

The French Curriculum

The French curriculum is pieced together using the following principles:-

C1: Disciplinary Knowledge

The aims of teaching MFL and the outcomes of learning MFL are listed below to make this process meaningful:

- To listen attentively to spoken language and show understanding by joining in and responding;
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- To speak in sentences, using familiar vocabulary, phrases and basic language structures such as describing people, places things and actions orally and in writing;
- To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- To read carefully and show understanding of words, phrases and simple writing;
- To appreciate stories, songs, poems and rhymes in the language;
- To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including the use of a dictionary;
- To understand basic grammar including (where relevant) feminine, masculine and neuter forms; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English;
- To develop an awareness of other countries and their people thus increasing an awareness of other cultures;
- To develop a positive attitude towards the learning of foreign languages in general,
- To strengthen pupil's sense of identity through learning about culture in a foreign country and comparing it to their own culture;
- To develop pupils' experience of language acquisition, including enjoyment and interest in the language;
- To extend pupil's knowledge of how language works and explore differences between French and English;

C2: Substantive Knowledge

We look to ensure substantive knowledge is taught and learned in a carefully planned progression using Rigolo as a scheme of work. We make links back to previous relevant knowledge.

C3: Botheredness & Purpose

We don't want a curriculum that simply engages pupils and keeps them busy.... we need pupils to feel 'concerned,' to feel like it matters...we believe it is this personal investment that will tip them in the direction of independence and self-efficacy.

C4: Spirituality

We look to identify opportunities for spiritual reflection and growth when planning and teaching French. *'Knowledge is finite. Wonder is infinite.'* (Matt Haig).

C5: Threads

To feel a sense of belonging, to feel part of a community. They will understand what a community is and what makes community important. Pupils to understand and appreciate their own British/ local/ school/ family cultures, and in relation to this understand and appreciate difference between their own culture and French culture.

Teaching methods used in French

Lessons/ units will/ may include the following strategies:-

Re 'Engagement':

We aim, wherever possible, for music lessons to be practical, with a focus on listening to different genres and styles of music and playing instruments.

E1: Establish strong relationships

- **SHELL**— to establish good sitting and listening routines—sit up—hands--- eyes-- - listen--- learn
- **5F's**- Be firm, fair (consistent), friendly, funny, flexible
- **Be authoritative**— (this as opposed to authoritarian) – set boundaries// provide support// give of your time

E2. Establish a learning culture- growth mindset & learning powers

- **Describe learning**- Praise learning by describing/ acknowledging it specifically and/or describing how it makes you feel. eg 'You have used really strong

adjectives. This description paints a really clear picture of the scene for me. I feel like I'm actually there.'

- **I don't know YET-** as the class motto- as opposed to I don't know or I can't do this

E3: High expectations & formative intervention

Imperative: Our assumption is that all pupils will achieve the learning and we do everything possible to make it happen.

- **Peer support-** pupil works with another pupil on the concept they are struggling with
- **Simplify the skill—** same skill but simpler version

E4.Engaging activities to start unit/ lesson:

- **Stimulus-** look at objects/ pictures/ video- discuss
- **Role play—** pupils engage in role play/ freeze frames/ hot seating etc around the subject.

E5.Quality of Teacher Questions (ref also techniques to develop MASTERY)

- **Wait time—** make sure good amount of wait time gives pupil chance to answer your question
- **Tell me-** don't always ask why because it's too interrogative—instead use 'tell me' which invites conversation and is more open ended. Say, 'Tell me what you have done.' // Say, 'Tell me what you're going to do first.'

E6, Engaging ways to get a response/ keep them on task

- **Microphone-** fake microphone for pupils to share their ideas
- **Chat Show—** pupils up in front of class- interviewer and interviewee. Announced as would do with real chat show etc etc

E7.Dealing with wrong answers or no answer

- **Wait time-** Ensure you give pupils the appropriate amount of 'wait time.'
- **Yes but-** if pupil says they don't know, say 'yes but if you did know, what would you think?'
- **Phone a friend -** Let them have the choice of phoning a friend if they are struggling to find an answer but they need to be the ones to relate the answer on to the class.

E8: Working together, talking

- Talk partners
- **Hot-seating**- pupil in character/ with opinion- others asking questions/ challenging

E9: Engaging with Challenge

- **Embrace difficulty**- encourage children to embrace difficult tasks and mistakes and to persevere. eg 'It's great that you're finding that tricky- it means you are learning.'
- **The pit**- talk to pupils in terms of the learning pit—describing the place we find ourselves in when we don't know how to do something/ when the learning is a challenge—display pictures of the pit.

E10: Organisation

- **Flexible groups**- groups decided daily or within a lesson- based on ongoing evaluation of learning.
- **No set seating plan**- given flexible grouping- pupils have no set places in classroom or at least no set group to work in.

E11- How can we help our vulnerable/SEND learners with this?

- Adults and pupils need to be aware of their arousal levels and be able to respond positively and re-adjust their emotions to allow them to be an active, engaged learner
- Record instructions using a voice-recording device for the pupil to play back as required
- Ask the child to explain in their own words what they are learning/their task

Re: Thinking

T1: Generating thinking/ P4C

- **Verbal tennis**- in pairs take turns to generate examples of 'something'- eg films/ fruits—then challenge up- no ums and/or eye contact
- **Odd one out**- develop divergent thinking by asking pupils to identify the odd one out and justify their answer.
- **Think n' Go ***—walk to place in room to express your point of view

T2: Thinking about thinking- metacognition

- **Barriers and bridges**- Pupils identify what are the key barriers and bridges to them achieving a skill or some learning.

T3: How can we help our vulnerable/SEND learners with this?

- Offer short, personalised instructions in the correct task sequence
- Limit movement between instructions and beginning the task so that the pupil can begin work immediately. The pupil could sit at their table with resources ready during the lesson introduction to limit the interruption of thinking
- Reduce language levels – focus on key words and points needed for delivery.

Re Clarity of Learning:

CL1: Know their starting points

- **Immersion** –before trying to elicit prior knowledge, immerse pupils in the topic- eg visitor in/ resources layed out/ trip out
- **Elicitation** - task in French around key skills/ concepts in upcoming French unit

CL2: Be clear about the end point and the big picture

- **Sharing the learning intention**- needs to be clear and unambiguous. Careful to separate clearly the task instructions from the learning intention; provide examples alongside the learning intention to ensure they are fully understood.

CL3: Be clear about the steps to get there

- **Success Criteria**- A visual aide-memoir for pupils and a reference point for teachers when explaining and then evaluating learning during a lesson.
- **Remember to**- success criteria- Coin success criteria as 'Remember to.....' when the success criteria are obligatory for success- eg make sure you include this rhythm and these notes in your composition.

- **Choose from** --success criteria—Coin success criteria as ‘Choose from.....’ when the success criteria are like a tool kit of possible options eg features of a good narrative eg choice of methods in maths

CL4- How can we help our vulnerable/SEND learners with this?

- Reference points- object, image, words = multi sensory
- Stem sentences/Parrot responses

Re Pupil autonomy:

PA1: Pupils exploring their own ideas and questions

- **Plan from the skills-** pupils are given the skills/ objectives and they generate the activities/ key questions related to these.
- **Pupils as teachers-** pupils conducting mini-lessons for other pupils; pupils writing their own test rather than doing the test; pupils explaining a concept in their own words rather than completing an exercise.

PA2: Pupil self-evaluation

to enable learners to become aware of their own beliefs and values and their own spirituality; this to guide their own ethical decision making; this to have a positive attitude to the search for meaning;

- **Writing toolkits-** better used as prompt and/or starting point for discussion rather than a tick list.

PA3: Pupil independence

- **5B's**— brain- board- book- buddy- boss- to encourage pupils to solve their query independently rather than going immediately for help from the teacher.

PA4: Pupil to pupil Feedback

Remember feedback needs to be kind, specific, helpful

- **Elephant-** put elephant on a table where a mistake has been made- pupils work out who has made the mistake

PA5: How can we help our vulnerable/SEND learners with this?

- Use short instructions and keep information brief. Don't overload the child with too much information at a time.
- Use visual reminders and checklists e.g. use colours, cartoons with speech bubbles.
- Give them extra time to process information and think about what they see or hear.
- A list of the steps a pupil needs to take.
- Images that support vocabulary learning.

Re Proof of learning:

PL1: All student response systems

- **Talk partners-** again the pupils need to be trained in use of. Change talk partners weekly- on rolling basis. Pupils need to discuss/ decide what makes a good talk partner and review their perf as talk partners . Create cards to show how expected to behave as talk partners.
- **Randomiser/ Lolly pop sticks-** Have lolly pop sticks with pupils' names written on. Vary the way you use the lolly pop sticks, for example have a 'joker' stick which allows you to ask anyone you want or use other randomiser strategies. Use randomiser on white board. Use all 3 different methods in each lesson to keep it from going stale. Have pupil photos to pull out of pack.

PL2: Picking up on and responding to needs quickly:

- **Do a quick check-** move quickly around room picking up on how well the pupils 'get' the learning. Work out how many pupils are struggling and respond immediately through.
- **Simplify the skill-** Change the task for the group who are struggling to make the learning more accessible for them.
- **Discussing mindset-** talk specifically about how they feel/ importance of challenge/ where they are on the dartboard/ what they could do to improve their emotional response.
- **Repetition/ practise/ over-learning-** provide those struggling with further opportunities to repeat and over-learn the skill/ concept.

PL4: Retrieval Practice

- **Heard the Word vocab elicitation-** at start of unit and then revisited at the end
- **End of unit quizzes-** Google Forms, Google Jamboard, Kahoot- <https://kahoot.com/>; Mentimeter <https://www.mentimeter.com/>; Carousel- <https://www.carousel-learning.com/>; Quizizz <https://quizizz.com/?lng=en>; Quizlet- <https://quizlet.com/en-gb>; Get Plickers- <https://get.plickers.com/>

PL5: How can we help our vulnerable/SEND learners with this?

- Use post it notes – one idea per post it notes, then write each one as a discrete sentence.
- Voice recording device to aid memory or to record their ideas for writing and check back.
- Voice recording devices to record whole class instructions and give to individuals who need to hear them several times.