

## **French KS3 Assessment – BRONZE**

### **Year8**

Throughout Key Stage 3, students develop their grammatical knowledge, vocabulary, as well as their linguistic competence. The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

See the link below for more details:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239083/SECONDARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239083/SECONDARY_national_curriculum_-_Languages.pdf)

Students are taught the same topics with a particular focus on two skills per half-term, as detailed below.

| Overview                                      | Knowledge: What will they Learn?                                                                                                                       | Skills: Understanding - what will they be able to do?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Literacy - Key Terminology                                                                                                                                                                                                                                                                                                        | Assessment                                      |
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| Autumn<br>Term 1<br>“T’es<br>branché(e)?<br>” | <p>Give opinions about TV programmes, films and books</p> <p>Talk about what I do on the Internet</p> <p>Talk about what I do in different weather</p> | <p><b>Listening &amp; reading:</b><br/>Understanding preferences on TV programmes and films</p> <p>Understanding types of books and opinions on them</p> <p>Understanding a text on how young French people use the Internet</p> <p>Understanding activities done in different weathers</p> <p><b>Speaking:</b><br/>Carry out a survey on television preferences</p> <p>Have a short conversation about film preferences</p> <p>Create and perform short dialogues on reading habits</p> <p><b>Writing:</b><br/>Write a paragraph on my TV, film and book preferences</p> | <p>-er verbs (singular)</p> <p><i>Ne... pas</i></p> <p>Questions with <i>Qu’est-ce que</i> and <i>Est-ce que</i></p> <p>Adjective agreement</p> <p>Present tense of <i>avoir</i>, <i>être</i>, <i>faire</i> and <i>aller</i> (singular)</p> <p>The definite article</p> <p>The indefinite article</p> <p><i>On</i> verb forms</p> | <b>Listening and reading<br/>DMT (45 words)</b> |

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|                                          |                                                                                                                                                                 | Write 3-4 complex sentences saying what activities I do in different weathers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                  |                                                   |
| Autumn<br>Term 2<br>“Paris, je t’adore!” | Say what I can do in Paris<br><br>Say what I like doing<br><br>Ask for tourist information<br><br>Say what I visited and what it was like<br><br>Say what I did | <p><b>Listening &amp; reading:</b><br/>Understanding texts about Paris sights</p> <p>Understanding people’s likes and dislikes</p> <p>Complete gap-fill sentences in English summarising a text</p> <p>Listen and note questions in the order they are mentioned</p> <p>Match questions and answers</p> <p>Understand tourist sights and opinions on them</p> <p>Understanding sentences in which people say what they did/ didn’t do</p> <p><b>Speaking:</b><br/>Play a memory game on things I can do in Paris</p> <p>Ask questions to identify a tourist sight</p> | <p>Using <i>On peut</i> + the infinitive</p> <p>Using verbs of likes/ dislikes + the infinitive</p> <p>Questions (<i>Est-ce que</i> and question words)</p> <p>The perfect tense</p> <p>Past participles</p> <p>The perfect tense (negative)</p> | <b>Listening &amp; reading<br/>DMT (90 words)</b> |

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|                |                                                                                                                                                                                                                                          | <p>Create and perform a short dialogue (finding out tourist information)</p> <p><b>Writing:</b><br/>Write sentences to describe photos</p> <p>Copy and complete a postcard text</p> <p>Write a short paragraph about a 24-hour visit I made to Paris</p> |  |  |
| Progress check | <p>What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern?</p> <p><b>Above Expected: +70%   Expected: 50%-70%   Below expected: 30%-49%   Cause for Concern: -30%</b></p> |                                                                                                                                                                                                                                                          |  |  |

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| <p>Spring Term<br/>1</p> <p><b>"Mon identité"</b></p> | <p>Talk about personality</p> <p>Talk about friendships</p> <p>Talk about music</p> <p>Talk about clothes</p> <p>Talk about what I did last weekend</p> | <p><b>Listening &amp; reading:</b><br/>Understand character description</p> <p>Listen and complete sentences by choosing from the two options each time</p> <p>Understand a text in which people say what they do with their friends</p> <p>Listen and complete a gap-fill text about music preferences</p> <p>Identify sentences which correctly summarise a text</p> <p>Understand what people are going to do and what they are going to wear</p> <p>Understand a text in which someone is talking about herself and what she did in the recent past</p> <p><b>Speaking:</b><br/>Create and perform dialogues on what I do with my friends</p> <p>Carry out a survey on music preferences</p> <p>Create and perform a short dialogue on what I am going to do and what I am going to wear</p> <p><b>Writing:</b></p> | <p>Adjective agreement</p> <p>Possessive adjectives (<i>mon/ ton</i>)</p> <p>The present tense of <i>être</i> (singular)</p> <p><i>On</i> verb forms</p> <p>The present tense of <i>venir</i> (singular)</p> <p>The near future tense</p> <p>The perfect tense</p> | <p><b>Listening and reading<br/>DMT<br/>(Translation into French)</b></p> |
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|                                                         |                                                                                                                                                                         | <p>Write a description of a family member</p> <p>Write a short paragraph on the music I listen to</p> <p>Write a blog, introducing myself and describing what I did last weekend</p>                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                   |                                                    |
| <p>Spring Term 2</p> <p><b>"Chez moi, chez toi"</b></p> | <p>Say where I would like to live</p> <p>Describe my home</p> <p>Talk about meals</p> <p>Discuss what food to buy for a party</p> <p>Talk about a forthcoming event</p> | <p><b>Listening &amp; reading:</b></p> <p>Understand where people live and where they would like to live</p> <p>Understand rooms in a house</p> <p>Understand what people have for dinner and what they usually eat</p> <p>Identify ingredients for a recipe</p> <p>Understand the activities that people are going to do next week</p> <p><b>Speaking:</b></p> <p>Create and perform a short dialogue saying where I live and where I would like to live</p> <p>List the rooms in a flat</p> <p>Carry out a survey on what people have for breakfast</p> | <p>Using <i>j'habite</i> and <i>je voudrais habiter</i></p> <p>Using <i>il y a/ il n'y a pas</i></p> <p>Prepositions</p> <p>The partitive article</p> <p>Using <i>il faut</i> + the infinitive</p> <p><i>De</i> after quantities</p> <p>The near future tense</p> | <p><b>Listening and reading DMT (speaking)</b></p> |

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|                                         |                                                                                                                                                                                                                               | <b>Writing:</b><br>Write a description of my ideal house/ flat<br><br>Write a paragraph on what I have for breakfast and dinner<br><br>Write sentences to describe pictures                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                       |
| Progress check                          | What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern?<br><b>Above Expected: +70%   Expected: 50%-70%   Below expected: 30%-49%   Cause for Concern: -30%</b> |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                   |                       |
| Summer Term 1<br><b>"Quel talent?!"</b> | Talk about talent and ambition<br><br>Say what I must and can do<br><br>Tell someone what to do<br><br>Describe people's personality                                                                                          | <b>Listening &amp; reading:</b><br>Understand people talking about their talent<br><br>Understand excuses for not doing something and proposed solutions<br><br>Identify who is being described using the information in a text<br><br>Understand instructions and advice<br><br>Identify comments as positive or negative<br><br>Understand the results of a competition<br><br><b>Speaking:</b> | Uses of the infinitive<br><br><i>Vouloir</i> + the infinitive<br><br><i>Pouvoir</i> + the infinitive<br><br>The imperative ( <i>tu</i> form)<br>Using <i>avoir</i> and <i>être</i><br><br>Adjective agreement<br><br>Verb + infinitive structures | <b>DMT (Speaking)</b> |

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|                                                     |                                                                                                                                                                                                     | <p>Introduce myself, describing my talents</p> <p>Take part in a role-play, giving and responding to instructions</p> <p>Play a memory game, asking questions about different characters</p> <p>Making a short presentation about future plans and hopes</p> <p><b>Writing:</b><br/>Complete an email, giving excuses for not doing something</p> <p>Write my opinion of three celebrities</p> |                                                                                          |                                                  |
| <p>Summer Term 2<br/><b>"Studio découverte"</b></p> | <p>Revision / preparation to the end-of-year assessments</p> <p>Learn about world geography and French-speaking countries</p> <p>How to plant a garden</p> <p>Learn about the French revolution</p> | <p><b>Listening &amp; reading:</b><br/>Listen to a recording about world geography</p> <p>Identify cognates in a text</p> <p>Understand a text on what you need to do to make a plant grow</p> <p>Understand the daily life in the past</p> <p><b>Speaking:</b><br/>Prepare and give a presentation on a French-speaking country</p>                                                           | <p><i>Il faut</i> + the infinitive</p> <p>Using two tenses (present and near future)</p> | <p><b>End-of-year assessments (4 skills)</b></p> |

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|                |                                                                                                                                                                                                                               | <b>Writing:</b><br><br>Write sentences using the words supplied, then translate them into English<br><br>Research and describe details of daily life in the past |  |  |
| Progress check | What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern?<br><b>Above Expected: +70%   Expected: 50%-70%   Below expected: 30%-49%   Cause for Concern: -30%</b> |                                                                                                                                                                  |  |  |