



HUTTON GRAMMAR CHURCH OF ENGLAND SCHOOL

Modern Foreign
Languages
Curriculum
Information,
Intent and Map



Contents

Staff	3
Intent	3
Purpose of Study	4
Aims	4
Subject Content in Key Stage 3	6
Curriculum Map	7

“In your relationship with one another have the same mindset as Christ Jesus ”
Philippians 2



Staff

Mrs C Buglass (Subject Lead)

Mrs B McGrail (Assistant Subject Lead)

Mrs A McGregor

Mrs S Usher

Intent:

The MFL curriculum at Hutton encourages students to discover and develop an appreciation of another language whilst deepening the understanding of their own. As a church school, through learning French, we aim to develop cultural awareness and encourage an understanding and a greater tolerance of others in the wider world. The KS3 curriculum provides a solid basis for transition to the skills required at GCSE level and beyond, whilst giving students the ability and confidence to manipulate and produce the target language. Students are encouraged to express themselves freely whilst giving and justifying points of view. The systematic teaching of grammar and phonics ensures that learners are able to do this confidently and accurately. Students are challenged to develop their resilience and work both independently and with others. Intent is for strong uptake for GCSE French, improved uptake at KS5 and good achievement in all academic qualifications.

'And they were filled with the Holy Spirit and began to speak in other tongues as the spirit gave them utterance...' (Act 2:4)

Languages Programmes of Study: Key Stage 3 National Curriculum in England Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils 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 read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources
- 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
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

Attainment Targets

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 for French.

Subject Content in Key Stage 3

Teaching of French and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual 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. It should provide suitable preparation for further study.

Pupils should be taught:

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 languages

Curriculum Map

	Half Term 1	Half Term 2		Half Term 3	Half Term 4		Half Term 5	Half Term 6
7	Baseline assessment. Introductions and personal information	Free time		Free time	School		School	Town
8	Holidays	Picture based discussion on holidays		Transactional language	Daily routine and chores		Media	Media continued. Study of French film Petit Nicolas
9	Identity and culture	Identity and culture		Home and local area	Home and local area		Free time	Free time
We follow the Edexcel French GCSE specification.								
10	Holidays	Holidays		School	School		Daily life and celebrations	Daily life and celebrations
11	Future plans and aspirations	Future plans and aspirations		International Destinations	International Dimension. Preparation for speaking exam; role play and photo card practice, presentation and conversation.		Writing exam techniques. Past paper practice.	GCSE Examinations

