



## Year 7 French - Curriculum Overview and KS3 Progress Descriptors 2023/24

### Aims and Rationale

The aims and rationale of the curriculum in Years 7- 9 for both French and Spanish are:

- 1) To consolidate and extend language introduced at KS1 - 2.
- 2) To enable students to be confident at communicating in three time frames.
- 3) To enable students to communicate key information about themselves and their immediate frame of reference whilst developing an awareness of wider / global issues through the taught language.
- 4) To enable students to be confident in the four key skills of MFL learning (Listening, Reading, Speaking, Writing).
- 5) To develop a cultural awareness linked to aspects of the TL country.
- 6) To instil in students an awareness of the importance of learning a foreign language and of the relevant life skills associated with it.
- 7) To enable students to begin developing the skills required for studying a foreign language at GCSE level and beyond.

### Curriculum Content

KS2 Recap / Myself • Key sounds & pronunciation features • Listening/Reading for gist • Present Tense - regular 'er' verbs • Giving simple opinions/ adjectival agreement • Definite & indefinite articles • Christmas in francophone countries

• Free Time • Family Life • Extended opinions  
• Common irregular verbs in present tense (faire, être) • Possessive adjectives • Sports in francophone countries

In town • Using transactional language • Verbs in plural forms • More irregular verbs in present tense (aller, vouloir) • Near Future with 'aller' • Celebration days in francophone countries

### How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.

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	<b>Developing</b>	<b>Secure</b>	<b>Advancing</b>	<b>Excelling</b>
<b>Listening, Speaking, Reading and Writing</b>	<ul style="list-style-type: none"> <li>• Pupils at this level remember some topic specific vocabulary and are able to apply it with support when writing and speaking in the target language. They may make a number of errors but communication is occasionally clear.</li> <li>• Pupils at this level are aware of the present tense and can create short sentences with familiar verbs with support.</li> <li>• Pupils at this level can evaluate short texts that they read and hear to answer simple questions about details and gist.</li> <li>• Pupils at this level can recognise a few connectives, quantifiers, qualifiers and opinions to apply with support.</li> <li>• Pupils at this level may ask simple questions about this topic and can work independently on areas of personal interest. <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember a range of topic specific vocabulary and are able to apply it from memory when writing and speaking in the target language. They may make some errors but communication is often clear.</li> <li>• Pupils at this level have begun to understand and to use the present tense and to use key near future tense phrases in order to create work, with some success, using these tenses with familiar verbs.</li> <li>• Pupils at this level can evaluate texts that they read and hear to answer questions with some success about details and gist.</li> <li>• Pupils at this level begin to apply some connectives, quantifiers, qualifiers and opinions to create / evaluate short pieces of work.</li> <li>• Pupils at this level ask simple questions about topics and can work independently on areas of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember most topic specific vocabulary and are often able to apply it from memory when writing/speaking in the target language. Communication is generally clear.</li> <li>• Pupils at this level can understand and use the present tense and use key near future phrases in order to create work using these tenses with a variety of verbs.</li> <li>• Pupils at this level can often evaluate texts that they read and hear to answer questions about detail and gist with a good level of accuracy.</li> <li>• Pupils at this level can apply successfully a good range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.</li> <li>• Pupils at this level ask more detailed questions about topics and can work independently for sustained periods on areas of personal interest.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils at this level remember all topic specific vocabulary and are able to apply it confidently from memory when writing and speaking in the target language. Communication is always clear.</li> <li>• Pupils at this level are confident in using the present tense and in using key near future phrases and can create work using these tenses with a wide variety of verbs.</li> <li>• Pupils at this level can evaluate texts that they read and hear to very accurately answer questions about details and gist.</li> <li>• Pupils at this level can apply successfully a wide range of connectives, quantifiers, qualifiers and opinions to create/evaluate extended pieces of work.</li> <li>• Pupils at this level ask insightful questions about topics and can work independently for extended periods on areas of personal interest.</li> </ul>