



# **Curriculum Intent of MFL**

**September 2021**

## **KS3 French**

### **Intent**

- to form a sound base of the skills, language and attitudes required for further study, work and travel
- to offer insights into the culture and community of the countries where the language is spoken
- to develop an awareness of the nature of language learning
- to provide enjoyment and intellectual stimulation
- to promote learning skills of more general application (e.g. analysis and judgement, memorising, association, drawing of inferences)
- to contribute to personal, social, spiritual and cultural development of the students
- to provide opportunity for contact with, and experience of, other cultures.

### **Skills**

- to understand and respond to spoken and written language from a variety of authentic sources
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what the students want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- to discover and develop an appreciation of a range of writing in the language studied
- to listen to a variety of forms of spoken language to obtain information and respond appropriately.

### **Knowledge**

- to identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- to use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- to 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
- to use accurate grammar, spelling and punctuation
- to transcribe words and short sentences that they hear with increasing accuracy
- to initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- to express and develop ideas clearly and with increasing accuracy, both orally and in writing
- to speak coherently and confidently, with increasingly accurate pronunciation and intonation
- to 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
- to 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
- to write 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.

## **GCSE French**

### **Intent**

- to deepen the students' knowledge about how language works and enrich their vocabulary for them to increase their independent use and understanding of extended language in a wide range of contexts
- to acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken and written material, including literary texts
- to develop an increased awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- to encourage students to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning
- to develop language-learning skills both for immediate use and to prepare them for further language study and use in school, higher education or employment.

### **Skills**

#### ***Listening:***

- to demonstrate general and specific understanding of different types of spoken language
- to identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- to infer and deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material
- to recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, by being able to answer questions, extract information, evaluate and draw conclusions

#### ***Speaking***

- to communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- to take part in a short conversation, asking and answering questions, and exchanging opinions
- to convey information and narrate events coherently and confidently, using and adapting language for new purposes
- to speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies
- to initiate and develop conversations and discussions, producing extended sequences of speech
- to make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- to make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- to use accurate pronunciation and intonation such as to be understood by a native speaker

#### ***Reading:***

- to understand and respond to different types of written language
- to understand general and specific details within texts using high frequency familiar language across a range of contexts
- to identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- to infer and deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material
- to recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from literary texts

- to demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from the assessed language into English

### **Writing**

- to communicate effectively in writing for a variety of purposes across a range of specified contexts
- to write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- to produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- to make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- to manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- to make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- to translate sentences and short texts from English into the assessed language to convey key messages accurately and to apply grammatical knowledge of language and structures in context

### **Knowledge**

Language contexts are organised in a specified number of broad themes, addressing relevant matters relating to:

1. identity and culture
2. local area, holiday and travel
3. school
4. future aspirations, study and work
5. international and global dimension
6. local, national, international and global areas of interest

## A Level French

### Intent

- to enhance students' linguistic skills and promote and develop their capacity for critical thinking based on their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken
- to enable students to develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- to provide students with opportunities to develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- to allow students to engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- to develop students' knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- to equip students with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- to improve students' capacity for critical and analytical thinking through the language of study and to develop as independent researchers through the language of study

### Skills

#### ***Listening, reading and translation***

- to understand main points, gist and detail from spoken and written material
- to infer meaning from complex spoken and written material
- to assimilate and use information from spoken and written sources, including material from online media
- to summarise information from spoken sources, reporting key points and subject matter
- to translate from French into English

#### ***Written response to works and translation***

- to develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works
- to produce responses that show critical appreciation of features such as:
  - key concepts and issues
  - characterisation
  - form and technique of presentation, e.g. effect of narrative voice in prose text, effect of camera work in film
  - social and cultural setting
- to present viewpoints, develop arguments, draw conclusions, analyse and evaluate in writing
- to manipulate language accurately through translating an unseen passage from English into French

#### ***Speaking***

- to demonstrate knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest linked to the social and cultural context of the language studied
- to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions
- to interact and hold a natural and fluent discourse and manipulate language accurately
- respond to written language in speech

### Knowledge

The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries. Themes 1, 3, and 4 focus on aspects of society or history of France only. Theme

2 requires students to broaden their knowledge across any Francophone country/countries and/or community/communities.

- Theme 1: Les changements dans la société française
  - Theme 1 is set in the context of France only. This theme covers social issues and trends.
- Theme 2: La culture politique et artistique dans les pays francophones
  - Theme 2 is set in the context of Francophone countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).
- Theme 3: L'immigration et la société multiculturelle française
  - Theme 3 is set in the context of France only. This theme covers social issues and trends.
- Theme 4: L'Occupation et la Résistance
  - Theme 4 is set in the context of France only. This theme covers political culture