three tenses: the past tense, the present tense and the near future tense. By the end of the Year pupils should be able to access authentic resources and pick out information from more challenging texts within the context of travel, the media, food, fashion and culture.

TERM KNOWLEDGE

AUTUMN 1

Using the present tense to describe leisure time, sports and technology. Saying how I use my phone and computer. Recall of different sports and activities. Recall of opinions and infinitive phrases. Seasons, weather and other time phrases.

AUTUMN 2

Using the verbs avoir and être to describe my family and what they look like. Saying what my family do using vocabulary from Autumn term 1.

SPRING 1

Different foods and saying what I eat, what I like to eat and what I am going to eat. Descriptions of different foods and when I eat them.

SPRING 2

Talking about music tastes. Talking in the past tense about a trip to a concert. Comparatives. Talking about television programmes. Saying what I did yesterday.

SUMMER 1

Clothes items. Opinions on clothes. Revision of future and preterite tenses. Saying what I wore and what I'm going to wear.

SUMMER 2

Revision and completion of progress tests.

SKILLS

Revision of the present tense of regular er verbs. Conjugating faire and jouer. Using opinions + the infinitive. Describing what other people do using ils and elles.

Using possessive adjectives for my family. Concentrating on word order and adjectival agreement. Conjugating avoir and être. Recalling vocabulary on activities, time phrases and verbs.

Revision of opinions. Using the negative. Introduction to the near future tense. Using the partitive article (du, de le, des).

Using the comparative to compare different music styles. Using the negative. Revision of opinions. Using the perfect tense and present tense together.

Using three tenses together to discuss what we wear and when. Giving opinions on clothes. Discussing an event and what we wear.

Using extended opinions. Using the near future tense. Using the past tense. Using three tenses together.

ASSESSMENT

Marking Point 1
Translation and grammar practice using present tense

Marking Point 2
Translation into French

Marking Point 1
Progress tests

Marking Point 2
grammar task completed in lessons and marked by class teacher. on tenses

Marking Point 1
Grammar and Translation Task: using three tenses

Marking Point 2
Progress tests

HOME LEARNING

Vocabulary task on www.languagenut.com

Vocabulary task on www.languagenut.com

Vocabulary task on www.languagenut.com

Vocabulary task on www.languagenut.com

Vocabulary task on www.languagenut.com

Vocabulary task on www.languagenut.com

READING, WRITING, TALK, NUMERACY

Talk:
Learning to ask and answer questions on what people do. Pronunciation games and structured speaking practice.

Talk:
Learning to ask and answer questions on how people look using 'Guess who' game as a prompt.
Writing:

Talk:
Using the future tense to say what I am going to eat.
Reading-

Talk:
Using sentence constructors to form comparatives.
Reading-
Reading texts that refer to two-time frames and

Talk:
Talking in three tenses about clothes.
Writing:
To be able to write extended texts on what clothes we wear, like,

Talk:
Talking part in a conversation about myself, my school, my hobbies and my town.
Writing:



<p style="text-align: center;">TIER 2 VOCABULARY</p>	<p>Writing: To be able to write extended texts on our leisure time, conjugating verbs accurately.</p> <p>Reading: Dissecting a longer text that contains lots of unknown vocabulary. Using authentic resources.</p>	<p>To be able to write extended texts on our family.</p> <p>Reading: Dissecting a longer text that contains unknown vocabulary. Using authentic resources.</p>	<p>Reading texts on food preferences and picking out details on tenses.</p> <p>Writing Writing about food in the present and future tense. Accurately conjugating the future tense.</p>	<p>picking out the key information.</p> <p>Writing Giving complex opinions justifying our music tastes.</p>	<p>dislike and using three tenses.</p> <p>Reading: Picking out key information from longer texts. Recognizing key vocab and using synonyms in a text.</p>	<p>To be able to write short answers to different speaking questions on what we have learnt this Year</p> <p>Reading: Differentiating between present and future tense. Recognizing key vocab and using synonyms in a text.</p>
	<p>Annotate Highlight List Process Respond</p> <p><i>Annotez</i> <i>Surlignez</i> <i>Répondez</i></p>	<p>Add Define Extend</p> <p><i>Definez</i></p>	<p>Give Identify</p> <p><i>Donnez</i> <i>Identifiez</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>Stat</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>State</i></p>	<p><i>Annotate</i> <i>Apply</i> <i>Complete</i> <i>Define</i> <i>Describe</i> <i>Find</i> <i>Give</i> <i>Identify</i> <i>List</i> <i>Name</i> <i>Process</i> <i>Respond</i> <i>Select</i> <i>Similar</i> <i>State</i></p>
<p style="text-align: center;">TIER 3 VOCABULARY</p>	<p>Infinitive verb Conjugate Extended opinion</p>	<p>Possessive adjective Authentic Word order Adjectival agreement Time-marker</p>	<p>Near future tense Articles Infinitive Auxiliary verb</p>	<p>Justified opinion Comparative Negative Perfect tense</p>	<p>Preterite Time-marker Extend Variety Justify</p>	<p>Extended opinion Justify Conjugate Present tense Future tense Perfect tense</p>
<p style="text-align: center;">PSPSMC, BRITISH VALUES AND DIVERSITY</p>	<p>Social/Cultural: discussing how our social activities define us. Moral: Asking questions and justifying opinions. British Values: Celebration of a different culture and language.</p>	<p>Social/Cultural: talking about myself, my family and different types of families. Moral: Asking questions and justifying opinions. British Values: Respect for others and their appearance.</p>	<p>Social/Cultural: talking about different foods eaten in France. Moral: Asking questions and justifying opinions. British Values: Respect for others and their opinion</p>	<p>Social/Cultural: Learning about different music styles and French speaking singers and artists British Values: Tolerance of others opinion and respect of other cultures.</p>	<p>Social/Cultural: Looking at differences in fashion between Britain and French speaking world Moral: being able to be part of a team in group work. British Values: Tolerance of other cultures</p>	<p>Social/Cultural: Learning about different cultural experiences and social activities. British Values: tolerance of other cultures.</p>