

### 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: <u>Student Support Assistant Preparation.docx</u>

<u>Year 7 French</u> (4 lessons per fortnight – 39 teaching weeks)

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

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

U1 Mes	opinions/reasons	well as Y7M1a-	done through a lexico-grammar approach where sounds are	(which	Weekly	takes place	persona
matières	on them. They can	d.	embedded and modelled in the content/explicitly referred to –	subjects do you	vocabulary/spelling	in every	develop
	describe their	Links to using	rather than taught in synthetic isolation.	like?)	test from the	MFL	awaren
U2 C'est	timetable, using	'avoir' to form		Quelle heure	modular word list	lesson,	and the
genial!	the 12 hour clock.	the perfect tense	Key sounds:	est-il? (what	and reading,	including	skills
	Students can ask	in Y8 (Y7M1b)	SFC – Silent final consonant	time is it?)	listening,	revision of	
U3 J'ai cours!	questions as well	and using the	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	Qu'est-ce	vocabulary and	numbers	Did you
	as agree and	present tense	SFE – silent final –e	qu'on fait au	grammar tasks set	and key	most Fr
U4 Au collège	disagree. They can	across KS3		collège? (what	online on Pearson	verbs.	have no
en France	talk about food	(Y7M1d)	Speaking tasks will feature regularly in class focusing on	do you we do	Active Learn to		What do
	and use the		phonics, pronunciation and accent. These will take the form of	at school?)	consolidate class	Students	about th
U5 Miam-	partitive article	Students begin	role play, conversation questions with the key questions, and	Ton collège	work.	complete 3	How do
miam!	correctly when	to develop using	describing photos.	est bien		feedback	compar
	referring to it.	T.O.		<b>équipé</b> ? (Is	Students are given	tasks;	How we
	They are	A.C.T.I.O.N.S	Literacy	your school	a reading high 5	translation	weeks s
	beginning to use	acronym for	Students will complete a reading high 5 task	well	task per module to	from the TL	holiday
	'on' as a means to	writing (tenses,	"School in France"	equipped?)	support	to English,	In Fran
	say 'we' in the	others,	Students will be tested weekly on vocabulary/spelling	Qu'est-ce que	disciplinary	English to	are not
	present tense.	adjectives,	Oracy	tu aimes à	literacy and	the TL and	wear re
		connectives,	'Talk like a linguist' is used through paired discussion tasks in	Noel? (what	optional research	a	symbols
	Grammar taught	time phrases,	class to allow students to develop their oracy.	do you like at	enrichment tasks to	transcription	you thin
	Y7M2a: Asking	intensifiers,		Christmas?)	support personal	task	In Fran
	questions	opinions,			development.	(outlined in	change
	<b>Y7M2b</b> : Using	negatives and				faculty	to speci
	'on' to say 'we' in	sequencers)				assessment	subject,
	the present tense					policy)	think of
	<i>Y7M2c</i> : Using the						How is
	partitive article					The end of	celebra
						module	and Fre
						assessments	countrie
						assesses	
						listening &	
						reading	
						skills	
Module 3:	Students can talk	Builds on giving	Phonics	Qu'est-ce que	Homework that	An element	Studen
Mes	about their	opinions	Re-introduction of key sounds/spelling links, referring back to	tu fais avec	supports revision	of retrieval	questio
passetemps	computers/mobiles	(Y7M1) and	this when attempting pronunciation of unknown words. This is	ton portable	skills:	practice	to supp
	and what they do	using the	done through a lexico-grammar approach where sounds are	et avec ton		takes place	persona
	on them. They can	present tense		ordi? (what do		in every	develop
	: : : = === <i>j</i> = 341	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					

U1 Mon ordi et	say which sports	(Y7M1-4) as	embedded and modelled in the content/explicitly referred to –	you do on your	Weekly	MFL	awaren
mon portable	they play and	well as talking	rather than taught in synthetic isolation.	phone/PC?)	vocabulary/spelling	lesson,	and the
mon portuoie	don't play and	about yourself	runior than taught in symmetre isolation.	Tu regardes	test from the	including	skills
U2 Tu es	give	and others in	Key sounds:	des clips	modular word list	revision of	52225
spotif/sportive?	opinions/reasons.	more detail	SFC – Silent final consonant	vidéos ? (do	and reading,	numbers	
	Students can talk	(YM1)	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	you watch	listening,	and key	Which s
U3 Qu'est-ce	about activities	This links to	SFE – silent final –e	video clips?)	vocabulary and	verbs.	popular
que tu fais?	using 'je fais' and	talking about		Quels sports	grammar tasks set		How do
	say what they	activities that	Speaking tasks will feature regularly in class focusing on	fais-tu? (what	online on Pearson	Students	to the U
U4 J'aime faire	like/don't like	you do in	phonics, pronunciation and accent. These will take the form of	sports do you	Active Learn to	complete 3	Footbal
ça!	doing. Students	present tense,	role play, conversation questions with the key questions, and	do?)	consolidate class	feedback	France;
	can use 'aller',	across KS3,	describing photos.	Qu'est-ce que	work.	tasks;	that con
U5 Ils sont	'jouer', 'aimer'	revisiting and		tu aimes faire		translation	UK?
actifs	and 'faire' in the	using infinitive	Literacy	? (what do you	Students are given	from the TL	Can you
	1st-3rd person	structures	Students will complete a reading high 5 task	like to do?)	a reading high 5	to English,	French
	singular and the	(Y7M2) and	"Poisson d'avril"	Qu'est-ce que	task per module to	English to	teams?
	3 <sup>rd</sup> person plural	using numbers	Students will be tested weekly on vocabulary/spelling	tu n'aimes pas	support	the TL and	Can you
	present tense.	in transactional	Oracy	faire? (what	disciplinary	a	French
	They can use	scenarios	'Talk like a linguist' is used through paired discussion tasks in	do you not like	literacy and	transcription	players.
	'aimer' plus	(Y7M4)	class to allow students to develop their oracy.	to do?)	optional research	task	they con
	infinitive verbs i.e.	Students will			enrichment tasks to	(outlined in	Do you
	I like to play.	make the link on			support personal	faculty	French
	Students can talk	using infinitive			development.	assessment	singers/
	about what other	structures to				policy)	Did you
	people do using	form the future				TEN 1 6	a mix of
	the 3 <sup>rd</sup> person	tense (Y7M4)				The end of	English
	plural.	C4 14 1				module	program
	C 4 14	Students begin				assessments	France
	Grammar taught	to develop using <b>T.O.</b>				assesses	dubbing
	<i>Y7M3a:</i> using regular -er verbs	A.C.T.I.O.N.S				listening & reading	Did you there ar
	in the present	acronym for				skills	versions
	tense 1 <sup>st</sup> -3 <sup>rd</sup> person	writing (tenses,				SKIIIS	YouTub
	singular	others,					etc.?
	Y7M3b: using	adjectives,					C1C.:
	'jouer a' in the 1st-	connectives,					
	3 <sup>rd</sup> person singular	time phrases,					
	present tense	intensifiers,					
	Y7M3c: Using	opinions,					
	'faire de' in the	negatives and					
	1st-3 <sup>rd</sup> person	sequencers)					
	T	1 1	I	1	1	1	1

				1	1	1	
	singular present tense  Y7M4d: Using 'aimer' in the present tense plus infinitive verbs  Y7M3e: Using 'ils/elles' in the present tense						
321 Partez!	Students can talk about their holidays and what	Students build on use of 'aller' in the present	<b>Phonics</b> Re-introduction of key sounds/spelling links, referring back to this when attempting pronunciation of unknown words. This is	Où vas tu normalement? (Where do you	Homework that supports revision skills:	An element of retrieval practice	Student question to supp
	they do to get	tense (Y7M3) to	done through a lexico-grammar approach where sounds are	normally go?)		takes place	persona
-	ready for a	form the future	embedded and modelled in the content/explicitly referred to –	Qu'est-ce	Weekly	in every	develop
	holiday. They can	tense. They will	rather than taught in synthetic isolation.	qu'il y a dans	vocabulary/spelling test from the	MFL	awaren
U2 Je me	use transactional language to buy	use the present tense in the full	Key sounds:	ta region? (What is there	modular word list	lesson, including	and the skills
	drinks/snacks.	paradigm as	SFC – Silent final consonant	in your	and reading,	revision of	SKIIIS
1 1	Students can talk	taught in	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	region ?)	listening,	numbers	
	about their holiday	(Y7M1-3)	SFE – silent final –e	Que fais-tu	vocabulary and	and key	Which p
la plage	plans and say what	Students can	21 2 S. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1. 1.	quand tu	grammar tasks set	verbs.	would y
	they are going to	build on using	Speaking tasks will feature regularly in class focusing on	prépares pour	online on Pearson		a holida
	do and would like	numbers in	phonics, pronunciation and accent. These will take the form of	sortir? (What	Active Learn to	Students	Which a
en colo	to do. They will	different	role play, conversation questions with the key questions, and	do you do	consolidate class	complete 3	countrie
	begin to use	contexts. All	describing photos.	when you	work.	feedback	people v
U5 Mes revés	'nous' to express	this links to		prepare to go		tasks;	Lots of I
	'we' in the present	eventually using	Literacy	out ?)	Students are given	translation	go skiin
	tense. Students	3 tenses later in	Students will complete a reading high 5 task	Où est-ce que	a reading high 5	from the TL	Would y
	will be exposed to	KS3.	Students will be tested weekly on vocabulary/spelling	tu voudrais	task per module to	to English,	Do you
	higher numbers and use reflexive	Students ore	Oracy 'Talk like a linguist' is used through paired discussion tasks in	aller? (Where	support	English to	make a
	verbs in the	Students are using <b>T.O.</b>	'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	would you like to go?	disciplinary literacy and	the TL and a	monsieu What is
	present tense to	A.C.T.I.O.N.S	class to allow students to develop their oracy.	to go :	optional research	transcription	in Franc
	talk about a	acronym for			enrichment tasks to	task	differen
	routine. Students	writing (tenses,			support personal	(outlined in	monetai
	will be introduced	others,			development.	faculty	written
	to future and	adjectives,			1	assessment	Should
	conditional tenses	connectives,				policy)	change
	so they can talk	time phrases,					to euros
	about plans. They	intensifiers,					

	Г	
will be able to use		The end of
'il y a' and 'il n'y	negatives and	module
a pas de' to say	sequencers)	assessments
what there is/isn't		assesses
		listening &
		reading
		skills
Grammar taught		SKIIIS
Y7M4a: using		
'nous' to say 'we'		
<b>Y7M4b</b> : using		
singular reflexive		
verbs in the		
present tense 1st-		
3 <sup>rd</sup> person		
<b>Y7M4c</b> : Using		
higher numbers		
<b>Y7M4d</b> : using the		
near future tense –		
full paradigm		
<b>Y7M4e</b> : using 'je		
voudrais' +		
infinitive		
IIIIIIIIIIIVC		

## 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	Substantive	Components	Disciplinary	5 Key TL	Home Learning &	Formative &	SMSC/CIAG/British
studied	Knowledge		Literacy/Oracy	Questions for	Enrichment	Summative	values/Personal
				students		Assessment	development
				<b>Speaking Focus</b>			

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

			Literacy Students will complete a reading high 5 task "French holidays – is it all cheese and wine?" 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.				
Module 2:	Students can say what	Students build on giving	Phonics	Qu'est-ce que tu	Homework that	An element of	Students discuss
Paris, je t'aime	they did in Paris and when they did them	opinions in the past tense (Y8M1 unit 5) as well as	Re-introduction of key sounds/spelling	as fait à Paris? (What did you do	supports revision skills:	retrieval practice takes	questions in English to support their
Unit 1 Une	using the perfect tense.	using adjectival	links, referring back	in Paris ?)	SKIIIS.	place in every	personal
semaine à Paris	They can understand	agreement (Y7M1/2)	to this when	C'était	Weekly	MFL lesson,	development,
	information about a	They refer back to their	attempting	comment? (What	vocabulary/spelling	including	awareness of SMSC
Unit 2 Mon	tourist attraction and	knowledge of 'aller' and	pronunciation of	was it like?)	test from the	revision of	and their oracy skills
album photos	ask questions about it.	'faire' to use them in the	unknown words.	Tu vas souvent à	modular word list	numbers and	
	Students can say how	perfect tense. Students	This is done through	Paris? (Do you	and reading,	key verbs.	D 111 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
Unit 3 C'était	they travelled and give	build on their knowledge	a lexico-grammar	go to Paris	listening, vocabulary	C4 14-	Build and completed in
comment, les	opinions in the past	of the present tense from	approach where	often ?)	and grammar tasks	Students	1889, named after its
catacombes ?	tense. They can ask questions in the past	Y7 and Y8M1. They refer back to numbers (Y7M1-	sounds are embedded and	Qu'est-ce que tu fais quand tu vas	set online on Pearson Active Learn to	complete 3 feedback tasks;	creator, visited by 6 million people a year,
Unit 4 24	tense.	4) to use in different	modelled in the	à Paris ? (What	consolidate class	translation from	324 m high – what is
heures chrono!	toribe.	contexts.	content/explicitly	do you do when	work.	the TL to	it?
neares emono.	Grammar taught:	- Cartonion	referred to – rather	you go to Paris ?)	Jili	English, English	Do you know the name
Unit 5 Oui a	Y8M2a: Perfect tense	This links to using more	than taught in	Tu aimes Paris?	Students are given a	to the TL and a	of the book/film set in a
vole la	with regular verbs	than one tense to add	synthetic isolation.	(Do you like	reading high 5 task	transcription	famous Paris
Joconde?	Y8M2b: Perfect tense	depth to what they		Paris?)	per module to	task (outlined in	cathedral?
	with irregular verbs	write/say.	Key sounds:		support disciplinary	faculty	Who painted the Mona
					literacy and optional		Lisa? Where is it kept?

	T	T	1			T
	Y8M2c: Giving	Students are using <b>T.O.</b>	SFC – Silent final	research enrichment	assessment	How many professional
ļ	opinions in the past	A.C.T.I.O.N.S acronym	consonant	tasks to support	policy)	football teams does
ļ	tense	for writing (tenses, others,	A/i/eu/e/au/u/ou/é/en	personal		Paris have? Where do
	Y8M2d: Using the	adjectives, connectives,	/an/on/ain/in/ê/è/ai/o	development.	The end of	they play?
	perfect tense with 'être'	time phrases, intensifiers,	i/ch/ç/c/qu/j/g/tion/ie		module	What is special about
	Y8M2e: Using the	opinions, negatives and	n		assessments	the 14 <sup>th</sup> of July?
l l	perfect tense and	sequencers)	SFE – silent final –e		assesses	Paris is the fashion
	present tense	'			listening &	capital of the world,
l	together	'	Speaking tasks will		reading skills	which event takes place
ı	1	'	feature regularly in			twice a year there?
l	1	'	class focusing on			[
ı	1	'	phonics,			
I	1	'	pronunciation and			
I	1	'	accent. These will			
l l	1	'	take the form of role			
l l	1	'	play, conversation			
l l	1	'	questions with the			
l l	1	'	key questions, and			
1	1	'	describing photos.			
1	1	'				
1	1	'	Literacy			
1	1	'	Students will			
1	1	'	complete a reading			
1	1	'	high 5 task			
1	1	'	"France gave			
1	1	'	teenagers \$350 for			
1	1	1	culture"			
1	1	'	PC: Age			
1	1	1	Students will be			
1	1	'	tested weekly on			
1	1	'	vocabulary/			
1	1	'	spelling			
1	1	1	spennig			
1	1	'	Oracy			
1	1	'	'Talk like a linguist'			
1	1	'	is used through			
1	1	'	paired discussion			
1	1	'	tasks in class to			
1	1	'				
1	1	'	allow students to			
			develop their oracy.			

Module 3:	Students can talk about	Students build on their	Phonics	Quelles sont tes	Homework that	An element of	Students discuss
Mon identité	their personality and the	knowledge of adjectival	Re-introduction of	qualités? (What	supports revision	retrieval	questions in English
	personality of others.	agreement (Y7M1/2 and	key sounds/spelling	are your	skills:	practice takes	to support their
Unit 1 Mon	They can say how they	Y8M1/2) and can refer to	links, referring back	qualities?)		place in every	personal
caractère	get on with people and	others. Students recall	to this when	Tu passes des	Weekly	MFL lesson,	development,
	what their relationship	using 'aller' and 'faire' in	attempting	heures à faire	vocabulary/spelling	including	awareness of SMSC
Unit 2 On se dit	is like. Students can talk	the present tense to allow	pronunciation of	quoi? (What do	test from the	revision of	and their oracy skills
tout	about music, clothes	them to work with the	unknown words.	you spend time	modular word list	numbers and	
	and say what their	future tense.	This is done through	doing ?)	and reading,	key verbs.	
Unit 3 Quelle	passion is and why.		a lexico-grammar	Tu parles de	listening, vocabulary		True or false, French is
musique	They can talk about	This links to using	approach where	quoi avec tes	and grammar tasks	Students	spoken on every
ecoutes-tu?	different regions in	adjectives for the	sounds are	copains? (What	set online on Pearson	complete 3	continent in the world?
	France and their	comparative/superlative	embedded and	do you talk to	Active Learn to	feedback tasks;	Which sports are most
Unit 4 Mon	regional differences.		modelled in the	your friends	consolidate class	translation from	popular in France?
style		Students are using <b>T.O.</b>	content/explicitly	about ?)	work.	the TL to	Can you name 3?
	Grammar taught:	A.C.T.I.O.N.S acronym	referred to – rather	Quelle musique	Students are given a	English, English	Everyone in France
Unit 5 De quoi	Y8M3a: Adjectival	for writing (tenses, others,	than taught in	ecoutes-tu?	reading high 5 task	to the TL and a	has an ID card, do you
es-tu fan?	agreement	adjectives, connectives,	synthetic isolation.	(What music do	per module to	transcription	think it's a good idea?
	<b>Y8M3b:</b> Reflexive	time phrases, intensifiers,		you listen to?)	support disciplinary	task (outlined in	Would you like one?
	verbs	opinions, negatives and	Key sounds:	Qu'est-ce que tu	literacy and optional	faculty	
	<i>Y8M3c:</i>	sequencers)	SFC – Silent final	portes	research enrichment	assessment	
	Agreeing/disagreeing	1	consonant	normalement?	tasks to support	policy)	
	and giving reasons		A/i/eu/e/au/u/ou/é/en	(What do you	personal	1 37	
	<b>Y8M3d:</b> Using the near		/an/on/ain/in/ê/è/ai/o	normally wear ?)	development.	The end of	
	future tense		i/ch/ç/c/qu/j/g/tion/ie	,	•	module	
	Y8M3e: Using past,		n			assessments	
	present and future		SFE – silent final –e			assesses	
	tenses together					listening &	
			Speaking tasks will			reading skills	
			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/Oracy				

Module 4 Chez moi, chez toi Unit 1 Là où j'habite,	Students can talk about where they live, giving the specifics of their town/village. They can give directions and ask for directions. Students	Students build on being able to give descriptions using different adjectives, and positioning adjectives correctly. Students build on using infinitive	Students will complete a reading high 5 task 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.  Phonics Re-introduction of key sounds/spelling links, referring back to this when attempting	Où habites-tu? (Where do you live?) C'est comment, chez toi? (What is it like?)	Homework that supports revision skills:  Weekly vocabulary/spelling	An element of retrieval practice takes place in every MFL lesson, including	Students discuss questions in English to support their personal development, awareness of SMSC
Unit 2 Là où	can talk about what you can do in your town,	structures such as 'j'aime + infinitive' to build on	pronunciation of unknown words.	<b>Décris ta maison</b> (Describe your	test from the modular word list	revision of numbers and	and their oracy skills
j'habite (2)	and refer to events that happen in their towns.	their knowledge of future tense formation. They are	This is done through a lexico-grammar	house) Qu'est-ce qu'on	and reading, listening, vocabulary	key verbs.	Why do you think
Unit 3 Perdu	Grammar taucht	now able to use more than	approach where	<b>peut faire?</b> (What can we	and grammar tasks	Students	French houses have
dans le parc d'attractions	Grammar taught: Y8M4a: Using 'il y a'	one tense and are building their confidence using 3	sounds are embedded and	do ?)	set online on Pearson Active Learn to	complete 3 feedback tasks;	shutters on the windows?
	and 'il n'y a pas de'	tenses.	modelled in the	Qu'est-ce que tu	consolidate class	translation from	Do you think French
Unit 4 Dans	Y8M4b: Using the		content/explicitly	fais	work.	the TL to	houses look like the
mon appart'	imperative	This links to using 3	referred to – rather	normalement au	Ct-1t	English, English	ones in the UK?
Unit 5 Qu'est ce	Y8M4c : Using the comparative	tenses confidently in Y9 as well as using a wider	than taught in synthetic isolation.	carnaval? (What do you	Students are given a reading high 5 task	to the TL and a transcription	Why/why not? French people don't
qu'on peut	Y8M4d: Prepositions	range of infinitive	Symmetre isolation.	normally do at	per module to	task (outlined in	eat snails and frogs all
faire?	Y8M4e: Using modal	structures.	Key sounds:	carnival?)	support disciplinary	faculty	of the time – they are a
	verbs		SFC – Silent final		literacy and optional	assessment	delicacy, what is a
Unit 5 On est	Y8M4f: Using 3 tenses	Students are using <b>T.O.</b>	consonant		research enrichment	policy)	delicacy?
allé au carnival	together	A.C.T.I.O.N.S acronym	A/i/eu/e/au/u/ou/é/en		tasks to support	The and of	What is a crêpe? What is Mardi Gras?
		for writing (tenses, others, adjectives, connectives,	/an/on/ain/in/ê/è/ai/o i/ch/ç/c/qu/j/g/tion/ie		personal development.	The end of module	wnai is marai Gras?
		time phrases, intensifiers,	n		ac , oropinent.	assessments	

opinions, negatives and sequencers)  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 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.				
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key questions, and describing photos.  Literacy Students will complete a reading high 5 task 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				
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Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to			spelling	
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			allow students to	

## **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

<u>Year 9 French</u> (4 lessons per fortnight – 39 teaching weeks)

Modules studied Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students <u>Speaking</u> <u>Focus</u>	Home Learning & Enrichment	Formative & Summative Assessment	SM K
Ma vie sociale sociale d'ado  Unit 1 Planète Facebook, Unit 2 Comment tu trouves?  Unit 3 Tu viens aussi?  Grammar taught y9M1a: Present tense y9M1b: Direct object pronouns s'est bien passé  Unit 5 Fou de musique,  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.  Grammar taught y9M1a: Present tense y9M1b: Direct object pronouns get s'est bien passé  Unit 5 Fou de musique,  Social media and give their opinions. They can give their opinions. They can give their opinions. They can give their opinions about someone both positive and con grammar taught also describe a music festival and talk about music festivals around the world.  Social media and give their opinions. They can give their opinions about someone both positive and negative. Students can make arrangements to go the grammar taught grammar	All students complete a Y8 core knowledge check to address gaps before commencing Y9.  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.  This links to using direct object pronouns later in KS4 to make language more sophisticated and using tenses in other contexts	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 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/Oracy Students will complete a reading high 5 task  "La géo et la culture" PC: Religion or belief 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.	Qu'est-ce que tu fais sur Facebook? (What do you do on Facebook?) Qu'est-ce que vas faire ce weekend? (What are you going to do this weekend?) Qu'est-ce que tu as fait? (What did you do?) Quelle sorte de musique aimes-tu? (What sort of music do you like?)	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 enrichment tasks to support personal development.	An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.  Students complete 3 feedback tasks; translation from the TL to English, English to the TL and a transcription task (outlined in faculty assessment policy)  The end of module assessments assesses	Stu qui to: pel dev aw and ski Ho con are mo Aco Fre mo qua loo is k agri

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

Module 3   Contexts   Students are using T.O.   A.C.T.L.D.N.S acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives and sequencers)								
Module 3   Le temps de loisirs   and give their opinions/justifications. They can talk about different busided and modelled in the one through a lexico-grammar approach where sounds are plutof foot, temis ou basket? Students can talk in more detail about sport, including how long they have done something for. Students can talk about the musique under tense with regular and refer back to the present tense with regular and refer back to the present tense with regular and riregular verbs. They can talk about their music preference and their musique under tense with regular verbs. They can talk about their music preference and their present tense with regular and refer back to the present tense with regular with a mod variety.  Unit 3 How the distribution including the preference and their present tense with regular and variety.  Unit 5 Une soirée entre Grammar taught:  Intensifiers, opinions, negatives and sequencers)  Students can talk about a range of leisure activities on their sunge of leisure activities on their supports revision of skills: under supports revision soils sur ton sportable? (Whar do you do on your phone?)  Qu'est-ce que tu aimes lire? (What do you dike to read?)  Qu'est-ce que tu aimes lire? (What do you dike to read?)  Qu'est-ce que tu as and reading, listening. SFE – silent final – sononal phonics, pronunciation and accent. These will take the form of them using the preference and their unsing the present tense of predifferent purposes i.e. with depuis and using adjectival and variety.  Unit 5 Une soirée entre Grammar taught:  Unit 5 Une soirée entre Grammar taught:  Sudents baild on their supports revision of vactore do on ontense the notent eventent eventent tense not tense note ontente eventent supports evision sportable? (What do you do on your phone?)  Qu'est-ce que tu aimes lievel (What do you do you phone?)  Qu'est-ce que tu aimes live to			Students are using T.O. A.C.T.I.O.N.S acronym for writing (tenses, others, adjectives, connectives,		(What are you going to do this		policy) The end of module assessments assesses listening & reading	
Module 3   Le temps de loisirs   and give their opinions/justifications.They tennis ou basket?   Students can talk in more than one basket?   Students can talk in more detail about sport, including how long they vie have done something for.   Students can talk about and irregular verbs. They can talk about their musique   Unit 3 Massions preferences and their emissions to preferences and their emissions preferences and their emissions preferences and their emissions preferences and their emissions of the tense with regular and irregular verbs. They can talk about their music emissions or preferences and their emissions or emissions of the total total about their music to point of the total to the total total about sport, including how long they have done something for.   Students can talk bout as the future tense. They can talk about as the future tense with regular and irregular verbs. They can talk about their music emissions preferences and their reading habits, they can use the negatives to add depth and variety.   Unit 5 Une soifee enter   Grammar taught:   Students will be tested weekly on vocabulary/ and severity of them using the total total production of key sounds/spelling links, referring back to manknown words. This is done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to this when attempting pronunciation of unknown words. This is uprotative sur ton supports revision of skills: sur ton portable? (What do you do on your phone?) (What do on your phone?) (Weekly vocabulary/spelling do on your phone?) (Wist the pustation of refrieval practice takes place in every wocabulary surposes i.e. SPE – silent final – estates the future tense with regular with the future tense with regular verbs. They can talk about their music preferences and their reading habits, they can use the negatives to add depth and variety. Unit 5 Une soirée entre soirée entre soirée entre soirée entre soirée entre soire entre soire entre soire entre soire entre soire entr								
Module 3   Le temps de loisirs   and give their opinions/justifications. They climb plutôt foot, tennis ou basket ?   Students can talk in more detail about sport, evine (l'internaute l'internaute l'internation au accent. These will take the form of role play, conversation questions with the key questions, and describing photos.    Munit 5 Une sur tenne autheur 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.    Munit 5 Une sur tenne suit read au modelle di nt tense and being dont brought au ma tense and being date in ten								
Module 3			•					
Tange of leisure activities and give their showledge of opinions/justifications.They can talk about different plutôt foot, tennis ou basket?   Students can talk in more detail about sport, vie minusidue   Students can talk about their musique   Cunit 3			sequencers)					
Tange of leisure activities and give their copinions/justifications. They lemis ou expressing preferences. basket? Students can talk about different lemis ou basket? Students can talk about the prefect tense and being detail about sport, vie minusique and refer back to the Litter et emissions until 4 Mes efficies on the musing the fimilisions or first tense and being and regular verbs. They can talk about their music emissions preferences and their fimilisions or first tense and being and refer back to the Litter emission of the present tense with regular musique and verby. Unit 3 Litter fimilisions or first tense with engatives to add depth and variety.  Unit 5 Une soirée entre Grammar taught:    Total temps de loisire activities and give their knowledge of the present tense with regular knowledge of the present tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense and being able to refer to more than one tense. They revisit the substitution and unity of the present tense with regular with a support skets practice to takes place (Whard on you do on your phone?)    Weekly   Weekly   Weekly   Weekly   Weekly   Wocabulary/spelling   Weekly   We	Module 3	Students can talk about a	Students build	Phonics	Que fais tu	Homework that	An element	Stı
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basket? Students can talk in more detail about sport, origin the perfect tense again, as well as the future how they use technology and refer back to the Lecture et missions reading habits, they can use preferences and their preferences and variety.  Unit 5 Une 15 Une 15 Une Soirée entre   Grammar taught:  Students can talk in more detail about sport, revisit the perfect tense detail about sport, including how long they revisit the perfect tense detail about sport, including how long they revisit the perfect tense adding, and reading, and reading, and reading, and reading, numbers on the do you like to she preference and their or like particular and irregular verbs. They can use the negatives to add depth and variety.  Students can talk in more detail about sport, including how long they revisit the perfect tense again, as well as the future tense. 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.  This links to them using the present tense with regular and irregular verbs. They can use the negatives to add depth and variety.  Unit 4 Mes fer back to the present tense with regular and irregular verbs. They complete a reading high 5 task  Students will be tested weekly on vocabulary/  spelling  The tu aimes ding revision of the do you like to do you like to add reading, and reading, listening, vocabulary and deverbs.  Ourest-ce grammar tasks set on online on Pearson  This links to them using the present tense with regular verbs. In the perfect tense.  Speaking tasks will feature regularly in class focusing on phonics, pronunciation and accent. These w		1 0		rather than taught in synthetic isolation.	*			aw
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Lecture et musique present tense with regular and irregular verbs. They can talk about their music preferences and their reading habits, they can use preferées the negatives to add depth and variety.  Literacy Students will complete a reading high 5 task preferêes the negatives to add depth and variety.  Literacy Students will complete a reading high 5 task spelling spelling  Literacy Students will complete a reading high 5 task spelling  Literacy Students will complete a reading high 5 task spelling  Literacy Students will be tested weekly on vocabulary/ adjectival agreement with soirée entre  Crammar taught:  This links to them using the present tense to watch on tasks; the variety of the spelling and using adjectival agreement with soirée entre  Tole play, conversation questions with the key questions, and describing photos.  Literacy Students will complete a reading high 5 task per module to support to English to them using the describing photos.  Literacy Students will be tested weekly on vocabulary/ adjectival agreement with oracy  Literacy Students will be tested weekly on vocabulary/ adjectival agreement with oracy  Literacy Students are given translation or to watch on TV?)  Students are you going to work.  For different purposes i.e. Students will complete a reading high 5 task per module to support to English to them using the present tense to watch on TV?)  Literacy Students are given are ading high 5 task or to English to to English to them using the present tense to watch on TV?)  Literacy Students are given translation or tra	Unit 3				<del>-</del>		Students	to
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préférées the negatives to add depth and variety.  Unit 5 Une soirée entre  The negatives to add depth and variety.  Students will be tested weekly on vocabulary/ spelling  Grammar taught:  Students will be tested weekly on vocabulary/ spelling  Students will be tested weekly on vocabulary/ spelling  Grammar taught:  Oracy  What did literacy and  I task per module to support the TL and disciplinary literacy and a	Unit 4 Mes	•	for different	Literacy	TV?)	Students are given		UK
and variety.  Unit 5 Une soirée entre  Grammar taught:  and using adjectival adjectival agreement with a green with a gre					-			Ca
Unit 5 Une soirée entre Grammar taught:  adjectival agreement with Oracy  dernier? (What did literacy and a literacy and literacy and a literacy and literacy	préférées	•	•		<del>-</del>	•		Fre
soirée entre Grammar taught: agreement with Oracy (What did literacy and a		and variety.		spelling				tea
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	Y9M3a: comparative/superlative Y9M3b:Perfect tense Y9M3c: Using negatives Y9M3d: Using depuis + present tense	the comparative.  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)	'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	you do last weekend ?)	enrichment tasks to support personal development.	task (outlined in faculty assessment policy)  The end of module assessments assesses listening & reading skills	
Module 4 Jours ordinaire, jour de fête  Unit 1 C'est bientôt dimanche?  Unit 2 Vous faites quelle taille?  Unit 3 C'est la fête!  Unit 4	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.  Grammar taught: Y9M4a: Using	Students build on using infinitive strutures to use 'pouvoir' and 'devoir' confidently. They build on their knowledge of 3 tenses and use them to suit new contexts.  This links to adjectival agreement	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  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.	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	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.	An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.  Students complete 3 feedback tasks;	sti qui to: per dev aw and ski Ca any fess cel knd Ho roi
Qu'est- ce qu'on va manger ? Unit 5 Félicitations!	demonstratives  Y9M4b: Present tense  Y9M4c: Future tense  Y9Md: Modal verbs	when using demonstratives. Students are using <b>T.O. A.C.T.I.O.N.S</b> acronym for writing (tenses,	Literacy Students will complete a reading high 5 task Students will be tested weekly on vocabulary/ spelling Oracy	d'ecole? (what is your school day routine?) Est-ce que tu fêtes Noel chez toi? (Do	Students are given a reading high 5 task per module to support disciplinary literacy and optional research	translation from the TL to English, English to the TL and a transcription	diff you per

	others,	'Talk like a linguist' is used through paired discussion tasks in	you celebrate	enrichment tasks to	task
	adjectives,	class to allow students to develop their oracy.	Christmas ?)	support personal	(outlined in
	connectives,	class to anow stadents to develop their ordey.	Quelle est ta	development.	faculty
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					assessments
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					listening &
					reading
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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

Modules studied	Substantive Knowledge	Components	Disciplinary Literacy/Oracy	5 Key TL Questions for students	Home Learning & Enrichment	Formative & Summative	SN
				<b>Speaking Focus</b>		Assessment	H
Module 1 De la ville a la campagne  Unit 1 Ma région est top!  Unit 2 C'est pour un renseignement?  Unit 3 S'il fait beau  Unit 4 Ville de rêve ou ville de cauchemar?  Unit 5: Role play, photo card and conversation questions  Unit 6: Writing practice. 40/90/ translations	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. 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,	All students complete a Y9 core knowledge check to address gaps before commencing Y10.  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.  This links to being able to conjugate more freely in the present and future tenses.  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)	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 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 "Paris for kids?" PC: Age Students will be tested weekly on vocabulary/spelling  Vocabulary lists give examples of vocabulary used in context to prior and current learning. Knowledge of key exam rubrics in the TL  Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.	Ou habites-tu? (Where do you live?) Qu'est-ce qu'il y a dans ta region? (What is there in your region?) Qu'est-ce qu'on peut faire dans ta region? (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?)	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 enrichment tasks to support personal development.	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 faculty assessment policy)  End of module assessments. The end of module	St qu to pe de aw an sk W Fro sh twi Ho of thi Ca the tov sp Do in co Fro Ca fan lar Ca Fro
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		Key terms such as 'talk like a linguist' and 'conjugation' etc.	vacances idéales?	a reading high 5		
	use other infinitive structures and add	are referred to.	(What would be	task per module to	from the TL	
and the enterty of th	rammar nught: 10M1a: sing the conoun 'y' 10M1b: uture tense 10M1c: regatives 10M1c: resent tense 10M1f: resent tense 10M1f: atterrogative djectives tudents can lk about hat they ormally do a holiday. hey revisit re present resent send offlexive rerbs. tudents will so revisit sing modal rerbs with the affinitive. hey can talk rout an ideal	rammar nught: 10M1a: sing the ronoun 'y' 10M1b: uture tense 10M1c: tegatives 10M1c: terfect tense 10M1f: terrogative dijectives tudents can lk about that they tormally do in holiday. they revisit the present tense, to use them in the perfect	resent sing modal grbs with the finitive. he yer can alk bout an ideal of the present tense though as the present tense to the present	rammar might:  ### ### ### ### ### ### ### ### ### #	rammar might:   Implication   Implication	prammar mught:   IDMI   IDMI

Unit 6 Cétait catastrophique Unit 7: Role play, photo card	tense. Students will be able to book and	depth to their work using the gerund from their knowledge of	Vocabulary lists give examples of vocabulary used in context to prior and current learning.	your ideal holiday ?) Parle-moi d'un problème que tu	support disciplinary literacy and optional research	to English, English to the TL (outlined in
and conversation questions	review hotels using the perfect tense, as well as	infinitives.  Students are using T.O. A.C.T.I.O.N.S	Knowledge of key exam rubrics in the TL  Oracy 'Talk like a linguist' is used through paired discussion tasks in	as eu pendant des vacances? (Talk to me about a problem you had	enrichment tasks to support personal development.	faculty assessment policy)
Unit 8: Writing practice. 40/90/ translations	using reflexive verbs in the perfect tense. Students will be able to	acronym for writing (tenses, others, adjectives, connectives, time phrases, intensifiers, opinions, negatives	class to allow students to develop their oracy.	during your holiday ?)		End of module assessments. The end of
	order food in restaurants, understanding prices and menus. They will be able to	and sequencers)				module assessments assesses listening, reading and
	talk about disasters on holiday, how they travel and take part					speaking/ writing skills.
	in transactional dialogues i.e. for buying souvenirs.					
	Grammar taught: Y10M2a: Present tense					
	Y10M2b: Reflexive verbs Y10M2c: Modal verbs					

				1	1		
	with the						
	infinitive						
	Y10M2d:						
	Conditional						
	tense						
	<b>Y10M2e:</b> The						
	gerund						
	Y10M2f:						
	Using 'avant de' +						
	infinitive						
	<i>Y10M2g</i> :						
	Demonstrative						
	adjectives and						
	pronouns						
	<i>Y10M2h</i> :						
	Pluperfect						
	tense						
Module 3	Students can	Students build on	Phonics	Que fais-tu pour	Homework that	An element	St
Un œil sur le	talk about	their knowledge of	Re-introduction of key sounds/spelling links, referring back to	protéger	supports revision	of retrieval	qu
monde	what makes	positioning of direct	this when attempting pronunciation of unknown words. This is	l'environnement?	skills:	practice	to
	them tick and	object pronouns	done through a lexico-grammar approach where sounds are	(What do you do to		takes place	pe
Unit 1 Notre	use 'ce qui'.	when thinking about	embedded and modelled in the content/explicitly referred to –	protect the	Weekly	in every	de
planète	They can	indirect object	rather than taught in synthetic isolation.	environment?)	vocabulary/spelling	MFL	av
	discuss	pronouns. They also		Qu'est-ce que tu	test from the	lesson,	an
Unit 2 Protéger	problems	build on and refer	Key sounds:	pourrais faire	modular word list	including	sk
l'environnement	facing the	back to their	SFC – Silent final consonant	pour protéger	and reading,	revision of	
11	world and	knowledge of	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	l'environnement?	listening,	numbers	W
Unit 3 D'où	refer to ethical	infinitive structures	SFE – silent final –e	(What do you do to	vocabulary and	and key	ar
vient ton tee-	shopping, as	when talking about	T :4	protect the	grammar tasks set	verbs.	fa
shirt ?	well as talking	what we	Literacy  Standards will complete a gooding high 5 tools	environment?)	online on Pearson	Ctudonto	en
Unit 4 Je suis	about	should/shouldn't do	Students will be tested weekly on vegebulers/	Qu'est-ce que tu	Active Learn to	Students	cu
solidaire	volunteering.	for the environment.	Students will be tested weekly on vocabulary/	as fait pour aider les autres? (What	consolidate class work.	complete 2	W
Solidalle	They can make	This links to the	spelling	have you done to	Students are given	feedback	ab
Unit 5 Les	connections	prior use of the	Key terms such as 'talk like a linguist' and 'conjugation' etc.	help others?)	a reading high 5	tasks;	
grands	between word	imperfect tense to	are referred to.	Tu voudrais faire	task per module to	translation	
événements	types and	spot patterns when	the referred to.	du travail	support	from the TL	
Cyclicincitis	refer to the	using the passive.	Vocabulary lists give examples of vocabulary used in context	bénévole un jour	disciplinary	to English,	
Unit 6: Role	passive voice.	Students will refer	to prior and current learning.	? (Would you like	literacy and	English to	
				, constant		the TL	
play, photo card	Students can	back to adjectival			optional research	ine 1L	$\perp$

and	use indirect	agreement/agreement	Knowledge of key exam rubrics in the TL	to do volunteer	enrichment tasks to	(outlined in
conversation	object	when using the		work one day?)	support personal	faculty
questions	pronouns and	passive.	Oracy	Quels sont les	development.	assessment
	refer to big		'Talk like a linguist' is used through paired discussion tasks in	avantages des		policy)
Unit 7: Writing	events i.e. the	Students are using	class to allow students to develop their oracy.	grands		1 3/
practice. 40/90/	Olympics.	T.O. A.C.T.I.O.N.S		événements		
translations	Students can	acronym for writing		sportifs? (What		End of
	give	(tenses, others,		are the advantages		module
	arguments for	adjectives,		of big sporting		
	and against	connectives, time		events ?)		assessments.
	when talking	phrases, intensifiers,				The end of
	about issues	opinions, negatives				module
	facing the	and sequencers)				assessments
	world.					assesses
						listening,
	<u>Grammar</u>					reading and
	taught:					speaking/
	Y10M3a:					writing
	Relative					skills.
	pronouns					Sitting.
	<i>Y10M3b</i> : The					
	passive					
	<b>Y10M3c</b> :					
	Indirect object					
	pronouns					
	<b>Y10M3d</b> :					
	Revisiting all					
	grammar					
	points covered					

# Year 11 French (5 lessons a fortnight – 30 weeks teaching)

	Modules	Substantive	Components	Disciplinary Literacy/Oracy	5 Key TL Questions	Home Learning &	Formative	SM
	studied	Knowledge	/		for students	Enrichment	&	$ \mathbf{v} $
			/		Speaking Focus	/	Summative	A = I
			/		4	/	Assessment	K
			//		<u> </u>			st
	Module 1	Students can talk	All students	Phonics	Qu'est-ce qu'il faut	Homework that	An element	Stu
1	Au collège	about their school	complete a	Re-introduction of key sounds/spelling links, referring back to	faire au collège? (What	supports revision	of retrieval	que
		subjects and their	Y10 core	this when attempting pronunciation of unknown words. This is		skills:	practice	to s

Unit 1 Mon bahut  Unit 2 L'école chez nous, l'école chez vous  Unit 3 Liberté, égalité, fraternité?  Unit 4 Vive la scolarité!  Unit 5 En échange  Unit 6: Role play, photo	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	knowledge check to address gaps before commencing Y11.  Students build on their knowledge of the comparative and superlative in new contexts. They can use prior knowledge to use the present, past	done through a lexico-grammar approach where sounds are embedded and modelled in the content/explicitly referred to – rather than taught in synthetic isolation. <b>Key sounds:</b> 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 <b>Literacy/Oracy</b> 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	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 echanges en general (Give your opinion about school exchanges)	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	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 faculty	How scho thos Wha scho In F office stud allo relig What that
card and conversation questions  Unit 7: Writing practice.	using the present, past and future tenses. Students can talk about school exchanges.	and future tense in the full paradigm and in different contexts. They refer back to	Oracy 'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.		support personal development.	assessment policy)  End of module	mat
40/90/150 translations	Grammar taught: Y11M1a: The comparative & superlative Y11M1b: Imperfect tense Y11M1c: Using the pronouns 'ils' and 'elles' Y11M1d: The imperative	knowledge of infinitive structures to talk about rules.  This links to using the conditional tense in more depth to refer				assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.	

				T	1	Т	
	Y11M1e: Refer	to school					
	back to present,	exchanges.					
	past and future						
	tenses	Students are					
		using <b>T.O.</b>					
		A.C.T.I.O.N.S					
		acronym for					
		writing					
		(tenses, others,					
		adjectives,					
		connectives,					
		time phrases,					
		intensifiers,					
		opinions,					
		negatives and					
		sequencers)					
		1					
Module 2	Students can	Students build	Phonics	Dans quel secteur	Homework that	An element	Stu
Bon travail	discuss jobs and	on their	Re-introduction of key sounds/spelling links, referring back to	voudrais-tu travailler ?	supports revision	of retrieval	que
	their work	knowledge of	this when attempting pronunciation of unknown words. This is	(In which sector would	skills:	practice	to s
Unit 1	preferences both	placement of	done through a lexico-grammar approach where sounds are	you prefer to work?)		takes place	pers
Quelle	using the present	indirect/direct	embedded and modelled in the content/explicitly referred to –	Quels sont tes projets	Weekly	in every	dev
orientation	and	object	rather than taught in synthetic isolation.	d'avenir ? (What are	vocabulary/spelling	MFL	awa
t'attire?	future/conditional	pronouns, as		your future plans?)	test from the	lesson,	and
	tenses. They can	well as using 3	Key sounds:	Est-ce que tu voudrais	modular word list	including	skill
Unit 2 Il	discuss career	tenses to refer	SFC – Silent final consonant	continuer tes études ?	and reading,	revision of	
faut que je	choices, referring	to other	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	Pour quoi? (Do you	listening,	numbers	
fasse ça!	to the best/worst	contexts.	SFE – silent final –e	want to continue your	vocabulary and	and key	Son
	thing. Students	Students will		studies? Why?)	grammar tasks set	verbs.	histo
Unit 3 Les	use the simple	continue to	Literacy	Quelles matières	online on Pearson		men
langues sont	future tense to	give opinions	Students will complete a reading high 5 task	ètudiez vous? (Which	Active Learn to	Students	fem
un atout!	talk about plans,	and express	Students will be tested weekly on vocabulary spelling	subjects do you study?)	consolidate class	complete 2	offic
	hopes and	preferences	and the second weekly on vocabulary spenning	Qu'est-ce que vous	work.	feedback	you
Unit 4 Je	wishes. Students	Protections	Key terms such as 'talk like a linguist' and 'conjugation' etc.	ferez après vos			why
voudrais	will begin to	This links to	are referred to.	examens? (What will	Students are given	tasks;	Wha
postuler	understand how	further study		you do after the	a reading high 5	translation	In F
postaroi	the subjunctive is	of the	Vocabulary lists give examples of vocabulary used in context	exams?)	task per module to	from the TL	the 1
Unit 5 Mon	used in French.	subjunctive in	to prior and current learning.	CAMILIO . )	support	to English,	desk
boulot dans	They will also	a wider range	Knowledge of key exam rubrics in the TL		disciplinary	English to	do y
le tourisme	talk about how	of	This wreage of key examination in the 1D		literacy and	the TL	The
10 tourisine	you can earn	contexts/uses.	Oracy		optional research	(outlined in	wee
	jou can cam	COHECAES ASCS.	Oimy	I	optional resourcit	L	1 ,,,,,,

Unit 6: Role play, photo card and conversation questions  Unit 7: Writing practice. 40/90/150 translations	money using present, past and conditional tenses as well as discussing work experience. Students will be able to deal with job applications.  Grammar taught: Y11M21a: Conditional tense Y11M2b: Simple future tense Y11M2c: The subjunctive Y11M2d: Direct object pronouns in the perfect tense Y11M3e: Revisit imperfect tense	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)	'Talk like a linguist' is used through paired discussion tasks in class to allow students to develop their oracy.		enrichment tasks to support personal development.	faculty assessment policy)  End of module assessments. The end of module assessments assesses listening, reading and speaking/ writing skills.	peo wha is in
Revision	Students will revise and revisit vocabulary and content: Theme 1 Identity & culture Theme 2 Local, national, international and global areas of interest Theme 3 Current and future study and employment	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 years buildery	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  SFE – silent final –e  Literacy/Oracy  Students will complete a reading high 5 task  Students will be tested weekly on vocabulary/  spelling	Speaking conversation question themes to be chosen and prepared. Students are given the opportunity to practice and fine tune their responses.  Students focus their speaking skills on practice of role play and photo card tasks.	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	An element of retrieval practice takes place in every MFL lesson, including revision of numbers and key verbs.  Students complete end of year	Studextriben interior ASI week Y11 who revise East term are those

knowledge of vocabulary.

spelling

work.

complete end of year

assessments

stru

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

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  $\square$  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.