

French @ Caedmon

National curriculum for MFL: Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster students' curiosity and deepen their understanding of the world. The teaching should 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 should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping students to study and work in other countries

Aims of the National curriculum for MFL

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.

Aims of our Caedmon curriculum for French

The MFL department at Caedmon College is committed to broadening students' understanding of the world, respect for other cultures, developing strong linguistic skills and building confidence. Along with learning new vocabulary, reinforcing prior learning in lessons is the key aspect of learning a language: we give students lots of opportunities to practice in lessons and thereby increase their confidence and recall skills. We expect students to be ambitious and to develop excellent memory. This is the first step towards becoming independent as a language learner and creative with the target language.

Foundation learning – what the National Curriculum expects students to have studied in French by the end of KS3

Teaching may be of any modern foreign language and should 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 should 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 that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study. Students should be taught to:

Grammar and vocabulary

- identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, 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, making use of important social conventions such as formal modes of address
- 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 from a range of different sources, understanding the purpose, 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 prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Year 7 French @ Caedmon

Our aim in Year 7 is to establish how the French language looks and sounds. We will be using Sentence Builders in lessons to understand and create complex phrases. We will use phonics to help us to feel more confident with our speaking and listening. Completing Quizlet sets at home will help us to remember our classwork.

	Topics, themes and skills covered	Assessment
Autumn 1	Introducing myself. School Equipment.	Listening and Reading Accès Modules 1-4. Speaking. Ongoing.
Autumn 2	Likes and dislikes. Descriptions. Noel.	Writing Teacher Assessment. Speaking. Ongoing.
Spring 1	Pets. Family.	Listening and Reading Accès. Modules 5-8 or with Modules 9-14. Speaking on-going.
Spring 2	Where I live. Weather. Food and drink.	Listening and Reading Accès. Modules 5-8 and 9-14. Speaking. Ongoing.
Summer 1	Opinions. Personalities. Descriptions.	Listening and Reading Studio 1 Module 1. Speaking. Ongoing.
Summer 2	French Music and Film. Opinions and reasons.	Writing Teacher Assessment. Speaking. Ongoing.

Year 8 French @ Caedmon

Our aim in Year 8 is to build upon the skills acquired last year and add more key vocabulary and structures in our chosen MFL. The topics we cover relate to the three GCSE themes and we regularly revisit our Year 7 vocabulary too. For Independent Study in Year 8 we consolidate our classwork by using Quizlet every week at home.

	Topics, themes and skills covered	Assessment
Autumn 1	School subjects. Opinions and reasons. Telling the time. Halloween.	Speaking Teacher Assessment.
Autumn 2	School day. Canteen menu.	Listening and Reading Studio 1 Module 2. Translation. Speaking Ongoing.
Spring 1	Resolutions. Technology. Free time activities.	Writing Teacher Assessment. 8.1-8.6. Speaking Ongoing.
Spring 2	Free time activities. Pâques.	Listening and Reading Studio 1 Module 3. Translation. Speaking on-going.
Summer 1	My town. Directions.	Listening and Reading Studio 1 Module 4 Translation Speaking on-going
Summer 2	Holidays.	Writing Teacher Assessment. 8.11. Speaking on-going.

Year 9 French @ Caedmon

Our aim in Year 9 is to build upon the skills acquired in the first two years of Key Stage Three and to add more key vocabulary and structures in our chosen MFL. The topics we cover relate to the three GCSE themes and we regularly revisit our Year 7 and Year 8 vocabulary too. Students will become more confident speakers during Year 9. For Independent Study in Year 9 we consolidate our classwork by using Quizlet every week at home.

	Topics, themes and skills covered	Assessment
Autumn 1	Introducing myself. Family. Personalities. Descriptions.	Speaking Teacher Assessment.
Autumn 2	Friendships. Going out. Noel.	Listening and Reading Studio F Module 1. Translation. Speaking on-going.
Spring 1	Role models. Freetime.	Writing Teacher Assessment. 9.1-9.8. Speaking on-going.
Spring 2	ICT. Media.	Listening and Reading Studio F Module 2. Translation. Speaking on-going.
Summer 1	Meals. Clothes.	Writing Teacher Assessment. 9.9-9.13. Speaking on-going.
Summer 2	Daily Routine. Festivals.	Speaking on-going.

Year 10 French @ Caedmon

Our aim in Year 10 is to further develop our sentence building skills with reference to the GCSE Themes. We complete most of the GCSE content in Year 10 while extending our knowledge of tenses and grammatical structures. We reinforce familiar vocabulary and skills from Key Stage 3 which increases confidence and spontaneity.

	Topics, themes and skills covered	Assessment
Autumn 1	Where I live. My region. Climate.	Written Assessment.
Autumn 2	Days out. French speaking areas.	Written Assessment.
Spring 1	Holidays. Travel.	Speaking Assessment (Recorded).
Spring 2	Accommodation Eating out Shopping	Listening and Reading Assessments with Translation.
Summer 1	School. School systems. School rules.	Written Assessment.
Summer 2	Well-being. Healthy lifestyles.	Listening and Reading Assessments with Translation.

Year 11 French @ Caedmon

Our aim in Year 11 is to complete the remaining GCSE Themes while further extending our knowledge of tenses and grammatical structures. We revisit topics from Key Stage 3 and 4 in our preparation for the final exams. The Spring term is spent building our confidence in Speaking and Writing so that students feel more in control and confident in their exams.

	Topics, themes and skills covered	Assessment
Autumn 1	Jobs. Workplaces. Careers. Future plans.	Listening Reading. Translation.
Autumn 2	Global issues. Environment.	Trial exam 1. Listening. Reading. Writing.
Spring 1	Speaking and writing themes.	Trial exam 2. Speaking.
Spring 2	Listening and Reading. Vocabulary expansion.	Past papers. Listening. Reading. Writing.
Summer 1	Exam preparation.	Exam.
Summer 2		