**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  / weather  Describing community events  Use of 3 tenses | ctd | Describing / talking about holidays  Describing an ideal holiday  Travel arrangements  Describing and booking hotels  Ordering in a restaurant  Buying gifts and souvenirs | | School subjects  Describing school  Comparing French and English education system  School rules  Describing a school exchange | ctd |
| Skills | Development of speaking skills  To include:  phonics  reading out loud  conversation / role plays | | Development of Listening and Reading skills  To include:  dictation  regular vocabulary tests  and exposure to literary texts  literacy skills | | | Development of Writing skills  To include:  grammar  essay phrases  translation | |
| Assessment | Unprepared written task AND  translation into English  AND  either Listening or Reading assessment | Unprepared written task  AND  Translation into English  AND  either Listening or Reading assessment | n/a  (ctd into Spring 2 – assessment at end of Module) | Unprepared written task  AND  Translation into English  AND either  Listening 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 them  use of imagination and creativity in their learning  256 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 others  ability 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:  tenses  adjectives  adverbs  genders  synonyms  antonyms  cognates  phonics  conjunctions  opinion phrases  clauses | | |  |  | | |
| Enrichment | Teaching at Witton and Westacre Middle Schools  British Council MFL Big Summer Challenge  Oxford University Visit  Paris, December  Climb | | | | | | |
| 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) |