**Y10 French**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | ***Jours ordinaires jours de fete***(Studio Module 3) | ***De la ville a l a campagne***(Studio Module 4) | ***De la ville a l a campagne***(Studio Module 4) | ***Le grand large***(Studio Module 5) | ***Au collège*****(Studio Module 6)** | (ctd) |
|  Topics | Talking about food/ meals / clothes / daily routine / special occasions/ celebrations / festivals / traditions | Describing where you live/ weatherDescribing community events Use of 3 tenses  | ctd | Describing / talking about holidays Describing an ideal holidayTravel arrangementsDescribing and booking hotelsOrdering in a restaurantBuying gifts and souvenirs | School subjectsDescribing schoolComparing French and English education systemSchool rulesDescribing a school exchange | ctd |
| Skills | Development of speaking skillsTo include:phonicsreading out loudconversation / role plays | Development of Listening and Reading skillsTo include:dictationregular vocabulary testsand exposure to literary textsliteracy skills | Development of Writing skillsTo include:grammaressay phrasestranslation |
| Assessment | Unprepared written task AND translation into English AND either Listening or Reading assessment | Unprepared written taskANDTranslation into EnglishANDeither Listening or Reading assessment | n/a(ctd into Spring 2 – assessment at end of Module) | Unprepared written taskANDTranslation into EnglishAND eitherListening or Reading assessment | n/a(ctd into Summer 2) | End of Year 10 exam |
| Linked learning | History (French Revolution etc) Geography (les pays francophones)Maths (numbers and telling the time) English (grammar etc) |
| \*SMSC Links | 253 Provision for the spiritual development of pupils includes developing their:sense of enjoyment and fascination in learning about themselves, others and the world around themuse of imagination and creativity in their learning256 Provision for the cultural development of pupils includes developing their:understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of othersability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities |
| Literacy | Grammar and Linguistic Knowledge and Accuracy:tensesadjectivesadverbsgenderssynonymsantonymscognatesphonicsconjunctionsopinion phrasesclauses |  |  |
| Enrichment | Teaching at Witton and Westacre Middle SchoolsBritish Council MFL Big Summer ChallengeOxford University VisitParis, DecemberClimb |
| Impact | Following on from the experience of TAGs (in Spring 2021) and feedback from an external Edexcel French examiner, a primary GCSE focus for both languages is on Higher Tier students, specifically their performance in the Higher Writing paper. This was a very valuable learning experience and staff are placing greater emphasis on more complex grammar and structures with the Higher ability students. Students’ written pieces are being marked using the Edexcel GCSE Writing mark schemes.  |

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| **Ways to support student learning in this subject*** Encourage students to learn vocabulary on a regular basis – spend time learning this with them
* Discuss what they study in their lessons – ask them to describe what they did most recently
* Look at their exercise-books with them.
* Ask them what homework has been set – go over this with them
* Listen to them speaking French (esp at KS4 for their GCSE Speaking exam)
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