



“If you talk to a man in a language that he understands, that goes to his head. If you talk to him in his own language, that goes to his heart.” Nelson Mandela

MFL Curriculum Intent / Progression 2023-24 (French)

Purpose of study

Learning a foreign language is an empowering experience. It provides an opening to other cultures. A high-quality language education at St Joseph’s will foster students’ curiosity and deepen their understanding of the world. Our teaching will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It will also provide opportunities for students to communicate for practical purposes through the recycling of core structures, learn new ways of thinking and the strategies needed to interact with authentic materials in the original language. Language teaching in year 7 and 8 will provide the foundation for learning further languages and to begin to manipulate language for creative means.

Aims

The national curriculum for languages aims to ensure that all students:

- Understand and respond to spoken and written language from a variety of authentic sources.
- 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 .
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

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These aims are delivered through the curriculum outlined below. The expectation is that the majority of students will move through the programmes of study at broadly the same pace. However, decisions about when to progress and support should always be based on the security of students' understanding and their readiness to progress to the next stage. Students who grasp concepts rapidly are challenged through being offered rich and challenging language adaptations and manipulation before any acceleration through new content. Those who are not sufficiently fluent with earlier material are encouraged to consolidate their understanding, through additional practice, before moving on. But learning a language is more than the curriculum.

Life skill aims

- ✓ **Improve your career prospects**
- ✓ **Enhance your communication skills**
- ✓ **Increase your brain power**
- ✓ **Enjoy travel more**
- ✓ **Understand other cultures**
- ✓ **Enjoy literature, music and films in other languages**

Subject content

Teaching will build on the foundations of language learning laid at key stage 2, whether students continue with the same language or take up a new one. Teaching will focus on developing the breadth and depth of students' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable students to understand and communicate personal and factual information, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy.

Throughout the course students will be taught:

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Grammar and vocabulary

- Identify and use tenses or other structures which convey the present, past, and future.
- Use and manipulate a variety of key grammatical structures and patterns.
- Develop and use a wide-ranging and deepening vocabulary, allowing them to give and justify opinions and take part in discussion about wider issues.
- Use accurate grammar, spelling and punctuation.

Linguistic competence

- Listen to a variety of forms of spoken language to obtain information and respond appropriately.
- Transcribe words and short sentences that they hear with increasing accuracy.
- Initiate and develop conversations, coping with unfamiliar language and unexpected responses.
- Express and develop ideas clearly and with increasing accuracy, both orally and in writing.
- Speak coherently and confidently, with increasingly accurate pronunciation and intonation.
- Read and show comprehension of original and adapted materials, understanding important ideas and details, and provide an accurate English translation of short, suitable material.
- Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture.
- Write extended text using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate written text accurately into the foreign language.

These aspects will be interwoven throughout the course, gradually increasing in length and complexity.

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Assessment

Students are regularly assessed in class with low stake tasks – often self / peer marked to improve student self-efficacy.

KS3 students will see 2 key tasks in each cycle. Key tasks over the course of the year will cover all 4 skill areas.

Listening and reading key tasks will check for student understanding of content covered so far and will allow for diagnostic marking.

Productive Key tasks in writing and speaking will be timed at the end of units and will be a cumulative test of all aspects of the course which has been covered.

KS4 students will see 3 key tasks in each cycle. Again, key tasks over the course of the year will cover all 4 skill areas and will use past exam or sample exam questions so that students gain confidence in the range and type of exam questions and use AQA mark schemes in Closing The Loop lessons so they have a deeper understanding of mark schemes and exam criteria.

All assessments will be followed by a closing the loop activity. The students will carry out tasks to repair misconceptions or improve their work.

Each Ks3 and KS4 lesson will contain an element of retrieval practice. This will often take the shape of a low stakes test at the start of the lesson. Tasks revisit learning from previous topics ensuring that students are continually exposed to key concepts and language.



Progression model

Year 7

In Year 7, lessons have a focus with Gianfranco Conti’s Extensive Processing Instruction methodology (EPI). Students use sentences builders so they are able to communicate in full sentences immediately. As students’ familiarity with the structures in the sentence builders increases, they begin to communicate without having to use the sentence builders. As a result, students are able to produce language spontaneously and with increasing fluency and more accurate pronunciation. In order to reduce cognitive load, students are introduced to different grammatical structures through the use of sentence builders and, if appropriate, ‘pop up’ grammar lessons take place to introduce students to the grammatical rules once they are confident with the key structures.

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>Tout Sur Moi</u></p> <p>CONTENT: In this cycle, students learn to ask and answer questions about themselves – such as personal information, describing themselves and what they like to do.</p> <p>GRAMMAR: They are introduced to adjectives, adjectival agreements and the gender of nouns. Present tense verbs are introduced – <i>être and avoir</i> in the 1st and 3rd person. Opinions are introduced to discuss their likes and dislikes. Giving opinions is a core element in GCSE languages.</p> <p>SKILLS: Students look at the core language structures needed to communicate. They encounter these structures in a variety of</p>	<p style="text-align: center;"><u>Mon Monde Personal</u></p> <p>CONTENT: Students build on knowledge acquired in Cycle 1 to help them to ask and answer questions about family members and friends. Students learn how to describe people’s personalities and to give comparisons. Students then develop their use of descriptions further to describe pets.</p> <p>GRAMMAR: Students learn how recycle the verb <i>avoir</i>, this time in the context of pets and using the conditional tense – <i>je voudrais avoir...</i> and <i>Je dirais que</i> when describing themselves and others.</p> <p>SKILLS: Students recycle core language learnt in the first cycle, in order to describe</p>	<p style="text-align: center;"><u>Au Collège</u></p> <p>CONTENT: Students will recycle structures seen in the previous two cycles, beginning to see how language can be manipulated. They will learn how to ask and answer questions about subjects they study, their teachers and be able to say if they get on with their teachers and explain why/why not. They will be introduced to the near future tense to describe their plans for the summer holidays. Using a variety of time frames is essential for success at GCSE .</p> <p>GRAMMAR: Students will be introduced to a wider range of adjectives so they can give reasons for liking/disliking specific subjects.</p>

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<p>contexts linked to describing themselves in order to develop transferability. Students also learn/revise the alphabet, months of the year and numbers.</p>	<p>themselves, relatives and friends. They also learn how to ask and answer questions about what pets they have / don't have / would like, expressing opinions and giving reasons for their opinions.</p>	<p>They will use the reflexive verb <i>s'entendre</i> in the present tense. Students will be introduced to more verbs such as <i>donner, crier, rire</i> when explaining why they like/dislike their teachers.</p> <p>The future tense is introduced with recycling of infinitive verbs from Cycle 1.</p> <p>SKILLS: Students continue to recycle language and previous grammar in this cycle. Focussing on asking and answering questions and extending answers in written and spoken responses.</p>
<p>Opportunities for cultural capital: Students will consider the Francophone world throughout this cycle and the culture of these countries. Students will look at authentic materials from the Francophone world. Students will develop their lexicon in English, especially in relation to the function of language.</p>		

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Year 8

This y8 Scheme of Learning is designed to flow seamlessly with grammar and recycled content from y7 so that students can continue to build on their prior learning. Students will continue to use sentence builders so they are able to communicate in full sentences in new contexts immediately. As students’ familiarity with the structures in the sentence builders increases, they begin to communicate without having to use the sentence builders. As a result, students are able to produce language spontaneously and with increasing fluency and more accurate pronunciation. In order to reduce cognitive load, students are introduced to different grammatical structures through the use of sentence builders and, if appropriate, ‘pop up’ grammar lessons will take place to introduce students to the grammatical rules once they are confident with the key structures.

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>En Vacances</u></p> <p>CONTENT: A GCSE subtopic. Students will review their structures and vocabulary learning from year 7 in the new context of holidays in the past tense. The Sentence Builders will allow students to be introduced to and use the past tense before they are taught explicitly how to conjugate the tense. This will allow all students success in using a variety of time frames. Students will recycle infinitive verb structures from y7 cycle 1 & 3 to say what they did on holiday and extend this to use weather structures. Opinions used in y7 will be used in the past tense.</p> <p>GRAMMAR: Students will revise the verbs <i>avoir</i> and <i>être</i> in the present tense. They will</p>	<p style="text-align: center;"><u>En Ville</u></p> <p>CONTENT: A GCSE subtopic so students will be introduced now to a variety of vocabulary and structures to describe a town. Recycling of weather phrases from cycle 1 in a different tense. The near future tense will be used again in new context to describe what students will do in their town at the weekend – using and building on activity verbs previously learned.</p> <p>GRAMMAR: Students will deepen their knowledge of verb tenses by using modal verbs – <i>on peut</i> + infinitive. Students will also learn how to conjugate the near future</p>	<p style="text-align: center;"><u>Mon Temps Libre</u></p> <p>CONTENT: Students will build on prior knowledge of hobbies to extend information on hobbies giving details on where, how often and who with as well as opinions. They will also be able to use different tenses to discuss past and future leisure activities.</p> <p>GRAMMAR: Students’ written work will be more developed and include three different time frames. Students will use opinions and justifications with confidence.</p> <p>SKILLS: Students will be reading and listening to more extended texts in order to deepen their knowledge and understanding.</p>

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<p>use this knowledge to learn about how to form the perfect tense, be introduced to irregular past participles and learn how to form the negative in the perfect tense. This will build on students' prior knowledge as they were introduced to the negative in the present tense in Year 7.</p> <p>SKILLS: Students will be introduced to a range of connectives to further work on extending sentences and using a range of adjectives to add variety to written and spoken answers.</p>	<p>tense so they can give and understand information about plans for the weekend.</p> <p>SKILLS: Students will continue to build upon prior knowledge by discussing what you can and can't do in their town. Students are developing the skill of transferring language in different contexts.</p>	<p>Students manipulation of language is more confident and accurate.</p>
<p>Opportunities for cultural capital: Holiday destinations in France, knowledge of French cities, Christmas time in France, Easter celebrations in France, understanding of the Francophone World, European Day of Languages. Students continue to develop their lexicon in English, especially in relation to the function of language.</p>		

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Year 9

This y9 SOL has been changed from last academic year and we now feel that it will equip y9 students with wider GCSE vocabulary, skills and structures. Students will continue to use sentence builders so they are able to communicate in full sentences in new contexts. As students’ familiarity with the structures in the sentence builders increases, they begin to communicate without having to use the sentence builders. As a result, students are able to produce language spontaneously and with increasing fluency and more accurate pronunciation. In order to reduce cognitive load, students are introduced to different grammatical structures through the use of sentence builders and, where appropriate, ‘pop up’ grammar lessons will take place to introduce or reinforce grammatical rules.

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>Une Vie Saine</u></p> <p>CONTENT: A GCSE subtopic so students will be introduced now to a variety of vocabulary and structures to describe lifestyles. Recycling of hobbies phrases from y8 in a different context. The near future tense will be used again in new context to describe what students are going to do to improve their eating / exercise habits with the inclusion of other future tense expressions (<i>je voudrais / j’essaie / j’espère</i>).</p>	<p style="text-align: center;"><u>Le Monde extérieur</u></p> <p>CONTENT: Students will be introduced to this new topic of the world of work and celebrations in preparation for GCSE exposure. They will be able to recycle vocabulary from y7 on family personalities to discuss qualities needed for jobs and again use the future tense to describe future plans. The past tense used in y8 will be reinforced to describe a recent celebration whilst recycling opinions.</p> <p>GRAMMAR: Students’ written work will be developed grammatically and lexically and</p>	<p style="text-align: center;"><u>L’environnement /Les Choristes</u></p> <p>CONTENT: Students will be introduced to the topic of the environment – what problems we are facing / cause and effect and discuss ways to help the situations. Students will use a variety of tenses to say what should be done and what they are going to do.</p> <p>GRAMMAR: Students will a range of present and future and modal verbs. Opinions are used with confidence and a wider range of adjectives introduced.</p> <p>SKILLS: Students will also be able to understand information in extended texts and longer listening passages spoken at near natural speed including a range of tenses, adjectives and opinions.</p>

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<p>Students are also going to begin work on describing photos (GCSE skill for speaking and writing exam)</p> <p>GRAMMAR: Students will deepen their knowledge of present tense verb and future tenses for a range of tenses in this topic. Students will also recap using the negative <i>ne ...pas</i> as well as <i>ne...jamais</i> and <i>ne...plus</i>. Use of comparatives with <i>plus / moins</i>.</p> <p>Further practise of 3rd plural verb form in present tense(<i>ils</i>) for describing photos.</p> <p>SKILLS: Students will continue to build upon prior knowledge by using the future tense to say what they are going to do to improve their lifestyles and the frequency of certain activities. Students are developing the skill of transferring language in different contexts.</p>	<p>will include three different time frames.</p> <p>Students will use opinions and justifications with confidence.</p> <p>SKILLS: Students will be reading and listening to more extended texts in order to deepen their knowledge and understanding. GCSE themes and exam style questions increasing in use. Students manipulation of language is more confident and accurate.</p>	<p>CONTENT: Students will also study a contemporary French film considering the culture and the language used. Students will be exposed to a variety of authentic materials which may include scripts, audio excerpts, trailers, literary excerpts linked to the film, newspaper articles and the film itself.</p> <p>GRAMMAR: Students will review all grammatical structures seen throughout this key stage.</p> <p>SKILLS: Students will manipulate language for creative purposes in new contexts.</p>
<p>Opportunities for cultural capital: Students will continue to develop their lexicon in English, especially in relation to the function of language. Students will look at a French film and produce a film review, learning about life in France post WWII.</p>		
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We follow a 2-year GCSE course although many topics have been introduced from y7 – 9. These topics will now be given greater depth with a widening range of language and structures. Greater use of authentic texts and exam papers will be used although we still aim to deliver teaching to cover our core intentions of language learning.

Many grammar elements required for GCSE have also been covered and will now ensure students have a secure understanding and manipulation of all grammar points.

Year 10

Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>Unit 1 & 2</u></p> <p style="text-align: center;">Qui suis-je? + Le Temps de Loisirs</p> <p>CONTENT: Students will study the topics of relationships, role models, arranging to go out, personal interests, and the internet.</p> <p>GRAMMAR: Students will look at imperfect tense in depth, use <i>depuis</i>, review the present tense, <i>si</i> clauses and use varied negatives in different tenses. Students will review reflexive verbs and direct object pronouns.</p> <p>SKILLS: Students will begin to use these structures in a variety of tenses and contexts. Students will interact with a variety of materials, authentic and exam based. Students will begin to enrich their vocabulary with more complex language suitable to GCSE, such as impersonal openers.</p>	<p style="text-align: center;"><u>Unit 3 & 4</u></p> <p style="text-align: center;">Jours d’ordinaiers, Jours extraordinaires + De la Ville à la Campagne</p> <p>CONTENT: Students will study the topics of festivals, celebrations, food as well as their local area, activities in the local area and pros and cons to city living versus country living.</p> <p>GRAMMAR: Students will review comparatives, superlatives, relative clauses and prepositions. They will begin to use the pronoun <i>en</i> and <i>y</i> in their speaking and writing.</p> <p>SKILLS: Students will begin to be more creative and less structured. They will ask and answer a variety of unprepared questions. Students will interact with a variety of materials, authentic and exam based. Students will continue to enrich their vocabulary with more complex language suitable to GCSE with a focus on exam role plays.</p>	<p style="text-align: center;"><u>Unit 5</u></p> <p style="text-align: center;">Le Grand Large</p> <p>CONTENT: Students will study the topics of holidays and travel and tourism.</p> <p>GRAMMAR: Students will review all five tenses seen so far, <i>si</i> clauses and modal verbs. Students will learn to use the structure <i>en</i> + present participle, <i>avant de</i> + infinitive and demonstrative adjectives and pronouns. Students will recognise the pluperfect tense.</p> <p>SKILLS: Students will interact with a variety of materials, authentic and exam based. Students will continue to enrich their vocabulary with more complex language suitable to GCSE with a focus on exam photocards.</p>

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Opportunities for cultural capital: Knowledge of French cities, Holiday destinations in France, famous French sporting events, festivals and celebrations in France, food in France / Francophone countries. Students will look at authentic materials from the Francophone world. Students will continue to develop their lexicon in English, especially in relation to the function of language.

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<u>Year 11</u>		
Cycle 1	Cycle 2	Cycle 3
<p style="text-align: center;"><u>Unit 5 & 6</u> Mon Collège & Au Travail</p> <p>CONTENT: Students will study the topics of school – giving opinions, describing school facilities and rules including uniform and the subtopic jobs, careers and future plans – looking at the opportunity of further education and discussing work experience.</p> <p>GRAMMAR: They will begin to recognise the subjunctive. Students will use the imperative and modal verbs in a variety of tenses. Students will use and recognise verbs followed by <i>à</i> and <i>de</i>.</p> <p>SKILLS: Students will continue to enrich their vocabulary with more complex language suitable to GCSE</p>	<p style="text-align: center;"><u>Unit 7 and exam skills</u> Un Oeil sur le Monde</p> <p>CONTENT: Students will look at the environment and social issues such as homelessness and volunteer work. They will use a variety of tenses including modal verbs and the conditional and the passive voice.</p> <p>GRAMMAR: Students will use indirect object pronouns in complex sentences with varied tenses and will use varied vocabulary to give arguments for and against.</p> <p>SKILLS: Students will sit their speaking exam during this Cycle. Revision for speaking exam will be factored into planning of lessons. Students will then follow a bespoke scheme of work as designed by the class teacher in preparation for the reading, listening and writing papers. This will be based around learning gaps, as identified in the mock exams with strategies aimed to close such gaps.</p>	<p style="text-align: center;"><u>Exam skills</u></p> <p>Students will follow a bespoke scheme of work as determined by the class teacher, following the mock examinations/ recent class work / Key tasks. This will be based around learning gaps, as identified with strategies aimed to close such gaps.</p>
<p>Opportunities for cultural capital: Students will consider the Francophone world throughout this cycle and the culture of these countries. Students will consider the international jobs market and international schooling. Students will consider the environment and develop opinions on wider social and global issues, enabling them to take part in global debates around humanitarian issues. Students will look at authentic materials from the Francophone world. Students will develop their lexicon in English, especially in relation to the function of language.</p>		

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In following this progression model, students who wish to carry on learning French at A level should be well equipped to do so. Students should leave key stage 4 with a strong grammatical understanding, an ability to manipulate language to speak spontaneously and a rich vocabulary. This should ensure that the students are able to start key stage 5 French with the skills needed to be successful in the course. The key stage 5 course at St. Joseph's begins with the cycles of technology and family. These are both topics covered in key stage 4 ensuring that students have the core vocabulary needed in order to begin the course and start to work with more complex phraseology and grammar.