



<p><u>Overall Curriculum Goal & Intent</u></p> <p>Students in Year 9 will begin a 3 year GCSE French course</p> <p>Pupils need to gain systematic knowledge of the vocabulary, grammar, and sound and spelling systems (phonics) of their new language, and how these are used by speakers of the language. They need to reinforce this knowledge with extensive planned practice and use it in order to build the skills needed for communication. (MFL Pedagogy Review, p.3)</p>		<p><u>Key prior knowledge and skills</u></p> <p>Building on the linguistic structures covered in Year 8. (For further detail on prior knowledge and skills, see information in the Year 8 curriculum overview.)</p> <p>Students will develop their linguistic skills in four key areas:</p> <ul style="list-style-type: none"> - Listening - Speaking - Reading - Writing <p>There will also be a focus on improving grammatical knowledge and accuracy.</p>	
	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Topic Focus	Relationships	Leisure activities	Food and special occasions
<p>Summary of key knowledge & skills</p> <p>What do you want students to <i>know</i> and <i>learn</i>?</p> <p>What are the opportunities for <i>repetition</i> and <i>over-learning</i>?</p>	<p>Discussing friendships</p> <ul style="list-style-type: none"> • Talking about friends • Family relationships • Present tense verbs • Near future tense • Perfect tense • Opinions and reasons <p>Use of parallel texts Recycling of vocabulary from Y8 Y8 structures a starting point for further study Lots of repetition; learn a model from memory then adapt Working with (FLA) Mrs Turney to develop confidence and so language becomes automatic Mega-magic 5 structures</p>	<p>Talking about free time</p> <ul style="list-style-type: none"> • Revising sport and music • Media • Technology • Reading • Perfect tense <p>Use of parallel texts Recycling of grammar and structures from Y8 and term 1 and 2 in Y9 Revision of present tense Revision of future tense and a starting point for the conditional Development of a range of tenses Working with (FLA) Mrs Turney to develop confidence and so language becomes automatic Mega-magic 5 structures</p>	<p>Talking about daily life and special occasions</p> <ul style="list-style-type: none"> • Food and drink • Festivals and traditions • Asking questions • Clothes • Shopping • Daily life <p>Use of parallel texts Recycling of grammar, structures and vocabulary from Y8 and term 3 and 4 of Y9 Tenses revision Working with (FLA) Mrs Turney to develop confidence and so language becomes automatic Mega-magic 5 structures</p>



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	<p>Terms 1 & 2</p>	<p>Terms 3 & 4</p>	<p>Terms 5 & 6</p>
<p>Main common assessments</p>	<p>Writing in French</p> <p>Translation into French</p>	<p>Reading and translation into English</p> <p>Focus on tenses</p>	<p>Listening and Speaking</p> <p>EOY Exam (L, R, W)</p>
<p>Extended writing tasks (at least two per long term)</p>	<p>Assessment 1: Writing in French</p> <p>Giving opinion + reasons for opinions</p>	<p>Writing in 3 or 4 tenses</p>	<p>Relationships with family/friends</p>
<p>Examples of opportunities for challenge</p>	<p>Personalised work with Department’s Foreign language assistant</p>	<p>Personalised work with Department’s Foreign language assistant</p>	<p>Personalised work with Department’s Foreign language assistant</p>
<p>Links to numeracy, literacy and other subjects</p>	<p>Learning a high level text (grade 7+)</p> <p>Adapting from a model</p> <p>Personalised work with Department’s Foreign language assistant</p>	<p>Reading authentic resources</p> <p>Using 4 tenses (present, perfect, future <u>& conditional</u>)</p> <p>Personalised work with Department’s Foreign language assistant</p>	<p>Adapting from a model</p> <p>Using 5 tenses (present, perfect, future, conditional and <u>imperfect</u>)</p> <p>Personalised work with Department’s Foreign language assistant</p>



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	Terms 1 & 2	Terms 3 & 4	Terms 5 & 6
Enrichment, clubs, trips and other extra-curricular activities	MFL club in P8 on Thursday lunchtimes	MFL club in P8 on Thursday lunchtimes	MFL club in P8 on Thursday lunchtimes
<u>Opportunities for links to careers</u> Discussion on why French? In class discussion of careers with languages.		<u>Opportunities for links to SMSC, PSHE, ethos and values</u> Discussing traditions/religious festivals in other countries Looking at schooling in other non-European countries	
<u>How can parents support learning?</u> Check homework on Classcharts, attend parents' evenings, help students with vocabulary learning. Read the "wonky English" translation to students so they can translate into good French (spoken on written). Encourage students to check their own work carefully, so they are able to improve mistakes. Encourage students to learn chunks of language which can be recycled across topics.		<u>Other comments</u>	