

Key Stage Three - French

Intent	Implementation	Impact
<p>Our KS3 French curriculum develops confident, culturally aware linguists ready to succeed in a globalised world. Students build communication, independence, memory, and problem-solving skills.</p> <p>Year 7: Focus on describing self and others using varied vocabulary and present tense structures, with opportunities to express opinions.</p> <p>Year 8: Students use six key verbs across past, present and future tenses, describing events and refining grammatical accuracy.</p> <p>Year 9: Learners master three time frames with ten verbs and interpret familiar and unfamiliar language, identifying general meaning and detail.</p>	<p>KS3 French is delivered over 4 hours per fortnight. Pupils learn key language patterns through repetition, rehearsal and recycling, aiming to internalise chunks for confident use. Listening and reading introduce new structures; speaking and writing consolidate them to build fluency and spontaneity. Interleaving ensures regular revisiting of language. Home learning focuses on automatising core vocabulary. Literacy is embedded through linguistic comparisons and accurate use of terminology. Students express personal interests and respect diverse viewpoints, developing communication and cultural awareness.</p>	<p>By the end of KS3, students can confidently understand, speak and write about themselves and others using accurate grammar, pronunciation and a wide range of language chunks.</p> <p>Year 7: Pupils express detailed opinions and adapt core structures independently.</p> <p>Year 8: Learners use three tenses to describe routines, events and actions of others, giving justified opinions.</p> <p>Year 9: Students fluently express themselves in three time frames, recount events, debate ideas and communicate with increasing spontaneity and accuracy in both spoken and written French.</p>

Assessment

Year 7: Students are assessed in reading, writing, listening, translation and speaking. Two extended writing tasks per topic are deep marked with opportunities to redraft. End-of-year summative assessments measure overall progress.

Year 8: Listening, reading and grammar are assessed twice per unit. Speaking is assessed in spring and summer. Writing tasks are deep marked and redrafted.

Year 9: Students complete exam-style tasks across all skills, with speaking assessed in autumn and summer. Writing is deep marked with redrafting opportunities.

Key Stage - Subject

Intent	Implementation	Impact
<ol style="list-style-type: none"> 1. What is the vision for the subject? 2. What do we want pupils to learn and why? 3. What are the core aims and values that you want students to develop? 4. How does the subject support the whole-school curriculum intent (e.g. personal development, literacy, numeracy, revision curriculum, careers, cultural capital)? 5. What are the end goals? (e.g. preparation for KS4/KS5, careers, lifelong learning) 6. How does the subject support the whole-school curriculum intent (e.g. personal development, literacy, numeracy, revision curriculum, careers, cultural capital)? 7. What are the end goals? (e.g. aegfae) 	<ol style="list-style-type: none"> 1. How is the curriculum taught/delivered? 2. How is it sequenced over time? 3. How do we ensure knowledge builds over time? 4. Key topics and skills taught in each year group (very brief as this is covered in learning journeys). 5. What teaching and learning approaches and resources are used? 6. How are students supported or challenged based on their needs? 	<ol style="list-style-type: none"> 1. What is the effect of the curriculum on learners? 2. How is progress and attainment measured? 3. Outcomes in external assessments (e.g. GCSE results). 4. Evidence of knowledge retention and progression. 5. Examples of how pupils use knowledge in other areas or after school. 6. How do we know pupils are learning what we intend? 7. What does success look like in this subject?

Assessment

1. **How** is assessment used to **inform teaching** and **support student progress?** (Include both **formative** and **summative** approaches to assessment.)
2. How do students receive **feedback** and how do they act on it?