



### **The MFL Department will seek to ensure that all pupils:**

- are encouraged to succeed and excel in a modern foreign language.
- are provided with opportunities to become confident in a way which supports their communication and understanding of other cultures.
- understand some grammatical aspects of their own and other languages.

### **Curriculum Intent**

Students are central to everything that we do. Our curriculum is designed to:

- instil within each student the importance and joy of studying Languages.
- develop within each student an understanding of the world around him/her.
- encourage students to empathise with individuals and experiences outside the normal range of personal interrelationships.
- encourage every student to communicate their ideas and views to the best of their ability in both written and oral terms.
- aid all students to enhance their social skills through means of group and discursive work.
- use Information Technology to emphasise to students the great advantages technological progress can bring to the study of the discipline.
- enable students to reach their potential in languages.
- promote the importance of languages in enhancing chances of employment
- build on language learning from primary school, to ensure that progress is continuous and work is meaningful.
- encourage creativity and thinking of other ways to express their ideas
- support and understand literacy in their own native language

### **Curriculum 2019/2020**

The curriculum at Wolstanton is aimed to provide a personalised experience for our students, designed to meet their individual needs. This is achieved by:

- Treating all students as individuals.
- Planning learning to meet the needs of all of our students.
- Offering a comprehensive range of subjects to be studied.
- Focusing on developing students' skills.
- Providing different curriculum pathways.
- Providing a range of extended learning experiences outside of the classroom.
- Ensuring students have access to high quality information, advice and guidance.

### **Key Stage 3 Curriculum Content**

The key objectives of the Department are to teach the students both the defined Curriculum Content and the key skills required if students are to make any sense of Languages and cultural aspects. These skills may be broken down as follows in accordance with the National Curriculum Programme of Study.



Pupils 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.



## **Key Concepts in MFL**

There are a number of key concepts that underpin the study of languages. Pupils need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.

### **Knowledge and understanding of Skills**

- Developing the skills of listening, speaking, reading and writing in a range of situations and contexts.
- Applying linguistic knowledge and skills to understand and communicate effectively.

### **Knowledge about language**

- Understanding how a language works and how to manipulate it.
- Recognising that languages differ but may share common grammatical, syntactical or lexical features.

### **Creativity**

- Using familiar language for new purposes and in new contexts.
- Using imagination to express thoughts, ideas, experiences and feelings.

### **Intercultural understanding**

- Appreciating the richness and diversity of other cultures.
- Recognising that there are different ways of seeing the world, and developing an international outlook.

## **Key Processes in MFL**

These are the essential skills and processes in languages that pupils need to learn to make progress.

### **Developing language-learning strategies**

Pupils should be able to:

- identify patterns in the target language
- develop techniques for memorising words, phrases and spellings
- use their knowledge of English or another language when learning the target language
- use previous knowledge, context and other clues to work out the meaning of what they hear or read
- use reference materials such as dictionaries appropriately and effectively.



## **Developing language skills**

Pupils should be able to:

- listen for gist or detail
- skim and scan written texts for the main points or details
- respond appropriately to spoken and written language
- use correct pronunciation and intonation
- ask and answer questions
- initiate and sustain conversations
- write clearly and coherently, including an appropriate level of detail
- redraft their writing to improve accuracy and quality
- reuse language that they have heard or read in their own speaking and writing
- adapt language they already know in new contexts for different purposes
- deal with unfamiliar language, unexpected responses and unpredictable situations.

## **Homework**

One-hour tasks set once every two weeks or more when required.

Reading / writing / vocabulary learning / research etc.

## **Specialist Equipment**

French dictionary

## **QA GCSE French (option choice)**

AQA GCSE French is offered as an option subject to all students who have studied French in Key Stage 3. Students will be tested in listening, reading, speaking and writing and will develop transferable skills, relevant to further study and the world of work. The range of topics within the specification aims to inspire students who are interested in French culture and French speaking countries.

## **Subject content**

### **Core content**

Students study all of the following themes on which the assessments are based.



Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. The assessment breakdown is as follows:

**Exam Paper 1 - Listening:** 35 minutes (Foundation Tier), 45 minutes (Higher Tier)

40 marks (Foundation Tier), 50 marks (Higher Tier)

Understanding and responding to different types of spoken language (25% of GCSE)

**Exam Paper 2 - Speaking:** 7–9 minutes (Foundation Tier) + preparation time 10–12 minutes (Higher Tier) + preparation time

60 marks (for each of Foundation Tier and Higher Tier)

Communicating and interacting effectively in speech for a variety of purposes (25% of GCSE)

**Exam Paper 3 - Reading:** 45 minutes (Foundation Tier), 1 hour (Higher Tier)

60 marks (for each of Foundation Tier and Higher Tier)

Understanding and responding to different types of written language (25% of GCSE)

**Exam Paper 4 – Writing:** 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)

50 marks (at Foundation Tier and 60 marks at Higher Tier)

Communicating effectively in writing for a variety of purposes (25% of GCSE)

### **Study Support**

Pupils are given the opportunity to complete work at lunchtime and after school, on days convenient to staff, starting September and throughout the academic year.

### **Homework type/frequency**

Homework will be set weekly using various resources. This will test knowledge covered in previous topics and lessons, or research for future work.