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| Year 8  French | 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 |
| 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 development  Descriptive writing skills  Photo description  **Using sequencers and narration** | **Grammar:**  All of HT1/2 review  Adjectival agreement and placement  BAGS adjectives  **Using future and conditional phrases**  Un/une vs le/la  **Prepositions**  **Skills :**  All of HT1/2 review  Using 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 pas  Using on as a pronoun  **Using negatives**  Double verb structures  Superlatives  **Skills :**  Role plays  **Using sequencers**  Using time phrases  Comparing opinions  Translation skills  Giving reasons  Agreeing and disagreeing with people  **Using High level opinions**  Using intensifiers | **Grammar:**  Using on peut/on ne peut pas  Using on as a pronoun  **Using negatives**  Double verb structures  Superlatives  Asking questions  **Changing the verbs between questions and answers**  Prepositions and directions  **Imperative verbs**  Using pour  **Skills :**  Role plays  Translation skills  Giving 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 reasons  Y7 Using masculine and feminine adjectives | Y7 Hobbies module and Sports module  Y7 conjugation work – present tense | Y7 Town module and going out module | Y7/Y8 Hobbies module  Y7 conjugation work – present tense | Y7 conjugation work – present tense  Y7 Town module and going out module  Y7 Question words and numbers/times | Y7 Town module and going out module  Y8 past verbs and conjugation process – past event |
| Cross-curricular and careers links | Use key grammatical vocabulary: nouns, verbs, infinitives, adjectives, tenses  Reading skills – reading for cognates, key language, skim and scan reading strategies, comprehension skills  Writing skills including reviews of books, films, hotels, activities, narrating events  Speaking and listening skills development throughout all units, e.g.: dialogues and role plays  Two Careers Skills builder skills focus for every lesson, e.g.: listening and problem solving during a receptive processing lesson | | | | | |
| English  Music  Drama | English  PE  **Careers link:** LANGUAGES LIVE Trip – Sheffield University | English  Spanish | English  Geography | English  Geography  History  Maths  **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 €? | English  Geography  **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 tense  Opinions  Comparatives and superlartives  Adjectival agreements | Y10: Le temps de loisirs  **Grammar links:** present tense  Opinions  Past tense | Y9: school description  **Grammar links:**  Il y a  Present tense  Adjectival agreements | Y9: Future plans  Y10: Bon travail  Y10: Le temps de loisirs  **Grammar links:** Future tense  Present tense | Y10: Le grand large  Times and numbers  **Grammar links:** Asking questions  Taking part in active conversations – role plays | Y10: Le grand large  **Grammar links:** Narrating events  Past tense  Sequencers |
| Assessment | Baseline Assessment  Reading and Listening 1 | Reading and Listening 2 | Writing and Speaking 1 | Reading and Listening 3  Reading 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. | | | | | |