

LONG TERM PLANS

Year Overview - French Y9



MFL Faculty

Year 9

Autumn term

Theme 1: Identity and culture

Topic 1: Me, my family and friends (revision and extension)

- Introductions, age, birthdays, numbers
- Me (physical description and personality)
- Describing family members and friends
- Relationships with friends and family

Topic 1: Me, my family and friends (extension)

- How you hope to improve your personality
- Characteristics of a good/bad partner/friend
- Marriage: arguments for and against

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity, fluency and repair strategies.
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
 - a) Revision of present tense of être, avoir, s'appeler, aimer (all subject pronouns depending on ability)
 - b) High-level opinion verbs
 - c) Present tense verbs (all subject pronouns depending on ability) (ressembler à, peser, mesurer, naître, s'entendre bien/mal, se quereller, se disputer, aider, accepter, soutenir, savoir, connaître, faire rire, dire la vérité)
 - d) Imperfect tense - comparing your character and physical description in the past and present (as well as family and friends depending on ability) - avoir, être, s'entendre bien/mal, se quereller, se disputer, s'amuser
 - e) Perfect tense - giving examples of character (e.g. par exemple le week-end dernier elle m'a acheté/aidé...)
 - f) Near future tense (se marier) and future tense phrases (j'espère, j'ai l'intention de, je compte, je voudrais, je veux...)
 - g) Conditional perfect (extension): j'aurais voulu, j'aurais préféré + infinitive
- Translation - focusing on phrases that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
 - c) Writing 4 meaningful sentences about a photo (Foundation)
 - d) A medium piece of writing of 90 words (60 words for Foundation).
 - e) Understanding the French instructions and bullet points, planning each of the 4 bullet points, proofreading for mistakes.

Grammar

- Conjugation (see above) - present, near future, imperfect, perfect, conditional perfect (extension) tenses
- High-level opinion phrases
- Adjectival agreement
- Varied use of more complex adjectives (depending on ability)
- Connectives - extensive use to develop, counter and give an example for points of view.
- Quantifiers/Intensifiers
- High-level negatives (e.g. elle n'est jamais...)
- Reported speech (on dit que je ressemble à...)
- Comparative and superlative
- Idioms related to physical description and personality

Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam)

Half term 2:

Speaking: role play and general conversation

Writing:

Higher – 90 words writing, translation

Foundation 1 – picture, 60 words writing, translation

Foundation 2 – picture and translation

Spring term

Theme 1: Identity and culture

Topic 2: Technology in everyday life (new topic)

- Social media
- Pros and cons of social media - comparing social media
- The uses of social media, how you use it
- How you used technology recently - advantages and disadvantages. Life before technology
- The benefits and dangers of mobile technology - are young people addicted to mobile phones?
- How you will use technology in the future

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity, fluency and repair strategies.
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.
- Conjugation:
 - a) High-level opinion verbs
 - b) Present tense verbs (all subject pronouns depending on ability) (utiliser, partager, jouer, regarder, discuter, chatter, garder, rester, télécharger, participer à, blogger, faire, prendre, permettre, mettre en ligne, voir, envoyer, se servir de...)
 - c) Perfect tense of verbs related to technology
 - d) Revision of imperfect tense - comparing how you (or possibly family and friends) use technology now to the past.
 - e) Introduction of simple future tense - verbs related to technology
- Translation - focusing on phrases that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)

- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
 - c) Writing 4 meaningful sentences about a photo (Foundation)
 - d) A longer piece of writing of 120 words with 2 bullet points (Higher). 70-80 words and 4 bullet points for Foundation.
 - e) Understanding the French instructions and bullet points, planning both of the bullet points (4 for Foundation), proofreading for mistakes.

Grammar

- Conjugation (see above) - present, perfect, imperfect, simple future tenses
- High-level opinion phrases
- Connectives - extensive use to develop, counter and give an example for points of view.
- Infinitive phrases (avant de, afin de, verb + infinitive)
- Using more complex language to express high-level opinions and ideas
- Quantifiers/Intensifiers
- High-level negatives
- Reported speech (on dit que...)
- Comparative and superlative
- Pour + infinitive (to, in order to...)
- Direct object pronouns (je l'utilise...)
- Depuis + present tense - to describe how long you have been using social media
- Relative clauses with 'que' (e.g. le réseau social que j'aime le plus..)
- Revision of possessive pronouns
- Time phrases of frequency to describe how often you use social media

Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam)

Half term 2:

Speaking: photo card and general conversation

Writing:

Higher – 120 words writing, translation

Foundation 1 – picture, 70-80 words writing, translation

Foundation 2 – picture and translation

Summer term

Theme 1: Identity and culture

Topic 3: Free-time activities (extension)

- Music
- Cinema and TV
- Sport
- Food and eating out
- Ordering food and booking a table at a restaurant (role play)

Skills

- Phonics: T&L of good pronunciation and intonation.
- Speaking:
 - a) General conversation: working on spontaneity, fluency and repair strategies.
 - b) Photo card: working on and practising describing a photo card from memory using the 5 fingers criteria.
 - c) Role play: work on AQA role play exam technique, learn to ask questions using the answers as prompts.

- Conjugation:
 - a) High-level opinion verbs
 - b) Present tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
 - c) Perfect tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
 - d) Imperfect tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
 - e) Simple future tense verbs (all subject pronouns depending on ability) related to free-time activities, including meals and eating out
- Translation - focusing on phrases and activities that you cannot translate directly/word for word
- Memorisation of vocabulary (vocab express/quizlet)
- Listening: (in English and French for all abilities)
- Reading: (in English and French for all abilities)
- Writing:
 - a) French sentence structure (the place of nouns, adjectives, verbs, the importance of the article etc.)
 - b) How to develop ideas in French by justifying opinions extensively using longer strings of ideas and connectives, particularly when giving examples.
 - c) Writing 4 meaningful sentences about a photo (Foundation)
 - d) A longer piece of writing of 150 words with 2 bullet points (Higher). 90 words and 4 bullet points for Foundation.
 - e) Understanding the French instructions and bullet points, planning both of the bullet points (4 for Foundation), proofreading for mistakes.

Grammar

- Conjugation (see above) - present, perfect, imperfect, simple future tenses
- Connectives - extensive use to develop, counter and give an example for points of view.
- High-level opinion phrases
- A range of high-level adjectives
- Synonyms
- Using more complex ideas through speaking and writing
- Quantifiers/Intensifiers
- A range of high-level negatives
- Comparative and superlative
- Depuis + present tense - to describe how long you have been doing something
- Using time phrases to describe a narrative
- Demonstrative pronouns - celui, ceux, celle, celles (extension)
- Pronouns 'en' (e.g. faire du sport, manger des fruits - j'en fais, j'en mange) and 'y' ('jouer au foot - j'y joue depuis deux ans', as well as 'aller - j'y vais') (extension)

Assessment

Half term 1: Reading and Listening (in the style of the GCSE exam)

Half term 2:

Speaking: photo card and general conversation

Writing:

Higher – 150 words writing, translation

Foundation 1 – picture, 90 words writing, translation

Foundation 2 – picture and translation