

Modern foreign languages: GCSE French

Our aim is for MFL learners at Ebor Academy Filey to enjoy learning foreign languages and to recognise the benefits of language learning in a globalised 21st century. Learning a foreign language is a liberation from insularity and provides an opening to other cultures. We aim to foster pupils' curiosity and develop their cultural capital by deepening their understanding of the world as well as promoting a greater understanding of their own language. Our 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. By developing their communication skills and confidence, we play a vital role in preparing students for life beyond school.

In KS4, students will practise and enhance their language skills in Listening, Speaking, Reading and Writing. They will also deepen their understanding of grammar and awareness of how the French language is constructed. Students build on the foundation of KS3 to create and understand increasingly complex and varied language whilst developing skills and knowledge in preparation for further study at KS5.

There are three 'themes' of study: Identity & Culture, Local, National and International Areas of Interest and Current & Future Study & Employment. Within these themes, students study topics that relate to them and their lives such as: social media, the environment and celebrations. They also broaden their understanding of the cultures of French-speaking countries around the world.

Key concepts taught in year 10 French:

Autumn term (French)	Spring (French)	Summer (French)
<p>Qui suis-je?</p> <p>In the autumn term, students will study the theme of family & friends. This will include describing people & relationships, making arrangements to go out & describing a night out with friends.</p> <p>Students will revisit 3 key tenses: the present, the perfect & the future and learn how to use a range of verbs in positive & negative forms. They will also learn how to use reflexive verbs to describe their relationships and the imperfect tense to describe what they were like when they were younger and talk about someone they admire.</p> <p>Students will continue to revisit adjectives and will also learn how to use abstract nouns.</p>	<p>Le temps des loisirs & Jours ordinaires, jours de fête</p> <p>In the Spring term, students learn about free time activities & talk about social media use, reading, TV & the cinema. This will be followed by a focus on different festivals as well as learning about food for family celebrations. Students will also learn how to talk about their daily routine.</p> <p>Students will continue to practice different tenses. They will also learn how to use more complex language such as <i>venir de</i> (to have just), <i>afin de</i> (in order to) & the pronoun <i>en</i>.</p>	<p>De la ville à la campagne, Le grand large</p> <p>At the start of the summer term, students revisit and build on the topic of town & countryside that they studied in Year 9.</p> <p>They will then move onto the topic of holidays, which will include talking about past & ideal holidays as well as carrying out typical holiday role plays (in a shop, in a restaurant, in a hotel).</p> <p>Students will learn how to form & use the conditional tense to say what they <i>would</i> do during their ideal holiday & the pluperfect tense to talk about the past. They will also learn more complex expressions such as <i>avant de</i> (before doing) & <i>en+ing</i> (on doing). They will continue to have the opportunity to revisit previously learnt language.</p>

Important language:	Important language:	Important language:
Adjectives to describe people Giving extended opinions Technology Sports & free time activities Abstract nouns (happiness / sadness) Reflexive verbs The imperfect tense The imperative	Film, book & TV genres Direct object pronouns Venir de (to have just) afin de / pour (in order to) The imperfect tense	Describing your town / region The weather The conditional tense Complex sentences using <i>Si</i> <i>avant de</i> (before doing) <i>En + infinitive</i> (on doing) The pluperfect tense

Key concepts taught in year 11 French:

Autumn term (French)	Spring (French)	Summer (French)
Au college & Bon travail Students will revisit the topic of school and also look at the world of work. This includes learning school-related vocabulary such as school subjects & rules. They will also learn language related to healthy lifestyle & will compare UK & French schools. Students will then learn how to discuss job & work preferences as well as their plans for the future. Students will learn how to form more complex sentences in the future tense and the perfect infinitive. They will also continue to revisit language previously studied.	Un oeil sur le monde In the Spring term, students will study different problems facing the world, including environmental problems, and what they do and could do to help the environment. They will then move onto to learn about volunteering & discussing big events. In the Spring term, students will start more intense preparation for their French GCSE, with more frequent past paper practice & more personalised learning based on their tier of entry & gaps in knowledge. For all students, there will be a focus on consolidating different tenses as well as giving extended opinions.	As the students start their GCSE examinations, the summer term is given over to independent & guided revision. In French, there will be an initial focus on preparing students for their GCSE speaking test which takes place during the month of May.
Important language: Talking about school. Food & healthy lifestyle Jobs & work preferences More complex future expressions The conditional tense Direct object pronouns Tense review Giving extended opinions	Important language: Environmental & other global issues The passive voice Ethical shopping Tense review Giving extended opinions	

Key staff contacts:

Miss Sweeney: Head of MFL, Teacher of Spanish & French asweeney@fs.ebor.academy

Mrs Pickering: Teacher of French apickering@fs.ebor.academy

What are the main skills my child will develop in GCSE French?

- Students will further develop their understanding of French, its grammar and vocabulary, across all 4 skills (reading, writing, listening & speaking).
- Students increasingly apply new grammatical structures & vocabulary to both written & spoken tasks and independently apply prior learning to new contexts.
- Students will develop their skills in navigating examination questions, learning how they are marked and strategies for securing the best possible grade.
- Students, in spoken and written passages, will become more aware of aspects of life in French-speaking countries. They will be able to give and understand information on themes relevant to young people such as the environment, social action, healthy lifestyles, smoking, drugs and alcohol.
- In developing skills in grammar, translation, understanding longer spoken and written texts containing unfamiliar language and creating increasingly complex spoken and written language, we provide students with a secure basis for transition to KS5.

How can I help my child with their learning?

-  Ask your child to teach you something that they have learnt in their language class.
-  Practise new vocabulary together regularly.
-  Help your child to learn new vocabulary by making flashcards & testing them.
-  Watch a French film on Netflix with your child
-  Encourage your child to regularly revise grammar & vocabulary points they have previously met, so that they are more likely to remember them in the future.
-  Encourage your child to download a French app onto their phone, e.g. Duolingo, and to use websites such as www.languagesonline.org.uk and BBC Bitesize GCSE French www.bbc.co.uk/bitesize/examspecs/
-  Remind your child to use a bi-lingual dictionary or an online dictionary such as www.wordreference.com but to avoid translation sites!
-  Encourage your child to use the AQA French Revision Guide and Workbook to highlight / record / learn any new vocabulary and to complete these pages on a regular basis.

How will you assess my child's progress?

In KS4, we formally assess the students in two skills per term. This includes a passive skill (listening or reading) and an active skill (speaking or writing). Skills that we do not assess in the autumn term are assessed in the spring term. Our formal MFL assessments are linked to the requirements of the GCSE exams. Assessment criteria are shared regularly with the students and they know how to access the different grades prior to the assessment. Post-assessment, students are also encouraged to set personal targets to improve on their performance.

Formal mock examinations in KS4 take place in the Summer term of Y10 as well as the Autumn & Spring terms of Year 11. Students sit papers in all four skills in exam conditions and grades are assigned according to the mark scheme / grade boundaries for that particular year.

In their GCSE examination, students sit three written papers and complete a spoken assessment. Each paper is equivalent to 25% of the overall grade. In both the listening & reading papers, students answer questions in both English and French. In the speaking assessment, students participate in a recorded interview with the class teacher. Tasks include a photo card task, a role-play task and a conversation with their class teacher. In the writing paper, students complete translation & written tasks, with more extended pieces of writing required for higher tier entry students.

In the MFL department, we value the importance of providing students with feedback on their work that enables them to progress. We therefore provide formative feedback that requires a response from our students. This feedback will usually be in English, so that the pupil is fully aware of what he or she needs to focus on to make progress. Targets are specific and may be in the form of a question to encourage students to respond and to create a two-way dialogue between pupil and teacher. Examples are 'Add five sentences which show use of the comparative form' or 'Add a paragraph which uses at least three new time expressions from your word mat' Typically, students complete this work in green pen and are then able to reflect clearly on where they can improve their work.

We also encourage our MFL students to self-assess on a regular basis through weekly 5-a-day review activities and regular vocabulary & grammar tests. They are encouraged to self & peer assess their work wherever possible.