

Modern Foreign Languages Department Intent Plan - French

The Joseph Whitaker Modern Foreign Languages Department aims for its students:

- ✓ To foster students' curiosity and deepen their knowledge of the world, through a love of languages.
- ✓ To provide an opening to other cultures, liberating insularity.
- ✓ To develop student's ideas and thoughts in response to a range of spoken language and written texts.
- ✓ To provide all students with the opportunity to learn a language where appropriate.
- ✓ To provide the foundations for further language learning, the learning of other languages and the links to their own mother tongue.
- ✓ To develop self-efficacy and resilience in order to build a strong sense of success and to be proud of their achievements.
- ✓ To develop automaticity of key phonics, grammar and vocabulary in order to use language across topics.
- ✓ To develop fluency, providing many speaking opportunities, including those of a practical sense.
- ✓ To develop the metacognitive skills which equip students as better learners in MFL and beyond.
- ✓ To develop the reading skills and vocabulary of our students by embedding a variety of activities in the curriculum to support this.
- ✓ SEND curriculum ensures progress is in line with non-SEND pupils.

	Communicating in the TL AO1	Understanding written and spoken text AO2	Understanding and applying form (grammar and syntax) AO3	Cultural awareness and cross-cultural skills AO4	Developing fluency and automaticity
National Curriculum Links	<ul style="list-style-type: none"> To give and justify opinions about a wide range of issues, beyond the student's own interests. To initiate and develop conversations on a variety of topics. To express and develop ideas clearly and with increasing accuracy. To write creatively to express opinions in the TL. 	<ul style="list-style-type: none"> To listen to a variety of spoken forms of language in order to obtain information and respond appropriately. To transcribe information from a variety of text types including teacher talk. To read and comprehend original and adapted materials from different sources, understanding important details. To translate a short text in to English and in to the TL. 	<ul style="list-style-type: none"> Identify and use tenses or other structures, which convey past, present and future. Use and manipulate a variety of grammatical structures and patterns. To develop and use a wide range of vocabulary which goes beyond the student's own interests. To use accurate grammar, spelling and punctuation. 	<ul style="list-style-type: none"> To have an awareness of social conventions such as more formal modes of address. To expand cultural understanding through exposure to songs, poems and stories in the TL. 	<ul style="list-style-type: none"> To develop strategies to cope with unfamiliar language and responses. To speak coherently and confidently with increasingly accurate pronunciation and intonation.
Links to GCSE / A Level	<ul style="list-style-type: none"> To communicate relevant messages clearly. To communicate and interact effectively in speech and in writing for a variety of purposes. 	<ul style="list-style-type: none"> To understand and respond to different types of spoken and written language. To identify the overall message, key points, details 	<ul style="list-style-type: none"> To use a variety of appropriate structures and vocabulary. To recognise the relationship between past, present and future events. 	<ul style="list-style-type: none"> To understand and provide information and opinions about themes relating to their own experiences and those of other people, including 	<ul style="list-style-type: none"> To use and adapt language for new purposes. To use rephrasing or repair strategies.

	<ul style="list-style-type: none"> To take part in a conversation, asking and answering questions and exchanging opinions. To initiate and develop conversations. To express and justify your own thoughts and points of view. To translate from English to the TL. To produce clear and coherent spoken and written text of extended length to present facts, ideas and opinions. To describe and narrate events. To produce text which interest, inform and convince. 	<p>and opinions in a variety of short and longer passages.</p> <ul style="list-style-type: none"> To answer questions, extract information, evaluate and draw conclusions. To deduce meaning from a variety of spoken and written texts. To scan for information, organise and present details, draw inferences and recognise implicit meaning. To translate from the TL in to English 	<ul style="list-style-type: none"> To make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, in relation to the past, present and future To understand and use high frequency, familiar language. 	<p>those in the TL countries and communities.</p> <ul style="list-style-type: none"> To deduce meaning from authentic material, addressing a wide range of contemporary and cultural themes. To use appropriate style and register. 	<ul style="list-style-type: none"> To express oneself spontaneously. To use accurate pronunciation and intonation.
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Rationale for Year 7 <ul style="list-style-type: none"> To equip students' with basic understanding of the key vocabulary and structures relating to introductory topics regularly encountered in family life. To begin to have an understanding of the French sound system. To develop knowledge of France and French speaking countries. To communicate to a native speaker basic opinions and be able to respond to basic questions. To write simple sentences about family life. To continue to develop strategies to store, learn and revisit vocabulary. To understand that there are similarities between languages (including the mother tongue) and that these will help when learning a new language. To begin to develop strategies to store, learn and revisit vocabulary. To begin to have an understanding of the sound system and phonics of the language and of common verbs and patterns. 	Rationale for Year 8 <ul style="list-style-type: none"> To develop a deeper understanding of the main points of clear standard aural and written input on familiar matters regularly encountered with family, during free-time and on a journey to space. To further develop knowledge of France and French speaking countries, including knowledge of job opportunities with a language and in the TL countries. To communicate to a native speaker personal information on familiar topics, expressing opinions and answering questions. To write connected text about family, free-time and space travel including future plans and predictions. To have a developing knowledge of strategies to store learn and revisit vocabulary and key grammatical items. To have a developing understanding of the sound system and phonics of the language and of verbs and patterns. 	Rationale for Year 9 <ul style="list-style-type: none"> To understand with relative ease the main points of clear standard aural and written input on familiar matters regularly encountered in the themes of holidays and festivals, media, teenage life and house and home. To deepen knowledge of France and French speaking countries and their cultures. To communicate to a native speaker personal information on a range of topics, exchanging opinions, asking, and answering questions. To write coherently on topics, which are familiar, expressing past, present and future events, providing basic explanations, justifications and the pros and cons of something. To have acquired an effective repertoire of strategies to store, learn and revisit vocabulary, grammatical items and structures that are more complex and challenging. To have a good understanding of the sound system and phonics of the language and of a range of verbs and patterns
Year 7	Year 8	Year 9
Introductions and Personal information Please note – French is only taught in year 7 during the last half of the summer term.	Free-time <ul style="list-style-type: none"> Classroom language and routines – Focus on speaking skills 	Holidays <ul style="list-style-type: none"> Countries – the verb <i>aller</i> – Cultural capital Aller in 3 tenses – present, immediate future and perfect tense

<ul style="list-style-type: none"> • France and French speaking countries – Cultural capital • Numbers and age – present tense of avoir • Birthday • Appearance – present tense of être • Family members • Pets – opinions • Where you live • Nationalities • Colours - opinions • Similarities between languages – Cultural capital 	<ul style="list-style-type: none"> • Free-time activities with <i>jouer</i> and <i>faire</i> – present tense – Cultural capital • Activities according to the weather – present tense – Cultural capital • Positive opinions about activities – opinions • Negative opinions about activities - opinions • Justifying opinions – adjectival agreements • How to form questions – question words • Focus on translation skills – Metacognition focus • Translation assessment • Numbers • Telling the time • Activities and time • Asking questions and making arrangements to go out – question words • Present tense investigation – present tense • Focus on writing skills – what makes a good piece of writing • Writing assessment 	<ul style="list-style-type: none"> • Weather and holiday activities – present tense • Reasons for going on holiday – opinions and adjectival agreements • Booking a hotel – questions words • Comparing transport – Comparative and superlative and negatives • Describing a photo – Speaking focus • Vocabulary assessment • Past holiday – perfect tense with avoir • Opinions about a past holiday – opinions • Ideal holidays – conditional tense • Conditional si sentences • Describing a photo - Focus on speaking skills • Speaking assessment • Christmas in France – Cultural capital
	<p>Family</p> <ul style="list-style-type: none"> • Family members • Describing hair and eyes – present tense of verb avoir • Describing height and build – present tense of verb être • Comparing and contrasting physical appearance – comparatives and superlatives • Describing a photo - Focus on speaking skills • Writing assessment – describing a photo and listening assessment. • Describing character – adjectival agreements • Comparing character – comparatives and superlatives • Saying what traits you don't have – using negatives • Vocabulary assessment 	<p>Media</p> <ul style="list-style-type: none"> • Preparation of year 9 exam • Year 9 exam • Film types – opinions • Others opinions about films- opinions <p>Teenage Life</p> <ul style="list-style-type: none"> • “Les Choristes” film study – Cultural capital • Character study - opinions • Comparison of characters- comparatives and superlatives • TDL-favourite character • Reading and translation assessment- Focus on translation skills • Easter- Cultural capital

	<p>Journey in to Space</p> <ul style="list-style-type: none"> Colours and describing planets – adjectival agreements – Cultural capital Which planet will you visit – immediate future tense Comparing planets – comparatives and superlatives Describing activities, you will do in space – immediate future tense Grammar assessment Examination preparation End of year 8 exam and feedback <p>Food</p> <ul style="list-style-type: none"> Different types of food-Cultural capital Opinions about food-Present tense Comparing foods - Comparatives and superlatives Saying which foods you don't eat-Negatives 	<p>Home life</p> <ul style="list-style-type: none"> Types of homes – present tense with depuis – Focus on translation skills Rooms in the house - -re verbs in the present tense Describing a bedroom and location of furniture – prepositions TDL -A vendre- selling a house Describing an ideal house – conditional tense Writing assessment <p>La mode</p> <ul style="list-style-type: none"> Clothes- adjectival agreements Opinions of clothes- opinions Present tense of porter- present tense Weather and clothing- present tense Fashion show project- Focus on speaking skills Bastille day- Cultural capital
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Key:

Grammar

Cultural Capital

Skills focus

Assessments

SEND:

Differentiation, particularly for SEND, should enable all learners to reach their full potential. Schemes of Learning are differentiated accordingly for sets 1 and 2 and 3 and 4. However, there is a strong focus that students from lower sets will be able to access GCSE. Normal classroom practice is based on modelling, scaffolding, differentiated tasks and use of a visualiser. Please see "Practical Strategies" document for specific differentiation strategies used in listening, reading, speaking and writing.

