

French KS3 Assessment – GOLD

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

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
Autumn Term 1 “T’es branché(e)? ”	Giving opinions about TV programmes, films and books Talking about what I do on the Internet Talking about what I did yesterday evening	Listening & reading: Understand preferences on TV programmes and films Understand types of books and opinions on them Categorise adjectives as positive or negative and translate them Understand details of internet activities, their frequency and opinions expressed of them Identify forms of <i>aller</i> and <i>faire</i> Understand what people did yesterday evening Put activities in the past tense in the order they are mentioned Speaking: Ask and answer questions about TV programmes, films and books, giving opinions Make a presentation about what I do on the Internet and how often Ask and answer 5-6 questions about what I did yesterday evening	The present tense: regular -er verbs Negatives: <i>ne... pas</i>, <i>ne...jamais</i> The present tense of <i>avoir</i> and <i>être</i> The present tense: verbs ending in <i>-ir</i> and <i>-re</i> The present tense: <i>aller</i> and <i>faire</i> The perfect tense	Listening and reading DMT (150 words)

		Writing: Write a paragraph on my TV, film and book preferences Write a paragraph on what I did last night		
Autumn Term 2 “Paris, je t’adore!”	Saying what I did in Paris Saying when you did things Understand information about a tourist attraction Saying where you went and why Asking questions in the perfect tense	Listening & reading: Understand details of what people did on a trip to Paris, what they didn’t do and when Understand adjectives to describe an experience Identify errors of logic in a text Understand details of different trips to Paris Copy out sentences in logical order to make a paragraph Listen and complete questions using question words Speaking: Play a guessing game about what I did in Paris	The perfect tense: regular verbs & negative forms The perfect tense: irregular verbs Using <i>c’était/ j’ai trouvé ça</i> + adjective The perfect tense with <i>être</i> The perfect tense: questions	Listening & reading DMT (90 words)

		Ask and answer 5-6 questions about I have done Answer questions using information from a text Describe a trip to Paris Writing: Write an email describing what I did on a trip to London Write a paragraph about what I did in Paris and what it was like		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: 90% Expected: 64-90% Below expected: 50%-64% Cause for Concern: -50%			
Spring Term 1 "Mon identité"	Talking about personality Talking about relationships Talking about music Talking about clothes Talking about your passion, combining three tenses	Listening & reading: Understand details of people talking about their character, hobbies and what they talk about with their friends Match people according to similarities in their characters and interests Identify a range of word types in a text Understand details of people's music preferences	Adjective agreement Reflexive verbs Possessive adjectives The present tense: <i>venir</i> The near future tense Using a range of tenses (present, perfect, near future)	Listening and reading DMT (Translation into French)

		Understand details of what people are going to do and going to wear Understand details of someone's passion Understand details about what people are going to do and what they are going to wear Speaking: Ask people 5-6 questions about their character, their hobbies and what they talk about with their friends Ask and answer questions on relationships Ask and answer questions about I am going to do and going to wear Prepare and give a presentation on my own passion Writing: Write a paragraph on my own character, hobbies and friends Write two paragraphs about relationships with family and friends Write about my own style, saying what I usually wear and what I am going to wear this weekend		
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Spring Term 2 "Chez moi, chez toi"	Describing where I live Describing my home Talking about meals Discussing what food to buy for a party Talking about an event	Listening & reading: Understand a description of where people live Identify adjectives in a text Understand the language for places in a home Understand what people have for breakfast Understand details of two texts about how people are going to celebrate Pancake Day Identify food when given with quantities Understand details of a description of a carnival Identify tenses in a text Speaking: Describe your home Give a description on my own eating habits Make up a conversation about a carnival (what they usually do/ did last year) and what they are going to do tomorrow	Irregular adjectives: <i>beau, vieux, nouveau</i> Comparative adjectives Prepositions The partitive article <i>Boire and prendre</i> <i>Il faut + infinitive</i> Quantities with <i>de</i> Using three tenses (present, perfect, near future)	Listening and reading DMT (speaking)

		Writing: Write a comic sketch using comparatives adjectives Write an email inviting friends to come to a party or to go out Write a description of a party, covering what I usually do/did last year/ are going to do this year or next year		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +90% Expected: 64%-90% Below expected: 50%-64% Cause for Concern: -50%			
Summer Term 1 "Quel talent?!"	Talking about talent and ambition Encouraging and persuading someone Giving and understanding instructions Saying who is the best, the most, the least Using a variety of structures and tenses	Listening & reading: Understand details of a text about a talent contest Understand texts featuring excuses and advice Understand a problem page letter Understand opinions expressed of acts in a talent contest Understand details of what talent contest competitors' have done/ will do in the future Speaking:	Uses of the infinitive <i>Vouloir</i> + the infinitive <i>Pouvoir</i> + the infinitive The imperative Superlative adjectives Using a range of structures and tense	DMT (Speaking)

		Make up dialogues featuring excuses and advice Prepare and give a presentation on my leisure activities, plans and dreams Writing: Write an application letter for a talent contest Write an article for a music magazine		
Summer Term 2 "Studio découverte"	Revision / preparation to the end-of-year assessments Learn about world geography and French-speaking countries How to plant a garden Learn about the French revolution	Listening & reading: Listen to a recording about world geography Understand details about Francophone countries Identify cognates in a text Understand a text on what you need to do to make a plant grow Understand details of life in France before the French revolution Understand details about 14 July in France Speaking: Prepare and give a presentation on a French-speaking country	<i>Il faut</i> + the infinitive The perfect tense Using a range of tenses	End-of-year assessments (4 skills)

		Writing: Research a Francophone country and compile an identity card for it Research and describe details of the daily life of a peasant before the French revolution		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +90% Expected: 64%-90% Below expected: 50%-64% Cause for Concern: -50%			