



Year 8 Subject PoS

Learning	Loving	Living
<p>Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly</p>	<p>Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising</p>	<p>Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond</p>
Curriculum Intent		
<ul style="list-style-type: none"> • <i>provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</i> • The curriculum in Y8 French will allow students to be able to respond to stimuli on familiar topics in both listening and reading. • Building on the MFL curriculum from KS2 and Y7 (where present tense, opinions, descriptions and daily activities were taught) the Y8 French curriculum continues to work on decoding sounds to develop excellent pronunciation skills so they can express themselves in French accurately and with good, accurate intonation – this will lead to greater confidence and coherence in speaking. • It also focuses on building sentences through learning and practising clearly defined ‘chunks’ of simple language which can be recycled in different contexts in order to use and manipulate these creatively in their own independent work. This will include describing future and past events. • In terms of grammar and vocabulary, it will allow them to develop their vocabulary so that they can express themselves with a variety of simple structures but they are keen to develop their vocabulary learning skills to broaden out their knowledge and start to understand how they can substitute word in the sentence builder for words they know already – ie different adjectives or connectives. In terms of grammar they will be able to use adjective agreement correctly in simple sentences, they will be able to use a variety of regular and irregular verbs (faire, aller, etre, avoir, pouvoir, vouloir, devoir) in the present, past and near future tenses with increasing accuracy in a spontaneous conversation or writing tasks • The passé-composé is a clear focus for Y8 and we will work on this throughout the year • The year 8 French curriculum also gives students the opportunity to learn about Paris (culturally) and do some research into what they can see and do there along with the functional language needed to book hotel rooms and order in restaurants 		



- **clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.**
- Weekly vocabulary tests (low stakes) and routine testing and retrieval of previous structures is inbuilt into every lesson so that students are aware of the vocabulary they need to know,
- End of unit tests include recall of vocabulary, exam style reading & listening questions in both English and TL and an exam style writing task (40 words OR speaking task) on the topic that they have been working on. Speaking is peer assessed and teacher assessed in the lessons.
- End of topic tests are differentiated (foundation/higher) from Y8 onwards – the % of each test is recorded on centralised tracking sheets and students are given a feedforward lesson to go through their corrections and identify areas of strength/weakness.
- End of year exams in Y8 build on the content from throughout the year and use exam style questions across all 4 skills to assess their performance so students can demonstrate their knowledge.
- **is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.**
- The curriculum in Y8 aims to allow students to build on their prior knowledge from Y7 but will allow for recapping and recycling of Y7 content where it is appropriate in order for students to make progress on the ‘new’ content.
- Y7 and previous Y7 Content is recycled at the start of each new topic and each new unit as appropriate – ie opinion phrases will be recycled at the start of each sequence of teaching where students will be required to give their opinions on different topics. Grammar is taught only when students have grasped the content of that grammar topic – ie students will not do the rules surrounding adjective agreement until they have learnt examples of this in practice – the practical element of recognising and using the vocabulary is paramount – ‘pop up’ grammar will be used once students have a secure knowledge of the content.
- Students are also taught specific memorising techniques and specific modelling techniques for tackling certain kinds of tasks to enable the skills of listening, reading, writing and speaking to develop. We follow the following basic guideline to develop a ‘can do’ metacognitive approach to language learning - 1. Learning Strategies are named and presented by the teacher, 2. Strategies are modelled by the teacher, 3. Strategies are practised with scaffolding (sentence builders, classwork), 4. Strategies are used without scaffolding and finally 5. Strategies uptake is verified by test and/or verbal report with student voice a part of this. Students and teachers should be aware that metacognitive strategies rely wholly on secure knowledge of the content being assessed or the task being attempted so knowledge acquisition must be explicitly explained to the students in order to ensure that they buy-in to lessons and commit to learning vocabulary and structures consistently.
- **has high ambition for all pupils**
- All parents will be sent a letter at the start of each year with a list of the topics studied in French that year with expectations in terms of weekly vocabulary tests and how they can support their child’s learning at home. This letter will also reiterate our expectations in terms of behaviour in lessons and expectations of work to be completed. We have a behaviour expectations document specific to languages that again teachers will be following in lessons to ensure maximum participation. There is a focus on rewarding positive student attitudes through stars of the half term certificates sent by the Head of Faculty as well as stars of the week sent home by class teachers as well as the school reward system. Students are taught in mixed ability groups to enable a level playing field and will be taught both Higher and Foundation tasks.



- There are also opportunities for students to read literary texts (stories, songs and poems) in the TL as appropriate to the topic in Y8
- **Spaced Memory retrieval for all topics**
- Students are given sentence building grids' and a link to an accompanying Quizlet set at the start of each topic within a unit which contains the language they should know and be able to recall after the sequence of lessons WITHOUT use of the sentence builder– as well as at the end of each half-term - this language will be recycled and revised throughout the unit as it will be built upon as the unit progresses. At the end of each unit students will have a checklist of 'I can' statements which they can RAG rate in their books to check understanding – they can then use the sentence building grids to form a revision list along with the Quizlet set that will accompany it to revise that topic. Opportunities will be given in lessons for retrieval of 'old' vocabulary and structures as appropriate.

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment	Building on	Building to
Autumn 1	<p>What I did....</p> <p>Describing what I did over the summer holidays – using common verbs in the passé-composé learnt in chunks, revision of present tense of avoir/etre, common time phrases in the passé-composé, giving opinions and reasons in the past.</p> <p>RESPONDING to questions on these</p> <p>GRAMMAR – Etre, Avoir, formation of past participles for regular verbs</p> <p>REVISION – present tense of avoir, common connective words, reasons and opinions</p>	14	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>Speaking task</p>	<p>Knowledge of avoir/etre in the present tense</p> <p>Time phrases</p>	<p>Being able to use the perfect tense confidently in all persons in both regular and key irregular verbs (aller, etre, faire, avoir)</p>
Autumn 2	<p>What I did continued</p> <p>Describing what I did last weekend in more detail – more unusual verbs and use of weather phrases in the past, describing a weekend outing, 24 hour clock and revision of telling the time in French. Forming Questions in the passé-composé</p> <p>RESPONDING to questions on these</p> <p>GRAMMAR – AVOIR, etre verbs and agreements and verb drills – passé-composé</p> <p>RESPONDING to literary texts – les vacances de Petit Nicolas</p>	14	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>40 word writing task</p>	<p>Being able to use the perfect tense confidently in all persons in both regular and key irregular verbs (aller, etre, faire, avoir)</p>	<p>More confident use of perfect tense</p> <p>Knowledge of key verbs that go with etre (sortir, partir, rester, aller, rentrer) – may recall more of MRS VANDERTRAMP</p>



	Dejeuner du matin – Jacques prevert				
Spring 1	<p>Talking about music, films, books (part 1) – likes/dislikes and why</p> <p>Talking about a concert that I saw, narrating events using sequencing words</p> <p>Talking about a film I saw, a book I read and a TV programme I watched</p> <p>Questions in the passé-composé</p> <p>What kind of music I am GOING to listen to/ what I'm going to watch in the near future</p> <p>RESPONDING to questions on these</p> <p>GRAMMAR – passé-composé combined with present tense, revision of near future tense and revision of present tense verbs, use of verb VOIR in three tenses</p> <p>CULTURAL ELEMENT – French music – Stromae Papaoutai</p>	12	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>Speaking task</p>	<p>Simple opinions from Y7</p> <p>Using aller + an infinitive from Y7</p>	<p>Confident use of passé-composé to describe what I read/saw/listened to</p>
Spring 2	<p>Talking about Internet and new media – likes, dislikes and why</p> <p>Talking about how I use new media</p> <p>Being able to describe what I used the computer for/internet for</p> <p>How I plan to use technology in the future</p> <p>GRAMMAR – revision of passé-composé combined with present tense AND with near future tense</p>	12	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>90 word writing task</p>	<p>Simple opinions from Y7</p> <p>Using aller + an infinitive from Y7</p>	<p>Confident use of passé-composé to describe what I read/saw/listened /did online</p>
Summer 1	<p>Une visite a Paris</p> <p>Making travel arrangements, booking train tickets, booking hotel rooms, ordering in a restaurant, directions and describing a day out (passé-composé)</p> <p>Using the near future tense to say what you are GOING to do or WOULD like to do if you were in Paris.</p>	12	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>Speaking task</p>	<p>Time phrases</p> <p>Telling the time in French</p> <p>Giving opinions on food</p>	<p>Reading a timetable, booking a restaurant/hotel, directions</p> <p>Describing a day out</p>



	POEM – dans Paris de Paul Eluard (see Teachit Languages worksheet)				
Summer 2	<p>Une visite a paris 2</p> <p>Research project on something you would like to visit in Paris or a historical event or literary work/film set in Paris and originally written in French – using devices</p> <p>Write a description of it in French, Add in ‘fake’ trip advisor reviews</p> <p>Creative response – Ben Heine – pencil vs camera (see examples here)</p>	12	<p>Vocab Quiz</p> <p>Reading and listening tasks</p> <p>90 word writing task</p>	Use of ‘je voudrais’ + an infinitive	Building to describing what you would like to see while you are in Paris
<ol style="list-style-type: none"> 1. Students constantly recap the sound patterns in French in particular the vowel sounds, vowel combinations and silent letters so their pronunciation is accurate. They also revise the acronym CRFL for the letters that are pronounced at the end of words. They are aware of liaisons and how they affect pronunciation. 2. They are taught genders in French and how the gender of nouns affect adjectives and the word order of adjectives in a sentence 3. They are able to use verbs confidently in the present/perfect tenses in the I form 4. They can use the near future tense with confidence 5. They are taught about verb conjugation, they know about infinitives and they know they have to change verbs depending on who is doing the talking 6. They are aware of endings and can give examples of ER/IR and RE verbs 7. They know the key verbs – etre, avoir, faire, aller in present tense in all persons 8. They can give simple opinions in the past/present/future tenses 9. They know how to use a range of negatives 10. They can use adjectives/adverbs appropriately 					