

Our curriculum is carefully sequenced to ensure cumulative knowledge and progression. Each unit builds on the last, with clear concepts that students must grasp to progress. We define end points to illustrate what mastery looks like by year-end.

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| <b>Location of resources:</b>           | SharePoint – MFL shared area – FRENCH folder                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Curriculum intent and rationale:</b> | <p>At John Port Spencer Academy, our French curriculum is carefully designed to be ambitious, inclusive and knowledge rich. We aim to develop confident, articulate, and culturally aware students of French. We aim to:</p> <ul style="list-style-type: none"> <li>develop students' confidence and competence in using the language across a variety of contexts</li> <li>build their ability to communicate effectively in speaking, listening, reading, and writing, while also fostering an appreciation and understanding of the diverse cultures of French-speaking countries</li> <li>encourage learners to become independent, culturally aware, and motivated language users who can apply their skills in real-life situations, further education, or future careers</li> <li><b>seek to inspire a love for languages and support students in becoming global citizens.</b></li> </ul> <p>Curriculum Organisation: Students are taught in mixed ability classes. Students receive x2 lessons of French a week; this may be with one or with two teachers, depending on the timetable.</p> |
| <b>National Curriculum Links:</b>       | <p>The national curriculum for languages aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic resources</li> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>discover and develop an appreciation of a range of writing in the language studied.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |

What content needs to be covered? Key Knowledge and skills / misconceptions to address (with vocab in bold and spelling underlined)

By the end of the year students will know how:

| Half Term 1 into Half Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Half Term 2 into Half Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Half Term 3 into Half Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Half Term 4 into Half Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Half Term 5 into Half Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Survival French & Cultural Lessons                                                                                                                                                                                                                                                                            |
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| <p><b>Core content:</b></p> <ul style="list-style-type: none"> <li>Greetings</li> <li>Phonics</li> <li>Numbers 1-31</li> <li>My age and birthday</li> <li>The days of the week</li> <li>Where I live</li> <li>Classroom instructions</li> <li>Classroom items</li> <li>The alphabet</li> <li>Dictionary skills</li> </ul> <p><b>Key skills and concepts:</b></p> <ul style="list-style-type: none"> <li>using the definite and indefinite article</li> <li>using regular er verbs (je, tu, il/elle)</li> <li>using avoir (je, tu, il/elle)</li> <li>adjectival agreement</li> <li>using the present tense</li> <li>possessive adjectives</li> </ul> | <p><b>Core content:</b></p> <ul style="list-style-type: none"> <li>Countries and nationalities</li> <li>Where I am from</li> <li>What languages I speak</li> <li>Where I live</li> <li>Pets</li> <li>Giving opinions</li> <li>Colours</li> <li>Family members</li> <li>Physical descriptions</li> <li>Personality</li> </ul> <p><b>Key skills and concepts:</b></p> <ul style="list-style-type: none"> <li>using the definite and indefinite article</li> <li>using regular -er verbs (je, tu, il/elle)</li> <li>using avoir (je, tu, il/elle)</li> <li>adjectival agreement</li> <li>using the present tense</li> <li>possessive adjectives</li> </ul> | <p><b>Core content:</b></p> <ul style="list-style-type: none"> <li>School subjects</li> <li>School items</li> <li>Giving opinions and reasons</li> <li>School buildings</li> <li>School timetable</li> <li>Telling the time</li> <li>Transport</li> <li>Food and drink at school</li> </ul> <p><b>Key skills and concepts:</b></p> <ul style="list-style-type: none"> <li>asking questions</li> <li>agreeing and disagreeing</li> <li>using the 12-hour clock</li> <li>using 'on'</li> <li>using the partitive article</li> </ul> | <p><b>Core content:</b></p> <ul style="list-style-type: none"> <li>Technology</li> <li>Sports</li> <li>Other activities</li> <li>Saying what you like doing</li> <li>Describing what other people do</li> <li>Weather</li> </ul> <p><b>Key skills and concepts:</b></p> <ul style="list-style-type: none"> <li>using regular verbs (er, ir, re)</li> <li>using jouer à</li> <li>using faire</li> <li>using faire de</li> <li>using aimer + the infinitive</li> <li>using ils and elles</li> </ul> | <p><b>Core content:</b></p> <ul style="list-style-type: none"> <li>Talking about your holidays</li> <li>Getting ready to go out</li> <li>Buying drinks and snack</li> <li>Talking about holiday plans</li> <li>Transport</li> <li>Talking about what you can do</li> <li>Saying where you would like to go</li> <li>Talking about where people go on holiday</li> </ul> <p><b>Key skills and concepts:</b></p> <ul style="list-style-type: none"> <li>using nous</li> <li>using reflexive verbs</li> <li>using higher numbers</li> <li>using the near future tense</li> <li>using je voudrais + infinitive</li> <li>using je veux / tu veux + infinitive</li> <li>using on peut + infinitive</li> <li>using à + the definite article</li> <li>using il y a + il n'y a pas de</li> </ul> | <p><b>Cultural lessons:</b></p> <ul style="list-style-type: none"> <li>HT1: Introduction to France and the Francophone World</li> <li>HT1: Black History Month</li> <li>HT2: Noël</li> <li>HT3: La Chandeleur</li> <li>HT4: Paques</li> <li>HT5: International Day of Music</li> <li>HT6: Bastille</li> </ul> |

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| <p><b>Links and themes:</b></p> <ul style="list-style-type: none"> <li>revisit KS2 knowledge and enhancing of</li> <li>begin to link what they are doing to future possibilities with learning a foreign language</li> </ul> <p>See individual vocabulary lists in French folder on SharePoint.</p> <p><b>Misconceptions:</b><br/>...will be addressed as and when they arise.<br/>Potential misconceptions could include: Trying to translate directly from English into French, and vice versa; especially when considering the type of verb conjugation<br/>Applying English pronunciation to French vocabulary correctly<br/>All French words that are the same/similar to English words always mean/sound the same</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Links and themes:</b></p> <ul style="list-style-type: none"> <li>revision of numbers</li> <li>revision of adjectives</li> <li>more practice on the present tense</li> </ul> <p>See individual vocabulary lists in French folder on SharePoint.</p> <p><b>Misconceptions:</b><br/>...will be addressed as and when they arise.<br/>Potential misconceptions could include: Trying to translate directly from English into French, and vice versa; especially when considering the type of verb conjugation<br/>Applying English pronunciation to French vocabulary correctly<br/>All French words that are the same/similar to English words always mean/sound the same</p> | <p><b>Links and themes:</b></p> <ul style="list-style-type: none"> <li>revision of vocabulary</li> </ul> <p>See individual vocabulary lists in French folder on SharePoint.</p> <p><b>Misconceptions:</b><br/>...will be addressed as and when they arise.<br/>Potential misconceptions could include: Trying to translate directly from English into French, and vice versa; especially when considering the type of verb conjugation<br/>Applying English pronunciation to French vocabulary correctly<br/>All French words that are the same/similar to English words always mean/sound the same</p> | <p><b>Links and themes:</b></p> <ul style="list-style-type: none"> <li>revision of present tense</li> <li>revision of opinions</li> </ul> <p>See individual vocabulary lists in French folder on SharePoint.</p> <p><b>Misconceptions:</b><br/>...will be addressed as and when they arise.<br/>Potential misconceptions could include: Trying to translate directly from English into French, and vice versa; especially when considering the type of verb conjugation<br/>Applying English pronunciation to French vocabulary correctly<br/>All French words that are the same/similar to English words always mean/sound the same</p> | <p><b>Links and themes:</b></p> <ul style="list-style-type: none"> <li>revision of lower numbers</li> <li>revision of present tense</li> </ul> <p>See individual vocabulary lists in French folder on SharePoint.</p> <p><b>Misconceptions:</b><br/>...will be addressed as and when they arise.<br/>Potential misconceptions could include: Trying to translate directly from English into French, and vice versa; especially when considering the type of verb conjugation<br/>Applying English pronunciation to French vocabulary correctly<br/>All French words that are the same/similar to English words always mean/sound the same</p> |  |
| <p><b>Previous learning that is particularly relevant:</b></p> <p>At key stage 3 French, most students come with no prior knowledge of the French language. Links with their knowledge of the English language, however, can be made in light of the following areas:</p> <ol style="list-style-type: none"> <li><b>Basic Grammar and Sentence Structure:</b> Understanding how to form simple sentences using present tense verbs, basic adjectives, and common conjunctions.</li> <li><b>Vocabulary for Everyday Topics:</b> Familiarity with vocabulary related to family, hobbies, school etc. enables students to communicate effectively.</li> <li><b>Pronunciation and Listening Skills:</b> Developing good pronunciation and listening comprehension skills.</li> <li><b>Cultural Awareness:</b> Knowledge of French-speaking countries' cultures, traditions, and festivals helps students appreciate the context of language use and supports cultural understanding.</li> <li><b>Basic Tenses and Time Expressions:</b> Use of present tense, some future tense, and time expressions at key stage 3 provides a foundation for mastering more complex tenses like the past/imperfect at key stage 4.</li> <li><b>Functional Language Skills:</b> Ability to ask and answer simple questions, make descriptions, and express preferences, which are building blocks for more sophisticated language use.</li> </ol> <p>Building on these foundations ensures a smoother transition and greater confidence in students’ language learning journey.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |
| <p><b>Future Learning - How content prepares students for future units, Key Stage 4, or Key Stage 5?</b></p> <p>Our key stage 3 French content is carefully designed to build a strong foundation that prepares students for future learning at Key Stage 4 and beyond... Here's how the learning at key stage 3 supports further progress:</p> <ol style="list-style-type: none"> <li><b>Advanced French and Tenses:</b> GCSE introduces more complex structures e.g. the imperfect tense. Mastering the present, past and future tenses at key stage 3 sets students up to handle even more sophisticated grammar, enabling them to express ideas more precisely and fluently and thus achieving high marks, which equates to high grades.</li> <li><b>Expanded Vocabulary:</b> vocabulary is naturally expanded at key stage 3 i.e. vocabulary outside of the vocabulary lists provided is covered, allowing students to broaden their vocabulary from the outset...</li> <li><b>Reading and Listening Skills:</b> key stage 3 develops skills in the understanding of authentic materials. These skills are crucial for both key stages 4 and 5 and beyond, where students encounter more challenging and diverse sources...</li> <li><b>Writing and Speaking Skills:</b> key stage 3 encourages the creation of detailed written responses and the engagement in conversations which gradually increase in length... These skills are foundational for both key stages 4 and 5, in terms of the Writing and Speaking exams in particular.</li> </ol>        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

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5. **Cultural Knowledge:** key stage 3 introduces students to cultural aspects of French-speaking countries, fostering intercultural understanding. This cultural awareness enriches both key stages 4 and 5, especially when completing the Popular Culture Theme at key stage 4, and when exploring literature, film, and social issues at key stage 5.

6. **Preparation for Academic and Professional Use:** the foundational skills gained at key stage 3 prepare students for both key stages 4 and 5, for higher order skills such as critical thinking, argument development, and nuanced language use; these skills prepare students for higher education and careers where French is relevant, and the building of this skill set begins securely in key stage 3...

Overall, the content at key stage 3 French acts as a foundation, equipping students with the necessary skills, knowledge, and confidence to excel in both key stage 4 and 5 French, and in future language-related pursuits.

### Outcomes:

By the end of the year students will be able to solve/create/produce/write:

### Our curriculum is structured for students to learn more to remember more:

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study.

Students should be able 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.

### Assessment Strategy How we know our students are knowing and remembering more –

Data from hunting not fishing, formative and summative assessment/s is used to adapt teaching and provide targeted challenge and intervention, supporting SEND and disadvantaged students.

#### Formative:

Questioning – methods of participation  
Homework – knowledge based  
Development tasks – whole class/individual  
Low stakes assessment  
Independent written work – self and peer assessment

#### Summative (& cumulative)

Written work is marked regularly in line with school policy  
Regular peer and self-assessment  
GCSE exam practice within lessons / set as Homework e.g. for the skill of Speaking: Role Play / Reading Aloud / Photo Card  
Listening and/or Reading assessment completed at the end of each Unit  
Writing assessment completed at the end of each Unit  
Speaking assessment completed at some point during the academic year; this will take the form of a Reading Aloud task, in line with the new MFL GCSE which came into effect in September 2024

#### Opportunities to revisit past learning:

The nature of learning an MFL means interleaving takes place often.

#### Opportunities for homework (including apps):

Knowledge Organiser  
BBC Bitesize  
Duolingo  
Quizlet

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How is the curriculum adapted to meet the needs of SEND and disadvantaged students, while maintaining high expectations?

In the French department we support SEND (Special Educational Needs and Disabilities) and disadvantaged students by implementing inclusive teaching strategies that aim to meet high expectations for all students:

- **Differentiated Instruction:** Teachers tailor activities and resources to accommodate different learning styles and needs, ensuring that all students can access the content effectively.
- **Use of Supportive Resources:** Providing visual aids, bilingual dictionaries, or simplified texts helps students with language difficulties or learning needs to engage with the material confidently.
- **Flexible Assessment Methods:** Offering alternative ways to demonstrate understanding, such as oral presentations or visual projects, supports students who may find traditional written assessments challenging.
- **Targeted Support and Interventions:** Additional support sessions or tailored feedback help disadvantaged students catch up and stay motivated, while maintaining high expectations.
- **Creating an Inclusive Environment:** Promoting a classroom culture that values diversity and encourages all students to participate actively helps build confidence and aspiration.

The goal is to ensure that all students, regardless of their starting point, are challenged to achieve their best while receiving the necessary support...

Wider Curriculum and Enrichment – cultural capital and real world application -

Enriching experiences:

1. **Cultural Exploration:** Students get to learn about French-speaking countries' traditions, festivals, music, and cuisine, which broadens cultural awareness and appreciation.
2. **Travel Opportunities:** If some have the chance to visit French-speaking countries, it allows them to practice language skills in real-life situations and immerse themselves in different cultures.
3. **Communication Skills:** Developing the ability to speak, listen, read, and write in French boosts confidence and prepares students for future travel, work, or study abroad experiences.
4. **Personal Development:** Learning a new language encourages independence, resilience, and adaptability as students tackle new vocabulary and grammar.
5. **Career Advantages:** Being bilingual can open doors to careers in international business, tourism, translation, and more, giving students a competitive edge in the job market.
6. **Social Connections:** Students might meet new friends or pen pals from French-speaking countries, fostering global friendships and understanding.

Our curriculum supports the school value of:

|     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Joy | Foster enthusiasm and engagement through speaking and listening activities via role plays, conversations, and listening exercises get students actively involved, not just passively reading or writing. Language learning often includes fun tools like bingo or vocabulary competitions that spark excitement.<br>There is Cultural Relevance as lessons include music, films, food, traditions, and festivals from French-speaking countries—making learning feel meaningful and alive. Students see how French can be used in real-world scenarios (like ordering food, making friends abroad, or working in tourism), which increases motivation, and by figuring out how to form sentences or understand tricky phrases keeps students mentally stimulated. |
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Literacy, Oracy and disciplinary language:

**Literacy:** This involves the ability to read and write in French. Students will work on understanding written texts, such as articles, emails, or stories, and improving their vocabulary and grammar to write accurately and effectively. Activities like reading comprehension exercises, writing, and practicing spelling and grammar help strengthen literacy skills.

**Oracy:** This focuses on students speaking and listening skills. They will participate in conversations, role-plays, for example, to develop their ability to understand spoken French and respond confidently. Listening exercises, such as understanding dialogues or audio clips, and speaking tasks, for example, completing a Reading Aloud task, are key parts of students’ learning.

**Disciplinary Language:** This refers to the specific language used within the subject of French itself—grammar, vocabulary, and structures unique to the language. Students will learn how to use tenses correctly, expand their vocabulary related to topics like family, school, or holidays, and understand how to apply grammatical rules. This disciplinary language is embedded through targeted lessons, vocabulary building, and grammar exercises, helping students communicate accurately and appropriately in different contexts.

By integrating literacy, oracy, and disciplinary language throughout key stage 3, a well-rounded set of skills that supports overall language proficiency is developed.

Cross-Curricular opportunities / Opportunities to develop ‘character’:

**History and Geography:** Exploring the cultures, histories, and geographical features of French-speaking countries enhances understanding of global issues, cultural diversity, and historical events. For example, studying the history of France can complement lessons in history or geography.

**Music and Art:** Engaging with French music, art, and literature allows students to appreciate cultural expressions and develop creative skills. They might analyse French artists or musicians, or create projects inspired by French culture.

**Business Studies:** Learning French can support understanding of international trade, marketing, and business communication, especially if students explore careers involving French-speaking markets.

**Technology and Media:** Using digital tools to research French-speaking countries or create multimedia presentations helps develop ICT skills while practicing language skills.

**Literature and Language Arts:** Comparing French literature with works from other cultures fosters critical thinking and cultural awareness, enriching language and literacy skills.

**Cultural Studies:** Projects or events celebrating French festivals, traditions, or cuisine promote cultural understanding and social awareness.

Overall, learning French at KS3 provides valuable opportunities to make connections across different subjects, encouraging a more integrated and engaging learning experience.

Our curriculum supports personal development by:

Discussion around empathy and emotional intelligence, cultural awareness and tolerance, moral and ethical reflection, communication, identity, social issues and preparation for the future

Careers / Employability skills:

How does the curriculum link to the following employability skills:

**Listening –** Class and group discussions promote respectful listening, negotiation, and cooperation.

**Speaking –** Students develop the confidence to speak in pairs and in groups.

**Problem solving –** Learning French helps students understand and making sense of new information, apply grammar rules creatively, think on their feet in speaking tasks, translate and interpret, overcome communication barriers, manage tasks under exam conditions.

**Aiming high –** Challenging texts and listening exercises build academic resilience. Setting personal goals, refining essay writing, and pushing for higher structures of grammar teaches students to strive for high standards.



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| <b>Progress</b>                                                                                                                                                   | We monitor and support progress through assessments both summative and cumulative, peer and self-assessment and reflecting on past mistakes and learning ways on how to improve speaking and writing.               |                                            | <b>Critical thinking</b> – Encouraging students to question, analyse, and make informed decisions about language, meaning, and culture.<br><br><b>Staying positive</b> – Improving brain health, opening the mind and improving confidence.<br><br><b>Leadership</b> – Leading a group activity, discussion, or peer feedback session helps develop initiative, confidence, and responsibility—key traits of effective leadership.<br><br><b>Teamwork</b> – Collaborative tasks like group analysis or peer editing build cooperation, compromise, and shared responsibility.<br><br><b>Creativity</b> – Expressing opinions in new ways, boosting cognitive flexibility, being creative in class, appreciating art, music and literature.<br><br><b>Employment Sectors discussed include:</b> travel and tourism, business and media, arts and entertainment, education, healthcare and social care, law and government and translating and interpreting. |
| <b>Success</b>                                                                                                                                                    | We celebrate success such as giving verbal praise, positive phone calls homes, reward points and showcasing exceptional essays.                                                                                     |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Act with care, kindness, respect, and integrity</b>                                                                                                            | We build meaningful connections with our students by creating a supportive, inclusive classroom environment where every voice is heard, and every student feels respected, valued, and safe to express their views. |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Curriculum impact is evaluated through pupil study, work scrutiny, and progress data. Findings inform regular curriculum review to ensure continuous improvement. |                                                                                                                                                                                                                     |                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>When was this curriculum last reviewed? Include date</b>                                                                                                       | <b>What changes were made and why?</b>                                                                                                                                                                              | <b>How is ongoing improvement ensured?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| June 2025                                                                                                                                                         | Ofsted coming in 2026                                                                                                                                                                                               | QA monitoring                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                   | Changes to GCSE MFL made 2024 ready for exams in 2026                                                                                                                                                               | Faculty meetings, moderation               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                   |                                                                                                                                                                                                                     | CPD                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |