**Y9 French**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | ***Le Sport en Direct***(Dynamo) | ***La Normandie*** ***Learning about a region of France*** | ***Qui suis-je?***(Studio Module 1) | (ctd) | ***Le Temps des loisirs***(Studio Module 2) | (ctd) |
|  Topics | SportsLeisure activitiesOpinions | Studying a region of FranceCulturePlaces to visitDescription languageHotels (describing / book in)  | FamilyDescriptionsFriends/what makes a good friendArranging to go out/meet up | Describing a day outNear future tensePast tensePresent tense (-er verbs) | SportMusicTechnologyFilms and TVSocial mediaReading habits | Depuis + the present tenseReflexiveverbsNear futurePerfect tense |
| 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 9 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 Challenge |
| 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
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