**Y8 French**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | | | | Summer 1 | Summer 2 | |
| Big Ideas | ***J’adore les fêtes***  ***(Dynamo)*** | ***J’adore les Fêtes (ctd)*** | ***Vive les vacances!***  ***(Dynamo)*** | ***A loisir!***  (Dynamo) | | | | ***A loisir*** (ctd) | ***Le monde est petit***  ***(Dynamo)*** | |
| Topics | Describing different festivals/special occasions  Cultural capital -le 14 juillet/la Toussaint etc  Buying/preparing food for special occasions | Revision of avoir and être  Past tense (with avoir)  Past tense of irregular verbs  Near future | Comparing holidays in UK with French-speaking countries  Describing where you went on holiday/activities/opinions etc  Introduction of past tense with être | TV programmes  Actors  Adjectives  Digital technology  Visiting the cinema  Leisure activities | | | | Synonyms  Negatives  Telling the time in French (24 hour clock)  Asking/answering questions in two tenses | Talking about where you live  Weather  Helping out at home  Daily routine | |
| 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 | 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 | | Unprepared written task AND  Translation into French  AND  either Listening or Reading assessment | | | End of Year 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 | Y8 Great French Challenge  Activities at First School | | | | | | | | | | |
| Impact | KS3 lessons are demanding significantly more analysis and critical thinking from students who have an increasing awareness of language structures, from Middle School Literacy work. We are exploiting this in MFL with the regular use of terms such as synonyms, cognate, phonics, graphemes and conjunctions. Students are encouraged to take greater ‘risks’ with their written and spoken language and to work increasingly independently. Staff guide the students and ensure that they have the skills and knowledge to say what they want but using what they know. | | | | | | | | | | |

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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 |