

## KS4 GCSE French - Burnage Academy

**Languages/EAL - We ensure that all students are given the opportunity to learn how to communicate in a language other than their own, whilst developing the skills necessary for academic success in languages. We also aim to raise awareness and foster appreciation for those with the ability to speak another language and demonstrate how language skills are to be valued and can support future career and personal goals.**

### Overall intent

Alongside the Faculty vision and ethos above, GCSE French lessons should continue to foster a love of language learning alongside preparing pupils for success at the end of the course – no matter of previous ability. Students can opt to choose GCSE French provided they have studied it at KS3, but there are no other selection criteria.

As well as following the AQA GCSE specification, lessons must refer to elements of the Francophone world to give pupils an insight into new cultures and experiences.

Teachers should demonstrate the opportunities available to pupils through multilingualism and are expected to showcase the positive opportunities this can bring in terms of careers, self-esteem and cross-cultural understanding.

### Implementation

Kerboodle (AQA GCSE textbooks) resources are used to provide examples of reading and listening texts across all GCSE themes and are designed to prepare pupils for their GCSE reading and listening examinations. Teachers should also teach pupils specific strategies for decoding texts, improving pronunciation, and proof-reading work, alongside metacognition and reference to resilience and independence in the context of language learning. The course is structured in such a way that grammar rules and teaching are implemented alongside a context in which the grammar can be easily used – building on the structures that pupils will have been introduced to at KS3. Teachers should be familiar with the MARS-EARS approach by Gianfranco Conti – full details of the approach are available in *Breaking the Sound Barrier*, which is available to all staff. This approach, which develops skills in learners by breaking up language in affordable chunks which are easier to assimilate as they reduce cognitive load, is used to supplement Kerboodle resources to support all pupils, including those with SEN or who find the subject challenging. This supports pupils in producing language in their speaking and writing examinations and understanding vocabulary and structures in reading and listening.

### Impact

The KS4 curriculum must prepare pupils for their GCSE examinations, to ensure that pupils are able to express themselves across a number of themes and topic areas (and understand spoken/written French in these same areas). Kerboodle assessments are used, along with speaking and writing assessments designed to mirror the GCSE style of question and are marked accordingly, with a focus on both grammatical and vocabulary accuracy and content production. Post-assessment feedback must be completed so that pupils can recognise strengths and areas to focus on. Teachers will have the opportunity to recap or revisit key areas as the curriculum develops in order to clarify misconceptions or reinforce any areas of need.

### Pupil Support

French lessons must be inclusive to all. In order to support those learners who may need additional scaffolding, or who struggle with working memory, teachers are able to support in a number of ways (although differentiation will depend on the specific needs of individual learners):

- Listening transcripts to be provided to support with links between sound/letter patterns and to support working memory.
- Sentence builder support to allow pupils to scaffold speaking/writing.
- Writing frames, gap-fills to support writing.
- Reduction of cognitive load by using differentiated texts (key words pre-selected, or fewer distractions)
- Glossaries of key words/expressions

- Differentiated homework tasks and support
- Speaking withdrawal sessions

### **Home Learning**

At KS4, homework is set on a weekly basis and is designed to support learning in class. Pupils are provided with a revision guide and workbook as well as access to Language Gym in order to complete homework tasks. Tasks should focus on:

- Vocabulary learning/revision
- Grammatical structures
- Exam technique (listening/reading)

In addition to homework, pupils are expected to be independent in their revision of vocabulary, structures and grammar that we see in class. Pupils are added to a Memrise course to support vocabulary building, and extra-curricular resources such as French-language films and music are encouraged.

### **Enrichment & SMSC**

The French department will support the Languages and EAL faculty in planning and delivering whole-school SMSC events to support SMSC aims: *“As a school, we value the development of the whole child, striving to prepare all students for the world of Manchester and beyond... all students will gain a sense of place by understanding where Manchester has come from and how they can contribute to its future.”* Suggested ideas related to French (and Languages more generally), which can be incorporated to stand-alone SMSC events or in lesson time where appropriate:

- Links with language-based stakeholders in the city
- Career opportunities within languages
- Wider French-speaking world
- French cinema/media (suggested titles, *La Haine, L’ascension* )
- Working with partner schools (École Secondaire de Rivière du Loup, Québec or Lycée Jean Moulin, Champagne-Ardennes)
- GCSE qualifications in additional languages (from Year 9 as enrichment/after-school)

**Curriculum Intent:** By the end of Year 10, students will be able to communicate clearly and with increasing confidence around the topics that they have studied. The curriculum will build on units taught in KS3 but with a greater pace, need for independence and an expectation of students being able to recall vocabulary and structures more readily in preparation for GCSE exams at the end of Year 11. Explicit grammar rules and teaching will build upon more communicative tasks where students will be able to express their opinions and offer justifications for these across three timeframes, both in spoken and written form. They will learn to be resilient, recall previously-seen structures, and use strategies to understand a range of texts in both reading and listening exercises. Learning is themed around contemporary real world topics, referring to Francophone countries and issues which gradually introduces increasingly complex levels of language to stretch and challenge students. Teaching is mixed-ability with students given the opportunity to deal with texts at both Foundation and Higher-tier, with differentiation and support provided where needed. Team-teaching and outside native-speaking volunteers give students the opportunity to develop speaking skills, and independent learning is encouraged weekly to consolidate learning.

<b>Year 10</b>	<b>My Friends and Family (OUP1)</b>	<b>Technology (OUP2)</b>	<b>Free Time (OUP 3) and Health (OUP 6.2)</b>	<b>Customs and Festivals (OUP4)</b>	<b>Home Town (OUP 5)</b>
<b>Content, Knowledge &amp; Skills</b>	<p>Talking about our relationship with other people. Describing our family and friends in more detail. Talking about different types of relationship and our possible future relationships.</p> <p><b>Taught Grammar:</b> Reflexive verbs Future simple and near future tenses Conditional tense Object pronouns (H)</p> <p><b>Interleaved/KS3 grammar revision:</b> Adjectival agreement</p>	<p>Talking about how and why we use social media. Discussing the pros/cons of social media. Discussing the uses of mobile technology. How we can protect ourselves online.</p> <p><b>Taught Grammar :</b> Present tense (-ir/-re) Present tense (irregular)</p> <p><b>Interleaved/KS3 grammar revision:</b> Impersonal Structures Using the pronoun 'on'</p>	<p>Describing activities we've done in the past. Talking about what we like to do. Discussing sports and taking risks with extreme sports. What we like to eat and Francophone foods. Comparing our health now and previously, and making resolutions for the future.</p> <p><b>Taught grammar:</b> Perfect tense (être/avoir) Verb + infinitive il faut Imperfect tense</p> <p><b>Interleaved/KS3 grammar revision:</b> Future tense Conditional tense</p>	<p>How we celebrate our own traditions. Narrating an event we've been to. Describing international and Francophone celebrations</p> <p><b>Taught grammar :</b> Perfect tense (reflexive verbs)</p> <p><b>Interleaved/KS3 grammar revision:</b> Perfect/imperfect tense usage</p>	<p>Describing our current house. Saying where we would like to live. Describing our town/region and what there is to do there. Describing Francophone countries.</p> <p><b>Taught grammar :</b> Negative structures</p> <p><b>Interleaved/KS3 grammar revision:</b> Conditional tense</p>
<b>Key Vocabulary</b>	<p>1.1. Relationships with family and friends 1.2. Marriage and partnerships</p>	<p>2.1. Social media 2.2. Mobile technology</p>	<p>3.1. Music, cinema and TV 3.2. Food and eating out 3.3. Sport</p>	<p>4.1. France and customs 4.2. Francophone festivals</p>	<p>5.1. Home 5.2. Where I live</p>
<b>Assessment</b>	<p>Reading comprehension, Writing assessment (90 word, 16 mark crossover question.)</p>	<p>Listening comprehension, Speaking assessment (photo card)</p>	<p>Reading comprehension, Writing assessment (Higher: 150 word, 32 mark question. Foundation: 40 word, 16 mark question and photo)</p>	<p>Listening comprehension, Speaking assessment (role play)</p>	<p>Reading comprehension, Writing assessment (90 word, 16 mark crossover question)</p>

**Curriculum Intent:** By the end of Year 11, students should be able to confidently and clearly give a range of opinions and narrate events in specific topic areas and show an enthusiasm for the language and Francophone culture. Students will be able to show a resilience and confidence in attempting to communicate spontaneously in French, aided by a trip to France that will take place (timings and specific destination will vary depending on cohort). Work continues through the GCSE topic areas, with more of a focus on exam skills including weekly writing practice to be completed independently. Topics are linked to social issues and teachers will use news, current events and cultural days to add authentic reading-tasks. Specific vocabulary-focused work is less frequent and students are expected to begin to revise using appropriate resources from the beginning of the year. Team-teaching and outside native-speaking volunteers give students the opportunity to develop speaking skills and allow the department to differentiate more easily, with students taught in tier-specific classes once per week. Foundation-tier students may revisit KS3 sentence builders to develop confidence and solidify language patterns; teachers are given autonomy to adapt resources to suit the needs of the class.

Year 11	Charity work (OUP 6.1) and social issues (OUP 7.2)	The environment (OUP 7.1)	Holidays (OUP 8)	School (OUP 9/10)	Future Study and Work (OUP 11/12) HT6
<b>Content, Knowledge &amp; Skills</b>	<p>Discussing inequality and problems in society. If we have ever undertaken voluntary work and the importance of charities. How we can help solve societal problems. Discussing poverty in the world.</p> <p><b>Taught grammar :</b> Subjunctive – how to recognise common examples (F), when to use it and common examples (H)</p> <p><b>Interleaved/KS3 grammar revision:</b> Conditional tense Future tenses</p>	<p>Environmental problems. How we can help solve climate change. Discussing wider global issues.</p> <p><b>Taught grammar :</b> Conditional tense with ‘on’ to express impersonal structures/solutions to problems</p> <p><b>Interleaved/KS3 grammar revision:</b> Modal verbs</p>	<p>Our preferences when travelling – destinations and activities. Describing a past holiday in detail. Talking about different Francophone countries.</p> <p><b>Taught grammar :</b> Après avoir / Je viens de - understanding (F), how to use it (H)</p> <p><b>Interleaved/KS3 grammar revision:</b> How to effectively combine three timeframes</p>	<p>Describing our school. Giving opinions on our school rules and subjects. Investigating schools in different Francophone countries. Talking about our ideal school.</p> <p><b>Taught grammar :</b> Si clauses (imperfect/conditional tenses)</p> <p><b>Interleaved/KS3 grammar revision:</b> Perfect tense Modal verbs</p>	<p>Learning about different future options. Learning about French pathways. University v apprenticeships. How to get a job. Pros/cons of different careers.</p> <p><i>Careers week</i></p> <p><b>Taught grammar :</b> que/qui</p> <p><b>Interleaved/KS3 grammar revision:</b> Future simple and near future tenses</p>
<b>Key Vocabulary</b>	6.1. Charity and voluntary work 6.2. Healthy and unhealthy living	7.1. Environment 7.2. Poverty and homelessness	8.1. Holidays and travel 8.2. Regions of France	9.1. School and subjects 10.1. Life at school and college	11.1. University or work? 12.1. Choice of career
<b>Assessment</b>	Listening comprehension, Speaking assessment (photo card)	Reading comprehension, Writing assessment (translation)	Listening comprehension, Speaking assessment (General conversation.)	Reading comprehension, Writing assessment (Higher: 150 word, 32 mark question. Foundation: 40 word, 16 mark question and photo)	Listening comprehension, Speaking Assessment (role play)

