



French

Key Stage 4 Framework for Learning

Year 11 2016-2017: I am Creative, Successful and Happy

Syllabus:

French Edexcel

Autumn 1

Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>Unit1: Listen and respond to spoken French.</p> <ul style="list-style-type: none"> Listening for specific details Drawing conclusion skills Predicting skills Reading tiles and possible answers for clues Using knowledge of grammar to answer correctly Listening for tone of voice/ intonation for clues Developing knowledge of different type of questions <i>choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</i> Using transcripts to develop knowledge of key vocabulary and listening for specific details Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. <p>Unit 3: Reading</p> <p>Understand and respond to written language</p> <ul style="list-style-type: none"> Scanning and skimming skills. Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' Developing expectation of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. Developing use of knowledge of grammar. For example: if you can identify a plural, a verb tense, an adjective, an adverb or a preposition, you will be in a better position to make an intelligent guess at a meaning or for gap fill purposes. Developing different ways of finding out the meaning of words. For example: - can they guess the meaning of a difficult word in a sentence if they understand what all the other words mean? - can they find similarities between French and English words (eg 'gymnase' = gymnasium)? - can you find links with other French words (eg 'imprimer' = to print: 'une imprimante' = a printer)? - are you aware of language patterns (eg 're' in front of a word often means again: 'recommencer' = to start again)?
Assessment	B Based on listening, reading and writing classroom tasks. The 3 key class assessments tasks will be highlighted & labelled as such in SHORT TERM PLANNING for half termly assessment purposes.
Reward & enrichment	French school system and French school exams
Character	

Autumn 2

Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>Unit1: Listen and respond to spoken French.</p> <ul style="list-style-type: none"> Listening for specific details Drawing conclusion skills Predicting skills Reading tiles and possible answers for clues Using knowledge of grammar to answer correctly Listening for tone of voice/ intonation for clues Developing knowledge of different type of questions <i>choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</i>



	<ul style="list-style-type: none"> Using transcripts to develop knowledge of key vocabulary and listening for specific details Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. <p>Unit 2: Speaking Communicate and interact in speech</p> <ul style="list-style-type: none"> To convey information and narrate events coherently, using and adapting language for different purposes. To speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate. . To use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events. To ask questions. <p>Unit 3: Reading Understand and respond to written language</p> <ul style="list-style-type: none"> Scanning and skimming skills. Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. Developing use of knowledge of grammar. For example: if you can identify a plural, a verb tense, an adjective, an adverb or a preposition, you will be in a better position to make an intelligent guess at a meaning or for gap fill purposes. Developing different ways of finding out the meaning of words. For example: - can they guess the meaning of a difficult word in a sentence if they understand what all the other words mean? - can they find similarities between French and English words (eg 'gymnase' = gymnasium)? - can you find links with other French words (eg 'imprimer' = to print: 'une imprimante' = a printer)? - are you aware of language patterns (eg 're' in front of a word often means again: 'recommencer' = to start again)?
Assessment	Based on listening, reading and writing classroom tasks. The 3 key class assessments tasks will be highlighted & labelled as such in SHORT TERM PLANNING for half termly assessment purposes.
Reward & enrichment	
Character	
Spring 1	
Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>Unit1: Listen and respond to spoken French.</p> <ul style="list-style-type: none"> Listening for specific details Drawing conclusion skills Predicting skills Reading tiles and possible answers for clues Using knowledge of grammar to answer correctly Listening for tone of voice/ intonation for clues Developing knowledge of different type of questions <i>choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</i> Using transcripts to develop knowledge of key vocabulary and listening for specific details Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. <p>Unit 3: Reading Understand and respond to written language</p> <ul style="list-style-type: none"> Scanning and skimming skills. Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i>



	<ul style="list-style-type: none"> • Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' • Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. • Developing use of knowledge of grammar. For example: if you can identify a plural, a verb tense, an adjective, an adverb or a preposition, you will be in a better position to make an intelligent guess at a meaning or for gap fill purposes. • Developing different ways of finding out the meaning of words. For example: - can they guess the meaning of a difficult word in a sentence if they understand what all the other words mean? - can they find similarities between French and English words (eg 'gymnase' = gymnasium)? - can you find links with other French words (eg 'imprimer' = to print: 'une imprimante' = a printer)? - are you aware of language patterns (eg 're' in front of a word often means again: 'recommencer' = to start again)?
Assessment	Based on listening, reading and writing classroom tasks. The 3 key class assessments tasks will be highlighted & labelled as such in SHORT TERM PLANNING for half termly assessment purposes.
Reward & enrichment	Cultural: Pupils reflect on the differences and similarities between France and UK in use of transport, new initiative for a better impact on the environment
Character	
<h2>Spring 2</h2>	
Knowledge	To develop students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>Unit 1: Listen and respond to spoken French.</p> <ul style="list-style-type: none"> • Listening for specific details • Drawing conclusion skills • Predicting skills • Reading titles and possible answers for clues • Using knowledge of grammar to answer correctly • Listening for tone of voice/ intonation for clues • Developing knowledge of different type of questions <i>choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</i> • Using transcripts to develop knowledge of key vocabulary and listening for specific details • Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> • Recognising the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' • Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. <p>Unit 2: Speaking Communicate and interact in speech</p> <ul style="list-style-type: none"> • To convey information and narrate events coherently, using and adapting language for different purposes. • To speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate. . • To use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events. • To ask questions. <p>Unit 3: Reading Understand and respond to written language</p> <ul style="list-style-type: none"> • Scanning and skimming skills. • Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> • Recognition of the full range of words that introduce questions, eg 'Où?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' • Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. • Developing use of knowledge of grammar. For example: if you can identify a plural, a verb tense, an adjective, an adverb or a preposition, you will be in a better position to make an intelligent guess at a meaning or for gap fill purposes. • Developing different ways of finding out the meaning of words. For example: - can they guess the meaning of a difficult word in a sentence if they understand what all the other words mean? - can they find similarities between French and English words (eg 'gymnase' = gymnasium)? - can you find links with other French words (eg 'imprimer' = to print: 'une imprimante' = a printer)? - are you aware of language patterns (eg 're' in front of a word often means again: 'recommencer' = to start again)?
Assessment	Based on listening, reading and writing classroom tasks.



	The 3 key class assessments tasks will be highlighted & labelled as such in SHORT TERM PLANNING for half termly assessment purposes.
Reward & enrichment	
Character	
Summer 1	
Knowledge	To test students' knowledge of vocabulary and structures in a range of settings.
Skills	<p>Unit1: Listen and respond to spoken French.</p> <ul style="list-style-type: none"> • Listening for specific details • Drawing conclusion skills • Predicting skills • Reading titles and possible answers for clues • Using knowledge of grammar to answer correctly • Listening for tone of voice/ intonation for clues • Developing knowledge of different type of questions <i>choosing, filling in a grid or a form, matching, gap filling, putting things in order, making decisions and giving reasons.</i> • Using transcripts to develop knowledge of key vocabulary and listening for specific details • Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> • Recognising the full range of words that introduce questions, eg ' OÙ?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' • Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. <p>Unit 2: Speaking Communicate and interact in speech</p> <ul style="list-style-type: none"> • To convey information and narrate events coherently, using and adapting language for different purposes. • To speak spontaneously, responding to unpredictable questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate. . • To use a range of vocabulary and grammatical structures accurately, including some more complex forms, with reference to past, present and future events. • To ask questions. <p>Unit 3: Reading Understand and respond to written language</p> <ul style="list-style-type: none"> • Scanning and skimming skills. • Developing familiarity with different types of exam questions: <i>multiple choice, filling in a grid, matching, gap filling, answering in French, answering in English, translation, gap fills</i> • Recognition of the full range of words that introduce questions, eg ' OÙ?' 'Qui?' 'Comment?' 'Pourquoi?' 'Quand?' 'Que?' 'Quel(le)?' 'Qu'est-ce que?' • Developing expectations of NOT understanding every word of a text but being clear as to exactly what each question wants. For example: should they give precise details or an overall impression? When they are clear, go back to the text for the words that you need, and ignore the rest. • Developing use of knowledge of grammar. For example: if you can identify a plural, a verb tense, an adjective, an adverb or a preposition, you will be in a better position to make an intelligent guess at a meaning or for gap fill purposes. • Developing different ways of finding out the meaning of words. For example: - can they guess the meaning of a difficult word in a sentence if they understand what all the other words mean? - can they find similarities between French and English words (eg 'gymnase' = gymnasium)? - can you find links with other French words (eg 'imprimer' = to print: 'une imprimante' = a printer)? - are you aware of language patterns (eg 're' in front of a word often means again: 'recommencer' = to start again)?
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