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| Year 8French | Intent | Your languages teacher’s ultimate aim is always that you: * Feel you are good at languages
* Need less and less of our help
* Can communicate confidently in writing and speech
* Understand more about the countries and cultures where the language is spoken
* Want to know more so you can keep improving and learning
* Aim to become fluent (fast and accurate language use)
* Develop other skills that will help you later in life (empathy, analytical thinking, flexibility, perseverance, memory retention and communication skills)
* Embrace diversity and celebrate cultural differences
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| Assessment strategy  | We follow the EPI MFL teaching methodology so receptive skills are regularly assessed in mini assessment. This then informs the next sequence of teaching and the recycling points. Each sequence last 6 lessons at least. Students must develop their receptive skills before they are able to use their productive skills successfully. After a few units of study, students undergo a fluency training unit where they review all their learning up to that point aiming to develop fluency (fast and accurate use of language) and automaticity. This focus on vocabulary expansion, phonics knowledge and grammar application in across contexts. This unit of study is then followed by our summative writing and speaking assessments. Students receive a percentage grade based on their most recent 4 skills which is used to calculate their achievement zone, strengths and areas for development for the next topic.  |

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|  |  | Half Term 1 | Half Term 2 | Half Term 3 | Half Term 4 | Half Term 5 | Half Term 6 |
| Year 8 French | Disciplinary knowledge | **Tv, film and Music****Hobbies**Describing what music you normally listen to. Describing opinions and reasons on TV/film. **Key questions:** Quelle musique écoutes-tu? Qu’est-ce que tu aimes regarder à la télé? Describing what you do in your free time. Giving opinions and reasons.Describing the sports you do.**Key questions:** Qu’est-ce que tu fais pendant ton temps libre? Quels sports fais-tu?  | **Hobbies****Past event**Describing what you do in your free time. Giving opinions and reasons.Describing the sports you do.**Key questions:** Qu’est-ce que tu fais pendant ton temps libre? Quels sports fais-tu? Talking about a past event. Giving past opinions and reasons **Key question:** Qu’est-ce que tu as fait hier? **Fluency Training**Review and fluency building of all topics so far.  | **Fluency Training****My house**Review and fluency building of all topics so far. **Key questions:** Quelle musique écoutes-tu? Qu’est-ce que tu aimes regarder à la télé? Qu’est-ce que tu fais pendant ton temps libre? Quel sports fais-tu? Describing where you live. Describing your house. **Key questions:** Où habites-tu? Qu’est-ce qu’il y a dans ta maison?  | **Future events****Activities in Paris**Talking about a future event. Giving future opinions/reasons.**Key questions:** Qu’est-ce que tu vas faire le weekend? Describing what you can and can’t do in Paris Giving opinions on Paris Describing your likes and dislikes **Key questions:** Qu’est-ce qu’on peut faire à Paris?  Qu’est-ce que tu aimes faire à Paris?  | **Activities in Paris****Being a tourist in Paris**Describing what you can and can’t do in Paris Giving opinions on Paris Describing your likes and dislikes **Key questions:** Qu’est-ce qu’on peut faire à Paris?  Qu’est-ce que tu aimes faire à Paris? Asking tourist questions  Telling the time Giving directions **Key questions:** C’est où la Tour Eiffel? C’est ouverte à quelle heure? Est-ce qu’il y a ...?  | **Fluency Training**Review and fluency building of all topics so far. **Describing a past trip**Describing what you did in Paris/different city visit. Describing your opinions in the past. **Key question:** Qu’est-ce que tu as fait à Paris?  |
| Substantive knowledge | **Grammar:**Present tense verbs **Negatives** Question formation **Comparatives and superlatives**Adjectival agreement **Future/Imperfect phrases** **3rd person verbs****Quand sentences** Faire vs jouer Double verb sentences **Skills :**Using time phrases and intensifiers Using a range of opinions and reasons **Using a range of tenses** Reading for multiple details Using time phrases Role plays and dialogues **Varying your connectives** Reading and listening skills development  | **Grammar:**Present tense verbs **Negatives** **3rd person verbs****Quand sentences** Faire vs jouer Double verb sentences Past tense la/les/le **J’ai decidé de+ inf.** **Superlatives** Using ça/l’ for it **Skills :****Using a range of tenses** Using time phrases Role plays and dialogues **Varying your connectives** Reading and listening skills developmentDescriptive writing skillsPhoto description **Using sequencers and narration**  | **Grammar:**All of HT1/2 reviewAdjectival agreement and placement BAGS adjectives **Using future and conditional phrases** Un/une vs le/la **Prepositions** **Skills :**All of HT1/2 reviewUsing connectives and exclamations Using a range of opinions and reasons **Using a range of tenses** Reading for multiple details Role plays and dialogues **Varying your connectives** **Double verb phrases** **Imperfect phrases**  | **Grammar:**Future tense **Using negatives in the future****3rd person verbs** Comparatives Using on peut/on ne peut pasUsing on as a pronoun **Using negatives** Double verb structures Superlatives**Skills :**Role plays **Using sequencers** Using time phrases Comparing opinions Translation skillsGiving reasons Agreeing and disagreeing with people **Using High level opinions** Using intensifiers  | **Grammar:**Using on peut/on ne peut pasUsing on as a pronoun **Using negatives** Double verb structures SuperlativesAsking questions **Changing the verbs between questions and answers** Prepositions and directions**Imperative verbs** Using pour **Skills :**Role plays Translation skillsGiving reasons Agreeing and disagreeing with people **Using High level opinions** Using intensifiers Saying and understanding the time Having dialogues Discussing prices **Reading and listening questions in TL** **Using y and il faut as phrases** **Using sauf**  | **Grammar:**Past tense Adjectival agreement and placement **Conditional tense** Using au/à la/aux **3rd person verbs** Using c’était **Skills :**Using time phrases and sequencers Using quand as a sentence starter Using a range of connectives Using negatives **Narrating events** **Using multiple tenses**  |
| Justification  | All topics in Y8 have been planned and scheduled so that they build on past knowledge and skills from Y7, and they prepare students for their next steps in Y8-Y11. The MFL curriculum is planned so that students cover and develop all the communicative functions necessary to be successful linguists, see below specific communicative function details for Y8. The curriculum is planned so that students develop a breadth of knowledge and skills in Y7/8 and then go into more depth in Y9/10/11. Skills and knowledge are recycled strategically in KS3 and KS4 so that students have multiple opportunities to learn and develop each targeted item. |
| Expressing feelings (CF4)Comparing and contrasting  (CF6) | Describing behaviours in the present(CF7)Describing past events(CF9) | Describing places, objects, and natural phenomena(CF2) | Making plans for the future(CF10)Describing behaviours in the present(CF7) | Describing behaviours in the present(CF7)Creating questions (CF3) | Describing past events(CF9) |
| Keystone vocabulary | And alternatives Also alternatives Because alternatives But alternatives Question words **More... than** **Less... than** I think that**I believe that** **I like + verbs** **Idiomatic phrases x2** I would like + verbs **I decided to + verbs** I am going + verbs It’s going to be I went I ate  | I played I drank It was Very a little a lot**completely** **totally** In the future, **sometimes,** Normally,In the past, **from time to time** **No****don’t****never** |
| Links to prior learning | The students’ skills, phonics and vocabulary knowledge from Y7 are built on and consolidated with every unit in Y8, developing these to a higher level and consolidating any Y7 learning which isn’t as secure. All Y7 key stone words including complex phrases used routinely in Y8 so that they can be further embedded and built on. |
| Y7 opinions and reasonsY7 Using masculine and feminine adjectives | Y7 Hobbies module and Sports moduleY7 conjugation work – present tense | Y7 Town module and going out module | Y7/Y8 Hobbies moduleY7 conjugation work – present tense | Y7 conjugation work – present tenseY7 Town module and going out moduleY7 Question words and numbers/times | Y7 Town module and going out moduleY8 past verbs and conjugation process – past event |
| Cross-curricular and careers links | Use key grammatical vocabulary: nouns, verbs, infinitives, adjectives, tensesReading skills – reading for cognates, key language, skim and scan reading strategies, comprehension skillsWriting skills including reviews of books, films, hotels, activities, narrating eventsSpeaking and listening skills development throughout all units, e.g.: dialogues and role playsTwo Careers Skills builder skills focus for every lesson, e.g.: listening and problem solving during a receptive processing lesson |
| EnglishMusicDrama | EnglishPE**Careers link:** LANGUAGES LIVE Trip – Sheffield University | EnglishSpanish | EnglishGeography | EnglishGeographyHistoryMaths**Careers link:** Labour market information within tourism. What jobs are in the tourism industry within Paris?**Careers link:** Budget tasks e.g.: how many tourist sites can they visit with 35.00 €? | EnglishGeography**Careers link:** Write a trip review in 1st person.Reviews of hotels, restaurants, and activities.  |
| Links to future study | All topics in KS3 link with KS4 topics and cover the basis for the KS4 modules with a focus on developing specific communicative functions. The Communicative functions Y8 focus on are expressing feelings, describing past events, making plans, and describing locations. In addition, all year groups focus on expressing feelings, comparing, and contrasting and creating questions, these are our universal communicative functions. Lastly, we focus on developing key linguistic skills required for effective communication. This is then built on in Y9/10/11 and includes vocabulary, phonetical and grammatical development, see below for specifics. |
| Y10: Le temps de loisirs **Grammar links:** present tenseOpinionsComparatives and superlartivesAdjectival agreements | Y10: Le temps de loisirs **Grammar links:** present tenseOpinionsPast tense | Y9: school description **Grammar links:** Il y aPresent tenseAdjectival agreements | Y9: Future plansY10: Bon travail Y10: Le temps de loisirs **Grammar links:** Future tensePresent tense  | Y10: Le grand largeTimes and numbers**Grammar links:** Asking questionsTaking part in active conversations – role plays | Y10: Le grand large**Grammar links:** Narrating eventsPast tenseSequencers |
| Assessment  | Baseline AssessmentReading and Listening 1 | Reading and Listening 2 | Writing and Speaking 1  | Reading and Listening 3Reading and Listening 4 | Reading and Listening 5 | Writing and Speaking 2 |
| Homework  | Quizlet tasks set weekly based on the sentence builder being studied or past work.Homework is automatically marked by Quizlet.Teachers to monitor completion and reward/set detentions weekly.Teachers to use analysis to inform planning and knowledge quiz vocabulary choices.  |