



French

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:

AQA French GCSE (8658)

Autumn 1

Knowledge

Week 1

KS3 REVISION

- Nouns + articles
- Numbers, ages and times
- Dictionary skills

Weeks 2 & 3

Green Route (MAPs)

“Ma famille et moi”

Talking about yourself and your family

Grammar:

Green using AVOIR (to have) & ETRE (to be)

Possessive adjectives (I, my, you, his, her)

Blue Route (HAPs)

“La famille et l’amitié”

Describing family and friends

Grammar: direct object pronouns. Comparatives and superlatives.

Week 4

« Ma famille et mes amis »

Green Route (MAPs) &

Blue Route (HAPs)

Talking about getting on with other.

Grammar: reflexive verbs. Adjective agreement.

Weeks 5 & 6

[PREPARE REVISION HANDOUT AUTUMN TERM PROGRESS TESTS: \(LISTENING & READING\)](#)

Green Route (MAPs) &

Blue Route (HAPs)

“Tu aimerais te marier?”

Talking about future relationships.

Grammar: the immediate future and the future tense.

Week 7 & 1ST week of Autumn Term 1

Green Route (MAPs)

“On se marie?”

Talking about personal relationships.

Grammar: position of adjectives. Using QUI and QUE.

Blue Route (HAPs)

“Seul ou en couple?”

Discussing future relationship choices.

Skills


GREEN ROUTES (MAPs)

Grade 3-4

Listening

Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future spoken clearly. [D]




	<p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Reading Comprehension task</i> Slide 12 & 13</p> <p>Marking Point 2 <i>HANDOUT</i> <i>Reading & Writing tasks</i> <i>ex C, D, E, F</i> <i>Topic: Relationships (handout)</i></p> <p>Marking Point 3 <i>Reading comprehension task</i> Slide 19</p>
Cultural enrichment	<p>French as a world language, a business language and a language that will get you hired.</p>
Character	 <p>QofS – Optimism Maintaining a positive outlook in the learning of a foreign language especially before the challenge some may face before a writing assessment</p> <p>CV – Openness & Honesty Open tools for students' collaboration in peer and self-assessment leading to more autonomy.</p>
Autumn 2	
Knowledge	<p>Week 1 Green Route (MAPs) "On se marie?" Talking about personal relationships. Grammar: position of adjectives. Using QUI and QUE.</p> <p>Blue Route (HAPS) "Seul ou en couple?" Discussing future relationship choices.</p> <p>Weeks 2 & 4 Green Route (MAPs) « Qu'est-ce que tu aimes faire? » Talking about television, music and films. Grammar: revision of the present tenses of regular verbs.</p>



	<p>Question words.</p> <p>Blue Route (HAPs) « Le weekend, qu'est-ce que tu fais? » Talking about leisure activities. Grammar: revision of the future tense. Time phrases.</p> <p>Weeks 3 PROGRESS TEST Reading Comprehension test. Listening Comprehension test. Correction & PLC & Feedback loops.</p> <p>Weeks 5 & 6 Green Route (MAPs) & Blue Route (HAPs) “Qu'est-ce que tu as fait ce weekend?” Describing free-time activities in the past. Grammar: perfect tense of regular verbs. The perfect tense with ETRE</p> <p>Week 7 & 8 Green Route (MAP) & Blue Route (HAPs) « les loisirs »</p>
<p>Skills</p>	<p>GREEN ROUTES (MAPS) Grade 3-5</p> <p>Speaking Take part in short conversations on a familiar topic, informing and expressing opinions and giving reasons. Reference to the past <u>or</u> future as well as the present. [D]</p> <p>Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past <u>and</u> the future. Use a range of common vocabulary and grammatical structures [C]</p> <p>Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures, referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding. [B]</p> <p>BLUE ROUTES (HAPS) Grade 5-9; B –A*</p> <p>Speaking Speak effortlessly, use lots of complex vocab, advanced grammar & at least 5 tenses & I am always precise & fluent [A*] Has excellent pronunciation [A*] Use subordinate clauses [A*] Express complex ideas and interesting opinions fluently & accurately [A*] Take the initiative & speak spontaneously by asking unsolicited questions, responding to unexpected questions and points of view, & confidently with good pronunciation & a nice accent [A*/A] Talk for a long time using a wide variety of grammar, vocabulary (including connectives) and at least 4 tenses correctly and not make many errors [A] Take the initiative & give lots of opinions & justifications [A]</p>
<p>Assessment</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 <i>Translation into English</i> Slide 63</p> <p>Marking Point 2 & 3 PROGRESS TESTS Reading & Listening comprehension skills</p>
<p>Cultural enrichment</p>	<p>Marriage in France and differences in legal status of couples.</p>





	<p>Week 6 French Cinema club "A 14 ans" and film study around the topic of adolescence.</p>
Character	 <p>QofS – Empathy Caring for Others, Equality, Equity The ability to connect with each other in the classroom by communicating in pairs/ groups is a life skill; understanding different cultures to be able to make comparisons and thus develop empathy.</p> <p>CV – Solidarity, Caring for Others, Equality, Equity Paired and group works to help each other and self- manage in their own learning.</p>



Spring 1

Knowledge	<p>Week 1 Green Route (MAPs) & Blue Route (HAPs) "Le sport, c'est ma passion!" Developing sentences using QUAND, LORSQUE and si. Opinion verbs.</p> <p>Weeks 2 & 3 <u>PREPARE REVISION HANDOUT FOR SPRING TERM PROGRESS TEST: LISTENING & WRITING</u></p> <p>Green Route (MAPs) "On parle de la nourriture" Talking about food and meals. Grammar : quantities. Adverbs of frequency.</p> <p>Blue Route (HAPs) "Que mange-t-on dans le monde?" Discussing world food and eating habits. Grammar: demonstrative pronouns. Using more complex negatives.</p> <p>Weeks 4 & 5 Green Route (MAPs) & Blue Route (HAPs) "Qu'est-ce que tu aimes manger?" Talking about different cuisines and eating out. Grammar: verb + infinitive. The pronoun EN</p> <p>Week 6 Vocabulary review. Further grammar practice. Writing and translation practice.</p>
Skills	<p>GREEN ROUTES (MAPs) Grade 3-5</p> <p>Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</p>




	<p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Reading Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms.</p>
Assessment	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 "Le passé-composé" Ex: 2,3,4 & 5 Conjugating skills</p> <p>Marking Point 2 Reading comprehension Slide 61</p> <p>Marking Point 3 Writing task "La télévision"</p>
Cultural enrichment	French foods and regional dishes.
Character	  <p>QofS – Creativity & Motivation Curious to try sports/ games that are popular in France (e.g. handball) but not in the UK. Stimulation tasks may open desire to try new experiences.</p> <p>CV – Openness Open tools for students' collaboration in peer and self-assessment leading to better understanding of assessment criteria and independence.</p>
Spring 2	
Knowledge	<p>Week 1 Exam strategy and speaking & writing improvement techniques. HOUR 1: Speaking and writing. Adverbs of frequency; using quantifiers; giving opinions in present, past and future tense. HOUR 2: Listening & reading: Understanding positive and negative opinions. Recognising false friends. Paraphrasing skill with synonyms and antonyms.</p> <p>Weeks 2 & 3 TEST Listening Comprehension test.</p> <p>Writing test. Correction/ PLC/ Reflection & Feedback loops + writing</p> <p>Week 4 Les nombres et les euros</p> <p>Weeks 5 La cuisine To discuss different cuisines and eating out.</p>



<p>Skills</p>	<p>GREEN ROUTES (MAPS) Grade 3-5</p> <p>Writing Write short texts giving and seeking information and opinions, referring to the past or future as well the present. [D]</p> <p>Write short texts in a range of contexts, giving and seeking information and opinions and referring to present, the past and the future. [C] Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. [B]</p> <p>BLUE ROUTES (HAPS) Grade 5-9; B –A*</p> <p>Writing Have a wealth of interesting ideas, which are expressed accurately & succinctly [A*] Use sophisticated vocabulary & write in different registers [A*] Manipulate grammar & tenses effortlessly & accurately [A*] Use a wide range of tenses and structures accurately [A] Use varied & interesting vocabulary & well-structured [A] Express themselves well & justify my opinions accurately [A] Make very few errors but verbs are always correct [A]</p>
<p>Assessment</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking points 1, 2, 3</p> <ul style="list-style-type: none"> - <i>Listening Comprehension test.</i> - <i>Reading Comprehension test.</i> - <i>Writing test.</i>
<p>Cultural enrichment</p>	<p>Eating out in France. Understanding and using Euros.</p> <p>Week 5 French Cinema: “Les Triplettes de Belleville” and film study Comedy thriller</p>
<p>Character</p>	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>QofS – Responsibility & Reflection A responsible language learner will have studied vocabulary and structures in readiness for end of term exam. Reflecting on language acquisition by completing checklists to assess strengths and weaknesses.</p> <p>CV – Honesty & Social Responsibility In class understanding that it is a shared responsibility for the learning process to happen. Taking part in role plays in thus collaborating with each other to ensure progress.</p>
<h2>Summer 1</h2>	
<p>Knowledge</p>	<p>Week 1 Green Route (MAPS) & Blue Route (HAPS)</p> <p>“Les sport extrêmes » Discussing new sports and taking risks in sport. Grammar: using the pronouns EN and Y. Emphatic pronouns.</p>



	<p>Weeks 2 & 3 “Les fêtes en France” Talking about WHAT and HOW we celebrate</p> <p>Week 4: Opening & closing times. Asking questions.</p> <p>Weeks 5 & 6: Listening and reading progress test preparation. Preparation of speaking answers for Progress test.</p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>Listening Demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, ore the present and the future spoken clearly. [D]</p> <p>Demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future, spoken clearly. [C]</p> <p>Deduce meaning and demonstrate understanding of detail in longer passages (including some authentic sources, adapted or abridged) which include a range of at least three different tenses, well-justified opinions and some less familiar, as well as familiar, language and grammatical structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Listening Understand long passages at normal speed. Work out meaning of new words from context. Cope with any topic even ones with which are not familiar topics. Have a broad vocabulary range and understand grammar very well. Pick out the main points and detailed information of long passages & give accurate answers.</p>
<p>Assessment</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking Point 1 Listening Comprehension Slide 23</p> <p>Marking Point 2 Reading Comprehension Slide 123 Ex 1 page 64</p> <p>Marking Point 3 Writing: “Les fêtes” Slide 20</p>
<p>Cultural enrichment</p>	<p>Mains Festivals in France. (music/ films/ performing arts)</p> <p>Week 6 French regional food specialties. Afternoon of sampling of French foods & drinks.</p>
<p>Character</p>	<p></p> <p>QofS – Practice & Resiliency Persevering with the skill of asking questions / formulating questions which can be tricky. Developing the good habits to practise your newly learnt skills in class and at home.</p>



	<p>CV – Self-Help Getting into the good habits to look for answers in exercise books and dictionary.</p>
<h2>Summer 2</h2>	
<p>Knowledge</p>	<p>Weeks 1 & 2 "Les fêtes à travers le monde" Talking about international festivals.</p> <p>Weeks 3 & 4 TEST Exam [3 skills]</p> <p>Listening Comprehension test. Reading Comprehension test. Speaking test.</p> <p>Correction/ PLC/ Reflection & Feedback loops.</p> <p>Week 5 & 6: ELE Green Route (MAPs) & Blue Route (HAPs) « Les réseaux sociaux » Talking about the uses of social media. Grammar: the present tense of common irregular verb. Using GRACE A.</p> <p>Week 6 & 7</p>
<p>Skills</p>	<p>GREEN ROUTES [MAPS] Grade 3-5</p> <p>Reading Demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present. [D]</p> <p>Demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future. [C]</p> <p>Deduce meaning and understand detail in longer texts, including extracts from literary texts, which include a range of at least three different tenses, opinions and some unfamiliar, as well as familiar, language, including some more complex structures [B]</p> <p>BLUE ROUTES [HAPS] Grade 5-9; B –A*</p> <p>Reading Skim a text to pinpoint answers. Read quickly & only have to reread to pick up the finer details & nuances in a long, complex text. Understand very well any topic even difficult or unfamiliar ones Infer answers & work out meaning of new words in context Have an in-depth vocab & understand complex grammar & idioms*</p>
<p>Assessment</p>	<p>Based on listening, speaking, reading and writing Classroom & Home Learning tasks.</p> <p>Marking points 1, 2, 3</p> <ul style="list-style-type: none"> - <i>Listening Comprehension test.</i> - <i>Reading Comprehension test.</i> - <i>Speaking test.</i>
<p>Cultural enrichment</p>	<p>French Cinema: "Au revoir les enfants" and film study War Drama during Occupied France.</p>



Character



Talking about future studies will help students think about what they want to do in the future/ don't want to do; inspiring them

CV – Self-Responsibility

Students to understand the positives of taking responsibility for their own learning and impact of positive attitude will have in their future prospects.