

Subject overview: KS3 French

Subject Rationale (Intent)

The MFL department aims for every student to have a strong basis in grammar and memorisation skills and increase their ability to make connections between different areas of study. Throughout all key stages there is a deep desire to enhance the breadth of cultural capital of all students and create truly global citizens.

Ian Bauckham's key findings in his MFL Review form the basis of our approach to the KS3 language curriculum as we think that they will help us to establish the building blocks required for confident KS4 performances in the four skills of **Reading, Writing, Listening and Speaking**. We therefore replicate the KS4 skills requirement as closely as we can at KS3.

We are focussing on three key areas: **Curriculum, Pedagogy and Automaticity**.

In the MFL Curriculum the knowledge to be covered and mastered by students includes: grammar; vocabulary and phonics; the ability to combine these with a degree of automaticity in order to communicate effectively in a range of contexts. We also aim to develop automaticity in a language over time so that through regular meaningful practice students can access language in their long term memory without conscious thought.

It also includes the **explicit** knowledge of the grammar of a language, and the associated **terminology** and is especially important when teaching non-native speakers who have little opportunity to experience the language learned outside of the classroom. Our pedagogical approach to this involves; sequencing, teaching, practising, modelling and assessing. Key elements of this process include **error anticipation, correction and redrafting**. We are also implementing elements of the Conti Method to support this.

The blended learning approach in the MFL curriculum facilitates a high level of challenge for all students be it through differentiated Google Classroom lessons or the use of a plethora of digital platforms, such as Seneca Learning, Memrise or Word Wall. Within lessons, students are pushed through the use of audio-visual resources to stretch their ability to recognise authentic language use. In key stage 3, flipped learning is used to develop vocabulary acquisition.

YEAR 7

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main method of assessment
Term 1:1	<u>UNIT 1: Self & Family</u> Phonics/ Introductions/ Classroom instructions. Talking about age Saying when my birthday is Describing hair and eyes Saying where I live and am from	This will enable us to discern the level of language learning and the actual languages studied at our feeder schools. According to Ian Bauckham's review of MFL Nearly 16% of students in secondary school already have some exposure to a language other than English from home hence we are making every effort to draw on students' knowledge of their home language to make comparisons both with English and with the new language being taught. The main aim of the topic is to review and consolidate the French taught at	Reading, Writing and Listening Assessment to establish baseline

		<p>primary school.</p> <p>The core grammar taught as part of this topic include:</p> <ul style="list-style-type: none"> ● Phonics ● Indefinite and definite article ● Concept of gender ● Verbs - <i>avoir</i> and <i>être</i> ● Negation and number(1-31) ● Days, months and dates ● Colour-concept of gender ● Adjectival agreement ● Progress to the understanding of the full verb paradigms for <i>avoir</i> and <i>être</i> in the present tense. <p>We also introduce numbers as this enables us to develop the concept of plural and singular nouns and thereafter the use of adjectival agreement with colours. By working at word level we can also develop pronunciation techniques for silent letters such as x t ,s,p, d and h.</p> <p>Writing and translation skills begin to be developed as a core foundation for the rest of their language studies.</p>	
Term 1:2	<p>Allez- Unit 1 continued</p> <p>Descriptions - adjective endings</p> <p>Using être, opinions</p> <p>Family & pets</p> <p>Talking about my family and their ages</p> <p>Describing Myself and Others</p> <p>Using Avoir & Etre</p> <p>Talking about pets</p> <p>Christmas in Francophone countries</p>	<p>Experiences relating to family life and pets are taught at this point as they enable pupils to be able to use their own lives to describe familiar people, with greater authenticity.</p> <p>The Francophone World is also explored through the exploration of customs and Christmas traditions in target-language countries.</p>	<p>Reading, Writing, Listening and assessment on Module 1</p>
Term 2:1	<p>STUDIO 1-UNIT 2: Mon Collège</p> <ul style="list-style-type: none"> ● School subjects ● Opinions & reasons ● Connectives, Intensifiers 	<p>This topic allows us to consolidate the use of regular ER verbs (<i>aimer, adorer, détester</i>), revisit numbers in a new context and develop the ability to write longer paragraphs through the use of intensifiers and connectives including <i>qui</i>. The new grammar point, the partitive, relies on prior</p>	<p>Module 2 Assessment</p> <p>Reading and Writing-40/90 word essay</p>

	<ul style="list-style-type: none"> Use of <i>on</i> and the present tense 	<p>knowledge of gender from term 1.</p> <p>As student experience revolves around school life and year 7 is experiencing secondary education for the first time, it is appropriate to focus on this theme. Moreover it provides an opportunity to develop cultural awareness by comparing school systems in the UK as well as in the French-speaking world. We also aim to use this topic to develop the skill of creating writing by describing one's school.</p>	
Term 2:2	<p>STUDIO 1-UNIT 2: Mon Collège</p> <ul style="list-style-type: none"> Timetable and the 12 hour clock Introduction of the partitive <p><u>UNIT 3 : Mes Passetemps</u></p> <ul style="list-style-type: none"> Computers & mobiles Sports and activities Aimer + infinitive 	<p>Pupils will learn the use of numbers and how to tell the time using digital and analogue clocks.</p> <p>They will then revisit their use of opinion verbs and infinitives</p>	<p>Peer assessment using Conti Method- Daily routine and freetime</p>
Term 2:2	<p><u>UNIT 3 : Mes Passetemps</u></p> <ul style="list-style-type: none"> Use of <i>quand</i> / frequency words Introduction of the partitive Third person plural of verbs taught so far. 	<p>The theme of leisure allows us to move from the school theme to broader outside interests that students may have, be it technology or sport. Students are encouraged to make links to other school subjects, as they now have the vocabulary to link this into their learning.</p> <p>This topic reviews the use of regular ER verbs but introduces a new irregular verb, <i>faire</i>. This allows progressively increased understanding and competent use of these verbs in different forms. The use of <i>faire de</i> and <i>jouer à</i> builds further on this. The new grammar point, the partitive relies on prior knowledge of gender from term 1.</p>	<p>Module 3 listening assessments to take place in week one of term 3:1</p>
Term 3:1	<p><u>UNIT 3 : Mes Passetemps Continued</u></p> <ul style="list-style-type: none"> <i>Aimer</i> + infinitive Use of <i>quand</i> / adverbs of frequency Use of <i>faire</i> and <i>jouer</i> Introduction of the partitive Weather and the use of <i>il fait</i> as an impersonal verb 	<p>This topic reviews the use of regular ER verbs but extends to the use of infinitives. We also review and broaden adverbs of frequency. We introduce the impersonal, <i>il fait</i>, with weather for the first time. As a more challenging concept, this is appropriate for the end of the academic year as it allows students to draw on a wide base of verb usage already seen throughout the year.</p>	<p>Summer Assessment based on three modules taught</p> <p>Reading, speaking and 40/90 Writing assessment.</p>

Term 3:2	End of Year Assessments Revision & Preparation Revisit number and free-time activities	Dirt time will be spent giving feedback to pupils following their summer examinations so as to ensure that they know where their strengths and weaknesses lie in order to progress further in the following term. During this term we shall be developing the confident use of the near future, the perfect tense and the use of aller/ faire and jouer in the first person singular and plural in particular)	
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YEAR 8

Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	<ul style="list-style-type: none"> ● Les Médias - Allez 2 Unit 2 / Studio 2 Unit 1 ● talk about TV shows ● talk about films ● talk about music 	<p>In this term we are focussing on giving and justifying opinions on tv shows, films and music. The core grammar points that will be covered in this topic are:</p> <p>Verbs followed by the infinitive, Use of direct object pronouns The use of faire plus infinitives to give opinions, Giving opinions in different tenses The use of ce que The use of the perfect and imperfect tenses</p>	<p>Listening and reading from Allez 2 Writing-90 words on TV / Music / Film</p>
Term 1:2	<ul style="list-style-type: none"> ● C'est mon truc - Allez 1 ● clothes and your style ● weather ● activities + how often ● weekend + daily routine ● Listening Files: Unit 6 ça c'est mon truc ● <i>Conti Link: Unit 13 (blue Book) Talking about clothes, Unit 14: free-time and weather</i> 	<p>In this topic we revisit the weather from year 7 in a new context. This allows for a smooth transition from year 7 as students are using familiar language to learn about new concepts. The use of the present tense is deepened by including present tense reflexive verbs, which challenges all students to understand an unfamiliar grammatical rule.</p> <p>Students also benefit from an review of to the time, adverbs of frequency and also the use of son/sa/ses in relation to clothes The difference between faire plus de and jouer à are explored in further detail during this term. The core grammatical points that will be covered are: Present tense verbs- faire, jouer, aller The difference between faire plus de and jouer à are explored in detail Use of reflexive verbs Use of possessive adjectives Use time correctly</p>	<p>Levelled piece of writing on: clothes and activities -90 words Listening Assessment from Allez 1</p>

Term 2:1	<ul style="list-style-type: none"> ● Mon Quartier: Conti (Orange) Unit 1 & 2 ● Unit 1: saying where I live.pdf ● Unit 2 Saying what I can do in my neighbourhood.pdf ● revision of area ● what is in your town ● opinions & justifications ● what you can do ● what you did recently in your area 	<p>In this module, students will develop their use of opinions and justification of opinion to describe their town and area following on from Term 3.2 in year 7. The use of Il y a and il n’y a pas de will be explored in detail. The modal verb pouvoir will also be utilised in the third person-On peut followed by an infinitive.</p> <p>Regular present tense verbs will be revisited and the past tense of aller used with a prepositional phrase(Je suis allée faire) and the past tense with a noun phrase will be explored (J’ai fait/J’ai vu/J’ai visité)</p> <p><i>The near future (1st person singular and 1st person plural) will enable pupils to describe their experiences in 3 tenses concurrently.</i></p> <p>Students build upon the use of negation in the present and past tenses of the verb, <i>avoir</i>.</p> <p>We include an additional lesson on “<i>L’armistice</i>”, which is a cross-curricular lesson on Remembrance, designed to develop cultural enrichment.</p>	<p>Assessment Writing - 90 words on area and Reading Assessment</p>
Term 2:2	<ul style="list-style-type: none"> ● Trip to Paris (Studio 2 Green and Red, Unit 2) 	<p>In this module, students develop an appreciation for Paris, learn how to describe what can be done as well as learn how to use the past tense.</p> <p>Revisiting use of on peut plus infinitive</p> <p>Revisiting use of J’aime and je n’aime pas plus infinitive</p> <p>Asking questions</p> <p>Saying where you visited and what it was like</p> <p>Using the perfect tenses with -er verbs</p> <p>Cultural awareness about Paris and 14th July</p>	<p>Writing assessment based on units 1,2 and 5 and speaking preparation for oral in term 3:2 as part of summer examinations</p>
Term 3:1	<ul style="list-style-type: none"> ● Mon Weekend: Conti (Orange) Unit 5 ● Unit 5 Saying what I did and am going to do at the weekend.pdf ● make plans for the near future ● say how it will be ● say what I and others did in the recent past ● say how it was 	<p>This module introduces the perfect tense using avoir and être in the context of visiting a place.</p> <p>The key sentence patterns used will be the following:</p> <p>Time marker+ je vais + infinitive + prepositional phrase</p> <p>Ce sera + intensifier + adjective</p> <p>The key grammar includes the following:</p> <p>Near future (1st person singular and plural)</p> <p>Perfect tenses (1st person singular and plural of aller, faire and jouer.)</p>	<p>Summer assessments: Reading Paper 40/90/150 writing paper including translation. (adapted papers for certain learners)</p>
Term 3:2	<p>Retrieval practice and revision</p> <p>End of Year Assessments</p> <p>Revision & Preparation</p> <p>Le passé composé with Avoir and Etre</p>	<p>During this term we will focus on retrieval practice of the following topics: TV shows, music, clothes and hobbies.</p> <p>Our grammatical focus will be to embed the use of the past and future tenses prior to the year 8 summer assessments during week one of term 3:2. Then in this term we are focussing on the use of the past tense with</p>	<p>Role play speaking assessment and photo card descriptions</p>

	Based on Studio 3 vert and Studio 3 Rouge	Avoir and Etre using common regular and irregular past tenses with Avoir and the 14 most common past tense verbs with Etre.	
Year 9			
Term	Topic sequence (What are you teaching?)	Topic sequence rationale (Why are you teaching this and how does it link to prior learning?)	Main methods of assessment
Term 1:1	<ul style="list-style-type: none"> ● Module 5: En pleine forme! And Conti Unit 5 sentence builder ● Talk about healthy eating ● Discuss healthy eating ● Talk about how diet affects health ● Talk about resolutions to be healthier ● Talk about what life will be like in the future 	<p>Healthy eating and food form a useful link to PSHE lessons in year 9 on health living and form a key component of the GCSE examination.</p> <p>The grammar points that we will explore include: New vocabulary on fruit and vegetables The partitive Use of pas assez de and trop de. Modal verbs plus infinitives (Il faut) Use of impersonal structures Extending justification of opinions Use of the pronoun, "en" Perfect tense -revisited The future-regular and irregular verbs introduced Use of moins de/plus de Use of ce and c'est and ils/elles sont Use of opinions in the present tense Adjectival agreement with singular and plural foods</p>	Listening, reading and writing 40/90/150 word essay
Term 1:2	<ul style="list-style-type: none"> ● Module 6: Rendez-vous ● Organise a party ● Suggest activities and make excuses ● Talk about a festival or special event that you've been to ● Communicate with people in formal situations ● Talk about traditions and festivals 	<p>This unit requires greater linguistic dexterity and is therefore introduced in term 1:2. It also enables the introduction of the concept of register in a range of formal and informal situations.</p> <p>The grammar points that we will explore include: Near future Conditional- on pourrait Perfect tense with être The imperfect tense Formal and informal languages revisited from previous term. Giving opinions We will also use the Sentence builder, Nice Carnaval and the Conti resource, Unit 14 Talking about when I went to le Carnaval de Nice to develop more confident use of locative and prepositional phrases, the imperfect used as expressions of weather- il y avait and il faisait and the use of the modal verb, on doit plus infinitives</p>	Listening, reading end of unit assessment

<p>Term 2:1</p>	<p>Module 7 : Autour du monde and Conti</p> <ul style="list-style-type: none"> • Talk about how you travel and compare means of transport • Buy tickets and talk about travel plans • Plan a holiday • Describe a past holiday • Talk about transport in books and films 	<p>This unit revisits a theme taught in year 8. The approach in year 9 places greater emphasis on the use of tenses, transactional language and using authentic discourse “in situ”. The grammar points that we will explore include: Understanding questions Negation Comparatives 24 hour clock, prices, Euros Correct use of Si and quand Use of J’espère with the future and the conditional Perfect and imperfect tenses Reading authentic texts as a precursor to GCSE understanding of literary texts . We will also use Conti,chapter 19 to develop more confident use of the future tense as well as Allez 2 unit 7.</p>	<p>Role play practice-Formative peer assessment</p> <p>Formative self assessment -Extended reading- See revision booklet set over half term</p>
<p>Term 2:2</p>	<p>Holidays topic</p>	<p>As this term included Year 9 assessment week we will be focus writing proficiency in the first weeks of term 2:2 Holidays topic:</p> <ul style="list-style-type: none"> • extended essay writing 90 words • extended essay writing 150 words • speaking practice and assessment <p>Module 9 : Un métier, un rêve! start</p> <ul style="list-style-type: none"> • Talk about jobs: likes and dislikes and adjectives • Talking about other people’s jobs <p>Boss Day/Dragon’s Den style speaking assessment using mock job interviews and careers interviews. This will be a low stakes assessment post summer examinations conducted as part of the recovery programme to promote oracy and confidence prior to GCSE in year 10 and will straddle the next term.</p>	<p>Reading Assessment and Listening Assessment Formative extending writing assessment</p> <p>Speaking assessment</p>
<p>Term 3:1</p>	<ul style="list-style-type: none"> • Module 9 : Un métier, un rêve! • Talk about jobs and the qualities needed for certain jobs • Talk about ideal jobs • Talk about ambitions • Talk about part time jobs 	<p>Pupils learn about a range of jobs which complement the further careers advice that they have received as part of their Pathways discussions this year. Qualities and skills for specific jobs as well as the pros and cons of certain professions will be part of this final unit of work. This also forms a key part of Theme 3 at GCSE. The grammar points that we will cover comprise a large element of recapitulation of the previous points studied in year 9 in a new context. These include:</p>	<p>Reading, Listening and Writing Assessments-Summer examinations</p>

		Professions- male and female and current non gender specific discussions in France. Opinions Combining tenses Si clauses Quand with a range of tenses	
Term 3:2	<ul style="list-style-type: none"> ● Pre GCSE introduction to use of transactional language in role plays ● Module 1 - C'est quoi, la France? ● Compare France and Britain ● Describe a country ● Talk about French people ● Talk about transport and new technology ● Cartoons & BD 	<p>Before developing pupil cultural capital we are introducing the transactional component of the GCSE through the teaching of body parts, illness and making medical appointments.</p> <p>We are then focussing on this topic at the end of year 9 to enhance pupil appreciation and awareness of the French- speaking world in new areas of interest.</p> <p>The grammar points that we will explore include:</p> <ul style="list-style-type: none"> Comparisons Opinions Countries, rivers and towns Adjective endings Units of measurement Occupations and the omission of the article Masculine and feminine genders Use of the 3rd person Use of depuis plus present tense Countries, rivers and towns 	Speaking Assessments modelled on the GCSE style role plays