

French



The GCA French curriculum enables pupils to become passionate, enthusiastic, and ambitious linguists whose passion and thirst for knowledge enables them to become global citizens. We complete the KS3 national curriculum programme of study in Years 7, 8 and 9 so that a solid foundation of language fundamentals is taught and built upon, which creates a culture of language mastery from the get go.

This is how we meet the aims of the KS 3 NC:

Aim: understand and respond to spoken and written language from a variety of authentic sources.

We use translations, target language from the teacher, as well as authentic texts linked to the topics being studied. These texts often promote deep discussion about life in France/French speaking countries and the differences to the UK. This in turn supports students' understanding of FBV. The topic of secularism in France always makes students' very appreciative of our individual liberty in the UK for example.

We also build in learning through film and media studies in each year group so that they develop a passion for authentic French films. Many of our pupils in Year 11 have watched the French TV series Lupin and Emily in Paris for example in their own time following watching clips in lesson and have learnt new language independently from this. We also use the academy's reading strategies to support students' ability to read fluently in the target language whilst also promoting whole school literacy. We also offer students trips to Northern France and the European Christmas Markets in Manchester to develop their cultural capital, providing experiences they may not otherwise get.

Aim: speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

We use a register routine and 'how are you?' activity to focus on conversational target language and to promote speaking spontaneously. Pupils are encouraged to speak predominantly in the target language. They do this through listening and teacher modelling.

Aim: can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

Our marked pieces focus on extended writing each half term. Grammatical structures become more complex over time, which in turn builds confidence and fluency over time.

Aim: discover and develop an appreciation of a range of writing in the language studied

Our writing tasks in our marked pieces cover a range of writing genres from letters, descriptions, use of first person, third person, present, past, and future tense.

In order to support the transition of KS3 to KS4, each of the AQA GCSE sub-topics are covered over time and build on the foundations at KS3; for example:

Me, my family and friends Y7, Y8, Y9, Y10, Y11

Free time activities, Y7, Y8, Y9, Y10, Y11

School/future plans Y7, Y8, Y9, Y10, Y11

These topics are covered in every year group as students feel the most self efficacy when speaking and writing about things which are relevant and useful to them. Over time, important language fundamentals are mastered, and be used across other, more complex GCSE topics.

In KS4, key skills mastery is honed alongside topic work, so that not only feel confident in sitting their GCSE examinations, but also feel ready and prepared to make the transition to KS5 French, should they so desire.