



Subject: French

Lead Teacher: C. Audouin

Year: 9

Curriculum organisation

We have successfully followed the AQA GCSE course in the French department for many years and teachers are experienced in the course content and examination expectations. Students can achieve grades 4-9 in the higher tier and most students are expected to be awarded the higher grades. Lessons are taught within mixed ability groups for 2 lessons a week.

Overview of Topics & Key Information

How will your child be learning?

Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	How will your child be learning?
Autumn Term	Thème 1: Qui suis-je ? (Identity and Culture) <ul style="list-style-type: none"> Talking about what makes a good friend Talking about family relationships Making arrangements to go out Describing a night out with friends Talking about your life when you were younger Discussing role models 	<ul style="list-style-type: none"> What's your family like ? Do you have siblings ? What are they like ? Do you get on with them ? What makes a good friend ? What are your plans for the weekend ? Describe a recent night out. What were you like when you were younger ? Who is your role model ? 	<ul style="list-style-type: none"> Using the relative pronoun <i>qui</i> Using adjectives Using possessive adjectives Using emphatic pronouns Using irregular verbs Using reflexive verbs Using the near future Using the perfect Using the imperfect Using the present 	<ul style="list-style-type: none"> Speaking – asking and answering questions about relationships and activities As above for writing. Introduction to photocard which makes up part of speaking GCSE. Roleplays on different topics covered. Listening for key content, recognising vocabulary Independent listening and reading using ActiveLearn Reading longer texts containing some unfamiliar language Recognising and using a variety of tenses together 	<ul style="list-style-type: none"> Whole class discussion Pair work Practical activities Problem-solving tasks Understanding short video clips Dictionary skills Vocabulary learning Translations both from and into French Creative tasks Speaking in pairs, groups. Listening tasks from recording and teacher Learning about some francophone cultural icons
Spring Term	Thème 1 : Le temps de loisirs (Identity and culture) <ul style="list-style-type: none"> Talking about sport Talking about technology Talking about hobbies End of unit assessment in speaking and reading with translation into English	<ul style="list-style-type: none"> Are you sporty ? What do you play/do ? How long have you been doing it for ? What do you do online ? What are the advantages/dangers of the internet ? What did you use to read when you were younger ? Do you like watching TV ? What do you watch ? Do you have a favourite programme? Describe a recent cinema visit 	<ul style="list-style-type: none"> Using jouer à and jouer de Using Depuis + the present tense Understanding the position of adjectives Using the comparative adjectives Using the relative pronoun <i>que</i> ('which') Using the direct object pronouns Using the superlative Using the imperfect 		<p>The M.F.L Faculty follows the Principles of Instruction by Rosenshine.</p> <p>Principle 1: Begin a lesson with a short review of previous learning.</p> <p>Principle 2: Present new material in small steps with student practice after each step.</p> <p>Principle 3: Ask a large number of questions and check the responses of all students.</p> <p>Principle 4: Provide models.</p> <p>Principle 5: Guide student practice.</p> <p>Principle 6: Check for student understanding.</p> <p>Principle 7: Obtain a high success rate.</p> <p>Principle 8: Provide scaffolds for difficult tasks.</p> <p>Principle 9: Require and monitor independent practice</p> <p>Principle 10: Engage students in weekly and monthly review.</p>
Summer Term	Thème 1 : Jours ordinaires, jours de fête (Identity and culture) <ul style="list-style-type: none"> Describing your daily life Discussing and shopping for clothes Talking about food for special occasions Describing celebrations 	<ul style="list-style-type: none"> Describe what you normally wear at the weekend Describe a typical day. What's your favourite day and why? What's your favourite meal? Describe it What did you eat last night? 	<ul style="list-style-type: none"> Using the modal verbs <i>pouvoir</i> and <i>devoir</i> Asking questions Using the pronoun <i>en</i> Using <i>venir de</i> + infinitive 		

Equipment needed for lessons	How will learning and progress be assessed?
<ul style="list-style-type: none"> • School provides text books and exercise books as well as additional revision booklets and resources • A French-English dictionary would provide useful support • Internet access to the online subscription of 'Studio' text book (password is provided by school). • Students may also wish to purchase Revision Guides (eg, Letts, CGP etc) 	<ul style="list-style-type: none"> • End of unit tests (2 skills tested each time out of the 4: Speaking, Reading, Writing, Listening) • Formal assessment week (May) • Peer and self- assessment • Homework tasks (including fortnightly vocabulary learning) • Retrieval practice activities • Online activities

Extension & Enrichment opportunities	What can you do to support your child?
<ul style="list-style-type: none"> • Bi-annual trip to Nice in year 10/11 • Quizlet for vocabulary learning • Follow the faculty's Twitter and Instagram pages for tips and interesting activities • Quizlet, Memrise or Duolingo for vocab • For listening: Lyrics training, French films on Netflix (etc), Frello on Vimeo, Français Podcast facile listening with questions and transcript on YouTube or website, RadioFrance podcast app • Various competitions open to linguists, eg Christmas Card competition (Routes into languages), Pop Video Competition, (Institut français) • Reading the French Weekly News Powerpoint available in Student Out 	<ul style="list-style-type: none"> • Test child on vocabulary • Encourage them to do some of the extension activities listed. • Increase exposure to French-speaking culture – music, film, visits.

Inclusion	Inclusion within Y9 French
<ul style="list-style-type: none"> • Teachers follow student passports to ensure that the needs of all students with SEND are met. • Work is enlarged to the necessary size for visually impaired students. • Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs. • Students have the use of laptop if they have a SEND need whereby use of a laptop supports them. • Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons. • Dyslexic students are encouraged to use coloured overlays when they are required to read long passages. • Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources. • Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration. • Students are seated according to their needs, students work with the SENDCo to decide upon this. 	<ul style="list-style-type: none"> • Environment: Interactive whiteboards are non-reflective to reduce glare. Teachers check that students can hear properly during lessons and assessments. • Resources: Individual whiteboards are available A library corner/shelves contains a range of texts that will appeal to students who are meeting reading challenges. Include: highly visual texts", "newspapers", "comics", "instruction booklets" and texts from popular culture including media and sport. • Displays: They include artefacts, students' work, target language phrases/lexis, maps and plans, that value everyone's contribution. • Multi-sensory approaches: Words and phrases are reinforced with visual aids – for example, in a game with real objects, using puppets, video, picture flashcards and/or gestures. Films, interactive computer material, role-play, drama and high-quality artefacts contribute to effective language learning. These approaches are backed-up with songs, chants and repeated practice of social language learning. • Assessments: Teachers are live-speakers when students sit listening assessments and examinations. • Reviewing progress: Discussing learning from errors and misconceptions prevents students becoming inhibited by fear of making mistakes.

If you have any questions about this Learning Overview, please contact the named Teacher above.