

ASHTON COMMUNITY SCIENCE COLLEGE: FRENCH CURRICULUM

Year 9					
	Weeks 1-9	Weeks 9-17	Weeks 17-24	Weeks 25-34	Week 34-40
	<u>Topic:</u> My World	<u>Topic:</u> Future Plans	<u>Topic:</u> When I was younger	<u>Topic:</u> The best of worlds?	<u>Topic:</u> Le monde francophone
Knowledge Phonics	the silent final consonant, a, l, eu, e, o, au/eau, u, ou, the silent final e, é (-er/-et), en/ an, on, ain/ in, é/ è, ai, oi, ch, ç/c, qu, j (and soft g), tion, ion, ion/ ien				
Knowledge grammar	<p><u>Context :</u></p> <ul style="list-style-type: none"> ▪ Extra-curricular activities ▪ Describing friends ▪ Describing birthday celebrations – past/ future ▪ Discussing clothes <p><u>EXPLICIT GRAMMAR :</u></p> <ul style="list-style-type: none"> • Aimer/ detester +noun • Aimer/ detester + infinitive • Present tense • Jouer à /faire de • Using negatives: (ne...pas/ rien/ jamais in present, perfect and near future tenses • Opinions with intensifier/ adjective • Qui • reflexive verbs • perfect tense • sequencers • near future tense • using adjectives with qualifiers parce que to give reasons 	<p><u>Context:</u></p> <ul style="list-style-type: none"> ▪ Professions/ inventions ▪ Earning money ▪ Talking about what you want to do when you are older ▪ Talking about what you will do in the future ▪ Taking about what things will be like in the future ▪ Writing about an inventor <p><u>EXPLICIT GRAMMAR :</u></p> <ul style="list-style-type: none"> • pour + infinitive • modal verb: pouvoir • modal verb: devoir • modal verb: vouloir • jobs: masc/ fem nouns • simple future tense • ce sera • il y aura 	<p><u>Context:</u></p> <ul style="list-style-type: none"> ▪ Music in the Francophone world ▪ Talking about musical tastes ▪ Describing what you used to be like ▪ Comparing primary and secondary schools ▪ Talking about how things have changed ▪ Young refugees and their plans <p><u>EXPLICIT GRAMMAR :</u></p> <ul style="list-style-type: none"> • direct object pronouns (le, la, les) • trouver to ask/ give opinions • adjectival agreement • expressing possession • imperfect tense • using the comparative 	<p><u>Context:</u></p> <ul style="list-style-type: none"> ▪ Quiz about environment, ethics and charitable organisations ▪ Discussing eating habits ▪ Talking about protecting animals and the natural world ▪ Plastic and the environment ▪ Talking about changing the world <p><u>EXPLICIT GRAMMAR :</u></p> <ul style="list-style-type: none"> ▪ using negatives : ne...pas, ne...jamais, ne...rien, ne...plus, ne...que ▪ using the superlative ▪ il faut (incl with negatives) ▪ perfect tense ▪ possessive adjectives with nous and vous ▪ using moins de/ plus de ▪ the conditional tense (j'aimerais/ je voudrais) ▪ parce que and car to give reasons 	<p><u>Context:</u></p> <ul style="list-style-type: none"> ▪ Francophone countries ▪ Cultural sights in Francophone countries ▪ Describing Francophone countries ▪ Famous French speakers ▪ Touring the world ▪ Francophone artists, musicians, writer, sportsperson <p><u>EXPLICIT GRAMMAR :</u></p> <ul style="list-style-type: none"> • indefinite articles • definite articles • definite articles with partitive articles à/ de • using a range of adjectives (pre & post nominal position and agreement) • comparative adjectives • using infinitives after verbs of opinion/ modal verbs/ il faut • using present tense verbs • using near future/ simple future tenses • using perfect/ imperfect tenses • using a variety of tenses together (present, perfect, imperfect, near future, simple future)
Skills/ application of knowledge	<p>Developing good pronunciation</p> <ul style="list-style-type: none"> • Asking questions in perfect tense • Identifying tense in reading texts • Listening for positive/ negative statements • Listening for time expressions as an indicator of tense 	<ul style="list-style-type: none"> • Using reading texts as a model • Translating tenses • Listening for verbs in the future tense • Using questions with question words in 3 tenses and translating into English • Translating est-ce que in perfect tense questions 	<ul style="list-style-type: none"> • Pronunciation of cognates • Watching out for negatives • Listening for tense and subject • Using present and imperfect tenses together <p>Using present, perfect and imperfect tenses together</p>	<ul style="list-style-type: none"> ▪ using negatives : ne...pas, ne...jamais, ne...rien, ne...plus, ne...que ▪ using the superlative ▪ il faut (incl with negatives) ▪ perfect tense ▪ possessive adjectives with nous and vous ▪ using moins de/ plus de ▪ the conditional tense (j'aimerais/ je voudrais) 	<p>Being able to react to spoken French</p> <p>Building independence and fluency</p> <p>SMSC development about the greater world</p> <ul style="list-style-type: none"> • Writing skills • Listening skills: listening for the subject of a verb

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		<ul style="list-style-type: none"> • Answering questions in French Formulating questions in the perfect tense 		<ul style="list-style-type: none"> ▪ parce que and car to give reasons 	<ul style="list-style-type: none"> • Listening for a time expression as an indicator of tense Preparing a presentation
Links to prior learning	<p>builds on yr 8 work</p> <ul style="list-style-type: none"> ▪ Using avoir/ être with the perfect tense ▪ Asking questions (but) in the past tense <p>Using sequencers, connectives & intensifiers Developing knowledge of tenses</p>	<p>Translating tenses Modelling Re-visiting or perfect/ present and near future tenses.</p>	<p>Negatives consolidation of forming the perfect/ present and near future tenses.</p>	<p>using verbs with increased independence using negative 'overcoats'</p>	<p>Using the à + article rule in a different context Building on adjectives</p>
assessment	<p>Baseline assessment Prove it 1, 2 CAP1: spoken description of a holiday, LGRT</p>	<p>Prove it 4, 5, 6 CAP2: phonics, writing CAP3: listening and reading, writing CAP4: phonics, vocabulary and grammar</p>	<p>Prove it 7, 8 CAP5: grammar, translation, listening, reading, speaking</p>	<p>Prove it 9, 10 CAP6: End of year assessment – all skills</p>	<p>Informal assessment</p>