

Curriculum Vision

Faculty	Communications	Subject	French
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Our Vision

Faculty Vision

The MFL faculty teaches French and Spanish. Students who study languages at JWS will be given the opportunity to develop their curiosity about the world; how the world is shaped by languages and the people who use them. We are committed to establishing a learning environment that encourages students to feel confident about taking risks and building resilience in and out of the classroom. Our team wants to inspire, foster and nurture a love of foreign languages and a greater respect for the cultural appreciation of the countries in which they are spoken. It is our intention that every child, regardless of need, should have access to the MFL curriculum.

Curriculum Intent

Our MFL curriculum has been designed around 3 key principles, all of which feature in the 2016 Teaching School Council review into MFL pedagogy: the explicit teaching of vocabulary, grammar, phonics. These principles underpin our KS3 and KS4 provision.

Students are also given the opportunity to develop their curiosity about the culture and country where the target language is spoken. In year 7, students participate in a fictional school exchange to Boulogne. In year 8, following a successful school exchange, students move to France with their families. This narrative gives students an opportunity to communicate for practical purposes as well as immersing themselves in the French culture.

Curriculum Sequencing Rationale and Implementation

KS3

The explicit teaching of phonics is a core component of our MFL curriculum. Students are introduced to French phonemes and graphemes using the Sue Cave physical French phonics programme. The dual coded approach of sound, action, image, and link to the grapheme supports long term memory, retention and allows for better pronunciation of French words.

We have carefully considered the most important vocabulary to teach to students in year 7 and year 8. We have created a core content which is delivered to students using sentence builders. Lessons comprise a series of carefully sequenced tasks which give give students multiple opportunities to practice the core content which are modelled on the Conti EPI framework. This approach of input flooding supports novice learners in their journey towards fluency. This content is regularly retrieved, giving students the opportunity to use the core language independently across listening, speaking, reading, and writing.

Grammar teaching is largely implicit via the systematic exposure to core language in the sentence builders. It is initially taught in chunks with opportunities for children to become familiar with grammatical patterns before explicit rules are introduced to students thus promoting automaticity.

KS4

The core pillars of phonics, vocab and grammar continue to play an important role in our KS4 provision which follows the Edexcel specification. In KS4, we are beginning to use the EPI framework to support students in their journey from novice to expert. Grammar teaching in KS4 is explicit with students given multiple opportunities over the three year programme to develop their understanding of the past, present, and future tenses. As students develop their understanding and ability to use these tenses successfully, the conditional, future simple

and pluperfect are introduced. Throughout the KS4 provision students are regularly exposed to the ATLP models of PALMO and BORDUM to embed these strategies and enable students to progress from novice to expert in writing and speaking.

Our aim is to offer a broad and balanced curriculum to equip students for further language study. In Year 9, we commence GCSE topics. In the Autumn Term we complete *Qui suis je?* which builds on the KS3 content. In the Spring Term we must complete module 2 *Le temps de loisirs* and in the Summer Term we complete *Les jours ordinaires and en ville*.

In Year 10, students study *les vacances* in the Autumn Term. In Spring Term, the topic is *au collège* and we study *mon avenir* in the Summer Term.

In Year 11, we complete *Un œil sur le monde* during the first Half Term. The rest of the Half Term is devoted to revision for the trial exams and is planed according to the gaps identified. The Spring Term is a bespoke programme of study to reteach key misconceptions and revisit themes as appropriate to the cohort.