

Modern Foreign Languages: French

The Intentions of the French Curriculum

Charles the Great once said, "To have a second language is to have a second soul." Learning a second language develops our understanding of the behaviour of others and indeed our own behaviour. As we come to appreciate the values of other people in different cultures and societies, we become better critical thinkers. Speaking another language creates opportunities and opens doors to us in the future. Students at Nova Hreod will develop natural speech across a variety of topics based around the main function of communication to enable them to interact in the modern world. Their knowledge widens, understanding of grammar deepens and language becomes increasingly complex over their 5 years of study. From year 7, they will be exposed to and practice using the past, present and future tenses. In year 8, they will develop their opinions in a variety of contexts and develop their ability to persuade. Following on in year 9, students will build their ability to sequence and structure arguments, evaluate and discuss consequence. KS4 students focus their communication skills into the themes required for study at GCSE. We also provide French film study as an extra-curricular activity for students who have a desire to improve their cultural knowledge as well as preparing them for further study Post-16 and beyond.

The Learning Sequence for French

Academic Year	Autumn Term	SPR1 Assessments	Spring Term and Summer Term 1	SPR2 Assessments	Summer Term 2
Year 7	Describing people: providing personal information, describing appearance, describing personality, expressing likes and dislikes, relationships with others	Listening, Reading and Writing assessments on Autumn term topic	Describing places, objects and natural phenomena: describing location, appearance, weather, asking for directions, positives and negatives of an area	Listening, Reading, Speaking and Writing assessments on all of Y7 so far - UL designed	Expressing one's feelings: positive and negative emotions, reacting to events, providing reasons for one's emotions, reacting to a literary text/poem, sharing wishes
Year 8	Making arrangements: making suggestions, inviting, accepting, refusing, apologising	Listening, Reading and Writing assessments on Y7 and Autumn term of Y8	Comparing and contrasting: developing likes and dislikes, supporting an opinion, explaining preferences, discussing the best and worst, persuading someone to change their point of view	Listening, Reading, Speaking and Writing assessments all of Y7 and Y8 so far – UL designed	Describing routine behaviour: what one usually does, what one used to do, indicating time, expressing a purpose, expressing moral and social concerns
Year 9	Past and future events: sequencing events, evaluating consequence of actions, indicating time, making predictions, discussing probabilities	Listening, Reading and Writing assessments on all of KS3 so far	Indicating agreement and disagreement: expressing opinions on events and phenomena, explaining why, supporting an argument, providing examples, arranging one's ideas	Listening, Reading, Speaking and Writing assessments all of KS3 so far – UL designed	Solving problems: describing the problem, providing solutions, discussing consequences, arguing for and against, establishing guidelines for the completion of actions
Year 10	Identity and culture: family, friends, role models, hobbies, celebrations	Whole year group to complete the foundation past papers	Local area and holidays: positives and negatives of a town, description of regional aspects, holidays at home and abroad	Year group will be tiered and will complete past papers	School: facilities, rules, trips, school exchanges, comparison with school in France

Year 11	Future aspirations and global dimension: work experience, job sectors, plans for the future, importance of languages, environment and big events	First Mock Exam: Year group will be tiered and will complete past papers	Revision and exam practice	Second Mock Exam: Year group will be tiered and will complete past papers	
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Formal Assessment of the French Curriculum

At the start of each unit of work, we use a knowledge grid, which acts as a model text. At the end of the unit, we compare students' writing and speaking ability against the model text. They will be able to create a similar piece of work.

For SPR1 we create our own assessment resources and for SPR2 the UL MFL advisor writes our assessments externally. Both sets of assessment test skills in listening, reading, writing and translation into and out of French. We speak French every lesson and it is therefore under assessment regularly.

In KS4, all of our assessment resources are past exam questions or papers. Again, all skills are tested as above, though we begin to conduct speaking exams, which follow the structure of the GCSE exam in order to prepare students ahead of time.