

Curriculum Intent for MFL

We aim to instil in students a love of learning languages, with intrinsic motivation at the core and enjoyment derived from success.

We aim to contextualise the topics we cover, so cultural awareness and purpose is developed.

We aim to develop a core grammatical understanding that will allow all students to achieve their potential and consider taking the subject further.

We aim to develop transferable skills, such as resilience, team-work, confidence, problem-solving.

There are six main aspects of **French** that will be covered in Year 7:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world
4. **Knowledge about the language:** letters and sounds/ gender, number and other inflections/ sentence structure/ verbs and tenses/ questions and negatives
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving
6. **Working as an independent and autonomous learner: taking responsibility for own learning,** reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.

Autumn Term: themes

1. **Learning the skills:** phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns. Likes and dislikes/ animals/ music /describe a painting / picture
2. Talking about your survival kit
3. Describing yourself and others



Spring Term: themes

1. Talking about school: school subjects/ timetable/describing a school day/food at school
2. Leisure activities: technology use, sports



Summer Term: themes

1. Leisure activities: technology use, sports
2. My surroundings : where I live/places/directions/activities



Key objectives:

Whilst the content for French varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. Listening and speaking:

- a) Identify gist and some detail in face-to-face exchanges, spoken passages, stories, authentic documents, songs.
- b) Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts or authentic documents.
- c) Construct and generate language, using a stock of words, phrases and sentences for social communication.
- d) Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation.

2. Reading and writing:

- a) Identify main points and some detail in written passages, stories and poems, authentic texts
- b) Use knowledge of word forms, syntax and context to engage with some unfamiliar but accessible language in a text
- c) Use sentences and paragraphs as models for their own writing
- d) redraft your writing to improve quality and accuracy

3. Intercultural understanding:

- a) Investigate an aspect of life and compare with their own, noting similarities and differences
- b) Explore interests and opinions of young people, and compare with their own

4. Knowledge about the language:

- a) Apply knowledge of sound patterns, accents and other characters
- b) Use knowledge of word order, high-frequency words & punctuation to understand & build simple & compound sentences
- c) Understand & use present tense forms of high-frequency verbs, & examples of past & other tense forms for set phrases
- d) Understand and use confidently some common question types in different contexts

5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.

Key Performance Standards

1. Listening and speaking:

- a) Identify gist and some detail in face-to-face exchanges, spoken passages, stories, authentic documents, songs.
- b) Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts or authentic documents
- c) Construct and generate language, using a stock of words, phrases and sentences for social communication.
- d) Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation.

2. Reading and writing:

- a) Identify main points and some detail in written passages, stories and poems, authentic texts.
- a) Use sentences and paragraphs as models for their own writing.
- b) Redraft writing to improve quality and accuracy

3. Intercultural understanding:

- a) Investigate an aspect of life and compare with their own, noting similarities and differences

4. Knowledge about the language:

- a) Apply knowledge of sound patterns, accents and other characters
- b) Understand & build simple & compound sentences
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5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.