



Curriculum Narrative 21-22

<i>Subject: French</i>	<i>Year: 8</i>	<i>Author: C. Bracher</i>
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p style="text-align: center;">Key Threshold Concepts:</p> <ul style="list-style-type: none"> • <i>Awareness of gender</i> • <i>Awareness of key graphemes/phonemes (phonics) and that these are different in French and English</i> • <i>Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill</i> • <i>Verbs come from the infinitive and need to be changed for person, tense and number</i> • <i>Understanding that word for word translations don't always work</i> • <i>There are multiple strategies that allow you to decode other languages.</i> • <i>Communication is key – find a way.</i> 	<p style="text-align: center;">Subject Skills:</p> <p><i>Media – Term 1</i></p> <ul style="list-style-type: none"> • <i>Giving and expanding opinions of TV/film / music</i> • <i>Using time expressions in present tense sentences</i> • <i>Using the modal verb structure: je veux</i> • <i>Using faire and aller in present tense sentences</i> <p><i>NCELP curriculum – terms 2 and 3</i></p> <ul style="list-style-type: none"> • <i>Phonics: a key sound-spelling combination to be re-visited and practised each lesson</i> • <i>Revisiting the verbs avoir and être</i> • <i>Revisiting numbers 1-31</i> • <i>Revisiting how to use articles (the, a, some)</i> • <i>Using correct pronouns</i> • <i>Using il y a and il n'y a pas</i> • <i>Using possessive adjectives</i> • <i>Ways to ask questions</i> • <i>Using the feminine form of adjectives and nouns</i> • <i>knowing how to form dates</i> • <i>Using er verbs in the present tense</i> • <i>Using the perfect tense</i> • <i>Using negatives</i> • <i>knowing how to use du / de la / des</i> • <i>using ir verbs in the present tense</i> • <i>using present tense to talk about the future</i> <p>Context</p> <p>Students enter year 8 having studied French for a year. They have covered the basics of the language including greetings, numbers, alphabet, common verbs, opinions and present tense as well as some topic vocab.</p> <p>We use the NCELP curriculum which has been designed to support progression in early language learning within the limited time students have to study languages in school.</p> <p>This is done by allowing students to frequently re-visit the key concepts to develop a mastery of the language.</p>



	<p>The scheme of learning prioritises four key elements of language learning; phonics, vocabulary, grammar and meaningful practise.</p> <p>For phonics, a key sound-spelling link will be re-visited every lesson to help them master correct pronunciation.</p> <p>In terms of vocabulary, students are introduced to high frequency language as determined by NCELP research which has identified the most commonly used words in the French language, as well as those used commonly in GCSE exams. The SoW seeks to introduce the highest frequency words early on. Students are introduced to sets of words from different parts of speech, including the most common verbs, which allow them to manipulate verbs and regularly create their own sentences.</p> <p>Grammar is introduced in small sections, most common first, with an aim of building up students' knowledge of different grammatical structures over time.</p> <p>As deliberate practise is important for students to embed vocab, structure and phonics knowledge, there are lots of opportunities for students to practise both new and prior-taught vocab within the lesson activities.</p>
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<p>Subject Specific Knowledge and Sequencing:</p> <p>Phonics Sound-spelling link of key sounds: silent h / liaisons with h, em/am, aim/im, om, um/un, gn, r, eu /œur, o/ ô, th, ill/ille, aill / ail, oy, y</p> <p>Grammar</p> <ul style="list-style-type: none"> • Key verb paradigms (especially avoir/etre) • Articles (le/la/les/un/une/des) • Adjective agreements • Plural nouns • Pronouns 	<p>Prerequisites and Spiral Teaching:</p> <ul style="list-style-type: none"> • Phonics revised early on – afterwards, key phonemes to be pointed out whenever they occur in new words and a phonics focus to start each new lesson by focussing on one key sound-spelling link. • Simple structures to express likes and dislikes - students encouraged to use previously learned opinion structures to give opinions using new vocab. • Numbers /days / months – to be used in French for classroom communication wherever relevant. Numbers revised before teaching time in term 1. • Avoir/etre in present tense – revisited in many lessons in term 2. Point them out to students
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<ul style="list-style-type: none"> • Present tense of <i>er</i> verbs • Present tense of <i>ir</i> verbs • Feminine noun forms • How to ask questions • dates • negatives • du / de la / des • possessive adjectives • perfect tense <p><u>Vocab</u></p> <ul style="list-style-type: none"> • Numbers 1-31 • Jobs • adjectives of personality • months • key words to do with celebrations • Useful high-frequency nouns • seasons • directions and prepositions • key items of food and drink • important verbs • days of the week • High frequency connectives – et, mais, ou, pour, aussi, parce que <p><u>Culture</u></p> <ul style="list-style-type: none"> • Basic knowledge of French speaking countries and recognise how widely spoken French is across the world. 	<p>whenever they occur in texts and make sure students know when they are using them.</p> <ul style="list-style-type: none"> • Present tense verb endings of <i>er</i> verbs - re-visit whenever a new present tense <i>er</i> verb is introduced and make sure students can use it with all pronouns e.g. célébrer in term 2 • Simple connectives and intensifiers – students encouraged to use these in any sentences they make. A range to be included in texts on all topics and more unusual ones to be pointed out to students whenever they occur. • 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 pupil’s vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well. • 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.
<p style="text-align: center;">Cross-Curricular Knowledge Links:</p> <ul style="list-style-type: none"> • 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 	

<p>Reading Lists / Sources / Reading around the subject recommendations:</p>
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www.quizlet.com
www.languagesonline.org.uk
www.memrise.com
www.wordreference.com (online dictionary)
www.french.about.com/index.htm