

French Curriculum Intent

In an increasingly globalised world, the ability to speak additional languages can provide a major career boost for school leavers. But the number of pupils taking a language GCSE exam has declined by 45% nationally in the last 15 years.

Our curriculum aims to enable students to communicate in another language. We empower our students to express their ideas and thoughts in French. Our aim is to broaden students' horizons and encourage them to step beyond familiar cultural boundaries through leaving their comfort zone and develop new ways of seeing the world through our Colmers mantra of Opening Minds and Opening Doors.

Our teaching will enable students to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and develop an appreciation of a range of writing in the language studied.

Students will develop a competency that is both broad and deep in the skills of listening, speaking, reading, and writing based on a sound foundation of core grammar, vocabulary and phonics. The curriculum is carefully planned around logical pupil progression in the '3 pillars' of language: phonics, vocabulary, grammar – and the interplay between them. They should also be able to know how to understand and communicate personal information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence, and accuracy. Critical learning, high frequency language through key vocabulary and key communicative functions are revisited receptively and productively many times as we progress through the curriculum. For example, when learning how to describe activities done on a past holiday in French, we need to revisit previous teaching on how to conjugate the verbs 'avoir' and 'être'. Our goal with our students is to develop their ability to be self-efficacious and to create the optimal conditions for learner success thus encompassing "Know more, Do more, Be more".

We aim to develop their respect for others both in our communities and around the world and we want to build up their cultural capital and widen their horizons through a range of class activities, cultural events and trips.

We aim to ensure that:

- our students know more and respond to language from a variety of authentic sources
- they speak with increasing self-esteem and spontaneity
- they use the variety of grammatical structures when communicating.

Know More. Do More. Be More.

Over the course of their study our students are given the skills and knowledge to become confident and independent speakers through phonics, vocabulary, and grammar. Learning is organised in a spiral approach and progression is built in the curriculum. Over the course of their learning, students regularly revisit the language they learn and continually practise the skills that allow them to become good communicators. From Year 7, we progressively teach students the specific skills they will need later in their study for GCSE and A Level. We adapt our teaching to cater for the needs,

abilities, and interests of each individual student. Communicative functions and grammar are taught conjointly and assessed as such.

Through a broad range of activities, students are taught to:

- Know, identify and use tenses and other structures which convey the present, past and future
- Know and manipulate key grammatical structures and patterns
- Know and develop a wide vocabulary allowing them to give and justify their opinions and take part in discussion about wider issues than their immediate needs and interests.
- Know and use accurate grammar, spelling, and punctuation

Students also learn to:

- Listen and respond to a variety of spoken language through doing practice exercises
- Transcribe words and sentences that they hear in line with the new GCSE specification
- Read original and adapted materials and understand their purpose
- Read literary texts which expand their understanding of the language and culture in Thinking Reading 800-word texts
- Write creatively and translate written texts accurately from and into the target language with the help of sentence builders that help scaffold the knowledge

We know that our students make good progress through regular assessments.

Through each unit, students are assessed in their listening, reading, speaking, and writing skills.

Regular student voice continues to inform us of strength and areas to develop. While the numbers of students taking languages in recent years have decreased, we are coming back to an average of 40 students choosing to continue learning a language at GCSE. We are encouraging these students to continue with languages at A-Level and would hope to reopen classes with the new cohorts.

End points

By the end of the year, students in :

Year 7 will be able to confidently introduce themselves, express opinions about their families, school and sport. They will understand the concept of masculine, feminine and plural and how it affects French language. They will understand that verbs in French change with all pronouns, and they will have started to acquire the present tense of ER verbs.

Year 8 will have consolidated their knowledge of the present tense and they will be able to talk about past event. They will be confident to talk and write about their free time, especially regarding their use of Internet, and their home environment. They will have developed individualised vocabulary to talk and describe their idols and discuss their past achievements. They will have been introduced to cultural facts about Paris and developed an interest for the French capital.



Year 9 will have learnt to talk and write about the communities surrounding them, by discussing the environment and their habits to support our planet; by using vocabulary around celebration to discuss how people celebrate around the French speaking world; by expressing their opinions and comparing the school system in France and England. They will have also learnt how to express their hopes and plans for the future talking about their job aspirations.

Year 10 will have become familiar with the exam skills required for their GCSE. They will have develop a better command of verbs tenses and be secured with basic grammar. They will have learnt to write and speak confidently about people in their lives and their lifestyle, their education and their future aspirations. They will confidently discuss their holidays and the importance of technology in their lives.

Year 11 will have an individual understanding of how to be successful in their exam and what success looks like for them. They will have embedded vocabulary and grammar from previous years and will be able to successfully apply it in reading, listening, writing and speaking skills.