

French curriculum vision

"You can never understand one language until you understand at least two."

Geoffrey Willans

Our primary aim in the French department is to foster a love of learning languages for all of our pupils. We are passionate about our subject and believe that knowledge of a foreign language can open doors for our pupils, both as future professionals and as globally minded citizens of the world. Whether it is another Romance language or even one with a different alphabet, developing the conceptual framework of a foreign language makes the acquisition of any subsequent languages much easier. We aim to build on pupils' cultural capital through the exposure to Francophone festivals, music, media and literature.

Learning about different cultures and lifestyles from the Francophone world (beyond just France) broadens our pupils' horizons and pushes them past their everyday experiences, bringing the wider world into the classroom. We believe that the French curriculum also has an important role to play in the promotion of British values, particularly concerning respect for the diversity of cultures within the Francophone world.

Design of the French curriculum

We follow a carefully sequenced and knowledge-rich curriculum, which facilitates pupils' development in the four key skills of listening, speaking, reading & writing. The curriculum is research informed and considers what a successful linguist looks like at A Level and beyond. Throughout the curriculum concepts are built upon over time and regularly re-visited, but with increasing complexity. The curriculum is the progression model and is shared with our pupils through carefully sequenced component and composite knowledge that is both substantive and disciplinary. Common misconceptions are identified and built into curriculum planning so that potential barriers to learning can be pre-empted and overcome. We use regular assessment to check that this knowledge, including key vocabulary, is learned and remembered over time.

Our curriculum is designed to be ambitious yet accessible to all pupils. The fact that we include ambitious content in key stage 3 means that every child has the option of taking French for GCSE when they pick options at the end of Year 9 and therefore the opportunity to complete the English Baccalaureate suite of subjects. We place a strong emphasis on pronunciation, supported by our teaching of phonics, and we are passionate about the teaching of literacy. This allows our pupils to more readily engage with unfamiliar language and understand how an appreciation for language can support a wide range of future career choices.

Delivery of the French curriculum

As teachers, our aim is to provide an excellent learning experience for our pupils. We hold high expectations of our pupils and what they can achieve. Similarly, as teachers, we continually reflect on our teaching to develop our evidence-informed practice.

The curriculum is delivered through expertly crafted learning sequences. Teachers use carefully selected pedagogy that best supports pupils to learn, explore and revisit knowledge. This includes a focus on the four key skills:

Listening: Teaching listening skills in any language involves a combination of strategies that focus on comprehension, pronunciation, vocabulary and cultural context. Our approach includes the use of:

- Authentic materials
- Gradually increasing complexity

- Pre-listening activities
- Vocabulary building
- Repetition
- Interactive listening such as role-play
- Varied accents
- Focus on pronunciation
- Cultural context

Speaking: We create a supportive and interactive learning environment that encourages pupils to actively engage in conversation. Our approach includes the use of :

- An immersive environment
- Pair and group activities
- Real life scenarios
- Role-play
- Vocabulary expansion
- Pronunciation practice
- Feedback and correction
- Language games
- Regular practice

Reading: The ability for pupils to read in French requires a variety of strategies, including critical thinking. Our approach includes the use of:

- Appropriate materials
- Vocabulary building
- Reading aloud
- Comprehension questions
- Discussion
- Reading strategies
- Cultural context

Writing: Pupils are taught to express themselves through written French, including the accurate application of grammar and structure. Our approach includes the use of:

- Drafting, editing and re-writing
- Modelling
- Grammar and vocabulary
- Peer review
- Writing prompts
- Cultural relevance
- Precise feedback for improvement
- Consistent practice

Adapting the curriculum for SEND

We aim to ensure that all our pupils who are disadvantaged or have any special educational needs and/or disabilities (SEND) have access to the same carefully planned curriculum as their peers. Our curriculum aims to provide pupils with SEND with explicit systematic teaching and rehearsal of knowledge. We also ensure that these pupils have the time they need to study important subject content in French.

We know that successful teaching is successful for all pupils regardless of background or prior attainment. To that end the curriculum is adapted to suit all learners in the following ways:

- Learner confidence is built by making lessons accessible and offering all pupils the opportunity for success. The curriculum creates opportunities for learners to feel 'like a linguist'
- Task over outcome is adjusted to suit the needs of the individual pupils
- Lessons begin with specific knowledge retrieval activities to return to and embed accuracy of vocabulary and grammar
- Modelling is used often to demonstrate expected practice that pupils can replicate
- Links between ideas are made explicit so that learners can build and strengthen their schema
- Scaffolds are provided to support all four skills with a plan in place to reduce reliance on these scaffolds over time
- Further activities that aid retention and quick recall of spaced content are embedded within every lesson

L.E.A.D. Academy Trust

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead - *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower - *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve - *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive - *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Glossary of key terms

Word	Meaning
Learning	A lasting change in long-term memory
Substantive knowledge	Established facts (content)
Disciplinary knowledge	Methods that establish the substantive facts (skills)
Conceptual knowledge	Knowledge of concepts, theories, principles, models etc. "Know that..."
Procedural knowledge	Knowledge of how to perform specific tasks "Know how to..."
Conditional knowledge	Knowing when and why to use conceptual and/or procedural knowledge
Discipline (Disciplinary)	A branch of knowledge e.g. Mathematics, Geography, Drama etc
Sequenced	Arranged in a particular order to aid learning
Spaced	Knowledge repeated at certain intervals to aid learning
Misconceptions	A view or opinion that is incorrect based on faulty understanding
Modelling	The process of learning by copying the behavior of an expert
Literacy	The ability to read or write effectively within a specific discipline
Oracy	The ability to express oneself effectively within a specific discipline
Pedagogy	The method and practice of teaching. The 'how' of the classroom
Schema	A cognitive framework of knowledge that helps us interpret new information

