



Year 9						
Subject intent	The GCSE French linear course is taught over three years, starting in Year 9. It encourages students to develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<b>Context</b>  <b>Me, my family and friends</b>  Relationships with family and friends	<b>Context</b>  <b>Local, national, international and global areas of interest</b> Home, town, neighbourhood and region	<b>Context</b>  <b>Current and future study and employment</b> My studies	<b>Context</b>  <b>Identity and culture</b> Free-time activities <ul style="list-style-type: none"> <li>• Music</li> <li>• Cinema and TV</li> </ul>	<b>Context</b>  <b>Identity and culture</b> Free-time activities <ul style="list-style-type: none"> <li>• Food and eating out</li> <li>• Sport</li> </ul>	<b>Context</b>  <b>-Identity and culture</b> Customs and festivals in French-speaking countries/communities
	<b>Grammar</b> -avoir and être present tense -possessive adjectives -adjective agreement rules -reflexive verbs -se disputer/se fâcher/s'entendre avec -comparatives plus que/moins que	<b>Grammar</b> -il y a/ on a/ c'est -prepositions (directions) -plural partitive article and de after negative -pouvoir + infinitive (see -expressions of quantity -irregular verbs aller/faire -ceux qui + verb -s'intéresser à	<b>Grammar</b> -devoir + infinitive - il faut + infinitive (compulsory subjects) -parce que/car to express reasons -perfect tense regular avoir verbs (choisir/décider	<b>Grammar</b> -consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> - extend range of two verbs together	<b>Grammar</b> - perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) -simple opinion statements to express how it was (illustration of the imperfect)	<b>Grammar</b> -perfect of verbs with être + agreement rules (see Perfect tense (être)-revision -reflexive verbs in perfect; perfect and imperfect tenses together



	<ul style="list-style-type: none"> <li>- adverbs of frequency</li> <li>- regular verbs in present tense</li> <li>- direct object pronoun</li> </ul>	<ul style="list-style-type: none"> <li>-enhancing descriptions - using qui/que/dont - demonstrative adjectives ce, cet, cette, ces</li> </ul>	<ul style="list-style-type: none"> <li>de/laisser tomber - options)</li> <li>-two verbs together eg aimer/aimer mieux/préférer</li> <li>-comparative and superlative in expressing opinions about subjects</li> <li>-use of tu and vous in informal/formal exchanges</li> </ul>	<ul style="list-style-type: none"> <li>-future tense introduced for eg weekend plans</li> <li>-adverbs such as d'habitude/normalement</li> <li>-clauses introduced by quand/lorsque and s</li> </ul>		<ul style="list-style-type: none"> <li>-describing a past event/festival; actions and opinions</li> </ul>
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-Ma famille et moi</li> <li>-Ma famille et mes amis</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-A la maison</li> <li>-Des maisons différentes</li> <li>-Là où j'habite</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-L'école et les matières</li> <li>-Mon établissement scolaire</li> <li>-La journée scolaire</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-Qu'est-ce-que tu aimes faire?</li> <li>-Qu'est-ce-que tu as fait /vas faire ce week-end?</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-On parle de la nourriture</li> <li>-Qu'est-ce-que tu aimes manger?</li> <li>-Tu fais du sport?</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>-On fait la fête!</li> <li>-La fête chez nous</li> <li>-Partout c'est la fête!</li> <li>-La fête pour tout le monde!</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>-Ignoring words which are not needed (reading for gist)</li> <li>-Including adjectives to enhance description</li> </ul>	<ul style="list-style-type: none"> <li>-Using adjectives to enhance descriptions</li> <li>-Recognising key topic words in reading and listening tasks</li> <li>-Using verbs which start with a vowel</li> <li>-Simplification and paraphrasing</li> </ul>	<ul style="list-style-type: none"> <li>-Forming longer sentences</li> <li>-describing physical properties (giving definitions instead of naming something)</li> <li>-Agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>-Using visual clues to understand texts</li> <li>-Adding reasons to produce more complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Using subordinating conjunctions</li> <li>-Listening for detail</li> <li>-Reading for detail</li> <li>-Using common patterns between French and English when reading</li> </ul>	<ul style="list-style-type: none"> <li>- Using a mnemonic (MRS VANDERTRAMP)</li> <li>-Requesting help to keep the communication going (spontaneity)</li> <li>-Developing confidence when speaking (using time fillers)</li> <li>-Making use of social and cultural context</li> </ul>



						when reading
<b>Subject Impact</b>	Students will have acquired the necessary skills to bridge the gap between the two Key Stages.	Read, Listen and understand the main points in written or spoken French which incorporates past, present or future tenses and opinions	Write at least 40-90 words (depending on ability) from memory on a range of topics demonstrating use of 3 tenses and justifying opinions.	Hold a spoken conversation on a range of familiar topics for 2 to 4 minutes (depending on ability), with varying levels of support.	Demonstrate knowledge of at least 40 key verbs in French and how to change regular and some irregular verbs into past, present and future tenses.	Form more complex opinions using a wider range of structures in order to describe, narrate and inform on the topics of Family and Friends, Living area, Studies, Free-time activities, Customs and festivals in French-speaking countries/communities.
<b>Assessment</b>	Vocabulary testing Foundation/Higher Question 3- (Translation) Listening Foundation/Higher Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Foundation/Higher Question 1 Writing, Grammar	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening Foundation/Higher Question 3- (Translation)	Vocabulary testing Reading Grammar Foundation/Higher Question 2- Extended writing	Vocabulary testing Listening Foundation/Higher Question 3- (Translation) Foundation/Higher Speaking (General conversation)	End of year exam + Foundation/Higher Question 4-Extended writing