

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 7

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

Year 8

Unit 1 – Tout sur moi		Unit 2 – Mon monde perso		Unit 3 – L'école		Unit 4 – Boire et manger		Unit 5 – Mon quartier
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Year 8

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

Year 9

Unit 1 – ça c'est mon truc		Unit 2 – destinations vacances		Unit 3- bouger c'est important		Unit 4 – le monde des médias	
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Year 9

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

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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?	
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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 2 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening, Speaking, Reading, Writing

Formative Assessment

Most assessment will be in the form of formative assessment

Students will have a formative writing task for each topic they complete.

Day to day teaching and learning may include the following formative assessment techniques in class

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
8. Battleships
9. Reading aloud
10. Delayed writing
11. Listening bingo
12. Mind reader
13. RAG translations
14. Supported writing with sentence builders
15. Trap door speaking activities

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 2 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening, Speaking, Reading, Writing

Formative Assessment

Most assessment will be in the form of formative assessment

Students will have a formative writing task for each topic they complete.

Day to day teaching and learning may include the following formative assessment techniques in class

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
8. Battleships
9. Reading aloud
10. Delayed writing
11. Listening bingo
12. Mind reader
13. RAG translations
14. Supported writing with sentence builders
15. Trap door speaking activities

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 as-tu mal?</u> 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 2 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening, Speaking, Reading, Writing

Formative Assessment

Most assessment will be in the form of formative assessment

Students will have a formative writing task for each topic they complete.

Day to day teaching and learning may include the following formative assessment techniques in class

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
8. Battleships
9. Reading aloud
10. Delayed writing
11. Listening bingo
12. Mind reader
13. RAG translations
14. Supported writing with sentence builders
15. Trap door speaking activities

Year 9 Curriculum Overview

Autumn Term	
Golden Threads: Vocab, Grammar 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</u> tu 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, Grammar 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

<u>Unit: Chez moi, ça veut dire quoi ?</u>

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

GCSE French – Year 10 and 11

- Year 10 + 11 (2025-26) will study the AQA GCSE French course (8652). This is a new specification for first examination in summer 2026.
- This is not course 8658 which is a legacy GCSE course.



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

Intent:

AO1: understand and respond to spoken language in speaking and writing

AO2: understand and respond to written language in speaking and writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

These assessment objectives are split across the 4 GCSE papers. Details can be found on the 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 9 units of the AQA course. 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, as prescribed in the word lists, 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 conversation questions on all topics covered. Students will be able to answer 50 word and 90 word questions. Students will translate with increasing accuracy and be able to read aloud with increasingly accurate pronunciation

Summative Assessment

Students will have 3 summative assessments across the year.

Assessment 1: Listening, Speaking, Reading, Writing

Assessment 2: Listening, Speaking, Reading, Writing

Assessment 3: Year 10 mock examination

Formative Assessment

Most assessment will be in the form of formative assessment

Students will have a formative writing task for each topic they complete.

Day to day teaching and learning may include the following formative assessment techniques in class

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
8. Battleships
9. Reading aloud
10. Delayed writing
11. Listening bingo
12. Mind reader
13. RAG translations
14. Supported writing with sentence builders
15. Trap door speaking activities

Intent continued**Listening and Understanding:**

- Understand and respond to spoken extracts comprising defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Speaking:

- Speaking in clear and comprehensible language to undertake a role play
- Carry out a reading aloud task
- Talk about visual stimuli
- Hold an unprepared conversation

Reading and Understanding

- Understand and respond to written texts which focus predominantly on the vocabulary and grammar at each tier
- Infer plausible meanings of single words when they are embedded in written sentences
- Translate from French to English

Writing

- Write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translate from English to French

Half Term 1

Describe physical appearance, where you live and likes and dislikes

Describe a person's character and personality.

Describe relationships with family.

Refer to different types of families.

Give preferences for food and drink.

Refer to attitudes to fast food and cooking.

Describe lifestyle choices and habits.

Refer to physical and mental well-being.

Describe recent activities, including sporting activities, ways of keeping fit, and food choices.

Half Term 2

Express opinions about school rules and uniform

Express opinions about school subjects.

Describe personal qualities.

Refer to education post-16: options available, advantages and disadvantages, future intentions, and plans.

Give opinions on different jobs, including advantages and disadvantages

Refer to ideal job, personal ambitions, and skills required.

Complete Assessments on theme 1 content

Refer to past activities including hobbies and sport

Describe leisure activities in the past.

Add details regarding when, where, and who with.

Refer to future plans for leisure activities.

Express opinions.

Half Term 3

Refer to and give opinions on leisure activities around the world.

Refer to celebrations with family and friends such as birthdays.

Learn about local festivals in a French-speaking community.

Refer to and give opinions on festivals and celebrations with family and friends such as birthdays, religious events, and other special days.

Describe a recent festival with family or friends.

Refer to nationally renowned events such as music festivals.

Learn about national festivals in a French-speaking country.

Refer to different routes to fame, including music, film, TV, fashion, culture, and technology.

Give opinions on a variety of celebrities.

Understand tips for becoming famous.

Give personal details and describe the abilities and achievements of a variety of famous people.

Refer to articles involving celebrities and influencers, and their impact on young people and wider society.

Half Term 4

Refer to the advantages and disadvantages of being famous.

Understand celebrity magazines / articles / podcasts involving famous people and influencers.

Complete an assessment on theme 2 content

Refer to and give opinions on holidays, holiday activities, and weather.

Describe places where we used to live.

Refer to places of interest and different locations including francophone islands across the world.

Refer to recent a holiday, including the destination, transport, activities, and accommodation.

Describe a recent holiday experience, including the destination, location, transport, weather, activities, and accommodation.

Refer to all kinds of media, such as the internet and social media, including how they are used and the frequency of use.

Half Term 5

Refer to usual and recent uses of the internet, including social media and different apps and platforms.

Give reasons for personal use with advantages and disadvantages.

Give opinions of using mobile phones and different apps.

Refer to technology use in the past, present, and future, including frequency of use.

Refer to activities at a local level to help and protect the environment.

Refer to wider global issues causing environmental damage and describe future activities that would make a positive impact on the planet.

Describe your home and activities at home.

Describe your town / village / neighbourhood of residence, including local buildings, activities, and facilities.

Give opinions including advantages and disadvantages for young people and tourists.

Year 10 Curriculum Overview

Autumn Term	
Golden Threads: Vocabulary, Grammar, Phonics	
<p>I can:</p> <p>Describe physical appearance, where you live and likes and dislikes</p> <p>Describe a person's character and personality.</p> <p>Describe relationships with family.</p> <p>Refer to different types of families.</p> <p>Give preferences for food and drink.</p> <p>Refer to attitudes to fast food and cooking.</p> <p>Describe lifestyle choices and habits.</p> <p>Refer to physical and mental well-being.</p> <p>Describe recent activities, including sporting activities, ways of keeping fit, and food choices.</p>	<p>I can:</p> <p>Express opinions about school rules and uniform</p> <p>Express opinions about school subjects.</p> <p>Describe personal qualities.</p> <p>Refer to education post-16: options available, advantages and disadvantages, future intentions, and plans.</p> <p>Give opinions on different jobs, including advantages and disadvantages</p> <p>Refer to ideal job, personal ambitions, and skills required.</p> <p>Complete Assessments on theme 1 content</p> <p>Refer to past activities including hobbies and sport</p> <p>Describe leisure activities in the past.</p> <p>Add details regarding when, where, and who with.</p> <p>Refer to <u>future plans</u> for leisure activities.</p> <p>Express opinions.</p>

Spring Term

Golden Threads: Vocabulary, Grammar, Phonics

I can:

Refer to and give opinions on leisure activities around the world.

Refer to celebrations with family and friends such as birthdays.

Learn about local festivals in a French-speaking community.

Refer to and give opinions on festivals and celebrations with family and friends such as birthdays, religious events, and other special days.

Describe a recent festival with family or friends.

Refer to nationally renowned events such as music festivals.

Learn about national festivals in a French-speaking country.

Refer to different routes to fame, including music, film, TV, fashion, culture, and technology.

Give opinions on a variety of celebrities.

Understand tips for becoming famous.

Give personal details and describe the abilities and achievements of a variety of famous people.

Refer to articles involving celebrities and influencers, and their impact on young people and wider society.

I can:

Refer to the advantages and disadvantages of being famous.

Understand celebrity magazines / articles / podcasts involving famous people and influencers.

Complete an assessment on theme 2 content

Refer to and give opinions on holidays, holiday activities, and weather.

Describe places where we used to live.

Refer to places of interest and different locations including francophone islands across the world.

Refer to recent a holiday, including the destination, transport, activities, and accommodation.

Describe a recent holiday experience, including the destination, location, transport, weather, activities, and accommodation.

Refer to all kinds of media, such as the internet and social media, including how they are used and the frequency of use.

Summer Term

Golden Threads: Vocabulary, Grammar, Phonics

I can:

Refer to usual and recent uses of the internet, including social media and different apps and platforms.

Give reasons for personal use with advantages and disadvantages.

Give opinions of using mobile phones and different apps.

Refer to technology use in the past, present, and future, including frequency of use.

Refer to activities at a local level to help and protect the environment.

Refer to wider global issues causing environmental damage and describe future activities that would make a positive impact on the planet.

Describe your home and activities at home.

Describe your town / village / neighbourhood of residence, including local buildings, activities, and facilities.

Give opinions including advantages and disadvantages for young people and tourists.

I can:

Complete my mock examinations

Complete my work experience

Reflect upon my mock results and fill knowledge and skills gaps

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

Intent:

AO1: understand and respond to spoken language in speaking and writing

AO2: understand and respond to written language in speaking and writing

AO3: demonstrate understanding and accurate application of the grammar and vocabulary prescribed in the specification

These assessment objectives are split across the 4 GCSE papers. Details can be found on the 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 9 units of the AQA course for a second time. 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, as prescribed in the word lists, 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 conversation questions on all topics covered. Students will be able to accurately read aloud applying sound spelling link rules. Students will be able to answer 50 word, 90 word, and 150 word questions. Students will be increasingly accurate with their recognition and application of named grammar rules. Students will translate with increasing accuracy and be able to read aloud with increasingly accurate pronunciation

Summative Assessment

Students will have 3 summative assessments across the year.

Assessment 1: Mock Examination 1

Assessment 2: Mock Examination 2

Assessment 3: Terminal GCSE Examinations

Formative Assessment

Most assessment will be in the form of formative assessment

Students will have a formative writing task for each topic they complete.

Day to day teaching and learning may include the following formative assessment techniques in class

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
8. Battleships
9. Reading aloud
10. Delayed writing
11. Listening bingo
12. Mind reader
13. RAG translations
14. Supported writing with sentence builders
15. Trap door speaking activities

Intent continued**Listening and Understanding:**

- Understand and respond to spoken extracts comprising defined vocabulary and grammar for each tier
- Dictation of short, spoken extracts

Speaking:

- Speaking in clear and comprehensible language to undertake a role play
- Carry out a reading aloud task
- Talk about visual stimuli
- Hold an unprepared conversation

Reading and Understanding

- Understand and respond to written texts which focus predominantly on the vocabulary and grammar at each tier
- Infer plausible meanings of single words when they are embedded in written sentences
- Translate from French to English

Writing

- Write text in the language in a lexically and grammatically accurate way in response to simple and familiar stimuli
- Translate from English to French

Term 1

Describe a person's character and personality.

Describe your future plans, referring to different types of partnerships, including pros and cons.

Refer to different types of families.

Describe relationships with friends.

Describe health problems. Refer to addictions (smoking / vaping, drugs and alcohol). Give reasons for staying healthy and consequences of not staying healthy.

Compare present lifestyle choices and future intentions. Describe sporting activities and ways of keeping fit. Refer to healthy choices, including physical and mental well-being.

Describe recent activities, including sporting activities, ways of keeping fit and food choices.

Refer to physical and mental well-being, reasons for staying healthy, and consequences of not staying healthy.

Express opinions about food choices, smoking, drugs, and alcohol, including consequences.

Express opinions about school subjects.

Describe personal qualities.

Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.

Describe your dream school, expressing opinions about school subjects, rules, uniform, and teachers.

Refer to ideal job / personal ambitions and skills required.

Describe work experience, including recognising opportunities to use language skills.

Term 2

Describe leisure activities in the past. Add details regarding when, where, and who with

Describe TV, cinema and music preferences. Express positive and negative opinions about own and other people's hobbies. Refer to relationships with family. Refer to events involving famous people, e.g., TV, film, and music.

Refer to and give opinions on leisure activities around the world.

Give opinions about extreme sports and refer to sporting events, including nationally renowned events such as the Tour de France.

Refer to and give opinions on festivals and celebrations with family and friends such as birthdays, religious events, and other special days.

Describe local / national festivals in the UK. Learn about festivals and traditions / customs in French-speaking countries / communities, e.g., Morocco, Switzerland.

Learn about country traditions and customs such as religious events and local or national festivals. Refer to food on special occasions and at celebrations.

Give opinions of different types of festivals, e.g., music / film festivals. Learn about nationally renowned festivals such as the Cannes film festival.

Give opinions on a variety of celebrities. Understand tips for becoming famous.

Consider how and why people might become famous. Refer to personal ambitions and skills required. Give opinions about celebrities, referring to social media.

Refer to the advantages and disadvantages of being famous. Understand celebrity magazines / articles / podcasts involving famous people and influencers.

Learn about French-speaking celebrities, their activities and their influence on young people / wider society. Give personal details on a variety of celebrities / famous people. Refer to events involving famous people, e.g., music, culture, sport, and film.

Term 3

Describe places where we used to live. Refer to places of interest and different locations, including francophone islands across the world.

Describe plans for a gap year abroad. Refer to future travel preferences, including destinations, activities, accommodation, and transport. Learn about places of interest, including descriptions of things to do and see.

Describe a recent holiday experience, including the destination, location, transport, weather, activities and accommodation.

Learn about French-speaking holiday destinations, including descriptions of cities. Refer to recent and future holidays / school trips.

Refer to the usual and recent uses of the internet, including social media and different apps and platforms. Give reasons for personal use with advantages and disadvantages.

Describe the influences of the digital world. Refer to the internet and social media, including reasons for and frequency of use, their importance to young people and society, and their advantages / disadvantages. Refer to different platforms involving famous people and influencers, with opinions. Give opinions about celebrities' activities / influences on young people and wider society.

Refer to technology use in the past, present and future, including frequency of use.

Discuss the advantages and disadvantages of the internet, referring to risks and how to stay safe online.

Refer to wider global issues causing environmental damage and describe future activities that would make a positive impact on the planet.

Describe the local environment, including environmental issues.

Describe your town / village / neighbourhood of residence, including local buildings, activities, and facilities. Give opinions including advantages and disadvantages for young people and tourists.

Compare real and ideal homes. Describe an ideal home and area, including future intentions on where to live with reasons.

Autumn Term

Golden Threads: Vocabulary, Grammar, Phonics

I can :

Describe a person's character and personality.

Describe your future plans, referring to different types of partnerships, including pros and cons.

Refer to different types of families.

Describe relationships with friends.

Describe health problems. Refer to addictions (smoking / vaping, drugs and alcohol). Give reasons for staying healthy and consequences of not staying healthy.

Compare present lifestyle choices and future intentions. Describe sporting activities and ways of keeping fit. Refer to healthy choices, including physical and mental well-being.

Describe recent activities, including sporting activities, ways of keeping fit and food choices.

Refer to physical and mental well-being, reasons for staying healthy, and consequences of not staying healthy.

Express opinions about food choices, smoking, drugs, and alcohol, including consequences.

Express opinions about school subjects.

Describe personal qualities.

Refer to education post-16: options available, advantages and disadvantages, future intentions and plans.

Describe your dream school, expressing opinions about school subjects, rules, uniform, and teachers.

Refer to ideal job / personal ambitions and skills required.

Describe work experience, including recognising opportunities to use language skills.

Spring Term

Golden Threads: Vocabulary, Grammar, Phonics

I can :

Describe leisure activities in the past. Add details regarding when, where, and who with

Describe TV, cinema and music preferences. Express positive and negative opinions about own and other people's hobbies. Refer to relationships with family. Refer to events involving famous people, e.g., TV, film, and music.

Refer to and give opinions on leisure activities around the world.

Give opinions about extreme sports and refer to sporting events, including nationally renowned events such as the Tour de France.

Refer to and give opinions on festivals and celebrations with family and friends such as birthdays, religious events, and other special days.

Describe local / national festivals in the UK. Learn about festivals and traditions / customs in French-speaking countries / communities, e.g., Morocco, Switzerland.

Learn about country traditions and customs such as religious events and local or national festivals. Refer to food on special occasions and at celebrations.

Give opinions of different types of festivals, e.g., music / film festivals. Learn about nationally renowned festivals such as the Cannes film festival.

Give opinions on a variety of celebrities. Understand tips for becoming famous.

Consider how and why people might become famous. Refer to personal ambitions and skills required. Give opinions about celebrities, referring to social media.

Refer to the advantages and disadvantages of being famous. Understand celebrity magazines / articles / podcasts involving famous people and influencers.

Learn about French-speaking celebrities, their activities and their influence on young people / wider society. Give personal details on a variety of celebrities / famous people. Refer to events involving famous people, e.g., music, culture, sport, and film.

Summer Term

Golden Threads: Vocabulary, Grammar, Phonics

I can :

Describe places where we used to live. Refer to places of interest and different locations, including francophone islands across the world.

Describe plans for a gap year abroad. Refer to future travel preferences, including destinations, activities, accommodation, and transport. Learn about places of interest, including descriptions of things to do and see.

Describe a recent holiday experience, including the destination, location, transport, weather, activities and accommodation.

Learn about French-speaking holiday destinations, including descriptions of cities. Refer to recent and future holidays / school trips.

Refer to the usual and recent uses of the internet, including social media and different apps and platforms. Give reasons for personal use with advantages and disadvantages.

Describe the influences of the digital world. Refer to the internet and social media, including reasons for and frequency of use, their importance to young people and society, and their advantages / disadvantages. Refer to different platforms involving famous people and influencers, with opinions. Give opinions about celebrities' activities / influences on young people and wider society.

Refer to technology use in the past, present and future, including frequency of use.

Discuss the advantages and disadvantages of the internet, referring to risks and how to stay safe online.

Refer to wider global issues causing environmental damage and describe future activities that would make a positive impact on the planet.

Describe the local environment, including environmental issues.

Describe your town / village / neighbourhood of residence, including local buildings, activities, and facilities. Give opinions including advantages and disadvantages for young people and tourists.

Compare real and ideal homes. Describe an ideal home and area, including future intentions on where to live with reasons.