Ted Wragg Trust Curriculum Map: FRENCH

Subject sentence - What do we do?

The French curriculum empowers students with the tools for lifelong language learning through the teaching of phonics, vocabulary and grammar, and develops an appreciation of the culture of the countries where French is

What skills and cultural capital do students gain in French?

The curriculum exposes students to differing cultures and it challenges the misconception that British people don't need languages. Students learn how widely spoken French is as both a first and second language. They explore the similarities and differences between life in the UK and life in France, for example through learning about the French school system and how key festivals are celebrated in France and French speaking countries.

How is the French curriculum designed?

In line with the recommendations from the 2016 pedagogy review, our MFL curriculum is built around the core principles of knowledge of phonics, vocabulary and grammar. In Years 7 and 8, we follow NCELP SOLs. In years 9, 10 and 11, we apply NCELP pedagogy and principles to our SOLs which are in line with the AQA GCSE course.

What content do you cover and how is this delivered over time?

We teach grammar-led lessons, where grammar points are introduced in a logical sequence, based upon their complexity and frequency. We begin with common irregular verbs in Year 7 Term 1, then introduce the concepts of gender, adjective agreements, regular verb patterns in the present tense and prepositions.

We select vocabulary from the most frequently used 2000 words in French. The vocabulary is chosen for its usefulness in terms of frequency, but also how well it can illustrate the main grammar point of the lesson. Lessons are front-loaded with phonics, vocabulary and grammar instruction, and knowledge is deepened through meaningful practice in different modes and modalities. For phonics instruction, new Sound Symbol Correspondences (SSCs) are introduced each lesson. The French phonics system is deep and complex, so new SSCs are introduced throughout Year 7 and 8, then revisited in more challenging tasks in Year 9.

How do we support Literacy in the French Curriculum?

Knowledge organiser and/or online platforms are used to pre-teach and to consolidate vocabulary knowledge. Teachers model how to use this vocabulary and check for understanding. Students practise it through choral repetition and then independent practice and recall. Students read longer texts containing higher level grammar and vocabulary. Teachers model written tasks, before giving students the opportunity to practise independently. Teachers provide structure strips and prompts to scaffold extended writing tasks.

How do you use spaced practice / retrieval practice?

Retrieval practice is a feature of every lessons through the Do Now activities to secure the retention of core knowledge. Grammar, phonics, and vocabulary knowledge are systematically revisited throughout the curriculum so that knowledge is thoroughly embedded and students are able to use it in a range of contexts. Homework is a set of words to learn each week. The words are revisited in lessons and tested in the Do Now.

How do you sequence the curriculum so that new knowledge and skills builds on what has been taught before?

The curriculum is designed so that when a grammar feature is revisited, students' knowledge deepens. For example, students are introduced the perfect tense in Year 8 Cycle 1, again in Year 8 Cycle 3, and then knowledge is deepened with the perfect tense with être in Year 9 Cycle 1, and with reflexives in Y10 Cycle 1.

What is the future of the French curriculum?

Our French curriculum is evolving. From September 2023, we will introduce a new Y9 NCELP Scheme of Learning, and in September 2024 we will introduce a new Y10 Scheme of Learning, which will start to prepare students for the new French GCSE, with first teaching from September 2024 and first examination in summer 2026.

CYCLE 2

Revision of Themes 1 and 2

Mock speaking exam

Mock exams in Listening, reading and writing

CYCLE 2

the

world

Revision of

Life in France and

French-speaking

arammar from Y8

Cycles 3 and Y9

Cycle 1, perfect

tense with être,

relative and

pronouns, the

imperfect tense

emphatic

CYCLE 2

text exploitation,

CYCLE 3

Revision of Theme 3

Speaking exam GCSE exams

> Year 11

> > Year

10

Year

Year

8

CYCLE 1 The environment and global issues

Modal verbs in two tenses, revising the conditional tense and negatives, après avoir/être, partitive articles, indirect object pronouns

CYCLE 3 Talking about the past and th

future Revisiting verbs like prendre, venir, sortir etc, using the perfect and imperfect together, revision of grammar from C1 and C2, DOPs and their positioning, impersonal

CYCLE 1 Identity, Culture & Travel Revisiting aller, être and -er verbs modal verbs, verbs like connaître a

entendre in all forms, new ways to use the infinitive, prepositions, negation and articles in greater

Asking questions, Describing things and

people. Saving what people don't do

Expressing future intentions, Saying

Adjectival position and agreement,

Subi-verb inversion auestions. Negation

with present tense verbs. Present tense

irregular -ir, -re verbs and modal verbs

(I, you, he/she/it), Immediate future

what you want/can/must do

CYCLES

Describing people Saying how many there are Saying what people have and do Saying where people

Saying what belongs to whom

Regular adj agreement Possessive adjectives (my/your) tense avoir, être, faire, aller, regular er verbs (I - they)

CYCLE 1

Describing a thing/person Saying what people have and do

Nouns, articles, Intonation questions, Present tense avoir, être, faire (I, you, he/she/it), Present tense regular -er verbs

Future careers in French

Aviation; international aid and development; teaching; politics; diplomatic service; law; tourism; sales and marketing: translation and interpretation: journalism....



CYCLE 3

Travel and tourism

The imperfect tense of irregular verbs, the passive voice. Using three time frames together

CYCLE 1 Education work and future plans

negative constructions, the conditional tense, the perfect tense with avoir and être, preceding direct object agreements

CYCLE 2

Festivals and traditions

Common irregular verbs, the imperfect tense, the simple future tense, the imperative, possessive adjectives. emphatic pronouns

Saying what you are (not) going to do Comparing past and present, Talking about you always/never do, Talking about what you know

Present tense modal verbs (I-they) Present tense savoir vs connaître Perfect tense regular –er verbs with être (I, you, he/she/it), Negation with immediate future

Talking about what happens at different times of the year, Talking about what you do and did Comparing past experiences, Talking about free time and food

Est-ce que questions, Possessive adjectives (his/her). Partitive articles. Perfect tense regular -er verbs with avoir (I, you, he/she/it)

CYCLE 2

Describing places Talking about what people do and did(not) do at school Saying what it is like Saving what you do on a typical day

Pre/post-nominal adjectives Present tense regular and irregular -ir and re verbs (I-they) Perfect tense regula er verbs with avoir (I-they) with negation

We are outward facing

More than 200 million people around the World speak French as a first language. It is the second most widely learned language in the World, after English. French is a great language to know in today's global society.

Key knowledge















Phonics Vocabulary Grammar We are an ambitious and inclusive Trust of schools strengthening our communities through excellent education. Listening Speaking

Key Skills