

LONG TERM PLANS

Year Overview - French Y8



MFL Faculty	
Year 8 - Autumn term	Revisit in Y10?
<p>Theme 2: Local, national, international and global areas of interest Topic 1: Home, town, neighbourhood and region</p> <ul style="list-style-type: none">• Describing your house, your bedroom, what you do around the home, how you help at home and whether you are paid for it• Places in town and saying what can be done in town• Asking for and understanding directions• Shops and shopping for clothes• Pros and cons of living in towns or cities• Planning what to do tomorrow and at the weekend <p>Skills</p> <ul style="list-style-type: none">• Phonics: T&L of good pronunciation and intonation as well as repair strategies.• Speaking:<ul style="list-style-type: none">a) General conversation: working on spontaneity.b) Photo card: working on how to describe a photo card using the 5 fingers criteriac) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.• Conjugation:<ul style="list-style-type: none">a) present tense of pouvoir, devoir, vouloir, avoir, il y a, habiter, vivreb) near future tense with verbs related to activities (e.g. visiter, manger, sortir, prendre)• Translation• Memorisation of vocabulary (vocab express/quizlet)• Listening: (answering in English only for low ability and in FL too for higher ability)• Reading: (answering in English only for low ability and in FL too for higher ability)• Writing:<ul style="list-style-type: none">a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)b) How to develop a sentence in French adding quantifiers/intensifiers and how to make compound and complex sentences using connectives.c) Writing 4 meaningful sentences about a photo.d) A piece of writing of 70 words (40 for Foundation)e) Understanding the French instructions and bullet points, planning each of the 4 bullet points, proofreading for mistakes <p>Grammar</p> <ul style="list-style-type: none">• Nouns - gender, position, plural forms• Adjectives - position, agreement• Subject pronouns - including 'tu' vs 'vous'• Conjugation - revision of present tense and near future tense• A range of negative expressions• Prepositions• High-level opinion phrases• Using connectives to develop and structure your answer• Using time phrases to describe a narrative <p>Assessment</p> <p>Half term 1: Reading and Listening (in the style of the GCSE exam, Higher to answer questions in French)</p> <p>Half term 2: Speaking: role play and general conversation</p> <p>Writing: Higher – picture, 70 words writing, translation Foundation 1 – picture, 40 words writing, translation Foundation 2 – picture and translation</p>	Yes

Spring term

Theme 2: Local, national, international and global areas of interest

Topic 4: Travel and tourism

- Holiday activities and weather
- Where you usually go on holiday, who you go with and how you get there
- Holiday preferences
- A past holiday
- Describing a trip to Paris
- Describing accommodation
- Booking accommodation and dealing with problems

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies.
 - b) Photo card: working on how to describe a photo card using the 5 fingers criteria
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Revision of present tense with verbs related to holidays, including irregular verbs, particularly with activities that you can do on holiday
 - b) The perfect tense (-er, -ir, -re verbs and verbs that take être)
 - c) Revision of the near future tense with verbs related to holidays
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (answering in English only for low ability and in FL too for higher ability)
- Reading: (answering in English only for low ability and in FL too for higher ability)
- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop a sentence in French adding quantifiers/intensifiers and how to make compound and complex sentences using connectives.
 - c) How to develop a sentence in French by adding extra details and justifying opinions with more than one reason.
 - d) Writing 4 meaningful sentences about a photo.
 - d) A piece of writing of 80 words (50 for Foundation)
 - e) Understanding the French instructions and bullet points, planning each of the 4 bullet points, proofreading for mistakes

Grammar

- Nouns - gender, position, plural forms
- Adjectives - position, agreement
- En/au/aux/à when mentioning countries, towns or villages
- Verbs with weather
- 'Si' and 'quand' clauses with weather
- Comparative - comparing holidays
- Conjugation - see above
- Negative expressions
- High-level opinion phrases
- Using connectives to develop and structure your answer
- Using time phrases of frequency to describe the weather, how often you go on holiday etc.
- Using time phrases to describe a narrative

Assessment

Half term 1: translation

Half term 2:

Reading and Listening (in the style of the GCSE exam, Higher to answer questions in French)

Speaking: photo card and general conversation

Writing:

Higher – 80 words writing, translation

Foundation 1 – picture, 50 words writing, translation

Foundation 2 – picture and translation

Yes

Summer term

Theme 3: Current and future study and employment

Topic 1: My studies

- Describing your school and facilities
- Giving opinions about school subjects and teachers
- Comparing subjects
- What subjects you wish to take for your GCSE options and why

Topic 2: Life at school/college

- School uniform
- Describing the school day and daily routine
- Education system in France
- School rules and problems
- The pros and cons of school life
- School activities and achievements

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity as well as repair strategies.
 - b) Photo card: working on how to describe a photo card using the 5 fingers criteria
 - c) Role play: work on AQA role play exam technique, asking questions using the answers as prompts.
- Conjugation:
 - a) Present tense of regular and irregular verbs related to school (e.g. avoir, être, faire, étudier, apprendre, travailler, porter, commencer, finir, quitter, rentrer, arriver, pouvoir, vouloir, devoir, falloir) (all subject pronouns depending on ability)
 - b) The perfect tense - describing a school day
 - c) Near future tense and introduction to future tense phrases (je vais, je veux, je voudrais, j'espère) - to describe what subjects students wish to take at GCSE for their options.
 - d) Impersonal verb + infinitive (il est interdit de)
 - e) Reflexive verbs in the present tense (se coucher, se lever, se laver, se réveiller, se doucher, s'habiller...)
- Translation
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (answering in English only for low ability and in FL too for higher ability)
- Reading: (answering in English only for low ability and in FL too for higher ability)
- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop a sentence in French adding quantifiers/intensifiers and how to make compound and complex sentences using connectives.
 - c) How to develop a sentence in French by adding extra details and justifying opinions with more than one reason.
 - d) Writing 4 meaningful sentences about a photo.
 - e) A piece of writing of 90 words (60 for Foundation)
 - e) Understanding the French instructions and bullet points, planning each of the 4 bullet points, proofreading for mistakes

Grammar

- Nouns - gender, position, plural forms
- Adjectives - position, agreement
- Telling the time
- Comparative - comparing school subjects and teachers
- Conjugation - see above
- Impersonal verbs (il est interdit de, il faut)
- A range of negative expressions
- High-level opinion phrases
- Using connectives to develop and structure your answer
- Using time phrases to describe a narrative
- Reflexive verbs

Yes

- Revision of modal verbs (devoir, pouvoir, vouloir)
- Using a range of quantifiers/intensifiers

Assessment

Half term 1: **Reading** and **Listening** (in the style of the GCSE exam, Higher to answer questions in French)

Half term 2:

Speaking: role play and general conversation

Writing:

Higher – picture, 40 words & 90 words writing, translation

Foundation 1 – picture, 40 words & 60 words writing, translation

Foundation 2 – picture and translation