**FRENCH IMPLEMENTATION PLAN**

In KS3, students follow the Pearson Dynamo Course. They develop language and skills following the principles laid out in the National Curriculum (2014)

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| **Year 7: Dynamo 1** |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. La Rentrée2. En Classe | alphabetdates and numbers to 31brothers and sistersnames and ageclassroom objects, locationopinions and reasonspersonalityleisuretime – 24 hourschool subjects | present tense singular 1st + 2nd person (avoir / être)articlesnegativesconnectives and qualifiersasking questionsadjectives, agreement and word orderinfinitivespossessive adjectives | homework tasks – Active Learnhomework tasks – Forms quizzesassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks  |
| Autumn Term 2 | 2. En Classe3. Mon Temps Libre | uniformcolours daily routineseasonsmenu itemsschool facilitiesweathersport | ‘on’nouns – English pl : French sgpresent tense –er verbssequencersagreeing and disagreeingquestions à + definite article |
| Spring Term 1 | 3. Mon Temps Libre | leisuretechnologyopinions and reasons | faire – present tensede + definite articleest-ce que / qu’est-ce que ?forming questionsopinions + infinitive |
| Spring Term 2 | 4. Ma Vie de Famille | animalsnumbers to 100family membersphysical descriptioncountriesdwelling + roomsfood + drinknational holidays celebrationspersonality | plural nouns –s –x complex numberspossessive adjectives 1st + 2nd personagreement aof adjectives-er verbs, nous formpartitive articlemanger, boire – irregular verbsnegatives (rien)-er verbs 3rd person s + pl |

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| **Year 7** |
| When | Module | Language Content | Grammar | Assessment |
| Summer Term 1 | 5. En Ville | buying ice creamplaces in towntimes of the dayinvitationsarranging a meetingordering drinks and snacksplaces in Paristourist activitiesweathertime phrases | il y a / il n’y a pas dealler à (present tense) + definite articlele + days of the week, aujourd’huiou / oùvouloir – irregular verbquestions – intonationtu / vousnear future | homework tasks – Active Learnhomework tasks – Forms quizzesassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
|  **Year 7 : Dynamo 2V / 2R**  |
| When | Module | Language Content | Grammar | Assessment |
| Summer Term 2 | 1. Vive les Vacances | school holidaysfestivalslength of timeholiday location + dwellingstourist sites + activitiesdays of the weektheme park / ridesnegativescountriestransportproblems | avoir / être – present tenseperfect tense –er verbsc’est / c’était‘on’perfect tense – irregular verbsnegative perfect tense verbsperfect tense être verbsto / in + countryasking questionsperfect tense –ir and –re verbs | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |

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|  **Year 8 : Dynamo 2V / 2R**  |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 2. J’adore les fêtes | festivals / carnivaldatesactivitiestimes of daybuying foodspecial mealsregional specialitiescountries, geographical areaopinions + preferencesreasonsclothes + descriptionsmaking resolutions | j’aime + infinitiveforming questionsquestion words + word orderquelle?present tense - -er -ir -re verbsvouloir – present tensequantity + de / d’je suis allé, j’ai achetéformal registerpartitive articlenear future, future questionsqualifiers | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Autumn Term 2 | 2. J’adore les fêtes3. A Loisir! | Christmas markettransporttv programmes + filmsactors and actressesdigital technologyopinions and reasons –present and pastinvitations buying ticketsleisure – present and pastfrequencydescribing a photo | near futuresequencers questions – present and past and futureadjectival agreement24-hour clocknegatives – pas / jamais / rienpossessive adjectives – 3rd person singularperfect tense – regular –er verbs, irregular verbs, être verbslire, present tensec’était / ce n’était pasprendre – 3 tenses |
| Spring Term 1 | 4. Le monde est petit | weather, la saison sèche / des pluieshabiter+continent/country/towngeographical featurestourist attractionstourist activities – past and presenthousehold choresdaily routinetime – 12-hour clockhouse and homequalifiers - très / trop / peuopinions and reasons | how to say ‘in’‘on’ – you, weon peut / on ne peut pas + infinitivedevoir + infinitivereflexive verbs – 1st and 2nd persons singular, present tense all personsirregular adjectivesne…rienà mon avis / pour moi, je pense quequ’est-ce que ? + present / past tense questionsquand ? |
|  Year 8: Dynamo 2Vert / **Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 4. Le monde est petit5. Le sport en direct | question words – 3 tensesjouer à / faire de + sportmon héros sportifil a gagné / marquéaller à sports facilities/places in townopinions and reasons frequency adverbsopinions – je trouve (que)directionsasking the way | two / three tenses togethernegatives – pas / jamaisà / de + masculine article / all articles - present tense –er verbsfaire – present tenseadjectival agreementcomparativesimperatives – tu + vous formpour aller à ?trouver s’entraînerje suis membre de | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Summer Term 1 | 5. Le sport en direct | healthy diethealthy lifestyleexercise activitiesil faut / il ne faut pasparts of the body + illnessillness + remediesconversation with the doctor asking questions – past, present and future tense | il faut / il ne faut pas + infinitivecognatesj’ai mal / avoir mal à + definite articleje me suis blessé à + definite articledepuis (for)present, perfect and near future tenseformal registerusing two / three tenses together |
|  **Year 8: Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Summer Term 2 | 1. Qui suis-je? | family members friends / friendshipphysical descriptionpersonalitybehaviours (good friends)places in townprepositions (simple)les qualités importantesil semble / il a l’air | possessive adjectives – singularadjectival agreement – regular and irregulartu / vous. on / nousarticlesà / de + articlepresent tense regular + irregular verbsqui – relative pronounabstract nounsidiomsqualifiersreflexive verbs – present tenseemphatic pronouns | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |

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|  **Year 9: Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 1. Qui suis-je?2. Le temps des loisirs | Activitiesplaces in towntransportinvitations and outingsopinions and reasonsdescribing your herojouer / faire + sportfrequencygoing to the cinemabuying ticketschildhood activitiesdwellingsclothesambitionsmusictechnology | near futureasking questions – question words and different formationsperfect tense – 1st/3rd persons – avoircombining two/ three tensesça va êtreimperfect tenseemphatic pronounsjouer à / de | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Autumn Term 2 | 2. Le temps des loisirs | Sportshow long + how ofteninternet and technologyadvantages and dangersreadingmusictelevisioneating outopinions and reasonscinema, actors and actresses | depuis + time expression + present tensefaire, present tensejouer à / faire depresent tense irregular verbsnegatives – pas / plusadjectival agreementperfect tensecomparativesrelative pronoun – quidirect object pronounsnear futuresuperlatives |
| Spring Term1 | 3. Jours ordinaires et jours de fête | buying food and drink buying clothespreferences and reasonsdaily routinespecial occasions and meals | de + articleirregular verbs, present tensequantity + denear futuremodal verbs – devoir, pouvoirque / quelles / quels / quellesce / cet / cette / cesenpossessive adjectives |
|  **Year 9: Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 3. Jours ordinaires et jours de fête4. De la ville à la campagne | festivals + celebrationsspecial dates / mealsbuying foodmaking, accepting, refusing invitationsopinions and reasonsdwelling placecountries + compass pointsactivitiesdaily routineabode, compassweathertransport | ‘on’asking questionsnear futureà + articleimperfect tenseperfect tensecombining tensesil y a + timeon peut + infinitivehow to say ‘in’venir depresent tensetu / vous | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Summer Term 1 | 4. De la ville à la campagne | places in towndirections and asking the waygeographical featurestourist activities24-hour clockopening and closing timesentrance fee and accessibilitylocation / compasslocal area + problemsseasons + activityprepositions | irregular adjectivesimperativessuperlativesconditional – je voudrais / j’aimerais + infta / votrey / on peut yde+ articlenegatives |
| Summer Term 2 | 4. De la ville à la campagne5. Le grand large | future weather geographical location future activitiesdescribing your townopinionstransportbooking holiday accommodationroom facilities and locationcommunity projects | si + present weather + future activityon va + infinitivenegatives – jamais, rienadjectival agreement in / to + countrypresent tensevouloir – nous, presentnotre / nos, votre / vosquel / quelle / quels / quelles?future tenseà + articlereflexive verbs – present tensece/ cet |
|  **Year 10 : Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 5. Le grand large | buying ticketsroad and air traveltimeopinions and reasonsholiday accommodationdescribing a recent stay / problemsholiday activitiesa recent restaurant visitbooking a table | Comparatives‘y’ , ‘en’reflexive verbs, present tenseperfect tense - allercombining present and perfect tensesavoir faim / soif / besoin de / envie deconditional reflexivve verbs – perfect tenseimperfect tenseen + present participleavant de + infinitivesi + imperfect + conditional | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Autumn Term 2 | 5. Le grand large6. Au collège | buying travel ticketscountriestransportholiday problems and solutionsavoiding future holidaysschool subjects, teachersopinions and reasons12-hour / 24-hour clock + timetableschool facilitiesje suis doué pour ça | present, perfect, near future tensesnegatives – rienon + perfect tensedirect object pronouns |
| Spring Term 1 | 6. Au collège | 24-hour clock + timetabledescribing and comparing schools and school systemsschool rules + opinionsuniform + opinionsreasonsagreeing and disagreeingredouble | present tense – 3rd person pluraltout / toute / tous / toutesil faut + infinitiveil est interdit de + infinitivemaking comparisonsin + country |

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|  **Year 10 : Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Spring Term 2 | 6. Au college | after-school activitiesschool successopinions and reasonsschool successesgood behaviour in schoolschool exchanges – reasons and advantages | present tenseimperfect tenseperfect tenseimperative | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks |
| Summer Term 1 | 8. Un oeil sur le monde | what makes you tickwhat concerns youfuture weathernational disastersle plus grand problème est | il faut + infinitiveon peut + infinitivequi / ce quisuperlatives |
| Summer Term 2 | 8. Un oeil sur le monde | environmental issues‘green’ behavioursje pourrais / on devraitprotecting the environmentethical shopping | on doit + infinitiveen + present participlethe passive (receptive use)ceci diten ce qui concerneconditional – modal verbs |

**WORK EXPERIENCE**

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|  **Year 11 : Studio Vert / Rouge**  |
| When | Module | Language Content | Grammar | Assessment |
| Autumn Term 1 | 8. Un oeil sur le monde | volunteering activitiesvolunteering - reasonsfaire du bénévolatbig eventsadvantages and disadvantages | emphatic pronounspluperfect tenseusing three time framesindirect object pronouns | homework tasks – Active Learnhomework tasks – Forms quizzeshomework – past paper bookletsassessment booklet tasksformal end of module assessment (Dynamo)self and peer assessmentquestioningKOs – self-quizzing and vocab testsbook looks**mock speaking exams – October and February** |
| **MOCK EXAMS** |
| Autumn Term 2 | 7. Bon travail | jobs and workplacework ambitionspersonal qualitiescareer choices and reasonscareer choices – disadvantagesfuture ambitions speaking another language | present tense – vouloir, êtreconditionalrelative pronoun – quinear futurereflexive infinitivespour + infinitivejob nouns – m+fcomparatives – meilleur / piresuperlatives – le mieux / pireavant deaprès avoirsubjunctive (receptive)adverbsen + present participle |
| Spring Term 1 | 7. Bon travail | household chorespart-time work and earningsjob applicationsmaking a telephone callwork experience + skillsplace of work + colleaguesopinions + reasonsjob satisfaction | present tenseperfect tenseconditionalà + articlenegatives – riendepuisdirect object pronounsysi + present + futurelorsque / quand + futureverbs + à / de |
| **MOCK SPEAKING EXAM 2** |
| Spring Term 2 | Exam practice – focus on speaking | **GCSE speaking April** |
| Summer Term 1 | Exam practice | **GCSE listening, reading, writing** |
| Summer Term 2 |  |  |  |

**Modern Languages Implementation Plan: French KS3**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, set 1 and set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

**Skills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale

**National Curriculum**

In KS3, students follow the Pearson course for French which enables them to develop their language skills as set out in the National Curriculum (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Autumn Term 1**

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| **DYNAMO 1 MODULE 1: La Rentrée** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Alphabet, accentsDays of the weekKey dates and festivals |  | Year 7 students should have had a language learning experience in KS2 |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishWriting – short message | **End of Module Assessment**Listening – step 1-4 Speaking – step 1-4Reading – step 1-4Writing – step 1-4Translation into English – step 2-4Translation into French – step 1-4Grammar |
| Point de départ | Key soundsGreetingsNumbers to 31Comment? |  | GV3LC5 |
| Unit 1 | As-tu des frères et soeurs? | Brothers and sistersNamesAge | Avoir, present tense, singularIndefinite articleGrave accent | GV3LC2LC3LC6 |
| Unit 2 | Voici ma salle de classe | Classroom objectsOpinionPosition | Indefinite articlesDefinite articlesIl y a | GV3LC5LC6 |
| Unit 3 | Tu aimes ça? | Likes and dislikesReasonsNasal sounds | Aimer, present tenseNegativesConnectives Asking simple questionsWord order – aussiQuestions with intonation | GV2GV3LC4LC5 |
| Unit 4 | Tu es comment? | PersonalitySizeCognatesQualifiers | Adjectival agreement, (singular)Etre, present tense, singular, negatives | LC2LC4LC6LC8 |
| Unit 5 | Qu’est-ce que tu fais? | Leisure verbs – Infinitive  | Infinitives, -er verbsPosessive adjectives (first person singular)English gerund | GV2LC1LC2LC6 |
| Unit 6 | Mon interview par vidéo | DatesMonthsBirthdayAsking questions | Question wordsDate conventionsConnectivesQualifiers | LC3LC4LC5LC6 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task |

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| **DYNAMO 1 MODULE 2: En Classe** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Famous French peopleSchool names | Cognates |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting - blog | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 2-5Translation into French – step 1-5Grammar |
| Point de départ | ColoursShapes12 hour clock | Questions (quel?)Time conventionsPronunciationIl est / à + time |  | GV3LC7LC8 |
| Unit 1 | Qu’est-ce que tu penses de tes matières ? | School subjectsOpinionsReasons | -er verbs, present tense, 1st + 2nd personQualifiersConnectives | D1 M1 | GV3LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**Autumn Term 2**

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| **DYNAMO 1 MODULE 2: En Classe** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Unit 2 | Qu’est-ce que tu portes ? | ClothesColoursDescriptions | Articlesposition of adjectivesagreement of adjectives‘on’pronunciationplural English/singular French nouns | D1 M1 | GV3GV4LC5LC8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting - blog | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 2-5Translation into French – step 1-5Grammar |
| Unit 3 | Ta journée scolaire est comment? | Daily routine verbsA quelle heure ?Qu’est-ce que tu fais à midi? | –er verbs, present tense Sequencers | D1 M1 | GV1LC5LC8 |
| Unit 4 | C’est comment un collège français? | SeasonsSimple menu | Gist reading |  | LC1LC6 |
| Unit 5 | Un collège super cool ! | Il y a Il n’y a pas deSchool facilitiesDescribing school | Agreeing and disagreeingQuestions (combien de?) |  | LC3LC8 |
| Skills: listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

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| **DYNAMO 1 MODULE 3: Mon Temps Libre** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Francophone CountriesSportTechnology | Cognates |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting - blog | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 2-5Translation into French – step 1-5Grammar |
| Point de depart | Key soundsWeatherSeasons | En au + seasonsIl fait + weatherIl y a + weather | D1 M1 | GV3LC5LC7LC8 |
| Unit 1 | Tu es sportif/ive ? | SportOpinions | Jouer à + articlePresent tense –er verbs | D1 M1 | GV2GV3LC4LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**Spring Term 1**

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| **DYNAMO 1 MODULE 3** |
| **Topic** | **Language Content** | **Grammar NC** | **Prior learning** | **NC** | **Assessment** |
| Unit 2 | Qu’est-ce que tu fais? | Leisure activities | Faire, present tenseDe + articleQuestions – est-ce que.. ? Qu’est-ce que.. ? |  | GV2GV3LC4LC6 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting - blog | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 2-5Translation into French – step 1-5Grammar |
| Unit 3 | Le sport dans les pays francophones | Sport | Cognates |  | GV3LC6LC8 |
| Unit 4 | Tu aimes faire ça ? | Leisure activitiesTechnologyopinionsReasons | Opinion verbs + infinitive | D1 M1 D1 M2 | GV2GV3LC3LC8 |
| Unit 5 | Questions, questions, questions  | Qu’est-ce que ?Est-ce que ?  | Forming questionsAnswering questions |  | LC3LC5 |
| Skills: Listening (negatives); decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**Spring Term 2**

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| **DYNAMO 1 MODULE 4: Ma Vie de Famille** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | AnimalsCountriesBreakfastHair / eyes | PronunciationCognates | British towns |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into FrenchWriting – respond to a message | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 2-5Translation into French – step 1-5Grammar |
| Point de depart | AnimalsNumbers to 100 | Plural nouns –s –x Writing complex numbers  |  | GV3LC3LC6 |
| Unit 1 | Décris-moi ta famille | Family membersPhysical description | Possessive adjectives 1st + 2nd PersonAgreement of adjectives | D1 M1 | GV3LC2LC4LC8 |
| Unit 2 | Où habites-tu ? | CountriesDwellingRoomsDescription | -er verbs, nous form | D1 M3 | GV2GV4LC4LC8 |
| Unit 3 | Qu’est-ce que tu manges au petit déjeuner ? | Food DrinkNe…rien | Partitive articleConjugation of mangerBoire – irregular verbsNegatives |  | GV2GV3LC4LC6 |
| Unit 4 | On fait la fête ! | National holidayscelebration activities | -er verbs, 3rd person plural |  | GV2LC6 |
| Unit 5 | Une drôle de famille | Personality descriptions | -er verbs 3rd person s + pl |  | GV4LC6LC8 |
| Skills: Listening (identifying the subject); decoding meaning; negotiating texts; translation skills; forming answers; preparing a photo task; extended speaking (role play) |

**Summer Term 1**

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| **DYNAMO 1 MODULE 5: En Ville** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Ice cream flavoursParisCafé culture |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting – short text | **End of Module Assessment**Listening – step 1-6Speaking – step 1-6Reading – step 1-6Writing – step 1-6Translation into English – step 2-6Translation into French – step 1-6Grammar |
| Point de depart | Places in townPrices | Il y aIl n’y a pas deEuros | D1 M2 | GV3LC4 |
| Unit 1 | Où vas-tu le weekend ? | Places in townTimes of day | Aller à + definite article‘le’ + days of the weekUnderstanding ou/où | D1 M3 | GV2LC6 |
| Unit 2 | Tu veux aller au café ? | Times of the dayMaking invitationsArranging a meeting | Vouloir – irregular verbPronunciation – silent –x, aujourd’huiIntonation to ask questions |  | LC1LC3LC4LC5 |
| Unit 3 | Vous désirez ? | Ordering snacks and drinks | Using tu and vousPronunciation – 3rd person Plural verbs |  | GV3LC3LC4LC6 |
| Unit 4 | Qu’est-ce que tu vas faire ? | Aller + infinitivePlaces in ParisTourist activitiesSequencersSi + weather | Aller, present tenseNear future tensePrediction when listening and reading |  | GV1LC4LC6 |
| Unit 5 | Je vais visiter Paris | Time phrasesTourist activities | Using the present and near future tenses togetherPronunciation – verb endings that sound the same: -ais, -ait, -er, -épronunciation: liaison –s + vowel |  | GV1LC3LC4LC5 |
| Skills: Listening (prediction, identifying the time frame); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**Summer Term 2 (Foundation Groups)**

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| **DYNAMO 2V MODULE 1: Vive les Vacances** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | SeasonsMonths |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into FrenchWriting – short text | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Writing – step 1-5Translation into English – step 3-5Translation into French – step 1-5Grammar |
| Point de depart | School holidaysFestivalsLocation | AvoirEtrePronunciationLiaison | D1 M1 | LC1LC3LC5LC6 |
| Unit 1 | Qu’est-ce que tu as visité ? | Tourist sitesSequencersOpinionsQualifiers | Perfect tense : regular –er verbsPronunciation: -ai, -éC’est / c’était + adjective |  | GC1GV3LC1LC5LC6 |
| Unit 2 | Qu’est-ce que tu as fait pendant les vacances ? | ActivitiesOpinionsDays of the week | Perfect tense regular –er verbsPronunciation: -ai, -éPronunciation: qu’est-ce que‘On’  | D1 M5 | GV1GV3LC3LC8 |
| Unit 3 | Qu’est-ce que tu as fait ? | Tourist activitiesNegatives | Perfect tense : irregular verbsNegative perfect tense verbs |  | GV1GV2GV3LC1LC6 |
| Unit 4 | Tu es allé où ? | CountriesTransportActivitiesOpinions | Perfect tense: être verbs (aller)To / in + country |  | GV1GV3LC1LC3LC5 |
| Skills: Decoding meaning; negotiating texts (including literary texts); TRAPS; translation skills; forming answers; extended speaking (role play) |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Summer Term 2 (Higher Groups)**

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| **DYNAMO 2R MODULE 1** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | SeasonsMonthsFrench-speaking world |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into EnglishTranslation into FrenchWriting – short text | **End of Module Assessment**Listening – step 3-6 Speaking – step 3-6Reading – step 3-6Writing – step 3-6Translation into English – step 3-6Translation into French – step 3-6Grammar |
| Point de depart | Length of timeDwelling placeHoliday locationOpinions | AvoirEtrePronunciation: liaison; an/en /gn sounds | D1 M1 | LC1LC3LC5 |
| Unit 1 | Tu as passé de bonnes vacances ? | Holiday activitiesPlaces | Perfect tense regular –er verbsAsking questionsOn | D1 M5 | GV1GV3LC5LC8 |
| Unit 2 | Qu’est-ce que tu as fait ? | Theme park ActivitiesSequencers | Perfect tense irregular verbsC’était + adjective |  | GV1GV3LC1LC6 |
| Unit 3 | Tu es allé où ? | CountriesTransport | Perfect tense être verbs (aller)pronunciation : liaison |  | GV1LC4LC8 |
| Unit 4 | Quel désastre ! | Holiday activitiesNegativesReasons Problems | Perfect tense negative SentencesPerfect tense –ir and –re verbs |  | LC1LC2LC6LC8 |
| Unit 5 | Mon voyage extraordinaire | Holiday activitiesOpinionsExclamationsSequencers | Present and perfect tense togetherConnectives NegativesTo/in + country |  | GV1LC1LC3LC4 |
| Skills: Decoding meaning; negotiating texts; TRAPS; translation skills; understanding and forming questions; forming answers; extended speaking (role play) |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Modern Languages Implementation Plan : French**

**Equal opportunities**

Students are taught in setted groups. There are two ability groups, set 1 and set 2, along with two parallel lower ability groups which are taught as mixed sets. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

S**kills coverage**

Development of literacy and oracy skills throughout Years 7 and 8; teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS3 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale

**National Curriculum**

In KS3, students follow the Pearson course for French which enables them to develop their language skills as set out in the National Curriculum (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

|  |  |
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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Autumn Term 1**

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| **DYNAMO 2V MODULE 2: J’ADORE LES FÊTES** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Festivals |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchTranslation into EnglishFuture tense writing task | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Translation into English – step 2Writing – step 1-5Translation into French – step 1-6Grammar |
| Point de depart | DatesFestivalsOpinions | Opinion phrasesJ’aime + infinitiveQuelle? |  | GV3LC1LC5LC6 |
| Unit 1 | C’est carnaval ! | ActivitiesTimes of dayDescribing a photo | -er verbs present tenseSilent verb endingsContext4 Ws | D1 M1 | GV3LC1LC4 |
| Unit 2 | La fête de musique | Understanding the Details of a festival | -ir verbs present tense-re verbs present tenseIdentifying the subject |  | LC1LC6LC8 |
| Unit 3 | Et avec ça ? | Buying food at a marketQuantitiesNumbersRôle play tasks | Quantity + de / d’Je suis allé / j’ai achetéPriceFormal registerUnexpected questions |  | GV3LC1LC3LC6 |
| Unit 4 | Qu’est-ce que tu vas manger ? | FestivalsSpecial meals / regional specialitiesFoodOpinions | Partitive article – deNear futureReading skillsQualifiers | D1 M4D1 M5D2 M1 | GV1GV3LC1LC4LC6 |

**Autumn Term 2**

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| **DYNAMO 2V MODULE 2: J’ADORE LES FÊTES** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Unit 5 | Le marché de Noël | Où est-ce que tu vas Qu’est-ce que tu vasComment est-ce que tu vasJe vais + activitiesFuture time phrasesTransport | Near futureFuture tense questionsSequencersReasons and opinionsPronunciation: ch, ain, in, aine |  | GV1GV2LC6LC8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchTranslation into EnglishFuture tense writing task | **End of Module Assessment**Listening – step 1-5 Speaking – step 1-5Reading – step 1-5Translation into English – step 2Writing – step 1-5Translation into French – step 1-6Grammar |
| Skills: Listening (prediction); decoding meaning; negotiating texts (including authentic texts); translation skills; forming answers; preparing a photo task; preparing a photo task; extended speaking (role play); TRAPS |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **DYNAMO 2V MODULE 3: A LOISIR !** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Tv programmesInternet access |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present and perfect tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 2Writing – step 1-6Translation into French – step 1-6Grammar |
| Point de depart | Tv programmesActors and actressesOpinionsReasons | Adjectival agreementPronunciation – feminine Adjectives | D1 M2 | GV3LC4LC5LC6 |
| Unit 1 | Ma vie numérique | Watching televisionDigital technologyQuand ? où ?avec qui ?Qu’est-ce que ?Comment ?Time phrases | Asking questions : question Word + est-ce que + tu Asking questions : intonationPronunciation : qu’ | D2 M2 | GV2LC1LC4LC5LC6 |
| **DYNAMO 2V MODULE 3: A LOISIR !** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Unit 2 | On va au ciné ? | Types of filmOpinionsTime phrasesinvitations Accepting and RefusingMeeting place + time | The near futureThe 24-hour clock | D1 M2D1 M5 | GV1GV3LC1LC3LC5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present and perfect tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 2Writing – step 1-6Translation into French – step 1-6Grammar |
| Unit 3 | Quels sont tes loisirs? | Leisure activitiesNegativesDescribing a photoPosition in photo | Negatives ne… pas / jamais / rienPossessive adjectives: 3rd Person singular | D1 M1D1 M1D1 M4 | GV2LC1LC4LC8 |
| Unit 4 | Tu as fait des achats? | Past tense activitiesPast time phraseSequencersPast opinions | Spotting verbs- perfect tense Regular –er verb, irregular verbs, être verbsAlternative wordsSynonyms | D2 M1 | GV1LC1LC6LC8 |
| Unit 5 | Ça, c’est la question | Quelqu’est-ce quepresent and past tense questionsfrequencysequencers | Recognising present and past tensesTime expressions to indicate tensePresent and perfect tenses Together: regular –er verbs, irregular verbs, être verbsPronunciation in different tenses | D2 M2 | GV1LC1LC3LC4LC5LC6 |
| Skills: Decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play); TRAPS |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Spring Term 1**

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| **DYNAMO 2V MODULE 4: LE MONDE EST PETIT** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Continents |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present and perfect tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 4-6Writing – step 1-6Translation into French – step 1-6Grammar |
| Point de depart | WeatherWhere you liveOpinions | In: à la / au / dans / en Pronunciation : silent consonants at the end of word‘little words’ – très / trop | D2 M1 | GV3LC4LC5LC6 |
| Unit 1 | Elle est comment, ta région ? | HabiterTourist attractions and activitiesQuestions: où Qu’est-ce qu’C’est comment? | ‘on’ – youPouvoir - on peut / on ne peut pas + infinitive |  | LC1LC4LC6 |
| Unit 2 | Qu’est-ce que tu dois faire à la maison ? | Est-ce que tu dois.. ?Je doisHousehold chores | Devoir + infinitivePronunciation : oiSpotting the subject |  | LC1LC2LC4LC6 |
| Unit 3 | Ma routine, ta routine | Daily routine verbsA quelle heure ? où?Times of the dayFrequency adverbs | 12-hour clockreflexive verbs, present tense 1st and 2nd persons |  | GV3LC1LC6LC8 |
| Unit 4 | J’ai déménagé! | J’ai déménagéDescription of new house / locationTrès /tropOpinions + reasonsle weekend dernierpast activitiesVoici | Irregular adjectives : beau / Nouveau /vieuxPronunciation of m / f / pl adjectivesReading for overall meaningAlternatives ways of saying the same thing |  | GV2LC1LC5LC6LC8 |

**Spring Term 2**

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| **DYNAMO 2V MODULE 4: LE MONDE EST PETIT** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Unit 5 | Bienvenue en Corse | Question wordsRevision of all vocabulary from the moduleVraiment | Using two tenses togetherIn – dans le / àExtending answersChecking for accuracy | D2 M3D2 M1 | GV1GV4LC1LC4LC6LC8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present and perfect tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 4-6Writing – step 1-6Translation into French – step 1-6Grammar |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **DYNAMO 2V MODULE 5: LE SPORT EN DIRECT** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Quiz | Sports |  |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present, perfect and future tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 2-5Writing – step 1-6Translation into French – step 1-7Grammar |
| Point de depart | Jouer àFaire deSports + facilitiesOpinionsFrequency | Negatives : pas, jamaisA / de + masculine nounsJouer, present tenseFaire, present tenseSynonyms | D1 M3D1 M3D1 M5 | GV2GV3LC1LC4LC6 |
| Unit 1 | C’est plus amusant ! | SportOpinionsJe trouve | Adjectival agreementPronunciation :fem adjectivesComparatives | D2 M3 | GV2 / 3LC1 / 4LC6 |
| Unit 2 | Pour aller au stade ? | DirectionsAsking the way | Asking questionsAller à + definite articleImperatives – vous form | D1 M3D1 M5 | GV2 / 3LC1 / 3LC5 / 6 |

**Summer Term 1**

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| **DYNAMO 2V MODULE 5: LE SPORT EN DIRECT** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **NC** | **Assessment** |
| Unit 3 | Qu’est-ce qu’il faut faire? | Keeping fit –dietKeeping fit – exerciseIl faut / il ne faut pasDescribing a photo | Il faut + infiniitiveIl ne faut pas + infinitiveCognatesMaking translations sound Natural |  | LC1LC2LC4LC6 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklet**Translation into FrenchWriting task – present, perfect and future tenses | **End of Module Assessment**Listening – step 1-6 Speaking – step 1-6Reading – step 1-6Translation into English – step 2-5Writing – step 1-6Translation into French – step 1-7Grammar |
| Unit 4 | Vous allez bien? | Parts of the bodyIllness il faut + remedyConversation with the doctor | J’ai mal à + definite articleNear future tenseFormal register | D1 M3D1 M5D2 M2 | LC1LC3LC4LC6LC8 |
| Unit 5 | Allez les futurs champions ! | Tu fais quel sport ?Qu’est-ce que tu fais tous les jours ?Qu’est-ce qu’il faut faire pour être ChampionD1Qu’est-ce que tu as fait récemment ?Qu’est-ce que tu vas faire à l’avenirReview of vocab from the module | Recognising different tensesRecognising key questions in Different tensesidentifying the tense for respondingPronunciation – cognatesUsing three tenses together | D2 M3 | GV1LC1LC3LC5LC6LC8 |
| Skills: Listening (cognates); decoding meaning; negotiating texts (including literary texts); translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play); TRAPS |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

**Summer Term 2**

Students begin the GCSE course in the second summer term. There is no National Curriculum for Modern Languages in Key Stage 4. Students continue to develop the linguistic skills acquired in Key Stage 3.

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| **STUDIO VERT MODULE 1: QUI SUIS-JE?** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning (year 7 + 8)** | **Assessment** |
| Point de depart 1 | Family membersPhysical descriptions Personality | Possessive adjective – myadjectival agreementTu / vous, on / nousAvoir être – present tense | D1 M2 M4D2 M1 M3 M5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing | **Assessment Booklets** | **End of Module Assessment**L – step 3-5S – step 2-12 R- step 4-8W- step 2-12 |
| Point de depart 2 | Places in townSimple prepositionsTime markers | definite and indefinite articlesprepositionstime – 24 houraller – present tenseà + definite article | D1 M2 M3 M5D2 M5 |
| Unit 1 | A comme amitié | Friends / friendshipLeisure activitiesopinions – je pense queà mon avisPour moi un bon ami estQualities / behaviours | Present tense regular –er verbsDifferent words for friendAdjectival agreement – irregular adjectives | D1 M3 M4D2 M1 M5 | **Exam Prep Booklet**Edexcel role playsGeneral conversation preparation |
| Unit 2 | C’est de famille ! | Family relationships beau / belle (step…)Personality + descriptionIl sembleIl a l’airS’entendre avecSe disputer avec | Reflexive verbs – 1st person present tensePossessive adjectives - singular | D1 M2 M4D2 M3 M4 |

**Modern Languages Implementation Plan : French KS4 Foundation**

**Equal opportunities**

Students are taught in 2 setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

**Use of authentic materials**

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

**Skills coverage**

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

**Assessment**

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale



**National Curriculum**

In KS4, students follow the Pearson course for French There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014)

**National Curriculum for Modern Foreign Languages at Key Stage Three**

|  |  |
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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 Autumn Term 1**

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| **STUDIO VERT MODULE 1: QUI SUIS-JE?** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning (year 7 + 8)** | **Assessment** |
| Unit 3 | On va voir un spectacle ? | Je vais + future activityJe vais aller à + placeArranging to go outTransportOpinions | Near futureAsking questionsCa va être + adjective | D1 M5D2 M2 M3 M5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet  | **Assessment Booklets**Picture-based taskShort writing taskLonger witing taskTranslation | **End of Module Assessment**L – step 3-5S – step 2-12 R- step 4-8W- step 2-12 |
| Unit 4 | Une sortie | Past tense activitiesC’était + adjectiveTime markersSequencers | Perfect tense – 1st Person singular, avoirUsing context to work out meaningUsing two tenses together | D2 M1 M3 |
| Unit 5 | La personne que j’admire | Mon héros / héroïneDescriptionsQualities / past actions | Perfect tense – avoir, 3rd Person singularCombining tenses | D2 M1 M3 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO VERT MODULE 2 : LE TEMPS DES LOISIRS** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | Je joue à + sportFrequencyJe trouve ça + opinion | Jouer àJouer deNegatives – pas/jamaisAimer/adorer/préférer/ détester | Key stage 3 – sports, leisure, opinionsModule 1 - opinions | **Homework**Active Learn online tasksVocab learning and testingGrammar testing Past paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 4-7S – step 2-8R- step 5-7W- step 2-12 |
| Point de depart 2 | Types of filmBuying ticketsPricetime | Vouloir – present tenseasking questionsje voudrais | Year 7 – numbers, timeYear 8 – types of film, buying tickets |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 9 Autumn 2**

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| **STUDIO VERT MODULE 2 : LE TEMPS DES LOISIRS** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 1 | Tu es plutôt foot, tennis ou basket ? | SportsdDepuis + timeOpinions + reasons | Faire – present tenseDepuis + present tenseJouer à + articleFaire de + article | KS3 – sport + leisureModule 1 - à | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 4-7S – step 2-8R- step 5-7W- step 2-12 |
| Unit 2 | Ma vie d’internaute | TechnologyAdvantages and dangersOpinionsFrequency | Present tense irregular verbs | Year 8 - technology |
| Unit 3 | Lecture et musique | ReadingMusicOpinions + reasons | Negatives – pas / plus Asking questions | Year 8 - reading and music |
| Unit 4 | Mes émissions préférées | TelevisionOpinons + preferences | Adjectival agreementLes documentaires *sont*Comparative adjectives | Year 8 – watching television | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 5 | Une soirée entre amis | Past leisure activitiesRestaurantpast tense opinions | Irregular verbs – aller, sortirPerfect tense | Year 7 – leisure activitiesYear 8 – perfect tense |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 9 Spring Term 1**

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| **STUDIO VERT MODULE 3 : JOURS ORDINAIRES, JOURS DE FÊTE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | Food and drinkMealsTimes of the dayQuantitiesWeights | De + articleIrregular verbs – boire, prendreQuantity + de/d’ | Year 7 – mealsYear 8 – buying food | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-7W- step 2-12T – step 2-8 |
| Point de depart 2 | ClothesAdjectives of colourFabricspatterns | Present tense – porterNear future – porter | Year 7 – uniform, colour, present tenseYear 8 – clothes, near future |
| Unit 1 | C’est bientôt dimanche | Daily routinedays of the week | Modal verbs – devoir, pouvoir + infinitive | Year 7 – school day/routine |
| Unit 2 | Vous faites quelle taille | Buying clothesLes cabines d’essayageProblems + solutionsPreferences + reasonsShopping conversation | Quel/quelle/quel/ quellesCe/cet/cette/ces | Year 7 – uniformYear 7 + 8 – shopping conventions | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Spring Term 2**

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| **STUDIO VERT MODULE 3 : JOURS ORDINAIRES, JOURS DE FÊTE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 3 | C’est la fête | Festival datesreligionsCelebration activitiesspecial food / meals | Using ‘on’Questions: est-ce que/ Qu’est-ce que? | Year 8 – festivalsYear 7 + 8 – food, special meals | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-7W- step 2-12 |
| Unit 4 | Qu’est-ce qu’on va manger ? | food / snacksfruit + vegetablesfood shopsshopping conventionson va + invitation verbs | Near futureA + le = auUsing two tenses Together | Year 7+8 – food, mealsYear 8 – buying food at the market; near future |
| Unit 5 | Félicitations | important days / celebrationsdescriptions of celebrationsopinions + reasons | Imperfect tensePerfect tenseàA + articleIl y a + time phrase | Year 7 birthdaysYear 8 festivalsYear 8 – à + article; perfect tense | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | Dwelling location Compass + countriesActivities | On peut + infinitive‘in’ – different words | Dwelling – Yr 8Activities – Yr7+8 | **Homework** | **Assessment Booklets** | **End of Module Assessment**  |

**Year 9 Summer Term 1**

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 2 | Places in townDirectionsAsking the way | Imperative – tu and vous | Year 8 directions and imperatives (tu) | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-7S – step 2-12R- step 5-8W- step 2-12 |
| Unit 1 | Ma région est top ! | Geographical featuresTourist featuresDescriptions | irregular adjectivesSuperlativeLe meilleur | Year 8 – on peut, irregular adjectives, comparativesM1 – adjectival agreementM2 comparative |
| Unit 2 | C’est pour un renseignement | Tourist activitiesOpening times24 hour timeEntrance feeAccessibility | Je voudrais / j’aimerais + Infinitivepour + infinitive | Year 8 - tourist information, buying tickets | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 9 Summer Term 2**

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| **STUDIO VERT MODULE 4 : DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 3 | S’il fait beau | WeatherGeographical locationactivities | Si + present weather + Future activityOn va + infinitive | Year 8 – weather, geographical features, near future | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-7S – step 2-12R- step 5-8W- step 2-12 |
| Unit 4 | Ville de rêve ou ville de cauchemar ? | Describing your townOpinions | Trop / trop deNegatives – jamais, rienAdjectival agreement | Year 8 – describing townYear 7+8 – negatives, adjectives | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | CountriesTransportLodging placesOpinions | In/to + countryInversion | Year 7 – in + country | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment** L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Unit 1 | Les hôtels, mode d’emploi | Lodging placesRoom facilitiesRoom locationBooking accommodationPaying | Vouloir – nous form Present tenseNotre/nosVotre/vos | Year 7+ 8 ; Studio M1 - possessive adjectives singular |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Autumn Term 1**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 2 | En route ! | Airport vocabularyBuying ticketsTimeOpinions and reasons | Comparativepronoun ‘y’ | Year 8 + M2 - comparatives | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Unit 3 | Mes Vacances | Holiday activities | Reflexive verbs, present tensePresent and perfect tense together | à + articlede + articlereflexive verbs – Year 8 daily routine |
| Unit 4 | Bon appetit | Ordering from a menuA recent visit to a restaurant | Avoir faim/soif/besoin de /envie deEnPerfect tense – allerNegatives – ne…pas | Year 7 + 8 – food, mealsM1 avoir idioms (age)M perfect tense | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Autumn term 2**

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| **STUDIO VERT MODULE 5 :LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 5 | C’était catastrophique | Holiday problemsSolutionsPlans to avoid future problems | Present tensePerfect tenseNear future tenseNegatives ne…rienon + perfect tenseOn m’a volé | all tenses already covered in Years 7, 8 and 9on – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO VERT MODULE 6: AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | School subjectsTimetableOpinionsTime – 12 hourDays of the week | Avoir – present tenseOpinion verbs – present tense | All verbs covered in Year 7, 8 + 9 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-7S – step 2-12R- step 7-8W- step 2-8 |
| Unit 1 | Au bahut | Favourite subjectOpinions and reasonsAbilityschool facilitiesteachers – opinions | Direct object pronouns | Year 7 - school subjects + opinions ; 12 hour clock ; timetable |

**Year 10 Spring Term 1**

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| **STUDIO VERT MODULE 6: AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 2 | L’école chez nous, l’école chez vous | Description of schooltimetable – 24 hour clockTypical school dayTeachers – opinionsComparing English and French schools | Present tense – ils /elles | Present tense, negatives – Years 7, 8, 9school day – Year 724 hour clock – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-7S – step 2-12R- step 7-8W- step 2-8 |
| Unit 3 | Liberté, égalité, fraternité ? | School rules + opinionsReasonsUniform + opinions | Tout s+plIl faut + infinitiveIl est interdit de + infinitive | Year 7 – uniformYear 8 – je trouve | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Spring Term 2**

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| **STUDIO VERT MODULE 6: AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 4 | La vie extra-scolaire | After-school activities | Present tenseImperfect tense | Year 7 –present tenseYear 8 – imperfect tenseYear 7, 8 +9 – leisure activities | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-7S – step 2-12R- step 7-8W- step 2-8 |
| Unit 5 | Je suis fier / fière de moi | School successesOpinions and reasons | Opinions in different tensesPresent tensePerfect tense | Year 7, 8, 9 – opinions and reasons; present tenseYear 8, 9 – perfect tense | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Summer Term 1**

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| **STUDIO VERT MODULE 8 : UN ŒIL SUR LE MONDE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | What makes you tickWhat concerns you | Il faut + infinitiveQui/ce quiOn peut + infinitive | On peut – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets** Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Unit 1 | Notre planète | Future weatherNatural disasters | Il y aura/il fera/le temps seraLe plus grand problèmeCognates |  | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Summer Term 2**

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| **STUDIO VERT MODULE 8 :** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 2 | Protéger l’environnement | Environmental issuesActivities to protect the EnvironmentBeing green | On doit / on peut + infinitiveEn + present participlelinking ideas | On doit / on peut – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Unit 3 | D’où vient ton tee-shirt | Ethical shopping | The passive (receptive use)Il faut / on doit + infinitiveCeci diten ce qui concerne | Il faut / on doit – year 8 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**WORK EXPERIENCE**

Year 11 Autumn Term 1

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| **STUDIO VERT MODULE 8 :** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 4 | Je suis solidaire | Volunteering activitiesFaire du bénévolatTu peux / j’aimeraisReasons for volunteering | Emphatic pronounsPluperfect tense |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 5-8S – step 2-12R- step 5-8W- step 2-12 |
| Unit 5 | Les grands événements | Descriptions of big eventsAn event you attended last yearIl a lieu / ça se passe àPlans for a future event | Using three time frames | All time frames introduced and reinforced throughout the course | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**MOCK EXAMS**

Year 11 Autumn Term 2

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| **STUDIO VERT MODULE 7 : BON TRAVAIL** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | Jobs – masculine and feminineAmbitionsPlace of work | Vouloir, present tense Etre – present tenseje veux êtreje veux travailler comme | Year 9 M1 – parents’ jobs | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation |  **End of Module Assessment**L – step 6-7S – step 2-12R- step 6-8W- step 2-8T – step 2-8 |
| Unit 1 | Qu’est-ce que tu voudrais faire? | Work ambitionsPersonal qualities | ConditionalRelative pronouns – qui | Year 8 – je voudraisYear 8 – quipersonal qualities – Years 7 / 9 |
| Unit 2 | Mon avenir | Future ambitionsSequencers | near futureinfinitivesReflexive infinitives | Near future – Years 8 / 9 / 10 | **Exam Prep Booklet**Role playsPicture card General conversation preparation |
| Unit 3 | Les langues sont un atout | Different languagesLanguage abilitiesLanguage use | Pour + infinitive | Pour – Year 7 Languages – Year 7 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 11 Spring Term 1**

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| **STUDIO VERT MODULE 7 :BON TRAVAIL** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 4 | Mon petit boulot | Household choresPart-time workEarningsJob applications | present tenseperfect tenseconditional | Year 7, 8, 9 + 10 – present tenseYear 8, 9 + 10 – perfect tenseYear 10 M7 - conditional | **Homework**Active Learn online tasksVocab learning and testingGrammar testingPast paper questions booklet | **Assessment Booklets**Picture-based taskShort writing taskLonger writing taskTranslation | **End of Module Assessment**L – step 6-7S – step 2-12R- step 6-8W- step 2-8T – step 2-8 |
| Unit 5 | C’était une bonne expérience ? | Work experiencePlace of workColleaguesOpinionsMon patron était | A’ + articlePerfect tenseNegatives – ne…rien | à + article – Year 7-10perfect tense – Year 8, 9, 10negatives – from Year 7 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 1 final exam practice - GCSE L/R/W exam just after Easter break

**Modern Languages Implementation Plan : French KS4 Higher**

Equal opportunities

Students are taught in 2 setted groups. Teachers will differentiate for the needs of individual students in each class using a variety of strategies to include (but not limited to): pace, differentiated resources, timings, questioning, reference materials, seating plans, sentence tables, expectation, learner outcomes, feedback (verbal and written), use of Target Language, use of technology, targeted support, withdrawal of support, LSAs and TAs

Use of authentic materials

Work with TA – LAM – use of authentic materials to include songs, poetry, cultural materials / references. We also use films as a reward – students watch these in the original language with English subtitles. This provides an opportunity to engage with French culture in different time settings

Skills coverage

Development of literacy and oracy skills throughout the Key Stage; building on the skills developed in Key Stage Three. Teaching draws on students’ use of grammar and vocabulary to gain and further their linguistic competence.

Assessment

In KS4 students follow the Pearson Scheme of Learning. Progress is assessed using the Pearson Steps and Progression Scale



National Curriculum

In KS4, students follow the Pearson course for French There is no National Curriculum for Modern Languages in Key Stage Four but students continue to develop their language skills as set out in the National Curriculum for Key Stage Three (2014)

National Curriculum for Modern Foreign Languages at Key Stage Three

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| **Grammar and Vocabulary** | **Linguistic Competence** |
| **GV1:** identify and use tenses or other structures which convey the present, past and future as appropriate to the language being studies**GV2:** use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate**GV3:** develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues**GV4:** use accurate spelling, grammar and punctuation | **LC1:** listen to a variety of forms of spoken language to obtain information and respond appropriately**LC2:** transcribe words and short sentences that they hear with increasing accuracy**LC3:** initiate and develop conversation, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address**LC4:** express and develop ideas clearly and with increasing accuracy, both orally and in writing**LC5:** speak coherently and confidently, with increasingly accurate pronunciation and intonation**LC6:** read and show comprehension of original and adapted materials from a range of different source, understanding the purpose, important ideas and details and provide an accurate English translation of short, suitable material**LC7:** read literary texts in the language such as stories, songs, poems and letters, to stimulate ideas, develop creative expression and expand understanding of the language and culture**LC8:** write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, translate short written text accurately into the foreign language |

**Year 9 Autumn Term 1**

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| **STUDIO ROUGE MODULE 1: QUI SUIS-JE?** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Unit 3 | On va voir un spectacle ? | Je vais + future activityJe vais aller à + placeInvitationsArranging to meetTransportOpinions | Near futureAsking questionsCa va être + adjective | D1 M5D2 M2 M3 M5 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklet**Translation into French90-word writing task | **End of Module Assessment**L – step 5-8S – step 7-12R - step 8-9W- step 2-12 |
| Unit 4 | Quelle soirée ! | Past tense activitiesc’était + adjectiveTime markersSequencers | Perfect tense – avoir , être | D2 M1 M3 |
| Unit 5 | Il était une fois | Childhood activitiesDescriptionsDwellingOpinionsClothesAmbitions | imperfect tenseEtre – irregular imperfect StemNegative imperfect tense VerbsTranslation skills |  | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 6 | La personne que j’admire | Role modelsPersonal qualitiesJ’aimerais être comme lui | Using three tense Together – present, Perfect, imperfectEmphatic pronouns | D2 M5SR M1 |
| Skills: Listening (negatives); decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) |

**TRAPS** helps to develop listening and reading skills: **T**ense / **T**ime frame; **R**eflect, don’t rush; **A**lternative words / synonyms; **P**ositive or negative?; **S**ubject

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| **STUDIO ROUGE MODULE 2: LE TEMPS DES LOISIRS** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | SportMusicOpinions | Faire deJouer àjouer de | Leisure – Year 8 | **Homework** | **Assessment Booklets** | **End of Module Assessment**  |
| Point de depart 2 | TechnologyFilms and televisionOpinions | Present tenseperfect tenseAvant de me coucher | Leisure – Year 8 |

**Year 9 Autumn 2**

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| **STUDIO ROUGE MODULE 2: LE TEMPS DES LOISIRS** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 1 | Tu es plutôt foot, tennis ou basket ? | SportOpinions and reasons | Depuis + present tense | Leisure – year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testing KO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word taskTranslation | **End of Module Assessment** L – step 7-8S – step 7-12R- step 7-8W- step 2-12 |
| Unit 2 | Ma Vie d’Internaute | Online activitiesTechnology | ComparativesRelative pronoun – queRewriting a text in the 3rd personnear future | Technology – Year 8Near future – Year 8 |
| Unit 3 | La lecture | Types of bookReading habitsopinions | imperfect tensePresent tenseRegular and irregular verbs | Reading – Year 8Tenses – Years 7+8 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 4 | Mes émissions préférées | Television programmesFrequencyopinions | Je le/la trouveDirect object pronouns to answer questions | Leisure – Year 8 |
| Unit 5 | Zoom sur le cinema | Types of filmActors and actressesOpinions | SuperlativeChez lui/elleJ’ai vu le film deDepuis + time + present tenseJe le recommande | Cinema – Year 8Descriptions – Years 7+8 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 9 Spring Term 1**

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| **STUDIO ROUGE MODULE 3: JOURS ORDINAIRES, JOURS DE FÊTE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Point de depart 1 | Food and mealsQuantitiesShops | Partitive articleBoire, prendre, presentA + le = au | Food – Years 7+8Partitive- Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet  | **Assessment Booklets**Extended writingTranslation | **End of Module Assessment**L – step 8-10S – step 2-12R- step 7-9W- step 2-12T – step 2-8 |
| Point de depart 2 | Buying clothesColour and patternsSizeMaterial | Adjectives – position and agreementIl elle est, ils/elles sontObject pronounsPorter, mettre - presentNear future | Uniform– Year 7Near future – Year 8 |
| Unit 1 | C’est bientôt dimanche ? | Daily routineTransportDays of the weekTime of day | Modal verbs – pouvoir, Devoir, present tenseChez moi/chez nousJusqu’àAsking questionsEn + transportA pied | Routine – Year 7 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 2 | Regarde ce que je mange ! | Special occasionsSpecial mealsOpinionsSequencers | Pronoun ‘en’C’est … qui prépareMon/ma/mesSe donner des cadeaux | Celebrations – Year 8Possessives – Years 7+8 |

**Spring Term 2**

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| **STUDIO ROUGE MODULE 3: JOURS ORDINAIRES, JOURS DE FÊTE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 3 | On peut se tutoyer ? | Questions in the tu and vous formDaily routineLa moitié / un tiers / un quart / trois quarts de | Tu and vousFractions in French | Routine – Year 7 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet  | **Assessment Booklets**Extended writingTranslation | **End of Module Assessment**L – step 8-10S – step 2-12R- step 7-9W- step 2-12T – step 2-8 |
| Unit 4 | Félicitations | Family celebrationsOpinonsJe suis né | Venir deIl y aPresent tenseImperfect tensePerfect tenseNear future | Celebrations – Year 8Tenses – Year 8 |
| Unit 5 | C’est la fête | Describing festivals and traditionsTime phrases and datesCombining 3 time frames | Present tenseImperfect tensePerfect tenseNear future | Celebrations – Year 8Tenses – Year 8 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Point de depart 1 | Where you liveCompass pointsweatherTransportOpinions and reasons | Different words for ‘in’Il ne fait pas + weather | Where you live – Year 7weather – Years 7+8Transport – Year 7 | **Homework** | **Assessment Booklets**90-word taskExtended writing taskTranslation | **End of Module Assessment**  |

**Year 9 Summer Term 1**

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 2 | Tourist attractionsAsking the wayDirectionsLocation | Imperative – tu/vousIl y a/il n’y a pas deEn face/à côté de + articleSur ta/votre droi / gauche | Local area – Year 8Directions – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word taskExtended writing taskTranslation | **End of Module Assessment** L – step 7-9S – step 2-12R- step 8-11W- step 2-12 |
| Unit 1 | Ma région est top! | Dans le nord etcPrès deDescription of local area Non plusEn plus | YDe + articleOn peut y + infinitive | Local area – Year 8De + article – Year 7‘y’ – Year 8 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 2 | Ville de rêve ou de cauchemar? | Un ville/un village/un quartierEn ville/en banlieueCe qui me plaît, c’ est queProblemsIl n’y a plus deJe trouve çaEn été/hiver on peut | Negatives – plus/ aucun(e)/que/ rien/ ni…ni… personne/jamais /pas grand-chose | Local area – Year 8Seasons + weather – Year 8Negatives – Year 7 |

**Year 9 Summer Term 2**

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| **STUDIO ROUGE MODULE 4: DE LA VILLE A LA CAMPAGNE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 3 | C’est pour un renseignement | Asking questionsQuel… ?Visiting tourist attractionsSaying what is and isn’t interesting for youEntry price + numbers | Questions with quel/ Quelle/quels quellesA + article | Questions – Year 7Tourism – Year 8 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word taskExtended writing taskTranslation | **End of Module Assessment**L – step 7-9S – step 2-12R- step 8-11W- step 2-12 |
| Unit 4 | Il fera beau demain ? | Future weatherFuture activitiesNegativesWeather adjectivesEn baisse/en hausseOpinions | Future tenseA + definite article | Present weather – Year 8A+ article – Year 7+8 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 5 | En pleine d’action ! | Community projects – Charity + environment | Present tensePerfect tenseFuture tense | Yenses – Years 7+8 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO ROUGE MODULE 5: LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | CountriesHoliday locationTransportAccommodationHoliday daily routineOn peut + activitiyOpinions | En/à + countryReflexive verbs, present tenseOn peut + infinitive | Tourism, local area – Year 8Daily routine – Year 7 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast papers | **Assessment Booklets**90-word taskTranslation | **End of Module Assessment** L – step 8-11S – step 2-12R- step 8-12W- step 2-12 |
| Point de depart 2 | Past present and future holidaysTimes of the day | Combining three time framesCe/cet | Tenses – Year 8Times – Year 7 |

**Year 10 Autumn Term 1**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 1 | Des vacances de rêve | Holiday accommodationWith whomActivitiesFacilitiesOpinions | Conditional tense | Year 8 – holidays | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word taskTranslation | **End of Module Assessment**L – step 8-11S – step 2-12R- step 8-12W- step 2-12  |
| Unit 2 | Les hôtels, mode d’emploi | Booking accommodationRoom locationPast descriptions – Facilities and servicesPast opinions | Reflexive verbs – perfect tenseImperfect tense | Year 7 – routineYear 9 - imperfect |
| Unit 3 | Bon appétit | Booking a tableTable locationChoosing from the menuTablewareDescribing a recent visit to a restaurant | En + present participleImperfect tenseJe n’y retournerai jamais! | Years 7+8 – foodYear 8 – eating outYear 9 - imperfect | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 4 | En route ! | CountriesTransportOpinions + reasonsBuying tickets | Avant de + infinitiveSi + imperfect + conditional | Si + present – Years 8 & 9Holidays – Year 8Buying cinema tickets – Year 8 |

**Year 10 Autumn term 2**

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| **STUDIO VERT MODULE 5 : LE GRAND LARGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Unit 5 | On négocie au souk | Buying souvenirsGiving opinions on goodsJ’aurais pu | Ce/cet/cette/cesCelui-ci/celui-là, +f +plConditional perfect (receptive) | Year 8 – shoppingyear 9 – ce/cet | Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet  | **Booklet**Role playsPicture cardGeneral conversation preparation | **End of Module Assessment**L – step 8-11S – step 2-12R- step 8-12W- step 2-12 |
| Skills development: listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Point de depart | School subjectsTimetableDays of the weekFrequencyOpinions | The definite articleTrop de‘On a’ |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**Extended writing taskTranslation | **End of Module Assessment**L – step 7-9S – step 2-12R- step 8-11W- step 2-12 |
| Unit 1 | Mon bahut | Describing your schoolTime – 24-hourDescribing the timetableSubjects and opinionsJe suis doué pour ça | ComparisonsPresent tense – 3rd person singular | Year 7 – schoolYear 8 – 24-hour timeYear 7 – present tense |  |

**Year 10 Spring Term 1**

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 2 | L’école chez nous, l’école chez vous | CountriesTimetableUniformRedoublerPreferences and reasons | Present tense – 3rd person pluralMaking comparisonsInferring answers from a textIn + country | Year 7 – school and uniformYear 8 – countriesYear 10 – countriesYear 9 - comparatives | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**Extended writing taskTranslation | **End of Module Assessment**L – step 7-9S – step 2-12R- step 8-11W- step 2-12 |
| Unit 3 | Liberté, égalité, fraternité ? | School rulesGiving an opinionGiving a reasonAgreeing and disagreeing | Il fautIl ne faut pasIl est interdit deC’est / ce n’est pas importantTu rigoles ! |  | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Spring Term 2**

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| **STUDIO VERT MODULE 6 : AU COLLÈGE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 4 | Vive la scolarité | Good student behaviourSchool successesJe suis fier parce que | ImperativeFuture tensePerfect tense | Imperative – Year 9Perfect tense – Year 8Future tense – Year 9 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**Extended writing taskTranslation | **End of Module Assessment**L – step 7-9S – step 2-12R- step 8-11W- step 2-12 |
| Unit 5 | En échange | School exchangesReasons and advantages | ‘On’Using three time frames | tenses – Years 7 ,8 and 9 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 10 Summer Term 1**

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Point de depart 1 | What makes you tickCe qui (est important)Ce que (j’aime)Avoir besoin deLe droit de + infinitive |  |  | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word writing taskExtended writing taskTranslation | **End of Module Assessment**L – step 8-12S – step 2-12R- step 8-12W- step 2-12 |
| Unit 1 | Notre planète | Environmental problemsLe plus grand problème est.. | Superlatives | Superlatives – Year 9 |

**Year 10 Summer Term 2**

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 2 | Protéger l’environnement | ‘green’ behavioursje pourraison devrait | Modal verbs in the Conditional – pouvoir, devoircombining tenses | Conditional – Year 10 |  |  |  |
| Unit 3 | D’où vient ton tee-shirt ? | Ethical shopping | Passive voice |  |

**WORK EXPERIENCE**

Year 11 Autumn Term 1

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| **STUDIO ROUGE MODULE 8 : UN ŒIL SUR LE MONDE** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Unit 4 | Je suis solidaire | Volunteering – tasksVolunteering – reasons | Indirect object pronouns | Direct object pronouns (me) – Year 9 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word writing taskExtended writing taskTranslation | **End of Module Assessment**L – step 8-12S – step 2-12R- step 8-12W- step 2-12 |
| Unit 5 | Les grands  | Big eventsAdvantages and disadvantagesJ’estime queJe suis persuade que |  |  | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**MOCK EXAMS**

**Year 11 Autumn Term 2**

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| **STUDIO VERT MODULE 7: BON TRAVAIL !** |
| **Topic** | **Language Content** | **Grammar** | **Prior learning**  | **Assessment** |
| Point de depart 1 | JobsWorkplaceWork ambitions and reasons | Job nouns – m+fConditional | Conditional – Year 10 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word writing taskTranslation | **End of Module Assessment**L – step 7-12S – step 2-12R- step 8-10W- step 7-12T - step 2-8 |
| Unit 1 | Quelle orientation t’attire ? | Career choicesWork ambitionssalaryLa chose qui me plaît le plusjob disadvantages | Comparatives – meilleu/ pire queSuperlatives – le mieux/ le pire | Comparatives – Years 9 and 10superlatives – Years 9 and 10 |
| Unit 2 | Il faut que je fasse ça ! | Future studyFuture work plansother aspirations | Avant deAprès avoirSubjunctive (receptive) | Jobs – Year 9Studying – Years 7 ,8 & 10Avant de–year 9 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Unit 3 | Les langues sont un atout ! | Languages spokenLanguage abilitiesLanguage uses | AdverbsEn + present participleNe…aucun(e) | En + present participle – Year 10Aucun - Year 9 |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**Year 11 Spring Term 1**

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| **STUDIO VERT MODULE 7: BON TRAVAIL !** |
| **Grammar** | **Language Content** | **Grammar** | **Prior learning** | **Assessment** |
| Unit 4 | Je voudrais postuler | Applying for a jobMaking a telephone calltalking about your skillspast experience | DontDepuis + present tenseDirect object pronouns – perfect tenseY | Depuis – Year 9Direct object Pronouns – Year 9Y – Year 9 | **Homework**Active Learn online tasksVocab learning and testingGrammar testingKO – self-quizzingPast paper questions booklet | **Assessment Booklets**90-word writing taskTranslation | **End of Module Assessment**L – step 7-12S – step 2-12R- step 8-10W- step 7-12T - step 2-8 |
| Unit 5 | Mon boulot dans le tourisme | Talking about current jobJob satisfactionJob disadvantages | verbs + à or deFuture tenseSi + present + futureQuand/lorsque + future | Future tense – Year 10Si + present + future – Years 8 and 9 | **Exam Prep Booklet**Role playsPicture cardGeneral conversation preparation |
| Skills development: Listening; decoding meaning; negotiating texts; translation skills; understanding and forming questions; forming answers; preparing a photo task; extended speaking (role play) TRAPS |

**MOCK SPEAKING EXAM 2**

Year 11 Spring Term 2 exam practice – speaking exam before Easter

Year 11 Summer Term 2 exam practice - GCSE L/R/W exam just after Easter break