



Subject: French

Lead Teacher: T.Fujii

Year: 8

Curriculum organisation

Students are taught in mixed groups of 30 for **three** hours per fortnight. They are not grouped by ability.

Overview of Topics & Key Information					How will your child be learning?
Term	Unit(s) of Work	Key Enquiry Questions	Key Content/ Terminology	Skills developed	• Whole class discussion • Pair work • Practical activities • Problem-solving tasks • Watching short video clips • Dictionary skills • Vocabulary learning • Translations • Creative tasks • Speaking • Listening tasks from recording and teacher The M.F.L Faculty follows the Principles of Instruction by Rosenshine. Principle 1: Begin a lesson with a short review of previous learning. Principle 2: Present new material in small steps with student practice after each step. Principle 3: Ask a large number of questions and check the responses of all students. Principle 4: Provide models. Principle 5: Guide student practice. Principle 6: Check for student understanding. Principle 7: Obtain a high success rate. Principle 8: Provide scaffolds for difficult tasks. Principle 9: Require and monitor independent practice Principle 10: Engage students in weekly and monthly review.
Autumn Term	Module 3: À loisir !	• What do you like watching? • What do you like listening to? • How often do you do online activities? • What leisure activities do you do? • How often do you do them? • What don't you do, and why? • Describe a recent shopping trip	• Types of TV programmes • Film genres • Arranging a cinema visit • Gaming • Free time activities • Going shopping • Opinions • Adjectival endings • Questions words • Frequencies • Near future (reinforcement) • Lire • Possessive adjectives (my, your, his, her)	• Understanding longer reading passages and recordings • Understanding and using different tenses. • Using more detail like frequencies and qualifiers und justifying opinions in speaking and writing. • Talking about Preferences	
Spring Term	Module 1: Vive les vacances	• Where did you go on holiday ? • What did you do on holiday ? • What do you normally do on holiday ? • What did you eat ? • What was it like ?	• Holidays • Countries • Activities • Transport • Holiday problems • Shopping for fruit & vegetables • Festivals in francophone countries • Perfect tense with avoir verbs + aller • C'était + adjectives • Negatives in the perfect tense • Regular present tense verbs • Quantities and the partitive • Vouloir • Aller • Near future tense (with aller)		
Summer Term	Module 4: Le monde est petit	• Where do you live ? • What is there ? • What can we do ? • What time is it? • What is my routine like ? • Where is...? • What can we do ? • At what time ? • What is wrong ? • What is the problem with you ?	• Il y a / Il n'a pas de • Modal verb "Pouvoir" • Reflexive verbs • Use the preposition "à" • Using the imperative • Directions • Body parts		

Equipment needed for lessons	How will learning and progress be assessed?
• Standard school stationery • Exercise book • Internet access and ability to play and listen to audio recordings at home	• Weekly vocabulary learning • End of unit tests (subject knowledge focus) • Formal assessment week (May) • Peer and self-assessment • Homework tasks (including research or project based) Retrieval practice activities

Extension & Enrichment opportunities	What can you do to support your child?
• Websites (www.linguascope.com; www.languagesonline.org.uk) • Film project during enrichment week	• Ask them to teach you what they've learnt once a week • Encourage them to speak in French as much as possible • Help them learn their vocabulary and grammar regularly – even if you don't speak the language you can still do this! • Look out for opportunities to practise speaking/listening to the language – eg French films, additional vocabulary, YouTube channels, etc • Consider a visit to a French-speaking country where you can practise!

Inclusion	Inclusion within Y9 French
• 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.	• 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.