



MFL Faculty – French Curriculum Overview

Faculty Philosophy for Modern Foreign Languages at Biddick Academy

The study of MFL at Biddick Academy is an important part of our students' education. Languages are part of the cultural richness of our society and the world in which we live and work. Learning languages contributes to a mutual understanding, a sense of global citizenship and personal fulfilment. Students learn to appreciate different countries, cultures, communities, and people. The ability to understand and communicate in another language is a lifelong skill for education, employment, and leisure both in this country and throughout the world. Teachers in the MFL faculty at Biddick Academy have a passion for language learning and sound subject knowledge. We aim to blend all four competencies into lessons. Target language is used in an accessible way to ensure immersion. All lessons will include elements of interleaving and retrieval practice to enable learners on what they have learnt, allowing them to know more and remember more. Work completed by students will be marked and checked for understanding, identify misconceptions, and provide accurate, clear feedback. Teachers will adapt their teaching as necessary. Assessment is focused on listening, speaking, reading, and writing – competencies which are embedded into every lesson. Extracurricular clubs and trips provide opportunities for all students to immerse themselves in the TL countries and others. Teachers provide a safe, positive, and engaging environment for learning through excellent relationships – creating a culture for language learning.

MFL Disciplinary Knowledge

In Modern Foreign Languages students will be equipped with the following disciplinary knowledge, taught through the substantive knowledge and skills outlined in the French curriculum overview.

- *How to work out meaning of familiar/unfamiliar language using context, making links with vocabulary in English and other languages*
- *How to translate written and spoken language from the target language (TL) to English and vice versa*
- *How to communicate in a variety of ways, with varying length and for different purposes*
- *How to recall knowledge from previous topics, adapting and recycling that knowledge to progress*
- *How to listen to and respond to spoken and written language from a variety of sources*
- *How to speak with fluency, spontaneity, and confidence*
- *How to say what they want to say with increasing accuracy*
- *How to have a good accent with clear pronunciation, with an understanding of sound to spelling links*
- *How to spot grammatical patterns and link smaller grammatical items to more complex tenses*
- *How to understand the framework of the language and how that can be manipulated to suit new purposes*
- *How to be curious and develop and appreciation for other cultures and traditions*

Aims

The national curriculum for languages and Biddick Academy French Curriculum aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

All students in have the opportunity to participate in weekly German and Italian clubs to support learning of other languages. There are weekly MFL Faculty homework support sessions to support students with their language learning. A linguist of the week is awarded weekly and celebrated.

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the National Curriculum KS3 programme of study.

Students will be taught through the Faculty Curriculum Implementation activities outlined in the Faculty Teaching & Learning Policy

Additional adults in the room are supported with a rolling planning tool/discussion tool: [Student Support Assistant Preparation.docx](#)

Year 7 French (4 lessons per fortnight – 39 teaching weeks)

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SMSC/ value dev Key q stude
<p><u>Module 1:</u> C'est Perso</p> <p>U1 Mon autoportrait</p> <p>U2 Mon kit de survie</p> <p>U3 Comment je me vois</p> <p>U4 Et les autres?</p>	<p>Students can talk about their own likes and dislikes, as well as saying what in in their 'survival kit' and why. They can describe a favourite musician and talk about themselves and others using 1st and 3rd person singular verbs. Students use the</p>	<p>Builds on KS2 programme of study and links to using 'avoir' to form the perfect tense in Y8, using opinions/reasons on other subjects across KS3, agreeing adjectives to suit purpose and referring to</p>	<p>Phonics Introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien</p> <p>SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of</p>	<p>Comment tu t'appelles? (what is your name?)</p> <p>Qu'est-ce que tu aimes ? (what do you like?)</p> <p>Qu'est-ce que tu as dans ton sac ? (what do you have in your bag?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3</p>	<p>Student question to support personal development and the skills</p> <p><i>How many languages do you speak? How many languages do you want to learn? How many languages do you speak in your country? How many languages do you speak in the UK?</i></p>

<p>U5 Il est hypercool</p>	<p>key verbs of ‘avoir’ and ‘être’ to do this. Students are introduced to the concept of masculine and feminine agreement with singular/plural nouns and adjectives. Students will be able to use the present tense of regular -er verbs in the 1st-3rd person singular. There will be a recap of greetings, alphabet and numbers 1-31</p> <p>Grammar taught Y7M1a: ‘Aimer’ in the 1st/3rd person singular Y7M1b: using ‘avoir’ in the 1st-3rd person singular Y7M1c: Adjectival agreement singular/plural Y7M1d: present tense verbs in the 1st-3rd person singular</p>	<p>times that things happen.</p> <p>Students begin to develop using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task “France: an introduction” Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Comment es-tu? (what are you like?) Quel âge as-tu? (how old are you?)</p>	<p>consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	<p><i>country</i> <i>French</i> <i>official</i> <i>Why is it</i> <i>the ‘l’he</i> <i>How do</i> <i>people g</i> <i>other? V</i> <i>think ab</i> <i>Did you</i> <i>French</i> <i>celebra</i> <i>day if th</i> <i>named a</i></p>
<p>Module 2: Mon collège</p>	<p>Students can talk about school subjects and give</p>	<p>Builds on the KS2 POS as</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is</p>	<p>Quelles matieres aimes-tu?</p>	<p>Homework that supports revision skills:</p>	<p>An element of retrieval practice</p>	<p>Student question to supp</p>

<p>U1 Mes matières</p> <p>U2 C'est genial!</p> <p>U3 J'ai cours!</p> <p>U4 Au collège en France</p> <p>U5 Miami-miam!</p>	<p>opinions/reasons on them. They can describe their timetable, using the 12 hour clock. Students can ask questions as well as agree and disagree. They can talk about food and use the partitive article correctly when referring to it. They are beginning to use 'on' as a means to say 'we' in the present tense.</p> <p>Grammar taught Y7M2a: Asking questions Y7M2b: Using 'on' to say 'we' in the present tense Y7M2c: Using the partitive article</p>	<p>well as Y7M1a-d. Links to using 'avoir' to form the perfect tense in Y8 (Y7M1b) and using the present tense across KS3 (Y7M1d)</p> <p>Students begin to develop using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task "School in France" Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>(which subjects do you like?) Quelle heure est-il ? (what time is it?) Qu'est-ce qu'on fait au collège ? (what do you do at school?) Ton collège est bien équipé ? (Is your school well equipped?) Qu'est-ce que tu aimes à Noël ? (what do you like at Christmas?)</p>	<p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	<p>personal development awareness and the skills</p> <p><i>Did you most Fr have no What do about th How do compar How wo weeks s holidays In Fran are not wear re symbols you thin In Fran change to speci subject, think of How is celebr and Fre countrie</i></p>
<p>Module 3: Mes pasetemps</p>	<p>Students can talk about their computers/mobiles and what they do on them. They can</p>	<p>Builds on giving opinions (Y7M1) and using the present tense</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are</p>	<p>Qu'est-ce que tu fais avec ton portable et avec ton ordi? (what do</p>	<p>Homework that supports revision skills:</p>	<p>An element of retrieval practice takes place in every</p>	<p>Student question to support personal development</p>

<p>U1 Mon ordi et mon portable</p> <p>U2 Tu es sportif/sportive?</p> <p>U3 Qu'est-ce que tu fais?</p> <p>U4 J'aime faire ça!</p> <p>U5 Ils sont actifs</p>	<p>say which sports they play and don't play and give opinions/reasons. Students can talk about activities using 'je fais' and say what they like/don't like doing. Students can use 'aller', 'jouer', 'aimer' and 'faire' in the 1st-3rd person singular and the 3rd person plural present tense. They can use 'aimer' plus infinitive verbs i.e. I like to play. Students can talk about what other people do using the 3rd person plural.</p> <p><u>Grammar taught</u> Y7M3a: using regular -er verbs in the present tense 1st-3rd person singular Y7M3b: using 'jouer a' in the 1st-3rd person singular present tense Y7M3c: Using 'faire de' in the 1st-3rd person</p>	<p>(Y7M1-4) as well as talking about yourself and others in more detail (YM1) This links to talking about activities that you do in present tense, across KS3, revisiting and using infinitive structures (Y7M2) and using numbers in transactional scenarios (Y7M4) Students will make the link on using infinitive structures to form the future tense (Y7M4) Students begin to develop using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task "Poisson d'avril" Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>you do on your phone/PC?) Tu regardes des clips vidéos ? (do you watch video clips?) Quels sports fais-tu ? (what sports do you do?) Qu'est-ce que tu aimes faire ? (what do you like to do?) Qu'est-ce que tu n'aimes pas faire ? (what do you not like to do?)</p>	<p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	<p>awareness and the skills</p> <p><i>Which sports are popular in your country? How do you get to the USA? Football in France; that comes from the UK? Can you speak French? Which teams? Can you play French? Who are the players? Do you like French singers? Did you watch a mix of English and French programmes? France dubbing. Did you watch any French versions of YouTube etc.?</i></p>
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	<p>singular present tense</p> <p>Y7M4d: Using ‘aimer’ in the present tense plus infinitive verbs</p> <p>Y7M3e: Using ‘ils/elles’ in the present tense</p>						
<p>Module 4 3...2...1 Partez!</p> <p>U1 Les vacances, mode d’emploi</p> <p>U2 Je me prépare...</p> <p>U3 Au café de la plage</p> <p>U4 Je vais aller en colo</p> <p>U5 Mes revés</p>	<p>Students can talk about their holidays and what they do to get ready for a holiday. They can use transactional language to buy drinks/snacks. Students can talk about their holiday plans and say what they are going to do and would like to do. They will begin to use ‘nous’ to express ‘we’ in the present tense. Students will be exposed to higher numbers and use reflexive verbs in the present tense to talk about a routine. Students will be introduced to future and conditional tenses so they can talk about plans. They</p>	<p>Students build on use of ‘aller’ in the present tense (Y7M3) to form the future tense. They will use the present tense in the full paradigm as taught in (Y7M1-3)</p> <p>Students can build on using numbers in different contexts. All this links to eventually using 3 tenses later in KS3.</p> <p>Students are using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers,</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Où vas tu normalement? (Where do you normally go?)</p> <p>Qu’est-ce qu’il y a dans ta region? (What is there in your region ?)</p> <p>Que fais-tu quand tu prépares pour sortir? (What do you do when you prepare to go out ?)</p> <p>Où est-ce que tu voudrais aller? (Where would you like to go ?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p>	<p>Student question to support personal development and the skills</p> <p><i>Which place would you like to go on holiday?</i></p> <p><i>Which are the most popular countries in Europe?</i></p> <p><i>Lots of people like to go skiing. Would you like to go? Do you want to make a reservation with a monsieur? What is the difference in France? How do you write a monetary amount? Should I change my money to euros?</i></p>

	<p>will be able to use ‘il y a’ and ‘il n’y a pas de’ to say what there is/isn’t</p> <p><u>Grammar taught</u> <i>Y7M4a:</i> using ‘nous’ to say ‘we’ <i>Y7M4b:</i> using singular reflexive verbs in the present tense 1st-3rd person <i>Y7M4c:</i> Using higher numbers <i>Y7M4d:</i> using the near future tense – full paradigm <i>Y7M4e:</i> using ‘je voudrais’ + infinitive</p>	<p>opinions, negatives and sequencers)</p>				<p>The end of module assessments assesses listening & reading skills</p>	
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Y7 Whole School Assessment Weeks

2 assessment weeks per year, students complete a 90-word writing task with 3 bullet points from previous and current topic worth 16 marks and a 20-mark core knowledge retrieval quiz, totalling 36 marks. This is marked by the teacher and feedback given with student response

Year 8 French (4 lessons per fortnight – 39 teaching weeks)

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SMSC/CIAG/British values/Personal development
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							Key questions for students in MFL
<p>Module 1: T'es branché</p> <p>Unit 1 La télé</p> <p>Unit 2 J'ai une passion pour le cinéma</p> <p>Unit 3 La lecture</p> <p>Unit 4 Que fais-tu quand tu es connecté(e) ?</p> <p>Unit 5 Qu'est-ce que tu as fait hier soir?</p>	<p>Students will be able to talk about TV programmes and films, expressing likes, dislikes and preferences. They can talk about what they read and what they do on the internet. Students will be able to talk about different types of 'media' and their similarities and differences.</p> <p>Grammar taught: Y8M1a: Present tense of 'er' verbs Y8M1b: Present tense of 'avoir' and 'être' Y8M1c: Using 'ir' and 're' verbs Y8M1d: Using the verbs 'faire' and 'aller' Y8M1e: Using the perfect tense (past tense)</p>	<p>All students complete a Y7 core knowledge check to address gaps before commencing Y8.</p> <p>Students build on giving opinions in the present tense (Y7M1-4) as well as using the present tense of 'avoir' to form the perfect tense. Students can also refer back to 'être' when using it with the perfect tense. Students build on their knowledge of 'aller' and 'faire' to talk about interests in more detail and in other contexts.</p> <p>This links to using the full paradigm of the perfect tense in the next module and later on in KS3</p> <p>Students are using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en /an/on/ain/in/ê/è/ai/o i/ch/ç/c/qu/j/g/tion/ie n SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p>	<p>Qu'est-ce que tu regardes à la télé ? (What do you watch on TV ?) Qu'est-ce que tu aimes comme films ? (What films do you like ?) Qu'est-ce que tu lis en ce moment ? (What are you reading at the moment?) Qu'est-ce que tu fais quand tu es connecté ? (What do you do when you are online ?) Qu'est-ce que tu as fait hier soir ? (What did you do yesterday night ?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>How long does the average French young person spend playing video games? How many minutes per day does the average French person spend reading? Is this different to you? Can you name any French actors? Do you know any French films? 82% of French young people own a computer, do you think that is higher or lower than the UK? There are 6 main TV channels in France, is that different to the UK?</i></p>

			<p>Literacy Students will complete a reading high 5 task <i>“French holidays – is it all cheese and wine?”</i> Students will be tested weekly on vocabulary/ spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>				
<p><u>Module 2:</u> <u>Paris, je t’aime</u></p> <p>Unit 1 Une semaine à Paris</p> <p>Unit 2 Mon album photos</p> <p>Unit 3 C’était comment, les catacombes ?</p> <p>Unit 4 24 heures chrono !</p> <p>Unit 5 Oui a vole la Joconde?</p>	<p>Students can say what they did in Paris and when they did them using the perfect tense. They can understand information about a tourist attraction and ask questions about it. Students can say how they travelled and give opinions in the past tense. They can ask questions in the past tense.</p> <p><u>Grammar taught:</u> <i>Y8M2a:</i> Perfect tense with regular verbs <i>Y8M2b:</i> Perfect tense with irregular verbs</p>	<p>Students build on giving opinions in the past tense (Y8M1 unit 5) as well as using adjectival agreement (Y7M1/2) They refer back to their knowledge of ‘aller’ and ‘faire’ to use them in the perfect tense. Students build on their knowledge of the present tense from Y7 and Y8M1. They refer back to numbers (Y7M1-4) to use in different contexts.</p> <p>This links to using more than one tense to add depth to what they write/say.</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds:</p>	<p>Qu’est-ce que tu as fait à Paris ? (What did you do in Paris ?) C’était comment? (What was it like?) Tu vas souvent à Paris? (Do you go to Paris often ?) Qu’est-ce que tu fais quand tu vas à Paris ? (What do you do when you go to Paris ?) Tu aimes Paris? (Do you like Paris?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Build and completed in 1889, named after its creator, visited by 6 million people a year, 324 m high – what is it?</i> <i>Do you know the name of the book/film set in a famous Paris cathedral?</i> <i>Who painted the Mona Lisa? Where is it kept?</i></p>

Y8M2c: Giving opinions in the past tense
Y8M2d: Using the perfect tense with 'être'
Y8M2e: Using the perfect tense and present tense together

Students are using **T.O.A.C.T.I.O.N.S** acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)

SFC – Silent final consonant
A/i/eu/e/au/u/ou/é/en /an/on/ain/in/ê/è/ai/o i/ch/ç/c/qu/j/g/tion/ie n
SFE – silent final –e

Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.

Literacy
Students will complete a reading high 5 task
“France gave teenagers \$350 for culture”
PC: Age
Students will be tested weekly on vocabulary/ spelling

Oracy
‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.

research enrichment tasks to support personal development.

assessment policy)
The end of module assessments assesses listening & reading skills

*How many professional football teams does Paris have? Where do they play?
What is special about the 14th of July?
Paris is the fashion capital of the world, which event takes place twice a year there?*

<p>Module 3: Mon identité</p> <p>Unit 1 Mon caractère</p> <p>Unit 2 On se dit tout</p> <p>Unit 3 Quelle musique écoutes-tu?</p> <p>Unit 4 Mon style</p> <p>Unit 5 De quoi es-tu fan?</p>	<p>Students can talk about their personality and the personality of others. They can say how they get on with people and what their relationship is like. Students can talk about music, clothes and say what their passion is and why. They can talk about different regions in France and their regional differences.</p> <p>Grammar taught: Y8M3a: Adjectival agreement Y8M3b: Reflexive verbs Y8M3c: Agreeing/disagreeing and giving reasons Y8M3d: Using the near future tense Y8M3e: Using past, present and future tenses together</p>	<p>Students build on their knowledge of adjectival agreement (Y7M1/2 and Y8M1/2) and can refer to others. Students recall using ‘aller’ and ‘faire’ in the present tense to allow them to work with the future tense.</p> <p>This links to using adjectives for the comparative/superlative</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en /an/on/ain/in/ê/è/ai/o i/ch/ç/c/qu/j/g/tion/ie n SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy/Oracy</p>	<p>Quelles sont tes qualités? (What are your qualities?) Tu passes des heures à faire quoi ? (What do you spend time doing ?) Tu parles de quoi avec tes copains? (What do you talk to your friends about ?) Quelle musique écoutes-tu? (What music do you listen to?) Qu’est-ce que tu portes normalement? (What do you normally wear ?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>True or false, French is spoken on every continent in the world? Which sports are most popular in France? Can you name 3? Everyone in France has an ID card, do you think it’s a good idea? Would you like one?</i></p>
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			<p>Students will complete a reading high 5 task Students will be tested weekly on vocabulary/ spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>				
<p><u>Module 4</u> <u>Chez moi, chez toi</u></p> <p>Unit 1 Là où j’habite,</p> <p>Unit 2 Là où j’habite (2)</p> <p>Unit 3 Perdu dans le parc d’attractions</p> <p>Unit 4 Dans mon appart’</p> <p>Unit 5 Qu’est ce qu’on peut faire?</p> <p>Unit 5 On est allé au carnaval</p>	<p>Students can talk about where they live, giving the specifics of their town/village. They can give directions and ask for directions. Students can talk about what you can do in your town, and refer to events that happen in their towns.</p> <p>Grammar taught: Y8M4a: Using ‘il y a’ and ‘il n’y a pas de’ Y8M4b : Using the imperative Y8M4c : Using the comparative Y8M4d: Prepositions Y8M4e: Using modal verbs Y8M4f: Using 3 tenses together</p>	<p>Students build on being able to give descriptions using different adjectives, and positioning adjectives correctly. Students build on using infinitive structures such as ‘j’aime + infinitive’ to build on their knowledge of future tense formation. They are now able to use more than one tense and are building their confidence using 3 tenses.</p> <p>This links to using 3 tenses confidently in Y9 as well as using a wider range of infinitive structures.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers,</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en /an/on/ain/in/ê/è/ai/o i/ch/ç/c/qu/j/g/tion/ie n</p>	<p>Où habites-tu? (Where do you live?) C’est comment, chez toi? (What is it like?) Décris ta maison (Describe your house) Qu’est-ce qu’on peut faire ? (What can we do ?) Qu’est-ce que tu fais normalement au carnaval ? (What do you normally do at carnival?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments</p>	<p>Students discuss questions in English to support their personal development, awareness of SMSC and their oracy skills</p> <p><i>Why do you think French houses have shutters on the windows?</i> <i>Do you think French houses look like the ones in the UK?</i> <i>Why/why not?</i> <i>French people don’t eat snails and frogs all of the time – they are a delicacy, what is a delicacy?</i> <i>What is a crêpe?</i> <i>What is Mardi Gras?</i></p>

		opinions, negatives and sequencers)	<p>SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/ spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>			assesses listening & reading skills	
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Y8 Whole School Assessment Weeks

2 assessment weeks per year, students complete a 90-word writing task with 3 bullet points from previous and current topic worth 16 marks and a 20-mark core knowledge retrieval quiz, totalling 36 marks. This is marked by the teacher and feedback given with student response

Year 9 French (4 lessons per fortnight – 39 teaching weeks)

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SM
<p>Module 1 <u>Ma vie sociale d'ado</u></p> <p>Unit 1 Planète Facebook,</p> <p>Unit 2 Comment tu trouves... ?</p> <p>Unit 3 Tu viens aussi... ?</p> <p>Unit 4 Ça s'est bien passé</p> <p>Unit 5 Fou de musique,</p>	<p>Students can talk about social media and give their opinions. They can give their opinions about someone both positive and negative. Students can make arrangements to go out and talk about what a date was like. They can also describe a music festival and talk about music festivals around the world.</p> <p><u>Grammar taught</u> Y9M1a: Present tense Y9M1b: Direct object pronouns Y9M1c: Near future tense Y9M1d: Perfect tense Y9M1e: Using 3 tenses together</p>	<p>All students complete a Y8 core knowledge check to address gaps before commencing Y9.</p> <p>Students build on their knowledge of the perfect tense and use the full paradigm. They revisit the future tense and build on using more than one tense.</p> <p>This links to using direct object pronouns later in KS4 to make language more sophisticated and using tenses in other contexts</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy/Oracy Students will complete a reading high 5 task “<i>La géo et la culture</i>” PC: Religion or belief Students will be tested weekly on vocabulary/spelling</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Qu’est-ce que tu fais sur Facebook? (What do you do on Facebook ?)</p> <p>Qu’est-ce que vas faire ce weekend? (What are you going to do this weekend ?)</p> <p>Qu’est-ce que tu as fait? (What did you do ?)</p> <p>Quelle sorte de musique aimes-tu ? (What sort of music do you like?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening &</p>	<p>Stu qu to per dev aw an ski</p> <p>Ho use the Ho con are mo Acc Fre mo qu loo is k agn</p>

		Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)				reading skills	
<p>Module 2 Qui suis-je?</p> <p>Unit 1 A comme amitié,</p> <p>Unit 2 C'est de famille!</p> <p>Unit 3 On va voir un spectacle</p> <p>Unit 4 Une sortie</p> <p>Unit 5 La personne que j'admire</p>	<p>Students can describe people in more detail. They can talk about their friends and what makes a good friend. Students refer back to using the present tense of 'er' verbs and use reflexive verbs in the present tense to talk about family relationships. Students revisit making arrangements to go out, adding extra detail and opinions. They can talk about a day out in detail using the perfect tense. They can talk about their role models and use 2/3 tenses together</p> <p>Grammar taught: Y9M2a: Reflexive verbs in the present tense Y9M2b: Present tense Y9M2c: Near future tense Y9M2d: Perfect tense</p>	<p>Students build on using 'avoir' and 'être' to give descriptions of people. They refer back to the present tense of regular and irregular verbs and use tenses in different contexts.</p> <p>This links to using present tense conjugation rules to think about conjugation of reflexive verbs. Students will be able to sequence</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy/Oracy Students will complete a reading high 5 task "Thank you, France" Students will be tested weekly on vocabulary/spelling</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Quelle est ta personnalité? (What is your personality?) Qu'est-ce que tu fais avec tes amis? (What do you do with your friends ?) Tu t'entends bien avec ta famille? (Do you get on well with your family ?) Qu'est-ce que tu as fait samedi dernier? (What did you do last Saturday ?) Qu'est-ce que tu vas faire le</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty</p>	<p>Stu qu to per dev aw an ski</p> <p>Wh Fr (12 Wh mo</p>

		<p>events in other contexts.</p> <p>Students are using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>		<p>weekend prochain? (What are you going to do this weekend ?)</p>		<p>assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>	
<p>Module 3 <u>Le temps de loisirs</u></p> <p>Unit 1 Tu es plutôt foot, tennis ou basket ?</p> <p>Unit 2 Ma vie d'internaute</p> <p>Unit 3 Lecture et musique</p> <p>Unit 4 Mes émissions préférées</p> <p>Unit 5 Une soirée entre amis</p>	<p>Students can talk about a range of leisure activities and give their opinions/justifications. They can talk about different films and TV programmes, expressing preferences. Students can talk in more detail about sport, including how long they have done something for. Students can talk about how they use technology and refer back to the present tense with regular and irregular verbs. They can talk about their music preferences and their reading habits, they can use the negatives to add depth and variety.</p> <p><u>Grammar taught:</u></p>	<p>Students build on their knowledge of the present tense and being able to refer to more than one tense. They revisit the perfect tense again, as well as the future tense.</p> <p>This links to them using the present tense for different purposes i.e. with depuis and using adjectival agreement with</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien</p> <p>SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Oracy</p>	<p>Que fais tu sur ton portable? (What do you do on your phone ?) Qu'est-ce que tu aimes lire? (What do you like to read ?) Qu'est-ce que tu vas regarder a la tele? (What are you going to watch on TV?) Qu'est-ce que tu as fait le weekend dernier? (What did</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription</p>	<p>Stu qu to per dev aw and ski</p> <p>W pop Ho to Fo Fra tha UK Ca Fra tea</p>

	<p>Y9M3a: comparative/superlative Y9M3b: Perfect tense Y9M3c: Using negatives Y9M3d: Using depuis + present tense</p>	<p>the comparative.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>you do last weekend ?)</p>	<p>enrichment tasks to support personal development.</p>	<p>task (outlined in faculty assessment policy)</p> <p>The end of module assessments assesses listening & reading skills</p>
<p>Module 4 Jours ordinaire, jour de fête</p> <p>Unit 1 C’est bientôt dimanche ?</p> <p>Unit 2 Vous faites quelle taille ?</p> <p>Unit 3 C’est la fête !</p> <p>Unit 4 Qu’est-ce qu’on va manger ?</p> <p>Unit 5 Félicitations !</p>	<p>Students can talk about meals and food as well as what they wear. They express preferences and give opinions with a wider range of adjectives. Students talk about daily life using reflexive verbs and modal verbs. They can take part in dialogues for buying clothes. Students learn about different festivals in France and in French speaking countries.</p> <p>Grammar taught: Y9M4a: Using demonstratives Y9M4b: Present tense Y9M4c: Future tense Y9Md: Modal verbs</p>	<p>Students build on using infinitive structures to use ‘pouvoir’ and ‘devoir’ confidently. They build on their knowledge of 3 tenses and use them to suit new contexts.</p> <p>This links to adjectival agreement when using demonstratives. Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses,</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Oracy</p>	<p>Qu’est-ce que tu manges le soir? (What do you eat in the evening?) Qu’est-ce que tu portes normalement le weekend? (What do you normally wear at the weekend?) Quelle est ta routine les jours d’école? (what is your school day routine ?) Est-ce que tu fêtes Noël chez toi? (Do</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription</p>

		others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)	'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	you celebrate Christmas ?) Quelle est ta fete preferee ? (What is your favourite festival?)	enrichment tasks to support personal development.	task (outlined in faculty assessment policy) The end of module assessments assesses listening & reading skills
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Y9 Whole School Assessment Weeks

2 assessment weeks per year, students complete a 90-word writing task with 3 bullet points from previous and current topic worth 16 marks and a 20-mark core knowledge retrieval quiz, totalling 36 marks. This is marked by the teacher and feedback given with student response

Year 10 French (5 lessons a fortnight – 39 teaching weeks)

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SM
<p>Module 1 De la ville a la campagne</p> <p>Unit 1 Ma région est top !</p> <p>Unit 2 C'est pour un renseignement ?</p> <p>Unit 3 S'il fait beau</p> <p>Unit 4 Ville de rêve ou ville de cauchemar ?</p> <p>Unit 5: Role play, photo card and conversation questions</p> <p>Unit 6: Writing practice. 40/90/ translations</p>	<p>Students can talk about where they live, the weather and transport there. They can describe their town and region, discussing what you can see and do there.</p> <p>Students can give directions and ask questions as well as talk about community projects. They use negatives and give opinions, with justifications. Students use present, past and future tenses to talk about their local area. They develop their listening, speaking, reading and</p>	<p>All students complete a Y9 core knowledge check to address gaps before commencing Y10.</p> <p>Students build on their knowledge of 3 tenses in KS3 to talk about different contexts. They use their knowledge of demonstratives and adjectival agreement, as well as referring back to infinitive structures from KS3.</p> <p>This links to being able to conjugate more freely in the present and future tenses.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These will take the form of role play, conversation questions with the key questions, and describing photos.</p> <p>Literacy Students will complete a reading high 5 task “Paris for kids?” PC: Age Students will be tested weekly on vocabulary/spelling</p> <p>Vocabulary lists give examples of vocabulary used in context to prior and current learning. Knowledge of key exam rubrics in the TL</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>Ou habites-tu? (Where do you live?) Qu’est-ce qu’il y a dans ta région? (What is there in your region?) Qu’est-ce qu’on peut faire dans ta région? (What can you do in your region ?) Quels sont les avantages et les inconvénients de ta région? (What are the advantages/cons of your region ?) Que feras-tu ce weekend ? (What will you do this weekend ?)</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments</p>	<p>Stu qu to pe de aw an sk W Fr sh wi Ho of thi Ca the tov spe Do in co Fr Ca far lar Ca Fr</p>

	<p>writing skills using exam style questions.</p> <p>Grammar taught: Y10M1a: Using the pronoun ‘y’ Y10M1b: Future tense Y10M1c: Negatives Y10M1d: Present tense Y10M1e: Perfect tense Y10M1f: Interrogative adjectives</p>					assesses listening, reading and speaking/ writing skills.
<p>Module 2 Le grand large</p> <p>Unit 1 Des vacances de rêve</p> <p>Unit 2 Les hotels, mode d’emploi</p> <p>Unit 3 Bon appetit !</p> <p>Unit 4 En route!</p> <p>Unit 5 On negocie au souk</p>	<p>Students can talk about what they normally do on holiday. They revisit the present tense and reflexive verbs. Students will also revisit using modal verbs with the infinitive. They can talk about an ideal holiday using the conditional</p>	<p>Students build on their knowledge of reflexive verbs to sequence events, and their previous use of infinitive structures. They build on using the conditional in a wider paradigm from their knowledge of ‘je voudrais’.</p> <p>This links to spotting patterns using reflexives in the present tense, to use them in the perfect tense. Students will use other infinitive structures and add</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien</p> <p>SFE – silent final –e</p> <p>Literacy Students will complete a reading high 5 task “<i>Tourisme en France</i>” Students will be tested weekly on vocabulary/ spelling</p> <p>Key terms such as ‘talk like a linguist’ and ‘conjugation’ etc. are referred to.</p>	<p>Où vas-tu en vacances d’habitude? (Where do you usually go on holiday?) Ou es-tu allé en vacances l’année dernière? (Where did you go on holiday last year ?) Qu’est-ce que tu aimes faire en vacances? (What do you like to do on holiday ?) Comment seraient tes vacances idéales? (What would be</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL</p>

<p>Unit 6 C'était catastrophique Unit 7: Role play, photo card and conversation questions Unit 8: Writing practice. 40/90/ translations</p>	<p>tense. Students will be able to book and review hotels using the perfect tense, as well as using reflexive verbs in the perfect tense. Students will be able to order food in restaurants, understanding prices and menus. They will be able to talk about disasters on holiday, how they travel and take part in transactional dialogues i.e. for buying souvenirs.</p> <p><u>Grammar taught:</u> <i>Y10M2a:</i> Present tense <i>Y10M2b:</i> Reflexive verbs <i>Y10M2c:</i> Modal verbs</p>	<p>depth to their work using the gerund from their knowledge of infinitives.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Vocabulary lists give examples of vocabulary used in context to prior and current learning.</p> <p>Knowledge of key exam rubrics in the TL</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>your ideal holiday ?) Parle-moi d'un problème que tu as eu pendant des vacances ? (Talk to me about a problem you had during your holiday ?)</p>	<p>support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.</p>
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	with the infinitive Y10M2d: Conditional tense Y10M2e: The gerund Y10M2f: Using ‘avant de’ + infinitive Y10M2g: Demonstrative adjectives and pronouns Y10M2h: Pluperfect tense						
<p>Module 3 Un œil sur le monde</p> <p>Unit 1 Notre planète</p> <p>Unit 2 Protéger l’environnement</p> <p>Unit 3 D’où vient ton tee-shirt ?</p> <p>Unit 4 Je suis solidaire</p> <p>Unit 5 Les grands événements</p> <p>Unit 6: Role play, photo card</p>	<p>Students can talk about what makes them tick and use ‘ce qui’. They can discuss problems facing the world and refer to ethical shopping, as well as talking about volunteering. They can make connections between word types and refer to the passive voice. Students can</p>	<p>Students build on their knowledge of positioning of direct object pronouns when thinking about indirect object pronouns. They also build on and refer back to their knowledge of infinitive structures when talking about what we should/shouldn’t do for the environment.</p> <p>This links to the prior use of the imperfect tense to spot patterns when using the passive. Students will refer back to adjectival</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Key terms such as ‘talk like a linguist’ and ‘conjugation’ etc. are referred to.</p> <p>Vocabulary lists give examples of vocabulary used in context to prior and current learning.</p>	<p>Que fais-tu pour protéger l’environnement ? (What do you do to protect the environment?) Qu’est-ce que tu pourrais faire pour protéger l’environnement ? (What do you do to protect the environment?) Qu’est-ce que tu as fait pour aider les autres ? (What have you done to help others?) Tu voudrais faire du travail bénévole un jour ? (Would you like</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL</p>	<p>St qu to pe de aw an sk W are fac en cu W ab</p>

<p>and conversation questions</p> <p>Unit 7: Writing practice. 40/90/ translations</p>	<p>use indirect object pronouns and refer to big events i.e. the Olympics. Students can give arguments for and against when talking about issues facing the world.</p> <p>Grammar taught: Y10M3a: Relative pronouns Y10M3b : The passive Y10M3c : Indirect object pronouns Y10M3d : Revisiting all grammar points covered</p>	<p>agreement/agreement when using the passive.</p> <p>Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Knowledge of key exam rubrics in the TL</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>to do volunteer work one day?) Quels sont les avantages des grands événements sportifs ? (What are the advantages of big sporting events ?)</p>	<p>enrichment tasks to support personal development.</p>	<p>(outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.</p>
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Year 11 French (5 lessons a fortnight – 30 weeks teaching)

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SM v K st
Module 1 Au collège	Students can talk about their school subjects and their	All students complete a Y10 core	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is	Qu’est-ce qu’il faut faire au collège ? (What	Homework that supports revision skills:	An element of retrieval practice	Stu que to s

<p>Unit 1 Mon bahut</p> <p>Unit 2 L'école chez nous, l'école chez vous</p> <p>Unit 3 Liberté, égalité, fraternité ?</p> <p>Unit 4 Vive la scolarité !</p> <p>Unit 5 En échange</p> <p>Unit 6: Role play, photo card and conversation questions</p> <p>Unit 7: Writing practice. 40/90/150 translations</p>	<p>timetable, making comparisons between France and the UK. They can compare UK schools with French speaking schools in Francophone countries. They can use the imperfect tense to talk about primary school. Students refer back to modal verbs to talk about school rules and healthy eating. They can talk about vices using the present, past and future tenses. Students can talk about school exchanges.</p> <p>Grammar taught: Y11M1a: The comparative & superlative Y11M1b: Imperfect tense Y11M1c: Using the pronouns 'ils' and 'elles' Y11M1d: The imperative</p>	<p>knowledge check to address gaps before commencing Y11.</p> <p>Students build on their knowledge of the comparative and superlative in new contexts. They can use prior knowledge to use the present, past and future tense in the full paradigm and in different contexts. They refer back to knowledge of infinitive structures to talk about rules.</p> <p>This links to using the conditional tense in more depth to refer</p>	<p>done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Literacy/Oracy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/spelling</p> <p>Key terms such as 'talk like a linguist' and 'conjugation' etc. are referred to.</p> <p>Vocabulary lists give examples of vocabulary used in context to prior and current learning.</p> <p>Knowledge of key exam rubrics in the TL</p> <p>Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.</p>	<p>do you have to do at school?) Que penses-tu du tabagisme/de la drogue/de l'alcool ? (What do you think of smoking/drugs/alcohol?) Qu'est-ce que tu faisais a l'école primaire ? (What did you do at primary school?) Qu'est-ce que tu fais comme activités au collège ? (What activities do you do at school?) Donnes-tu ton opinion sur les échanges en general (Give your opinion about school exchanges)</p>	<p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p> <p>Students are given a reading high 5 task per module to support disciplinary literacy and optional research enrichment tasks to support personal development.</p>	<p>takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/writing skills.</p>	<p>pers dev awa and skill</p> <p>How scho thos Wha no s Wha scho In F offic stud allo relig Wha that</p>
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	YIIMie: Refer back to present, past and future tenses	to school exchanges. Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)					
Module 2 Bon travail	Students can discuss jobs and their work preferences both using the present and future/conditional tenses. They can discuss career choices, referring to the best/worst thing. Students use the simple future tense to talk about plans, hopes and wishes. Students will begin to understand how the subjunctive is used in French. They will also talk about how you can earn	Students build on their knowledge of indirect/direct object pronouns, as well as using 3 tenses to refer to other contexts. Students will continue to give opinions and express preferences This links to further study of the subjunctive in a wider range of contexts/uses.	Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary spelling Key terms such as ‘talk like a linguist’ and ‘conjugation’ etc. are referred to. Vocabulary lists give examples of vocabulary used in context to prior and current learning. Knowledge of key exam rubrics in the TL Oracy	Dans quel secteur voudrais-tu travailler ? (In which sector would you prefer to work?) Quels sont tes projets d’avenir ? (What are your future plans?) Est-ce que tu voudrais continuer tes études ? Pour quoi? (Do you want to continue your studies? Why?) Quelles matières étudiez vous? (Which subjects do you study?) Qu’est-ce que vous ferez après vos examens ? (What will you do after the exams ?)	Homework that supports revision skills: Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work. Students are given a reading high 5 task per module to support disciplinary literacy and optional research	An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs. Students complete 2 feedback tasks; translation from the TL to English, English to the TL (outlined in	Stu que to s pers dev awa and skill Som histo men fem offic you why Wha In F the desk do y The wee

<p>Unit 6: Role play, photo card and conversation questions</p> <p>Unit 7: Writing practice. 40/90/150 translations</p>	<p>money using present, past and conditional tenses as well as discussing work experience.</p> <p>Students will be able to deal with job applications.</p> <p>Grammar taught: Y11M21a: Conditional tense Y11M2b: Simple future tense Y11M2c: The subjunctive Y11M2d: Direct object pronouns in the perfect tense Y11M3e: Revisit imperfect tense</p>	<p>Students are using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>		<p>enrichment tasks to support personal development.</p>	<p>faculty assessment policy)</p> <p>End of module assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.</p>	<p>people who is in</p>
<p>Revision</p>	<p>Students will revise and revisit vocabulary and content:</p> <p>Theme 1 Identity & culture Theme 2 Local, national, international and global areas of interest Theme 3 Current and future study and employment</p>	<p>Students will revisit content from the previous year then this year building on their knowledge of at least 3 tenses and using them in different contexts using their knowledge of vocabulary.</p>	<p>Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation.</p> <p>Key sounds: SFC – Silent final consonant A/i/eu/e/au/u/ou/é/en/an/on/ain/in/ê/è/ai/oi/ch/ç/c/qu/j/g/tion/ien SFE – silent final –e</p> <p>Literacy/Oracy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/ spelling</p>	<p>Speaking conversation question themes to be chosen and prepared. Students are given the opportunity to practice and fine tune their responses.</p> <p>Students focus their speaking skills on practice of role play and photo card tasks.</p>	<p>Homework that supports revision skills:</p> <p>Weekly vocabulary/spelling test from the modular word list and reading, listening, vocabulary and grammar tasks set online on Pearson Active Learn to consolidate class work.</p>	<p>An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.</p> <p>Students complete end of year assessments</p>	<p>Students extra benefits inter ASI week Y11 who revision East term are those structures</p>

	<p>focusing on exam skills: listening, speaking, reading and writing.</p> <p>Students will revisit the following key grammar points: Present tense (regular & irregular verbs) Asking questions Near future tense Perfect tense with ‘avoir’ and ‘être’ Imperfect tense Simple future tense Conditional tense Modal verbs Negatives Adjectives & possessive adjectives Comparative & superlative Adverbs Verbs with the infinitive Pluperfect tense Object pronouns Relative pronouns Demonstrative adjectives & pronouns Gerund</p>	<p>This links to students accessing listening and reading papers (H/F), speaking exams including role play, photo card and conversation questions as well as writing exams: F = 4 sentences/40 word/90 word and translation H = 90 word/150 word and translation</p> <p>Students are using T.O.A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)</p>	<p>Key terms such as ‘talk like a linguist’ and ‘conjugation’ etc. are referred to. Vocabulary lists give examples of vocabulary used in context to prior and current learning.</p> <p>Knowledge of key exam rubrics in the TL</p> <p>Oracy ‘Talk like a linguist’ is used through paired discussion tasks in class to allow students to develop their oracy.</p>		<p>Past paper questions from Exampro</p>	<p>covering all modules studies as well as all available past papers.</p>
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KS4 Whole School Assessment Weeks:

Students will complete either exam paper questions on the content covered to date, or whole past exam papers.

Mock exam weeks will include full papers and a mock speaking exam.

Appendix 1:

Key stage 3: Modern foreign language Teaching may be of any modern foreign language and should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

Grammar and vocabulary

identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied

use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate

develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues □ use accurate grammar, spelling and punctuation.

Linguistic competence

listen to a variety of forms of spoken language to obtain information and respond appropriately

transcribe words and short sentences that they hear with increasing accuracy

initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address

express and develop ideas clearly and with increasing accuracy, both orally and in writing

speak coherently and confidently, with increasingly accurate pronunciation and intonation

read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture Languages – key stage 3

write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.