



# Curriculum Rationale Department of French

This document aims to inform parents of the knowledge and skills their children acquire and why they learn what they do over the course of their five years in Salendine Nook High School.

## Our Vision/Intent

The learning of a Modern Foreign Language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multilingual and multicultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others.

## The Principles which Underpin our Curriculum

The curriculum in MFL is structured so that progress is based on accumulation of vocabulary items and grammatical structures in a clear and progressive way. Basic grammar is introduced first before studying concepts that are more complex in order to facilitate the deepening of the knowledge in MFL. Both vocabulary and grammar are reviewed regularly throughout the year and across the different year groups at the various key stages. The MFL curriculum is a spiral curriculum allowing reviewing, revisiting and linking at regular points following the Rosenshine's principles of instruction.

The MFL Department at Salendine Nook sets out to:

- build on prior knowledge from KS2 where applicable.
- inspire in all groups of pupils a curiosity and fascination about world cultures, the languages within it and its people that will remain with them for the rest of their lives.
- equip MFL learners with knowledge about language structures and developments, verbs, tenses and moral and cultural issues, together with a deep understanding of how to develop and manipulate language in such a way that communication is clear and precise.
- develop pupils' skills across all 4 skill areas of speaking, listening, reading and writing.
- provide a balanced curriculum that covers all of the key areas of global and social issues, personal relationships, local area, free time and holiday together with education and future plans.
- develop substantive and disciplinary knowledge of the foreign language across all 4-skill areas using both authentic and artificial sources.
- develop competency in MFL learners by giving them easy to use tools so that they are able to:
  - 1) Work out the meaning of familiar and unfamiliar language using context.
  - 2) Translate a written text or audio material from one language to another.
  - 3) Communicate accurately in a variety of ways, including through speech, response to an audio track or through the use of extended writing
  - 4) Recall knowledge regularly in order to progress

## The Research behind our Rationale

In order to create an effective curriculum and sequence of teaching for our students we have consulted an array of thinking on the learning of Languages. The references below form a small example of the research we have based our curriculum on; it does not represent the full body of research consulted.

- Why knowledge matters by E.D.Hirsch who prones that knowledge based curriculum is essential to providing the foundations for children's life success and ensuring equal opportunity for students of all backgrounds.
- The Modern Foreign Languages Pedagogy Review from the Teaching Schools Council which outlines key recommendations on curriculum planning and principles of good teaching.
- The Science of Learning from Deans for Impact. It summarises the existing research from cognitive science related to how students learn and connects this research to its practical implications for teaching and learning.
- Rosenshine's principles in action by Tom Sherrington. At Salendine Nook High School, we have based our Teaching and Learning around Rosenshine's principles, emphasizing the importance of reviewing, revisiting and linking key concepts so that memorisation is more effective. We have also given a lot of thought on questioning and the paramount value of this for pupils' learning.
- Applying Rosenshine to the MFL Classroom by Rebecca Nobes. The author gives examples specifically targeted at MFL helping with the pedagogy in the classroom.
- Embedded formative assessment by Dylan William. It focuses on how by integrating classroom formative assessment practices into daily activities, teachers can substantially increase student engagement and the rate of student learning.
- Breaking the sound barrier by Gianfranco Conti. Pupils at Salendine Nook and nationally struggle with listening effectively in MFL. This book focuses on the processes involved in aural comprehension, blending the latest research evidence with over 200 engaging listening activities, as well as lots of useful practical classroom ideas and lesson sequences. As a department, we will adapt some of those ideas to our planning so that pupils can feel more at ease with this skill.

## Key Stage Three

The curriculum in MFL is structured so that progress is based on accumulation of vocabulary items ranging from basic to more wide-ranging and deepening in conjunction with the learning of key grammatical structures in a clear and progressive way. Foundation grammatical points are introduced first before studying concepts that are more complex in order to facilitate the deepening of the knowledge in MFL as well as fluency. This in turn impacts on the choice of topics studied. Both vocabulary and grammar are reviewed and revisited regularly throughout the year and across the different year groups at the various key stages so that it is kept afresh in the learners' memory.

Bespoke grammar and vocabulary tests agreed at key points in the curriculum, alongside formative and summative assessments make a strong contribution to teachers and pupils knowing what grammar and vocabulary have been successfully mastered or need focusing on further.

Throughout KS3, MFL teachers build the pupils' confidence in using the language by teaching through the mean of the Target Language. However, at Salendine Nook High School, we strongly believe that the use of the Target Language is most effective when planned carefully in an incremental manner and supplement by the use of English at times when necessary.

Key linguistic skills needed to be proficient in the language studied are practised and reinforced throughout Key stage 3.

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1. Listening exercises are practised in lessons and tested in a formative and summative way. The aim is for pupils to understand information and respond appropriately in a written or oral form. Authentic materials are also used as an engaging source reinforcing cultural awareness and prompting pupils to read. A variety of listening activities take place in lessons such as transcription which encourages accuracy and work on phonics.
2. Speaking responses and conversations are an integral part of MFL lessons building on phonics to develop pronunciation and intonation, at the same time as confidence.
3. Reading looking for information, recalling or processing information is also a feature of the MFL lessons. Specific lessons have been planned to look at literary texts, poems to enrich the pupils' linguistic experience and also give them an incentive to read for pleasure.
4. Writing with a purpose using vocabulary and grammatical knowledge whilst paying attention to accuracy especially with tenses, spelling and word order.

Grammar, vocabulary and linguistic competences are taught together so that pupils can master the language and are mapped in the MFL Schemes of Learning to ensure MFL teachers include them in their planning.

These skills, along with the knowledge and the competency are also put in practice in real contexts as often as possible. It is important that pupils see and experience the language in action, therefore as a Department we organize letter exchanges, trips and projects with schools situated in countries where the target language is spoken. In our opinion, it is paramount for pupils to understand that *'their new language communicates something important, interesting and meaningful, and helps them make new friends, engages pupils in ways that extend beyond the classroom'*. (Modern Foreign Languages Pedagogy Review).

## Year 7

In Year 7, pupils arrive at Salendine Nook High School Academy and experience the 2 languages on offer in a carousel for half a year. When they arrive we give pupils a survey to ascertain what language they have studied at primary school and in what depth. Teachers will then take this into account in their planning offering extension work for the more advanced pupils and allowing the others to catch up whilst paying attention not to cap the progress of learners in that language. When referring to grammatical concepts, we also use the KS2 grammatical terminology so that pupils can relate to them.

At the end of year 7, pupils choose which language they want to carry on with in year 8. They can only choose one language. The reason for the decision was driven by a review in the teaching of MFL conducted by the Teaching Schools Council stating *'the general consensus among effective schools was that lessons of 40-60 minutes' duration, preferably 3 times a week, was a reasonable allocation. This allowed sufficient time to cover enough material, including recapitulation, introduction of new language, and enough time for meaningful staged practice and use.'* Consequently, at Salendine Nook High School we made the decision to teach one language more into depth rather than introduce more languages with less contact time. The same review also mentions that *'...securing good progression in a single language in KS3 is preferable to prolonged carousel or taster curriculum models, as these do not allow sufficient time to consolidate learning and secure progression'*.

The topics chosen to be studied in year 7 allow pupils to become familiar with some important cultural points related to the language studied. They also allow us to fulfil our belief that studying oracy first will help with developing language skills.

The modules studied are as follows:

- **Introduction**

In this module, we focus on sounds, pronunciation and accuracy in speaking and writing.

For us, those three concepts are extremely important in starting learning a language. A great emphasis will be put on oracy work through repetition, speaking activities and games so that the learners experience the language in action. The writing accuracy concept is also introduced as the language has letters such as c cedilla, or the letter e with different accents making different sounds. We are trying to link the pronunciation to the spelling, which in turn impacts on the listening ability of the learners. Consequently, all the language skills are presented to the new language learners in a basic way as it forms the foundation of language learning.

Within this module, we start with greetings so that pupils experience the pleasure of communicating in a foreign language realising they are being understood if their pronunciation is right. It is also an opportunity to look at how social conventions can be different in different cultures and therefore covering SMSC. We then look at the alphabet and the sound that each letter make, followed by numbers when we look at phonics this time. Numbers will be used to say how old the pupils are whilst introducing the verb AVOIR. Finally we introduce months so that pupils can say when their birthday is using the freshly learnt numbers. It is a chance to look more into listening and reading skills.

- **La famille**

Secondly, we look at describing the members of the family with the use of the possessive adjective is then studied. At this point we choose to explain the importance of gender in learning French. As the gender is linked to a person, pupils are more likely to understand it.

We then progress to describe family in a physical way reviewing AVOIR and introducing ETRE. At this point we review pronunciation (pointing out silent letters in French) and writing accuracy. Transcription is used to make pupils make the link between pronunciation and writing.

For the more advanced pupils we look at the negative form.

We complete this part of the module with a song from Stromae on Family. This will allow us to further work on independence with phonics whilst mentioning SMSC as well as CAREER.

The module progresses to studying pets and their description. This unit allows us to revise and embed important key concepts such as gender/ adjectives/ the use of ÊTRE and AVOIR and numbers and introduce intensifiers.

- **La nourriture**

We start this module with studying food, reviewing phonics learnt with numbers and family in the previous modules and reinforcing the gender and the number of nouns.

We then progress to opinions with likes and dislikes and extending the sentences with justifications. The negative form is reviewed with opinions and justifications.

At this point, pupils are taught the present tense with regular ER verbs. Part of our curriculum design is to expose MFL learners to verbs at an early stage and regularly to make them more proficient in the subject. The more advanced learners will use the present tense in its full paradigm and with the negative form.

Other important items of vocabulary such as connectives and time markers are also studied and pupils are expected to recognise them also so that they understand how fluency is built in the subject.

SMSC is met by looking at a French recipe and CAREER by looking at how to become a chef in France.

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At this stage, pupils are expected to write a small paragraph using important linguistic concepts such as gender, opinions, extended sentences, adjectival agreement, using the present tense with a variety of audience and the negative.

Throughout the module, all the skills are being practised equally still focusing on phonics, transcription and accuracy.

## Year 8

In Year 8, we build up on skills learnt in Year 7 whilst focusing on elaborating spoken or written answers and understanding extended texts.

In order to do this, a great emphasis is put on high frequency words of various natures ( eg-connectives, adverbs, verbs...) and retrieval starters play a key role in making sure that a bank of those identified key words is recurrent throughout the yr8 curriculum. In the 2016 Modern Foreign Languages Pedagogy Review, it specifically mentions that *'vocabulary to be taught should be informed by frequency of occurrence in the language, and special attention should be paid to common verbs in the early stages'*.

Therefore, the topics chosen offer an opportunity to meet the above goals and develop the pupil's cultural capital further. Indeed, it is a deliberate choice to do less topics across the year, but instead focus on the depth of the language. We will follow a course book, yet teachers' own materials will supplement some parts in order to meet our specified aims whilst developing pupils' cultural capital. Therefore, in each topic, activities based on poems, literary texts, authentic materials, festivals, events will be studied to broaden the pupils' linguistic horizon.

The four linguistic skills are studied regularly but oral work will very often be the initial activity in each topic to focus on phonics and phonemes to consolidate the sound-spelling relationship and also to develop the listening skill as well as automaticity.

- **Recap from year 7**

As a Department we feel that a quick introduction is necessary in order to catch up or recap what pupils had previously learnt.

This recap focuses on the knowledge covers but also on the oracy skill emphasis, yet we understand that the activities have to be different.

This recap is timetabled to last only 4 lessons so that pupils do not feel too disengaged with the subject.

- **Ma zone**

In this topic, we start with phonics, gender linking up to yr7 work and starting building extended sentences by adding negation, reviewing opinions previously learnt as well as descriptions.

Grammar, though not always explicitly taught is as explained previously an inherent part of our curriculum at Salendine Nook High School, consequently in this unit, we look at the present tense of irregular verbs and modal verbs. Pupils are asked to extend their sentences by adding adverbs in order to start our journey towards proficiency. The activities practised will allow pupils to memorise the word order and will give ample practice towards describing effectively a town.

In the course of this topic, pupils will have the opportunity to look at a French theme called 'ASTERIX', studying authentic materials for SMSC and linking to careers with an array of seasonable jobs available to French/ English speakers.

- **3,2,1 Partez**

In the topic, we will carry on with the accumulation of identified high frequency words whilst encouraging pupils to use the ones learnt in the previous topic.

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We will study the vocabulary linked to holiday, food and currency transactions. Reflexive verbs will be introduced to describe routine and increase the complexity of pupils' language. Students will also work with authentic menus enabling them to enhance their cultural awareness. This new topic, branching into the geographical study of France is a great opportunity to study the country. This insight is important as in many listening or reading exercises the names of French towns are used regularly.

Retrieval starters will focus on adverbs, negation and the present tense of ALLER learnt in the previous unit, which is the basis of the immediate future. Indeed, by the end of this topic, pupils will be able to use two tenses in French, which is an important step in their language development. Conditional tense is used at the end of the unit to express dream plans.

At the end of the topic, pupils will have the opportunity to look at a French skiing resort called 'L'Alpe d' Huez', studying authentic materials and linking to careers with an array of seasonable jobs available to French/ English speakers.

- **T'es branché**

In this topic, pupils are exposed to vocabulary relating to French films, literature, TV programmes and the internet. It offers opportunities to revise key grammatical concepts learnt so far and most importantly to use at least two tenses in combination. Our curriculum is a spiral curriculum, which always look back at what has been taught and endeavours to review it as often as possible, yet in different contexts. In our opinion, a good linguist should be able to use learnt vocabulary and grammar across a variety of situations. The four linguistic skills are taught across this topic. Pupils will be expected to write using a variety of adjectives, connectives and adverbs, using two tenses and opinions. The success criteria for the tasks are differentiated to make sure the varying needs of the learners are met. Pupils will also be expected to understand more complex texts in the written or spoken form. Speaking, through repetition and sentence building exercises to master automaticity will also be practised regularly.

This topic offers many chances to study the culture of French speaking countries, through discovering French TV programmes, watching French films and reading excerpts of French literary books exposing pupils to authentic materials. It helps to build resilience and determination through teaching techniques on how to approach some difficult materials. A useful tool for the future learning of pupils in this subject.

- **Paris je t'adore**

Finally in this topic, pupils will be introduced to Paris and its landmarks, bridging the gaps for the pupils who have never been to France as a lot of the unit refers to famous monuments in the capital city. Some authentic materials will be used to glean useful touristic information and reinforcing the previously taught resilience on how to approach authentic materials. A French poem using the perfect tense with regular and irregular past participles is part of this unit of study and it allows pupils to look at known vocabulary in an unfamiliar context.

Our main focus on high frequency words will carry on as well as expanding on the grammatical knowledge by adding a third tense (the perfect tense) to the learners' repertoire. Consequently, by the end of year 8, the three main tenses will have been taught allowing pupils to express themselves in more details.

## Year 9

In the course of Year 9, we again build upon the work carried out in Year 7 and 8 by revising the vocabulary learnt and reviewing the grammatical points studied, but this time our focus is to look at the complexity of the

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language. The yr9 classes are set by ability, which helps us to match the delivery of the content of the course with the ability of the pupils.

The topics chosen and their order enable us to organise the language structures needed to build complexity (eg-opinion phrases, idioms, idiomatic phrases...) and the vocabulary of the language in a clear sequence of steps. Across the 3 years at KS3, we have paid special attention to our selected topics so that it spans across a variety of themes (personal information, hobbies, world of work, holidays...). Equally, we have planned and carefully sequenced the teaching of grammatical concepts so that by the end of Yr9 learners can feel a real sense of progress and achievement by being able to express themselves in a variety of contexts.

The four linguistic skills are practised in equal amount of time now. The assessment pattern is similar to the one in yr8 with customised vocabulary and grammar tests alongside summative assessments. However in Year 9, we believe that reinforcing pupils' revision skills is paramount to their success in the subject. Therefore a more formal approach to skill specific revision is built into our curriculum.

Moreover, the cultural capital of pupils will be further enhanced in the chosen topics, through the teaching of the life of French sporting celebrities, the study of famous French holiday destinations and paintings. Career will also be taught as it is relevant to the units on offer.

- **Bien dans sa peau**

In this unit, we start by reviewing the hobbies studied previously and adding sporting pastimes. However we now focus on complex vocabulary to make the pupils more fluent in the language. The level of the learners is taken into account therefore more able pupils are required to use this type of language more creatively whilst less able linguists are taught it in a more mechanical manner.

The future tense is introduced in this unit, making it to be the fourth tense available to the pupils at KS3. Opinion phrases are also a big focus across Yr9 and we start by using them in this topic.

The four skills are taught across this unit, but a special focus is placed on **writing** to embed the complexity and ensure pupils understand on how to achieve it in languages, even though we believe that the four skills are interrelated and one skill is never taught in isolation of the others.

Finally, we look at the life of French sporting celebrities linking to careers and cultural awareness,

- **A l'horizon**

In this topic, we approach for the first time, the world of work. First we quickly revisit the French school system and how it is possible to progress from school to further studies and a career in a variety of domains. This unit is linked to how learning a Modern Foreign Language can help with a selection of careers. We have chosen to study it at this point to support our progression model but also because pupils will make a decision on their option by this time in Yr9 and therefore it is meant to be informative on how useful languages can be in their future learning and work life. This will also allow us to cover SMSC.

Throughout this topic, our usual focus on phonics will carry on and the four skills will be studied in conjunction with one another. The modal verbs will be reviewed as they are considered complex verbs and pupils will also be encouraged to use the 3 time frames in combination.

Building on the complexity will remain our main focus and consequently, there will be an emphasis on developing the use of reflexive verbs. As previously, opinions phrases will be revisited and used to make sure they are locked in pupils' long-term memory.

- **Spéciales vacances**

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In this unit, pupils will have the opportunity to revisit the topics hobbies and weather (as idiomatic sentences) as it links to studying subordinate clauses.

Reflexive verbs will be reviewed adding to the complexity of the language.

Forming questions in French and answering them will be also be a key focus of this unit. In our view, this skill is important to communicate in a foreign language and is the basis of interaction. The three time frame will be practised using questions to get the pupils accustomed to recognising it and using it regularly and properly with the correct pronunciation. The conditional to talk about what they would do in their ideal holidays will be added.

SMSC will be reinforced by looking at the hospitality industry in France and how it supports tourism. The study of a touristic region will allow to cover the latter and review jobs.

- **Les fêtes**

Finally in this last unit, we will review and reinforce all the grammatical concepts studied in the previous topics albeit in different contexts. We will start with reviewing family members and adjectival agreement, with comparatives and superlatives.

Then we will review reflexive verbs with daily routine and reinforce the use of time. Pupils very often struggle with time later on in the course and this is the reason why it is reinforced at regular intervals throughout the course. Time expressions is also a big feature in this unit.

The topic food is reviewed too, looking at special meals eaten by the family during an array of festivals celebrated in French speaking countries. Questions are linked to this topic revisiting what was covered in the last unit but adapting it to this new topic, emphasizing pronunciation, spontaneity and good intonation. Pupils use their knowledge of the 3 time frame to describe festivals and traditions studied whilst practising including all the new grammatical concepts studied this year (opinion phrases, subordinate clauses, complex vocabulary, modal verbs etc...). The use of authentic materials supporting SMSC and CAREER (eg:poster on 'la fete de la musique') reinforces their understanding of how the learning in the classroom is linked to real events happening in the countries where the target language is spoken. It also allows learners to demonstrate their skills in approaching an authentic text.

To summarise, we feel that our KS3 curriculum model allows pupils to start MFL GCSE with a sound basis yet does not narrow their experience of language learning thanks to the care taken in including authentic materials, cultural references, links to career whilst developing essential linguistic skills. The order of the topics studied has been carefully planned to allow incremental progress and key projects enable the pupils to put their learning in context.

## Key Stage Four

At Salendine Nook High School Academy, our GCSE exam board is EDEXCEL. The MFL teaching groups are timetabled within the option blocks. Consequently, the work is differentiated in the lessons.

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GCSE allows students to develop their ability to communicate with French native speakers in both speech and writing. They will study across a variety of contexts relevant to their age and interests and will also develop a greater awareness of the culture of French-speaking communities and countries.

Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study as well as build on their range of vocabulary.

Subject aims and learning objectives:

- to develop pupils' ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- to listen to and understand clearly articulated, standard speech at near normal speed
- to deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- to acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, adapted and abridged, as appropriate, including literary texts
- to develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- to be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment
- to develop language strategies, including repair strategies.

The MFL curriculum at KS4 derives from the same ethos than the one at KS3. The rationale behind it is that progress in the language is based on accumulation of vocabulary and cumulative understanding of grammatical concepts taught in a logical way. As a result, the order of the topics studied has been carefully planned to allow incremental progress as certain topics lend themselves more to the study of specific grammatical points. For instance, it is easier to study the use of the Direct Object Pronoun with the topic hobbies, yet in this rationale the use of the Direct Object Pronoun is reviewed and learners are encouraged to use it in different contexts once they have mastered it.

Some retrieval work takes place regularly as it is extremely important to establish where students are in their learning: *'the most important factor influencing learning is what the learner already knows, and that the teacher's job is to ascertain this'* (Embedded formative assessment by Dylan William). Then pupils need to put these into practice with the Listening, Speaking, Reading and Writing. Each term there is a special focus in Yr10 and 11, so that specific upskilling can take place, such as spontaneity in Speaking so that pupils can perform to the best of their ability in scheduled assessments. In our view, success is a big motivation for progress in the subject; consequently, we value feedback given to pupils from classwork, formative assessments or summative assessments. *'Feedback that provides students with information about the correct answer to something that students answer incorrectly is the equivalent of restudying the same material. This can help learning, because every student recall something, their storage strength increases, but feedback is likely to be more effective if it helps students retrieve things themselves'* (Embedded formative assessment by Dylan William).

As a Department, we recognise that metacognition is hugely important for the learning of MFL therefore some lessons are solely dedicated to how to effectively learn for the Speaking in MFL or the Writing skill. Without this important support, students will not feel as confident to approach these challenging and unique skills. Metacognitive strategies are used across KS4 and reinforced regularly.

In Year 10, we concentrate on developing the invaluable skills needed to successfully approach the Speaking, Listening, Reading and Writing components of the course at GCSE level. Our KS3 course offers a good basis to the GCSE course as most of the grammatical input and the vocabulary have been studied. Pupils have also experienced authentic materials and a high level of exposure to cultural points, which make them more likely to attempt challenging GCSE tasks.

However, in Yr10, we concentrate more on specific skills with intense practice of targeted tasks.

Each unit has a specific focus, however all the skill are practised in a formative way throughout a sequence of lessons over time.

The course is differentiated throughout with Foundation and Higher practice. Yet we do not believe in capping pupils at the very beginning of their GCSE experience. We would rather unlock their potential and make them aspire by encouraging a Higher entry for pupils who show a positive attitude towards the subject. Alternatively, Foundation pupils are given multiple chances to progress to the Higher level as and when they feel ready.

The course is planned with regular assessments to keep track of pupils' progress but most importantly to give pupils ample practice and feedback on how to improve. Most of the feedback is based on the AVOCADO, which is a Mnemonic acronym to help pupils remember what to include in their work in order to meet the GCSE standards.

The use of the Target Language within the classroom continues to be a regular feature in the MFL lessons to reinforce spontaneity and confidence.

- **Theme 1 – Identity and Culture**

As a Department, we have chosen to study this module first as it allows us to study and revisit vocabulary covered at KS3 albeit in more depth. The topics are family, relationships, friends, going out, life when you were younger, hobbies, new technology, reading, television and cinema. The focus throughout is complex vocabulary, the 3 time frame, negation, opinion phrases, reviewing the comparative and the superlative, the use of Direct object pronouns, as well as the reflexive verbs. As mentioned before, the spiral curriculum applied will allow learners to consolidate their knowledge or bridge the gaps should they need to.

During the term, writing will be the main focus with detailed answers using descriptive language. Listening, reading and speaking activities are practised during the lessons or as starter using the AVOCADO to make pupils understand how those words link to the complexity of listening or reading texts and how they can improve their spontaneity in Speaking. Targeted GCSE exercises are practised as a whole class or group and then individually to boost pupils' confidence in their ability in the subject and link their learning to real outcomes.

The cultural awareness is cultivated by studying the synopsis of at a famous French TV, looking at typical French sports ( eg- la pétanque, la pelote...) which in turn links to career and how do you become a professional sportsman or woman.

- **Theme 2- Local area and holiday**

This following module was selected as again it enables us to review the content of the module above and emphasise the importance of some grammatical points to help learners reach their potential.

Indeed in this module, the following topics are covered: description of your region, your ideal town, discussing what you want to do in your region depending on the weather, your ideal holiday, booking at a hotel, ordering in a restaurant, travelling and describing a holiday disaster.

Those topics support the study of describing language, the use of complex negatives, the review of subordinate clauses with the correct sequence of tenses, the reinforcement of the 3 time frame, the conditional, the pluperfect tense, the use of reflexive verbs in the perfect tense, the present participle and the use of structures followed by infinitives.

During this module, we look at French regions and the importance of gastronomy in Lyon. Again this is linked to career with how to become a famous chef, following in the footsteps of Paul Bocuse.

As usual, we study all the skills throughout the module but a special focus is laid on Listening and Reading. Learners are taught to go beyond the general meaning of a text or transcript and to look out for distractors such as negation, tenses, adverbs...

- **Theme 3- School**

Finally, more time is dedicated to this last module as our focus this term is Speaking and as a Department we feel that coaching pupils for this difficult skill is paramount to their success at GCSE and takes more time.

Speaking has obviously been practised, monitored and assessed thoroughly in previous topics but the aim this time is for the learners to partake in a full GCSE Speaking mock exam scheduled in the summer term of Year 10. In our opinion, this is an invaluable experience for the pupils in order to test their metacognitive strategies before embarking on the last year of their GCSE.

Consequently, this topic is lighter in vocabulary knowledge with the review of school subjects, time, school amenities and the study of French school system, which serves as a basis for our SMSC, discussing school rules and looking at a French school exchange.

Similarly the specific grammatical content only comprises the review of comparative language, the use of superlative, the study of French impersonal verbs but all previous grammar concepts are of course revisited, reinforced and utilised as the principle of our spiral curriculum never ceases to be implemented.

By the end of Year 10, we feel that our pupils have been given all the tools to embark on their last GCSE year. Their knowledge of vocabulary and grammar has been reinforced and enriched, their cultural awareness has been further enhanced and they have been specifically coached towards the GCSE skills.

## Year 11

For the last year, we have planned our curriculum around the same rationale as in Yr10. Pupils carry on studying the themes required by the GCSE specification. The grammar, vocabulary and linguistic competencies are a big feature in the lessons and skills are targeted in order to coach pupils through specific GCSE tasks. The focus however remains *'on teaching, practising and using vocabulary and grammar, integrating written and spoken work, so that understanding of each (skill) reinforces the other'* (Modern Foreign Languages Pedagogy Review by the Teaching School Council).

In the MFL Department, we believe that a *'sense of progress in inextricably linked to the way in which the subject matter of the course is planned, sequenced and taught'*. In turn, motivation derives *'from a sense of progress, cognitive challenge, growing knowledge and understanding and achievement'*. Metacognition is still a huge part of the course in readiness for the GCSE exam.

The topics have been chosen in the following order in order to reflect the above.

- **Theme 5- International and global dimension**

We start the year with a review of prior learning with pupils writing a description of their summer holidays. This is an important task as some teachers might not necessarily have taught the group in Yr10 but needs to quickly ascertain what pupils can remember from the previous year. The teacher marks this task carefully and issues specific feedback offering clues on how to progress. This also allows the teacher to gauge the needs of the pupils in the class.

This is followed by the study of special events in France such as Le tour de France, a music festival or the world cup. Cultural capital is enhanced throughout that study. This module links to environment and the problems facing our planet. A lot of work is carried out on looking at unknown cognates and how to decipher a text or an audio linking to sound patterns. Less common grammatical structures for Higher or Foundation candidates are becoming an inherent part of the lessons at this stage.

In a follow up lesson, work on etymology and looking at natural disasters is also an important skill useful for future linguists. Cross curricular themes are also explored.

Finally, talking about volunteering helps the pupils to look at the future ahead of them whilst studying valuable language techniques and vocabulary.

The four skills are practised and a big emphasis is on the correlation between the four skills as in our view they should not be taught in isolation.

Metacognition is still a huge part of the course in readiness for the GCSE exam.

- **Theme 4- Future aspirations, study and work**

In this unit, we first review school matters before moving on to career choices, plans for the future, discussing the importance of languages, and looking at case studies linked to careers.

By now, the learners master a lot of complex structures and vocabulary to express themselves in detail and accurately. Metacognitive strategies are put into place so that pupils can ensure they meet the GCSE standards to achieve their potential.

- **Revision**

The last term is dedicated to reviewing all the GCSE themes previously studied, practising targeted exercises to best prepare the pupils for their exams. A lot of individual coaching takes place ahead of the GCSE exams.