**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 | Sports  Leisure activities  Opinions | | Studying a region of France  Culture  Places to visit  Description language  Hotels (describing / book in) | | Family  DescriptionsFriends/what makes a good friend  Arranging to go out/meet up | Describing a day out  Near future tense  Past tense  Present tense (-er verbs) | | | Sport  Music  Technology  Films and TV  Social media  Reading habits | | | Depuis + the present tense  Reflexiveverbs  Near future  Perfect tense | | | | |
| 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 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 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 | | | | | | | | | | | | | |
| 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 |