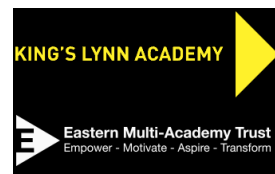


Implementation: Curriculum Narrative



Subject: French

Year: 9

Author: C Bracher

Key Knowledge

Pupils will know

Key Threshold Concepts:

- **Awareness of gender**
- **Awareness of key graphemes/phonemes (phonics) and that these are different in French and English**
- **Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill**
- **Verbs come from the infinitive and need to be changed for person, tense and number**
- **Understanding that word for word translations don't always work**
- **There are multiple strategies that allow you to decode other languages.**
- **Communication is key – find a way.**

In addition to KS3 threshold concepts.

- **Awareness of different grammatical features which are affected by gender and number**
- **Awareness that tenses exist beyond past, present and future**
- **Imperfect tense is a past tense used for formal written communication**
- **There are multiple ways to ask questions and these methods can be applied to any situation**
- **Equipped with useful strategies to understand and analyse complex written texts on a range of topics**
- **Equipped with useful strategies to deduce meaning of spoken language in a wide variety of situations**
- **Develop spoken and written responses as far as possible**
- **Giving and expanding opinions is essential**

Key Skills

Pupils will be able to

Subject Skills:

Unit 1 – My home and routine

- Use correct word order with adjectives (BANGS adjectives)
- Use comparative adjectives
- invite people to go out, accept and reject invitations
- Use reflexive verbs in present tense

Unit 2 – Transactional Language

- Take part in role-plays and conversations
- Ask questions
- Recall rephrase and repair strategies
- Understand questions and question words

Unit 3 – Friends, family and relationships (GCSE topic 1)

- Use possessive adjectives
- Describe a photo
- Use imperfect tense
- Use near future tense

Unit 4 – Free time and technology use (GCSE topic 2)

- *depuis* + present tense
- Use the comparative and superlative
- Use direct object pronouns
- Express advantages and disadvantages of technology

Context

Previously seen vocabulary will be revisited by its deliberate re-occurrence in listening and reading tasks. As we progress through the year, end of unit assessments will increasingly contain more questions/vocab from previous units. Additionally, ongoing vocab tests will include words from previously learned lists. Quizlet will be used as the main platform to monitor pupils' vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well.

Previously learned skills will be revisited, again through their appearance in written and spoken texts. Such texts will be analysed and questioning used to encourage pupils to spot and understand grammatical features that they have already studied. In assessments, translation, speaking and writing tasks will require pupils to include a variety of grammar and linguistic structures from their previous learning, in addition to the most recently learned.

Low stakes testing, for example quizzes and mini whiteboard activities, will also be used regularly in lessons to check pupil's understanding of previously taught concepts.



Subject Specific Knowledge and Sequencing:

Grammar

using correct word order with adjectives (BANGS adjectives)
comparative adjectives
reflexive verbs in present tense
imperfect tense
near future tense
possessive adjectives
depuis + present tense
superlative adjectives
direct object pronouns

Vocab

Daily routine vocab
Places to live vocab
Places in town vocab
Rooms vocab
Furniture and prepositions vocab
Vocab for describing events and festivals in your area
Transactional language for asking questions, ordering food, buying tickets, shopping, booking accommodation
Vocab to describing problems in shops/accommodation
Vocab for giving qualities of friends and friendships.
Books/reading vocab
New sport, hobbies, music vocab
Language of advantages and disadvantages

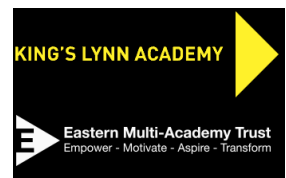
Culture

Prerequisites and Spiral Teaching:

Prerequisites and Spiral Teaching:

Students will enter year 9 having had a solid introduction to French in years 7 and 8. The year 9 course will build on this, further developing the skills of listening, reading, speaking and writing and extending the range of grammatical structures which students can apply in their own work.

- Phonics have been introduced and practised in key stage 3. Key phonemes to be pointed out whenever they occur in new words
- Numbers /days / months / times – to be used in French for classroom communication wherever relevant. Numbers and times will be specifically revisited in term 1.
- Introducing and giving information about yourself – constant re-visiting of how to do this at the start of written/spoken tasks and assessments. This will be especially prevalent in unit 2 where information will be used in role plays.
- *avoir/être* in present tense - point them out to students whenever they occur in texts and make sure students know when they are using them.
- Students have been introduced to a wide range of adjectives in KS3. These will be used throughout resources used for teaching new topics.
- Giving and expanding opinions – Students to be encouraged to use previously learned opinion structures to give opinions on all new topics. This range of structures will increase during the year.
 - Previously learned topic vocab will be revised at the beginning of each new topic.
- Present tense verb endings – re-visit whenever a new



Particular focus on French speaking countries during My *Life* unit. Texts will be based on people's experience of French speaking countries and authentic resources to be used where possible.

Authentic literary texts to be used as appropriate to build pupils skills at understanding and interpreting such texts.

present tense verb is introduced and make sure students can use it with all pronouns

- Key irregular verbs in present tense –point them out to students whenever they occur in texts and encourage use of them when students write/speak
- Future tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
- Perfect tense – point it out in texts and use the examples to remind students of its formation. Encourage them to use it to extend their written and spoken answers.
- Asking questions – this will be practised with a range of contexts and topics throughout the year.

Cross-Curricular Knowledge Links:

- English - Parts of speech, grammar, literacy terms
- English - Reading for gist, skimming, scanning and decoding text
- English - Developing oracy
- Maths – simple use of numbers (+/-/x/÷)
- Geography – different countries/cultures
- Promoting positive relationships

- Memory skills used across the curriculum

Reading Lists / Sources / Reading around the subject recommendations:

- Edexcel GCSE 9-1 French textbooks (Foundation and higher)
- The little Prince in French or English
- The three Muskateers in French or English
- Tintin
- Asterix and Obelix
- Little Nicholas in French or English
- Mr Men books in French
- Harry Potter in French

www.quizlet.com

www.languagesonline.org.uk

www.memrise.com

www.wordreference.com (online dictionary)

www.french.about.com/index.htm