

St Sampson's High School – MFL Department – Y9 Curriculum Implementation

KS3: Year 9	1.1	1.2	2.1	2.1	3.1	3.2	Year 9 Progression <u>END POINTS:</u>
Topic Big Question Specific Focus	Les Personnes et Les Activités <i>Dual-linguist students will move at a slower pace through this content due to time committed to the Spanish course.</i>						<u>TENSES:</u> - Present tense, perfect tense, near future tense- All persons - Conditional tense, imperfect tense- 1st and 3rd person singular, - Present tense- reflexive verbs, modal verbs - Past/present/future infinitive phrases - Understanding the principle of the 3 time frames and multiple tenses within each <u>GENDER + AGREEMENT:</u> - Comparatives and superlatives- adjectival agreement <u>PHONICS:</u> - Ability to sound out accurately unknown sentences and understand new cognates aurally <u>AUDIENCE + CULTURAL AWARENESS:</u> - Use appropriate register when asking questions - Being able to explain high level opinions in French
Curriculum Directory Area Of Study	Qui suis-je (SB1+2)	Qui suis-je (SB3-7)	Le Temps de Loisirs (SB1-4)	Le Temps de Loisirs (SB 4-7)	Jours ordinaires et jours de fête	Jours ordinaires et jours de fête	
Assumed Prior Knowledge	Y7 T1: Family members Family relationships Personality characteristics Pets Y8 T1: Places in town		Y7 T1 + 2: Hobbies Sports Activities		Y7 T3: Clothes Food and drink Y8 T1: Daily routine Telling the time Y8 T3: Festivals and celebrations Francophonie traditions		
Key Knowledge and Retention	<u>Y9 T1 VIPs:</u> - je suis - je porte - J'ai les cheveux - J'ai les yeux - family members - Je m'entends - Je me dispute - Understanding that adjectives need to change to suit what they're describing - un bon ami - devrait - Physical appearance (hair and eyes) - Personality characteristics - Places in town - Friends - Family members - Pets - Family relationships - Role models - Recap French phonics - Use DUÉL to practise pronunciation - Describe your physical appearance GRAMMAR POINTS: Key verbs in 1st person, adjectival agreement - Say who is in your family	<u>Y9 T2 VIPs:</u> What makes a good friend What you do in town Near future + plans Passé composé + a past night out Describing role models - Describe important friendship qualities using abstract nouns - Use the relative pronoun 'qui' when describing others - Use irregular verbs in the present tense accurately GRAMMAR POINTS: modal verbs + infinitive, adjectival agreement - Describe what you do in your town using the verb ALLER - Use the definite, indefinite and partitive articles correctly - Use prepositions to describe where things are GRAMMAR POINTS: indefinite and definite articles, prepositions - Use the near future tense accurately to make plans to go out	<u>Y9 T3 VIPs:</u> - Sports and activities - TV programmes - Types of film - Say what you do during your free time and how you find it GRAMMAR POINTS: Present tense of JOUER and FAIRE in all persons, jouer à + sports, jouer de + instruments, faire de + activities - Say for how long you have been doing sports and activities GRAMMAR POINTS: present tense + depuis - Give opinions on sports and activities - Say why exercise is important GRAMMAR POINTS: Using 'qui' to extend opinions, direct object pronouns - Say what you have done recently GRAMMAR POINTS: Passé composé of JOUER and FAIRE	<u>Y9 SB6 VIPs</u> <u>Verbs:</u> - télécharger - créer - envoyer - partager <u>Nouns:</u> - les réseaux sociaux - un ordi(nateur) - un chanson - des inconnus <u>Phrases:</u> - faire des achats - passer de temps - Cinema - Music preferences - Technology - The internet - Reading preferences - Say what type of films you like GRAMMAR POINTS: direct object pronouns in opinion phrases, adjectival agreement - Use comparatives and superlatives to say which TV programmes and film genres you prefer GRAMMAR POINTS: comparatives, superlatives,	<u>Y9 T5 VIPs:</u> - Daily routine - Food and drink - Ordering in a restaurant - Use reflexive verbs to describe your daily routine - Use modal verbs to say what you can/must do differently at weekends GRAMMAR POINTS: reflexive verbs in the present tense, modal verbs - Be able to use the partitive article accurately when talking about food - Discuss what you usually eat GRAMMAR POINTS: irregular verbs in present tense, negatives, partitive article - Be able to use the pronoun 'en' to replace the partitive article when talking about food - Discuss what you eat on special occasions GRAMMAR POINTS: irregular verbs in present tense, negatives, partitive article, pronoun 'en' - Use three time frames to	<u>Y9 T6 VIPs:</u> - Shopping - Clothes - School days - Festivals and celebrations - Francophonie traditions - Understand when to use 'tu' and 'vous' in French - Be able to ask questions in the 'tu' and 'vous' forms in the present tense GRAMMAR POINTS: asking questions, modal verbs - Be able to discuss what clothes you usually wear - Use adjectives accurately ensuring they agree GRAMMAR POINTS: adjectival agreement, articles, negatives - Say what you wear on special occasions - Use adjectives accurately ensuring they agree GRAMMAR POINTS: adjectival agreement, articles, negatives - Understand key shopping vocab to take back an item - Say whether you prefer to shop in shops or online	

St Sampson's High School – MFL Department – Y9 Curriculum Implementation

	and give a physical description of family members GRAMMAR POINTS: Key verbs in all persons, adjectival agreement - Use a variety of adjectives to describe yourself GRAMMAR POINTS: Key verb in 1st person, adjectival agreement - Use a variety of adjectives to describe members of your family GRAMMAR POINTS: Key verb in all persons, adjectival agreement - Use possessive adjectives accurately - Use a variety of reflexive verbs in the present tense to describe family relationships - Use emphatic pronouns GRAMMAR POINTS: Reflexive verbs, adjectival agreement - Describe what you were like when you were younger GRAMMAR POINTS: Imperfect tense	- Use and understand question words GRAMMAR POINTS: near future tense in all persons - Use the passé composé / perfect tense to describe a night out in the past GRAMMAR POINTS: use the passé composé with AVOIR and ÊTRE - Describe your role model GRAMMAR POINTS: perfect, imperfect and present tenses	- Say what you are going to do in the future GRAMMAR POINTS: Near future tense - Say what type of TV programmes you prefer and why GRAMMAR POINTS: direct object pronouns in opinion phrases, adjectival agreement	adjectival agreement - Give your opinion on cinema and actors/actresses GRAMMAR POINTS: superlatives, adjectival agreement - Describe what technology you use and how GRAMMAR POINTS: present tense, regular –er verbs in 1st person - Discuss social media and your opinions of the internet GRAMMAR POINTS: infinitive phrases - Describe your current and past reading preferences GRAMMAR POINTS: imperfect and present tenses, opinions	talk about quantities of food GRAMMAR POINTS: present tense, passé composé, near future tense - Say which shop you must go to to buy certain food and other items GRAMMAR POINTS: pour + infinitive, modal verbs	GRAMMAR POINTS: conditional/je voudrais, opinions - Be able to use '<i>venir de</i>' + <i>infinitive</i> to talk about a recent special occasion GRAMMAR POINTS: venir de + infinitive, irregular verbs in the present tense - Describe your favourite festival/celebration - Use a combination of tenses to describe festivals and traditions in England and French speaking countries GRAMMAR POINTS: present tense, passé composé, near future	
Tier 2 Vocabulary	Tier 2 vocabulary encountered and required across the year: articles, definite article, indefinite article, prepositions, adjective, verb, noun, adverb, connective, opinion, reflexive, modal, conjugate, tense, partitive article, pronouns, object pronouns, direct object pronouns, register, formal, singular, plural, feminine, masculine, 1st person, 3rd person						
Tier 3 Vocabulary	See Sentence Builders						
Literacy Strategy Focus	High level of literacy embedded within all activities/lessons. Teachers model good pronunciation and skills/strategies required to tackle longer reading tasks. Basic sentence structure and grammar (nouns, verbs, adjectives, adverbs, subject, object, tenses)						
Use of Technology	Third weekly lesson to be spent on SentenceBuilders						
Progression waypoints	At the end of this term: Assessment covering key skills (Reading, Listening, Grammar, Translation) Speaking and writing check-in tasks during the term Knowing how to understand/produce text about: - Physical appearance (hair and eyes) - Personality characteristics - Places in town - Family members - Family relationships - Role models - What makes a good friend - What you do in town - Near future + plans	At the end of this term: Assessment covering key skills (Reading, Listening, Grammar, Translation) Speaking and writing check-in tasks during the term Knowing how to understand/produce text about: - Sports and activities - TV programmes - Types of film - Cinema - Music preferences - Technology - The internet - Reading preferences	At the end of this term: Assessment covering key skills (Reading, Listening, Grammar, Translation) Speaking and writing check-in tasks during the term Knowing how to understand/produce text about: - Daily routine - Food and drink - Ordering in a restaurant - Shopping - Clothes - School days - Festivals and celebrations - Francophonie traditions				

St Sampson’s High School – MFL Department – Y9 Curriculum Implementation

	▪ Passé composé + a past night out ▪ Describing role models						
Stepped / Formal Assessments:	Written task covering SB1+2	Spontaneous speaking task including SB 1-7	Reading task covering SB 1-4+6-7	Listening task covering SB1-4+6-8	Reading task covering SB1-4+6-9	End of year test covering all skills and all SBs 1-10.	
Links to future learning	Y10 M1: Places in town		Y9 M3: Music (festivals)		Y10 M5: Ordering in a restaurant Y10 M6: Clothes (school uniform)		
Support for students returning from absence * Each lesson's Do Now recaps previous learning, with tasks clearly signposted to indicate when that vocab was learnt. * Students have a physical copy of the Sentence Builders at home as well as digital access. They know what we're learning and when, so can revise any missed vocabulary. * Students always have access to digital catch-up work on www.sentencebuilders.com * When students return, they can use their Sentence Builders to provide additional vocabulary support when undertaking tasks in class. * Teachers provide additional support to students upon their return and make an effort to address any misconceptions.							

Term 1:

Key skills:	
1. Present tense	9. Possessive adjectives
2. Near future tense	10. Negatives
3. Le Passé Composé (past)	11. Adjectival agreement
4. Conditional tense	12. Comparatives
5. Imperfect tense	13. Justified opinions
6. Time phrases	14. Reflexive verbs
7. Connectives	15. Infinitive phrases
8. Intensifiers	16. The Big 4 Verbs

French Success Criteria Pathway Ladders

FRENCH KS3 KEY SKILLS		
1.	Present tense	<i>je joue – tu joues – on joue – nous jouons – vous jouez – ils jouent</i>
2.	Near future tense	<i>je vais jouer – tu vas jouer – on va jouer – nous allons jouer – vous allez jouer – ils vont jouer</i>
3.	Le Passé Composé (past)	<i>j’ai joué – il a joué – nous avons joué – je suis allé(e) – il est allé – nous sommes allé(e)s</i>
4.	Conditional tense	<i>je jouerais – il jouerait – je voyagerais – il voyagerait – je voudrais – il voudrait</i>
5.	Imperfect tense	<i>j’étais – j’avais – c’était – je jouais – je faisais – il y avait</i>
6.	Time phrases	<i>normalement (normally) – demain (tomorrow) – hier (yesterday) – le week-end prochain (next weekend) – la semaine dernière (last week)</i>
7.	Connectives	<i>et – mais – aussi – cependant – en plus – au contraire</i>
8.	Intensifiers	<i>vraiment (really) - très (very) – assez (quite) – un peu (a little)</i>
9.	Possessive adjectives	<i>mon père, ma mère, mes parents – ton père, ta mère, tes parents – son père, sa mère, ses parents</i>
10.	Negatives	<i>je ne joue pas – je ne joue plus – je ne joue jamais – je ne fais rien – je ne fais ni de la natation ni de l’équitation</i>
11.	Adjectival agreement	<i>un chien noir – une tortue noire – deux chiens noirs – cinq tortues noires</i>
12.	Comparatives	<i>le cinéma est plus amusant que la bibliothèque</i>
13.	Justified opinions	<i>j’adore le tennis parce que c’est super</i>
14.	Reflexive verbs	<i>je me dispute – je m’entends bien – il m’énerve – je me confie à – ça me fait rire</i>
15.	Infinitive phrases	<i>j’aime jouer au foot – on peut apprécier la culture – je voudrais avoir un chien</i>
16.	The Big 4 Verbs	<i>Conjugated forms of AVOIR, ÊTRE, ALLER and FAIRE</i> 12