

IDSALL SCHOOL



Our vision for MFL:

The Department of Modern Foreign Languages is committed to providing a meaningful and enjoyable learning experience to all students.

We aim to encourage young people and parents to recognise the importance of language learning and the valuable cross-curricular skills that language learning brings. Language learning teaches students to become responsible and tolerant global citizens in an ever-increasing multi-cultural and inter-dependant world.

Language learning allows students to not only gain a functional skill, but also build on their literacy skills through discussing language in a meta-linguistic manner. Students are encouraged to become successful communicators by improving their ability to express their ideas in the target language through a focus on the three pillars of phonics, vocabulary, and grammar.

We celebrate success at all levels; we encourage those with a particular talent for languages to achieve the highest levels of attainment and we support those with additional learning needs to achieve realistic goals in language learning.

Language learning is not just about words. Students learn about other cultures and are encouraged to reflect on their own cultures and backgrounds, including language. The Modern Foreign Languages Department plays a key role in promoting positive attitudes to other languages and cultures, through sharing our personal, first-hand experience of living and working abroad.

Year 8 and 9 A Half Students – French beginners

- The decision was made in the academic year 2022-23 to have all students study French. This decision was made to future proof the continued success of language learning at Idsall School.
- Students in Years 8 and 9 in the A year half are studying an ab initio French course. This accelerated French language scheme of learning covers all the basic vocabulary and grammar needed for success at KS4 as well as developing competencies in the key language modalities of Listening, Speaking, Reading, and Writing. The ab initio schemes of learning have a key emphasis on the three pillars of language acquisition – vocabulary, grammar, and phonics.
- Students will study the following topics:

Year 8 (2023-24):

HT1 – Me, myself, and others
HT2 – What’s in my town
HT3 – School
HT4 – My Free time
HT5 – Holidays
HT6 – Consolidation and Revision

Year 9 (2024-25):

HT1 – the media
HT2 – technology
HT3/4 – healthy living
HT5 - Where I live / Dream house
HT6 – Consolidation and Revision

Year 9 (2023-24):

HT1 – Me, myself, and others
HT2 – What’s in my town
HT3 – School
HT4 – Holidays
HT5 – Healthy living
HT6 – Consolidation and Revision

These topics are the mode through which students will cover the following grammar:

Year 8 (2023-24) - Articles (definite and indefinite and possessive adjectives), Je m'appelle, J'ai, J'habite, Je suis, je parle, avoir and être, adjective agreement and position, Il y a, negatives, modal verbs (pouvoir and vouloir), opinion verbs + infinitives, comparative adjectives, quand phrases, jouer and faire + prepositions, aller, the near future tense, je voudrais and j'aimerais, the conditional tense, the perfect tense.

Year 9 (2023-24) - Articles (definite and indefinite and possessive adjectives), Je m'appelle, J'ai, J'habite, Je suis, je parle, avoir and être, adjective agreement and position, Il y a, negatives, modal verbs (pouvoir and vouloir), opinion verbs + infinitives, comparative adjectives, aller, the near future tense, je voudrais and j'aimerais, the conditional tense, the perfect tense, impersonal structures, the pronoun en, partitive articles, quantities, the simple future tense.

The following sounds will be covered as part of the ab initio course:

ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui



Year 7

Year 8

Vocabulary: introducing yourself, physical descriptions, personality descriptions, family, friends, pets, school, food and drink, Where you live, directions

Grammar: definite and indefinite articles, je m'appelle, j'ai, j'habite, je suis, je parle, avoir and être, possessive adjectives, adjective agreement, past tense time frame, opinion verbs + infinitives, comparatives, partitive articles, negatives, modal verbs, je voudrais, il ya

Phonics: ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Unit 1 – Tout sur moi

Unit 2 – Mon monde perso

Unit 3 – L'école

Unit 4 – Boire et manger

Unit 5 – Mon quartier

Year 8

Year 9

Vocabulary: clothes, weather, free time, time, holidays: destinations, transport, activities, present, past, and dream holiday, sports and injuries, TV, music, film, reading

Grammar: possessive adjectives, adjective agreement and positions, quand, jouer and faire, near future tense, conditional tense, perfect tense, modal verbs, opinions, direct object pronouns, opinions in imperfect

Phonics: ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Unit 1 – ça c'est mon truc

Unit 2 – destinations vacances

Unit 3- bouger c'est important

Unit 4 – le monde des médias

Year 9

KŞ4

Vocabulary: technology, social networks, family relationships, chores, pocket money, what life used to be like, food and drink, health resolutions, where you live, bedroom, dream home

Grammar: adjective agreement and position, opinion verbs+infinitives, mieux/pire que, impersonal structures, sequencers, modal verbs, imperative, imperfect tense, en, perfect tense, quantities, simple future, y, depuis, re verbs, prepositions, si clauses

Phonics: ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Unit 1 – Accro à la technologie?

Unit 2 – être ado, c'est quoi?

Unit 3- En pleine forme

Unit 4- Chez moi ça veut dire quoi?

The Big Picture: Myself, Others, and My Immediate Surroundings Y7 French

Intent		
Vocabulary: students will be able to recognise and use a range of vocabulary on the following topics	Grammar: students will be able to recognise and use the following grammar	Phonics: students will be able to recognise and produce the following sounds
introducing yourself, physical descriptions, personality descriptions, , family, friends, pets, school, food and drink, Where you live, directions	definite and indefinite articles, je m'appelle, j'ai, j'habite, je suis, je parle, avoir and être, possessive adjectives, adjective agreement, past tense time frame, opinion verbs + infinitives, comparatives, partitive articles, negatives, modal verbs, je voudrais, il y a	ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Implementation:

Literacy will be developed through study of the main areas of communicative function (Listening, Reading, Writing, Speaking).

Students will also study translation and transcription

NCELP high frequency words and word families are the basis for the choice of units covered

Grammar is revisited in different contexts so is consolidated

Students will develop receptive skills, by developing their ability to recognise high frequency vocabulary in listening and reading

Students will develop productive skills by developing their ability to produce the covered high frequency vocabulary in conjunction with taught grammar in order to be able to express themselves with ever developing fluency

Impact:

By the end of year 7 students will be able to understand and answer questions about themselves and others including pets. Students will be able to give opinions on school, including subjects and teachers. Students will be able to give opinions on food and drink and know how to order in French speaking countries. Students will be able to describe where they live, what they can do there and ask for and give directions.

Summative Assessment

Students will have 4 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening and Speaking

Assessment 3: Reading and Writing

Assessment 4: Listening, Speaking, Reading, Writing

Formative Assessment

Students will have 5 formative writing tasks across the year.

In addition to the formative writing tasks teachers will employ a range of formative assessment technique in class e.g.

1. Student self-assessment in green pen
2. Verbal feedback
3. Use of mini whiteboards
4. Circulation
5. One to one feedback
6. Recasting of pronunciation errors
7. Directed questioning

Year 7 Curriculum Overview

Autumn Term	
Golden Threads: Vocab, Grammar and Phonics	
<u>Unit: Tout sur moi</u> <ul style="list-style-type: none">- Comment tu t'appelles?- How do you say 'a' and 'the' in French?- Où habites tu?- Tu es de quelle nationalité?- Quelle langue parles tu?- Quel âge as-tu?- C'est quand ton anniversaire?	<u>Unit: Mon monde perso</u> <ul style="list-style-type: none">-Tu as les cheveux de quelle couleur?- Tu as les yeux de quelle couleur?- Tu es comment?- Décris ta famille- Tu as un meilleur ami?- Tu as un animal?- Tu avais un animal?
Spring Term	
Golden Threads: Vocab, Grammar and Phonics	
<u>Unit: L'école</u> <ul style="list-style-type: none">- Quelle matière aimes-tu? Pourquoi?- Quelle matière n'aimes pas tu? Pourquoi?- Tu as un prof préféré?	<u>Unit: à table</u> <ul style="list-style-type: none">- Que manges tu?- How do you say some in French?- Qu'est-ce que tu aimes manger? Pourquoi?- Qu'est-ce que tu n'aimes pas manger? Pourquoi?- Qu'est-ce que tu(ne)peux (pas) manger?- Qu'est-ce que tu voudrais manger?

Summer Term

Golden Threads: Vocab, Grammar and Phonics

Unit: Mon quartier

Qu'est-ce qu'il y a dans ta ville?

Qu'est-ce qu'il n'y a pas dans ta ville?

Qu'est-ce qu'on peut faire?

Qu'est-ce qu'on peut faire? C'est comment?

C'est quelle direction?

Tu veux aller?

The Big Picture: Free time and Experiences Abroad Y8 *French*

Intent		
Vocabulary: students will be able to recognise and use a range of vocabulary on the following topics	Grammar: students will be able to recognise and use the following grammar	Phonics: students will be able to recognise and produce the following sounds
clothes, weather, free time, time, holidays: destinations, transport, activities, present, past, and dream holiday, sports and injuries, TV, music, film, reading	possessive adjectives, adjective agreement and positions, quand, jouer and faire, near future tense, conditional tense, perfect tense, modal verbs, opinions, direct object pronouns, opinions in imperfect	ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Implementation:

Literacy will be developed through study of the main areas of communicative function (Listening, Reading, Writing, Speaking).

Students will also study translation and transcription

NCELP high frequency words and word families are the basis for the choice of units covered

Grammar is revisited in different contexts so is consolidated

Students will develop receptive skills, by developing their ability to recognise high frequency vocabulary in listening and reading

Students will develop productive skills by developing their ability to produce the covered high frequency vocabulary in conjunction with taught grammar in order to be able to express themselves with ever developing fluency

Impact:

By the end of Year 8, students will be able to describe clothes and state what they wear, Students will be able to use weather phrases. Students will be able to state what they do in their free time, including sports, leisure activities, TV, music, films, and books. Students will be able to give opinions on their free time activities, and state when they do these activities using adverbs of frequency and times. Students will be able to make reference to 3 time frames and talk about life in French speaking countries.

Summative Assessment

Students will have 4 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening and Speaking

Assessment 3: Reading and Writing

Assessment 4: Listening, Speaking, Reading, Writing

Formative Assessment

Students will have 4 formative writing tasks across the year.

In addition to the formative writing tasks teachers will employ a range of formative assessment technique in class e.g.

1. Student self-assessment in green pen
2. Verbal feedback
3. Use of mini whiteboards
4. Circulation
5. One to one feedback
6. Recasting of pronunciation errors
7. Directed questioning

Year 8 Curriculum Overview

Autumn Term	
Golden Threads: Vocab, Grammar and Phonics	
<u>Unit: ça c'est mon truc</u> Qu'est-ce que tu portes ? Qu'est-ce que tu portes quand il fait... ? Qu'est-ce que tu fais ? Quelle heure est-il ?	<u>Unit: Destinations vacances</u> Où vas-tu en <u>vacances</u> ? Qu'est-ce que tu prends en <u>vacances</u> ? C'est quoi tes vacances de <u>rêve</u> ? Qu'est-ce que tu as fait en <u>vacances</u> ? <u>Où es tu allé?</u>

Spring Term	
Golden Threads: Vocab, Grammar and Phonics	
<u>Unit: Bouger c'est important</u> Tu aimes faire du <u>sport</u> ? <u>Pourquoi</u> ? Quel sport voudrais tu <u>faire</u> ? Quelles activités as-tu <u>fait</u> ? <u>Où</u> as-tu mal? Qu'est-ce que tu ne peux pas <u>faire</u> ? <u>Pourquoi</u> ?	

Summer Term

Golden Threads: Vocab, Grammar and Phonics

Unit: le monde des médias

Qu'est-ce que tu regardes à la télé ?

Qu'est-ce que tu regardes à la télé? C'est quoi ton opinion?

Qu'est-ce que tu aimes comme musique?

Qu'est-ce que tu n'aimes pas comme musique?

Qu'est ce que tu as vu au ciné?

C'était comment?

Qu'est-ce que tu lis?

Tu aimes lire?

Qu'est-ce que tu as lu?

The Big Picture: Current, Past, and Future Life v9 *French*

Intent		
Vocabulary: students will be able to recognise and use a range of vocabulary on the following topics	Grammar: students will be able to recognise and use the following grammar	Phonics: students will be able to recognise and produce the following sounds
technology, social networks, family relationships, chores, pocket money, what life used to be like, food and drink, health resolutions, where you live, bedroom, dream home	possessive adjective agreement and position, opinion verbs+infinitives, mieux/pire que, impersonal structures, sequencers, modal verbs, imperative, imperfect tense, en, perfect tense, quantities, simple future, y, depuis, re verbs, prepositions, si clauses	ai, ais, au, ç, é, è, ê, ed, en, er, et, eu, ez, gn, l, ille, in, oi, on, ou, qu, tion, u, ui

Implementation:

Literacy will be developed through study of the main areas of communicative function (Listening, Reading, Writing, Speaking).

Students will also study translation and transcription

NCELP high frequency words and word families are the basis for the choice of units covered

Grammar is revisited in different contexts so is consolidated

Students will develop receptive skills, by developing their ability to recognise high frequency vocabulary in listening and reading

Students will develop productive skills by developing their ability to produce the covered high frequency vocabulary in conjunction with taught grammar in order to be able to express themselves with ever developing fluency

Impact:

By the end of Year 9, students will be able to talk about technology, social media and new technologies.

Students will be able to talk about values, relationship with family, pocket money, chores, and the pressures facing today's youth. Students will be able to talk about healthy lifestyles, diet and resolutions. Students will be able to discuss where people live, including ideal homes. Students will be increasingly accurate in their reference to 3 time frames.

Summative Assessment

Students will have 4 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening and Speaking

Assessment 3: Reading and Writing

Assessment 4: Listening, Speaking, Reading, Writing

Formative Assessment

Students will have 4 formative writing tasks across the year.

In addition to the formative writing tasks teachers will employ a range of formative assessment technique in class e.g.

1. Student self-assessment in green pen
2. Verbal feedback
3. Use of mini whiteboards
4. Circulation
5. One to one feedback
6. Recasting of pronunciation errors
7. Directed questioning

Year 9 Curriculum Overview

Autumn Term	
Golden Threads: Vocab, <u>Grammar</u> and Phonics	
<u>Unit: Accro à la technologie ?</u> Décris ton smartphone Tu aimes ton <u>smartphone</u> ? Qu'est-ce que tu fais sur ton <u>smartphone</u> ? Quels risques présentent les réseaux <u>sociaux</u> ? Tu es pour ou contre la <u>technologie</u> ?	<u>Unit: être ado, c'est quoi ?</u> Tu as de bonnes relations avec ta <u>famille</u> ? Quand <u>reçois tu</u> de l'argent de poche ? Quels petits boulots dois-tu <u>faire</u> ? <u>Etre</u> ado, c'est <u>facile</u> ? La vie, c'était mieux <u>avant</u> ?



Spring Term
Golden Threads: Vocab, <u>Grammar</u> and Phonics
<u>Unit: en pleine forme!</u> Tu manges <u>bien</u> ? Tu aimes <u>ça</u> ? Comment vivre <u>sainement</u> ? Qu'est-ce que tu as mangé / <u>bu</u> ? Que feras tu pour être plus en forme ?

Summer Term

Golden Threads: Vocab, Grammar and Phonics

Unit: Chez moi, ça veut dire quoi ?

Où habites tu?

Tu y habites depuis quand?

Qu'est qu'il y a dans ta maison?

Qu'est qu'il y a dans ta chambre?

Tu dois partager ta chambre?

Décris la maison de tes rêves

Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
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I can state what there is to do where I live

I can state why I like / dislike where I live

I can describe where I live

I can describe my house and give my opinion

I can discuss chores

I can describe what is in my house and room

I can state whether I want children and why

I can state whether I want to marry and why

I can describe a partner

I can talk about whether I get on with my family

I can describe my family

I can state how often I use technology

I can state the disadvantages of technology

I can state the advantages of technology

I can give opinions on technology

I can state how I use technology

I state what I do online

I can state what there is in my school

I can describe a school day

I can state my least favourite subject and why

I can state my favourite subject and why

I can discuss my school

I can discuss school rules

I can discuss lifestyles in the past

I can state what you should / not eat / drink

I can discuss social issues in society

I can discuss what charities do

I can describe school uniform and give opinions

I can discuss the differences between schools in France and England

I can discuss healthy diets

I can state what I eat and drink

I can discuss the social issues where I live

I can give opinions on inequality

I can give opinions on unemployment

I can discuss how to save the planet

I can state environmental issues

I can state what I like to do

I can give opinions on homelessness

I can give opinions on poverty

I can state the biggest problems for the planet

I can state what I did at the weekend

I can discuss future holidays

I can state what I prefer to do on holiday

I can state how I travel

I can discuss past festivals and traditions

I can state what I want to do in the future

I can discuss past holidays

I state describe holiday accommodation

I can state where I go on holiday

I can discuss festivals and traditions

End of Year Exams

I can state what I would like to study and why

I can give opinions on sport

I can discuss sports

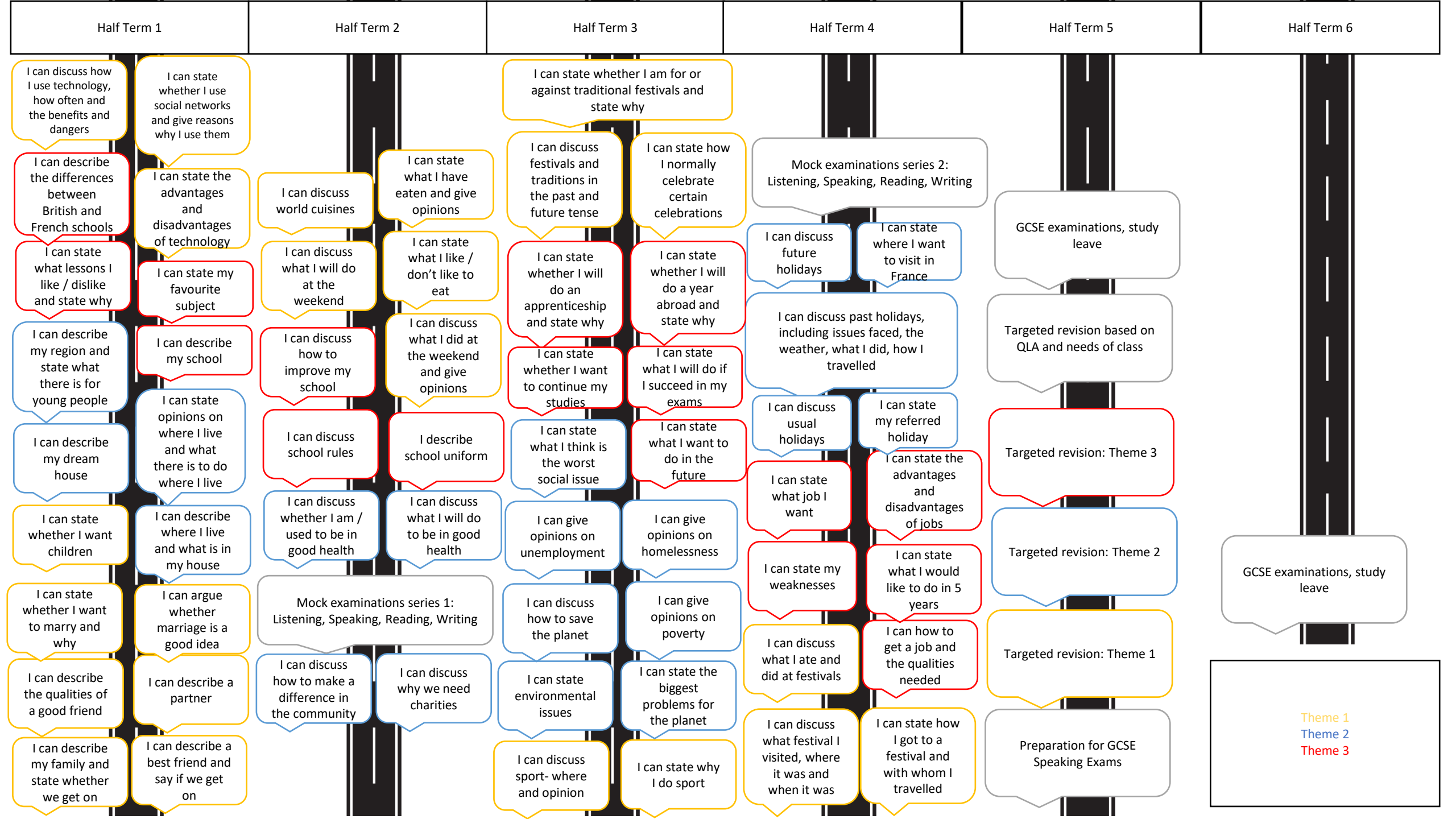
Theme 1
Theme 2
Theme 3

Preparation for End of Year Exams

I can state what I would like to be in the future

I can say where I do sports

Year 10



Theme 1
Theme 2
Theme 3

The Big Picture: AQA GCSE FRENCH Themes 1,2,3 Y10 *French*

Intent:

AO1: understand and respond to different types of spoken language

AO2: communicate and interact effectively in speech

AO3: understand and respond to different types of written language

AO4: communicate in writing

These assessment objectives are split into specific sub areas. Please see full break down on next slide

Implementation:

Literacy will be developed through study of the main areas of communicative function (Listening, Reading, Writing, Speaking).

Vocabulary is revisited in similar contexts and grammar is revisited and consolidated

Students will develop receptive skills, by developing their ability to recognise high frequency vocabulary in listening and reading

Students will develop productive skills by developing their ability to produce the covered high frequency vocabulary in conjunction with taught grammar in order to be able to express themselves with ever developing fluency

Impact:

By the end of Year 10, students will have covered all 12 units of the AQA course thorough a spiral curriculum. Students will be able to make reference to three time frames, express opinions, give justifications and use a range of connectives. Students will be able to recognise a range of topic vocabulary in reading and listening, as well as using this vocabulary in speaking and writing. Students will be able to respond to role play prompts, describe pictures, and answer general conversation questions on all topics covered. Students will be able to answer 40 word and 90 word questions. Students will translate with increasing accuracy

Summative Assessment

Students will have 5 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening and Speaking

Assessment 3: Listening, Speaking, Reading, Writing

Assessment 4: Reading and Writing

Assessment 5: Listening, Speaking, Reading, Writing

Formative Assessment

Students will have 5 formative writing tasks across the year.

In addition to the formative writing tasks teachers will employ a range of formative assessment technique in class e.g.

1. Student self-assessment in green pen
2. Verbal feedback
3. Use of mini whiteboards
4. Circulation
5. One to one feedback
6. Recasting of pronunciation errors
7. Directed questioning

The Big Picture: AQA GCSE FRENCH Themes 1,2,3 Y10 *French*

Intent continued

Listening and Understanding:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation such as to be understood by a native speaker.

Reading and Understanding

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from French into English

Writing

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Year 10 Curriculum Overview

Autumn Term	
Golden Threads: Listening, Speaking, Reading, Writing	
<p>Décris ta famille Tu t'entends bien avec ta <u>famille</u>? Pourquoi / <u>pas</u>? Comment est ton <u>partenaire</u>? Tu voudrais te <u>marier</u>? Pourquoi / <u>pas</u>? Tu aimerais avoir les <u>enfants</u>? Qu'est-ce qu'il y a dans ta maison / ta <u>chambre</u>? Tu fais des petits <u>boulots</u>? Décris ta maison. Tu <u>l'aime</u>? Pourquoi / <u>pas</u>? Où habites-tu? Tu aimes <u>où</u> tu <u>habites</u>? Pourquoi / <u>pas</u>? Que peut-on faire / voir où tu <u>habites</u>?</p>	<p>Discute ton école Quelle matière <u>aimes tu</u>? Pourquoi? Quelle matière n'aimes pas <u>tu</u>? Pourquoi? Décris ta journée scolaire Qu'est-ce qu'il y a dans ton <u>école</u>? Que <u>fais tu</u> en <u>ligne</u>? Tu utilises la <u>technologie</u>? C'est <u>comment</u>? Quels sont les avantages et les inconvénients des nouvelles <u>technologies</u>? Tu t'<u>en sers souvent</u>?</p>

Spring Term	
Golden Threads: Listening, Speaking, Reading, Writing	
<p>Que font les associations <u>caritatives</u>? Quels sont les problèmes chez moi et dans la <u>société</u>? Que manges <u>tu</u>? Que bois <u>tu</u>? Y-a-t-il quelque chose tu ne dois / peux pas <u>manger</u>? Tu as un régime équilibré ? Que faisais tu quand tu étais <u>jeune</u>? Comment sont les écoles différentes en France et en <u>Angleterre</u>? Quels sont les règlements <u>scolaires</u>? Tu dois porter un <u>uniforme</u>? C'est comment?</p>	<p>Qu'est-ce que tu aimes <u>faire</u>? Qu'est-ce que tu as fait ce <u>weekend</u>? Que sont les problèmes <u>environnementaux</u>? Quel est le plus grand problème pour la <u>planète</u>? Que doit / <u>peut on</u> faire pour sauver notre <u>planète</u>? Quel est ton opinion au sujet de <u>pauvreté</u>? Quel est ton opinion au sujet de <u>chômage</u>? Quel est ton opinion au sujet de <u>SDF</u>? Quel est ton opinion au sujet de <u>d'inégalités</u>?</p>

Summer Term

Golden Threads: Listening, Speaking, Reading, Writing

Que veux-tu faire à l'avenir?

Qu'est-ce que tu as fait pour fêter ...?

Comment fête on ...?

Où vas tu en vacances? Comment?

Où loges tu?

Que préfères tu faire en vacances?

Qu'est-ce que tu as fait en vacances?

Tu fais du sport? Où? C'est comment?

Que deviendras tu à l'avenir? Pourquoi?

Que voudrais tu étudier à l'avenir? Pourquoi?

Preparation for End of Year Exams

End of Year Exams

The Big Picture: AQA GCSE FRENCH Themes 1,2,3 Y11 French

Intent:

AO1: understand and respond to different types of spoken language

AO2: communicate and interact effectively in speech

AO3: understand and respond to different types of written language

AO4: communicate in writing

These assessment objectives are split into specific sub areas. Please see full break down on next slide

Implementation:

Literacy will be developed through study of the main areas of communicative function (Listening, Reading, Writing, Speaking).

Vocabulary is revisited in similar contexts and grammar is revisited and consolidated

Students will develop receptive skills, by developing their ability to recognise high frequency vocabulary in listening and reading

Students will develop productive skills by developing their ability to produce the covered high frequency vocabulary in conjunction with taught grammar in order to be able to express themselves with ever developing fluency

Impact:

By the end of Year 11, students will have covered all 12 units of the AQA course through a spiral curriculum in greater depth. Foundation students will be able to make reference to three time frames, express opinions, give justifications and use a range of connectives. Higher students will have covered a range of common and complex tenses. All students will be able to recognise a range of topic vocabulary in reading and listening, as well as using this vocabulary in speaking and writing. All students will be able to respond to role play prompts, describe pictures, and answer general conversation questions on all topics covered. Foundation students will be able to answer 40 word and 90 word questions and Higher students will be able to respond to 90 word and 150 word questions. All students will translate with increasing accuracy

Summative Assessment

Students will have 3 summative assessments across the year.

Assessment 1: Mock examination series 1

Assessment 2: Mock examination series 2

Assessment 3: GCSE examinations

Formative Assessment

Students will have 5 formative writing tasks across the year.

Students will complete summative listening and reading tasks each half term

In addition to the formative writing tasks teachers will employ a range of formative assessment technique in class e.g.

1. Student self-assessment in green pen
2. Verbal feedback
3. Use of mini whiteboards
4. Circulation
5. One to one feedback
6. Recasting of pronunciation errors
7. Directed questioning

The Big Picture: AQA GCSE FRENCH Themes 1,2,3 Y11 *French*

Intent continued

Listening and Understanding:

- demonstrate general and specific understanding of different types of spoken language
- follow and understand clear standard speech using familiar language across a range of specified contexts
- identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.

Speaking:

- communicate and interact effectively in speech for a variety of purposes across a range of specified contexts
- take part in a short conversation, asking and answering questions, and exchanging opinions
- convey information and narrate events coherently and confidently, using and adapting language for new purposes
- speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate
- initiate and develop conversations and discussion, producing extended sequences of speech
- make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events
- make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view
- use accurate pronunciation and intonation such as to be understood by a native speaker.

Reading and Understanding

- understand and respond to different types of written language
- understand general and specific details within texts using high frequency familiar language across a range of contexts
- identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language, recognising the relationship between past, present and future events
- deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes
- recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate
- translate a short passage from French into English

Writing

- communicate effectively in writing for a variety of purposes across a range of specified contexts
- write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information
- produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings
- make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events
- manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register
- make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince
- translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.

Year 11 Curriculum Overview

Autumn Term

Golden Threads: Listening, Speaking, Reading, Writing

Décris ta famille

Tu t'entends bien avec ta famille? Pourquoi / pas?

Tu as un meilleur ami? Tu t'entends bien avec lui?

Quelles sont les qualités d'un ami?

Comment est ton partenaire?

Tu voudrais te marier? Pourquoi / pas?

Le mariage c'est un bon idée aujourd'hui?

Tu aimerais avoir les enfants?

Où habites tu?

Qu'est-ce qu'il y a dans ta maison / ta chambre?

Décris ta maison. Tu l'aime? Pourquoi / pas?

Comment serait ta maison idéale?

Tu aimes où tu habites? Pourquoi / pas?

Que peut-on faire / voir où tu habites?

Décris ta région

Qu'est il y a pour les jeunes dans ta région?

Décris ton collègue

Quelle matière aimes tu? Pourquoi?

Qu'est-ce que tu n'aimes pas comme matières? Pourquoi?

Quelle est ta matière préférée?

Quelles sont les différences entre les écoles en France et en Angleterre ?

Quels sont les avantages et les inconvénients des nouvelles technologies?

Lequel est le plus important? Pourquoi?

Tu utilises les réseaux sociaux?

Pour quelles raisons utilises- tu les réseaux sociaux?

Tu utilises la technologie?

Tu t'en sers souvent?

Comment te sers-tu des technologies mobiles?

Est-ce qu'il y a des bienfaits ou dangers?

Mock Examination Series 1

Comment faire la différence dans ta communauté?

Pourquoi a-t-on besoin d'associations?

Tu es en bonne forme?

Que fais / faisais- tu pour rester en bonne forme?

Que ferais tu pour rester en bonne forme?

Quels sont les règlements scolaires?

Tu dois porter un uniforme? C'est comment?

Comment améliorerais-tu ton école?

Qu'est-ce que tu as fait ce weekend?

C'était comment?

Le weekend, qu'est-ce que tu feras?

Qu'est-ce que tu aimes manger?

Qu'est-ce que tu n'aimes pas manger?

Que mange-t-on dans le monde?

Qu'est-ce que tu as mangé? C'était comment?

Spring Term

Golden Threads: Listening, Speaking, Reading, Writing

Tu fais du sport? Où? C'est comment?
 Quel sport faisais tu?
 Pourquoi fais-tu le sport?
 Que sont les problèmes environnementaux?
 Quel est le plus grand problème pour la planète?
 Que doit / peut on faire pour sauver notre planète?
 Quel est ton opinion au sujet de pauvreté / SDF/ chômage?
 Comment peut-on aider les pauvres dans le monde?
 Que fais-tu pour aider les pauvres dans ta région?
 Quel est le problème social le plus grave à ton avis?
 Que veux-tu faire à l'avenir?
Veux tu continuer tes études?
 Si tu réussis à tes examens, qu'est-ce que tu feras l'année prochaine?
 Tu feras un apprentissage? Pourquoi/ pas?
 Tu feras une année sabbatique? Pourquoi / pas?
qu'est-ce que tu as fait pour fêter ...?
comment fête on normalement ...?
 C'est quoi ta célébration favorite?
 Tu es pour ou contre les fêtes traditionnelles? Pourquoi?

Tu as visité quelle sorte de festival? C'était où et quand?
 Tu est y allé comment? Avec qui?
 Quelles fêtes familiales célèbres tu? Que mangeais / faisais tu?
 L'année dernier, qu'est-ce que tu as fait?
 Comment obtenir un emploi?
 Quelles sont tes qualités?
 Quels sont tes défauts?
 Que voudrais tu faire dans cinq ans?
 Quel métier veux tu faire?
 Quel sont les avantages et les inconvénients de
 Où vas tu en vacances? Comment?
 Où loges tu?
 Que préfères tu faire en vacances?
 Qu'est-ce que tu as fait en vacances?
 Quels problèmes y avait-il?
 Où est- tu allé?
 Qu'est-ce que tu faisais?
 Quel temps faisait-il?
 Les vacances étaient comment?
 Comment as-tu voyagé?
 Où iras-tu l'année prochaine?
 Quelle ville française aimerais-tu visiter? Pourquoi?
Mock Examination Series 2

Summer Term

Golden Threads: Listening, Speaking, Reading, Writing

Speaking Examination Preparation
 GCSE Speaking Exams
 Theme 1 Revision
 Theme 2 Revision
 Theme 3 Revision
 Exam Skills

GCSE Examinations