

French KS3 Assessment – Silver Year9

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 “Ma vie sociale d’ado”	1. Describing yourself Using the verbs <i>avoir</i> and <i>être</i> 2. Talking about Facebook Using present tense verbs 3. Inviting someone out Using the verb <i>aller</i> 4. Describing a date Using the perfect tense 5. Describing a music event Using <i>on</i> in the perfect tense	Listening & reading: - Understand people describing themselves and note the details . Find in a text the French versions of the English sentences. Note details of people describing themselves - Understand what people do on Facebook and how frequently they use it .Match French and English versions of frequency expressions. Understand text about what people do on Facebook and how frequently they use it -Understand where people go at the weekend, understand time expressions and whether responses are positive or negative .Complete gap-fill sentences saying what they do at the weekend - Understand and identify details of dates in the past and how they were - Listen to check answers and understand details of a trip in the past to a concert. Match sentences	- avoir and être (present tense singular) adjective agreement - regular –er verbs and faire (present tense singular) - Aller (present tense singular) - the perfect tense (<i>je/tu/ill/elle</i>) - the perfect tense (<i>on</i>)	Listening and reading DMT (90 words)

		<p>and pictures and complete gap-fill sentences</p> <p>Speaking:</p> <ul style="list-style-type: none">- Play a memory game using personal descriptions and introduce themselves to a friend-Create and perform conversations about what they do on Facebook and how frequently they use it-Play a mime game to practise talking about where you go at the weekend. Create and perform conversations featuring invitations-Create and perform 2 dialogues talking about dates with celebrities saying how it was-Prepare and give a presentation about a trip in the past to a concert <p>Writing:</p> <ul style="list-style-type: none">-Write an email describing themselves		
--	--	--	--	--

		<p>-Write a paragraph saying what they do on Facebook and how often they use it</p> <p>-Write three emails inviting a friend out</p> <p>-Write out jumbled sentences correctly and an imaginary blog about dates they went on this week</p> <p>- Write a blog about a past trip to a concert</p>		
<p>Autumn Term 2 “Bien dans sa peau”</p>	<p>- Learning the parts of the body Using <i>à</i> + the definite article</p> <p>- Learning about sport Using <i>il faut</i></p> <p>- Talking about healthy eating Using <i>du, de la</i> and <i>des</i></p> <p>- Making plans to get fit</p> <p>- Using the near future tense</p>	<p>Listening & reading:</p> <p>- Identify parts of the body Identify parts of the body mentioned in conversations. Listen to check answers</p> <p>. Complete sentences by choosing from the two options each time. Match sentences and pictures</p> <p>- Understand statements on what you need to do to be a successful sportsperson. Understand what sport means to different people</p> <p>. Understand who is being described, using details in a text. Put English sentences in the order the statements are mentioned in a text</p>	<p>- <i>à</i> + definite article</p> <p>- <i>il faut</i> + infinitive</p> <p>- <i>de</i> + definite article <i>ne ... pas, ne ... jamais</i></p> <p>- the near future tense</p> <p>-Using two tenses together</p>	<p>Listening & reading DMT (90 words)</p>

		<p>- Listen to check answers. Understand details of people's diets .Match pictures and labels. Identify what people eat and drink</p> <p>- Understand what people do to keep in shape. Understand details of what people are going to do to keep in shape. Identify what people are going to do to keep in shape.</p> <p>-Understand people talking about their current unhealthy habits and what they are going to do to improve their lifestyle in the future</p> <p>-Understand people talking about whether they are in shape or not and what their plans are for the future .Identify who is being described using details in a text and identify sentences as true or false</p> <p>Speaking:</p> <p>- Create and perform dialogues using parts of the body. Discuss photos</p> <p>- Create and perform dialogues about attitudes to sport and carry out a class survey on healthy eating</p>		
--	--	---	--	--

		<ul style="list-style-type: none">- Ask and answer questions about what people are going to do to keep in shape-Create and perform dialogues about whether they are in shape or not and what their plans are for the future-Prepare and give a presentation in character on whether they are in shape or not and what their plans are for the future <p>Writing:</p> <ul style="list-style-type: none">-Write a description of their ideal person, featuring the body parts of different people- Write sentences expressing their view on different people's opinion of sport. Write a paragraph giving their opinion on sport-Write sentences expressing their view on different people's opinion of sport. Write a paragraph giving their opinion on sport- Complete the rules for an anti-fitness camp		
--	--	---	--	--

		- Write out the presentation they gave		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +85% Expected: 60-85% Below expected: 40-59% Cause for Concern: -40%			
Spring Term 1 "À l'horizon"	<ul style="list-style-type: none"> - Discussing your future and using the near future tense - Learning languages and using "on peut" - Talking about your job and do more practice with common irregular verbs - Describing what your job involves and asking questions -Talking about your ambitions using masculine and feminine nouns 	Listening & reading: <ul style="list-style-type: none"> - Understand details of what people are going to do in the future . Identify who is being described using details in a text and complete a gap-fill text - Understand statements on what you can do with foreign languages. Understand people giving reasons why speaking foreign languages is important .Find in a text the French versions of English phrases, identify people from the opinions given and correct sentences using information in a text - Listen to check answers and understand whether or not people like their job and why .Complete gap-fill sentences summarising a text in English. Complete time expressions with missing letters. Put sentences in 	<ul style="list-style-type: none"> - the near future tense - modal verbs – « on peut » + infinitive - <i>je fais, je prends, je vais ne ... pas</i> - asking questions - masculine and feminine nouns for jobs 	Listening and reading DMT (Translation into French)

		<p>order to make a text and identify sentences as true or false</p> <p>- Understand someone talking in detail about his/her job .Identify details of someone's job and complete gap-fill sentences in English</p> <p>-Understand people saying what they would like to do in the future and identify the jobs people choose and reject. Understand people talking about what they would like to be in the future and why .Identify people's interests and what they would like to do in the future, including reasons</p> <p>Speaking: Create and perform three dialogues about future plans. Carry out a class survey on what people are going to do in the future</p> <p>- Make up sentences explaining why speaking foreign languages is important</p>		
--	--	--	--	--

		<ul style="list-style-type: none">- Create and perform five conversations about whether they like their job and why- Create and perform interviews in character about their job- Ask other pupils what they would like to do in the future, and respond on this. Create and perform four conversations about what they want to do in the future. Give opinions on jobs <p>Writing:</p> <ul style="list-style-type: none">- Write in character about what they are going to do in the future- Design a poster to encourage people to learn languages- Translate sentences into French. Choose a job and write a paragraph about what they do- Write out jumbled questions correctly and write an interview with someone about his/her job- Write a paragraph on what job they would like to do in the future, also including details of a job that doesn't appeal		
--	--	---	--	--

<p>Spring Term 2 "Spécial vacances"</p>	<p>Discussing holidays and asking questions using question words</p> <p>Discussing what you are allowed to do using « <i>j'ai le droit de</i> » + infinitive</p> <p>Imagining adventure holidays using <i>je voudrais</i> + infinitive</p> <p>Talking about what you take with you on holiday using reflexive verbs</p> <p>Describing holiday disasters using perfect tense verbs</p> <p>Visiting a tourist attraction More practice with the perfect tense</p>	<p>Listening & reading:</p> <p>-Understand details of where people usually go on holiday, who they go with, how long they stay and what they do</p> <p>-Match questions and answers.</p> <p>Identify who pictures relate to using details in a text</p> <p>Understand teenagers talking about what they are allowed/not allowed to do by their parents and identify details in English of what they are allowed/not allowed to do by their parents</p> <p>-Find in a text the French versions of English expressions and identify sentences as true or false</p> <p>Listen and understand people asking others if they would like to do certain things in the future and whether the people asked respond positively or negatively to their ideas</p> <p>- Match phrases and pictures</p> <p>Identify people by the items they take on holiday. Understand details of what people do on holiday and what they take with them</p>	<p>Asking questions using question words</p> <p><i>avoir le droit de</i> + infinitive</p> <p><i>je voudrais</i> + infinitive</p> <p>reflexive verbs</p> <p>the perfect tense</p> <p>the perfect tense possessive adjectives</p>	<p>Listening and reading DMT (speaking)</p>
---	---	---	---	--

		<p>- Put pictures in the order they are mentioned and complete gap-fill sentences in English</p> <p>Identify who is speaking using text details. Identify expressions of annoyance and understand holiday problems</p> <p>-Match sentences and pictures Identify sentences as true or false</p> <p>Understand someone talking about a trip to a leisure park and understand details of a trip to a leisure park</p> <p>-Identify details of a trip to a leisure park and complete a gap-fill text</p> <p>Speaking: Create and perform a conversation about usual holidays. Create and perform an interview in character about usual holidays</p> <p>Create and perform dialogues on what they are allowed/not allowed to do. Carry out a class survey on what people are allowed/not allowed to do</p>		
--	--	---	--	--

		<p>Play a mime game on what they would like to do in the future. Do a quiz to find out if you are a thrill-seeker. Carry out a survey on thrill-seeking</p> <p>Play a memory game on holiday items. Say sentences on what they do on holiday and what items they take</p> <p>Play 'Bip', reading a text and pausing for their partner to say the whole sentence including the next word. Create and perform a conversation about holiday problems</p> <p>Create and perform a conversation about a trip to a leisure park and give a presentation about a trip to a leisure park in character</p> <p>Writing: -Write a paragraph in character describing their usual holidays</p> <p>-Write out jumbled questions correctly and a letter to an agony aunt explaining their problems</p>		
--	--	--	--	--

		<ul style="list-style-type: none"> - Unjumble jumbled words and complete sentences on activities they do on holiday and the items required - Write jumbled sentences correctly, then translate them into English and complete a gap-fill text - Write a description of a trip to a leisure park in character - Write a paragraph on what job they would like to do in the future, also including details of a job that doesn't appeal 		
Progress check	What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +85% Expected: 60-85% Below expected: 40-59% Cause for Concern: -40%			
Summer Term 1 "Mes droits"	<ul style="list-style-type: none"> - Discussing what you are allowed to do using <i>j'ai le droit de</i> + infinitive - Explaining what's important to you using <i>mon, ma</i> and <i>mes</i> - Talking about things you buy using three tenses together 	Listening & reading: <ul style="list-style-type: none"> - Identify and understand in English details of teenagers talking about what they are allowed/not allowed to do by their parents - Find in a text the French versions of English expressions and identify sentences as true or false 	<ul style="list-style-type: none"> - <i>avoir le droit de</i> + infinitive - possessive adjectives - using three tenses together - <i>c'est de</i> + the infinitive 	DMT (Speaking)

	<p>- Describing what makes you happy using infinitives to mean ‘-ing’</p>	<p>- Understand teenagers giving details of the priorities in their lives .Identify details not mentioned in a text and complete sentences by choosing from the two options given each time -Understand teenagers talking about what they buy when they go shopping</p> <p>Identify details of what teenagers often buy and sometimes buy</p> <p>Understand teenagers talking about what they usually buy, what they bought in the past and what they are going to buy in the future . Identify details of what people bought in the past, what they usually buy and what they are going to buy in the future</p> <p>- Identify speakers using text details. Understand people talking about what makes them happy and their reasons</p> <p>. Match sentences and pictures Translate reasons into English Answer questions on a text in English</p>		
--	---	---	--	--

		<p>Speaking:</p> <ul style="list-style-type: none">- Create and perform three dialogues and a class survey on what they are allowed/not allowed to do- Create and perform three dialogues on priorities and what they object to- Ask a question about what they buy when they go shopping and answer it using the longest sentence possible- Play 'Bip', reading a text and pausing for their partner to say the whole sentence including the next word. Read out a sentence about happiness; identify who wrote each sentence about happiness <p>Writing:</p> <ul style="list-style-type: none">- Write out jumbled questions correctly and write a letter to an agony aunt explaining their problems- List their priorities and what they object to and write a paragraph in		
--	--	--	--	--

		<p>character on their priorities and what they object to</p> <p>-Write sentences about shopping, using frequency expressions. Write a paragraph on their shopping habits, including details of what they usually buy, bought in the past and are going to buy in the future</p> <p>- Write five sentences about what happiness is, giving a reason</p>		
<p>Summer Term 2 “ Revision of grammar and Introduction of Year 10 content”</p>	<p>Revision / preparation to the end-of-year assessments</p> <p>Key Stage 3 revision</p>	<p>Listening & reading:</p> <p>-Listen to people talking, read, talk and write about a variety of topics learned during the year and respond to questions to show what they have learned.</p>	<p>Nouns</p> <p>Articles</p> <p>Numbers</p> <p>Dates and times</p>	<p>End-of-year assessments (4 skills)</p>
<p>Progress check</p>	<p>What measurable criteria will you use to determine who is Above Expected, Expected, Below Expected, Cause for Concern? Above Expected: +85% Expected: 60-85% Below expected: 40-59% Cause for Concern: -40%</p>			