

**INTENT:**

- To develop students 'self-efficacy
- To be able to communicate spontaneously in spoken and written form in different time frames
- To develop students' listening and reading skills

**IMPACT:**

Assessments show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses

**Bilton School Curriculum**  
**23-24**  
**YEAR 8 FRENCH**

- AO1: Listening – understand and respond to different types of spoken language.  
 AO2: Speaking – communicate and interact effectively in speech.  
 AO3: Reading – understand and respond to different types of written language.  
 AO4: Writing – communicate in writing.

**IMPLEMENTATION**

	<b>Term 1</b> <b>My Lifestyle</b> (My look, my weekend plans)	<b>Term 2</b> <b>My Free Time</b> <b>(hobbies)</b>	<b>Term 3</b> <b>My Daily Routine</b> (my routine/what did/ helping out)	<b>Term 4</b> <b>My Holiday</b>	<b>Term 5</b> <b>Holidays</b>	<b>Term 6</b> <b>Revision</b> <b>End of year Exam</b> <b>Film Study</b>
<b>W1</b>	Y7 Review of learning – describing your self Expressing opinion	Talk about sports that you like and dislike Express opinions and justify i	<b>Review of learning from term 1 and 2</b>	Progress Check	Say what you are going to wear for your holiday	EOY assessment
<b>W2</b>	Introduction of clothes  Express opinion on what you wear	Discuss sport you play and do Say when and how often	Introduction of Time  Introduction of daily routine	Say where you are going on holiday – destination/area  Say where you are going on holiday – who with	Say what you are going to do during your holiday	Festivals around the world  Planning a Party
<b>W3</b>	Learn the weather  Say what you wear according to the weather and different occasions	Input flooding	Consolidation of knowledge and skills	Say where you are going on holiday – accommodation	Consolidation of knowledge and skills	Party Invite – understanding and designing
<b>W4</b>	<b>Checkpoint</b> Consolidation of knowledge and skills	<b>Checkpoint</b> Say which sport you did in the past	Talk about what you did yesterday  Understand what someone else did last weekend	<b>Checkpoint</b> Say what you are going to pack for your holiday	Progress Check	Shopping for a party
<b>W5</b>	Introduce activities you do at the weekend	Names parts of the body  Talk about sport injuries		Consolidation of knowledge and skills	Consolidation of Knowledge EOY Assessment	Asking someone to go out  Giving excuses
<b>W6</b>	Say when you do an activity	Roleplay at the doctor  Consolidation of knowledge and skills			Consolidation of Knowledge EOY Assessment	Progress Check
<b>W7</b>	<b>Progress Check</b>	<b>Progress Check</b>  Culture End of term project Christmas			Consolidation of Knowledge EOY Assessment	French Festival
<b>W8</b>	ICT opportunity Design your ideal outfits					

<b>Progress Check</b>	Translation and Writing (communication)	Writing Skills –Answering a variety of questions on the topic of leisure (term 1 + Term 2)	Reading Skills –Understanding young people routine	Writing Skills – Conveying information about a holiday	Speaking and Translation -Student perform a role-play and translate an invite	
<b>Key Vocabulary and grammar</b>	Present tense of regular verbs (porter/passer/jouer/regarder/ecouter/telecharger/ester/surfer/tchafter) Present tense of irregular verb (aller) Building longer sentences ('quand') Opinions <b>HAP:</b> using and understanding negative structures + using both quand and à to write longer sentences	<i>Jouer and faire</i> <b>3 tenses</b> pouvoir + inf  sport injuries – new structure <i>j'ai mal à</i>	<b>Present + perfect tense</b>  Reflexive verbs	<b>The near Future</b> 'je vais + Inf	<b>The near Future</b> 'je vais + Inf	<b>The near Future</b> 'je vais + Inf  vouloir  Asking questions
<b>Connected knowledge</b>	Y7 numbers, key verbs ending with -er, negative structures, adjectives (order and agreement) opinion	Term 1-time phrases Knowledge of verbs	Y7 numbers Time phrases Past tense – pattern form topic of school in y7	All key verbs term 1,2,3 plus tenses knowledge Clothes term 1 Sport term 2 Y7 countries/family members	All key verbs term 1,2,3 plus tenses knowledge Clothes term 1 Sport term 2 Y7 countries/family members	Near future from term 5
<b>Skills acquired at the end of the term</b>	-Memorisation strategies -Pronunciation: speaking with a good accent -Identify and apply language pattern -Pronunciation- speaking with a good accent	-Remember grammar rules -Give detailed answers to questions -Perfect tense -Use different tenses together -Build longer sentences using parce que and donc -Pronunciation: distinguishing between present and perfect	-Use speaking and reading strategies -Use transferable language	-Use speaking and reading strategies -Know how to check their written work -Identify and use different tenses -Identify and apply language pattern	-Use strategies to improve speaking -Evaluate your own and others' performance -Develop conversation skills -Have a better cultural awareness -Use formal and informal language -Be aware of pronunciation: the perfect and the imperfect tense	

**End point: NC-KS3 y7**  
Students -have awareness of sounds and pattern/show good pronunciation and intonation/ask and answer questions spontaneously/ express opinions and justify them/ speak in sentences or paragraph in front of an audience/write phrases or paragraph from memory/describe people and places/understand basic grammar/use a variety of verbs to express their opinions and describe themselves and their surrounding/ refer to past events/express a wish

**End point: NC-KS3 y8**  
**Grammar:** Students can: identify and use tenses or other structures/ use and manipulate a variety of key grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation  
**Skills:** Students can: listen to a variety of forms of spoken language/transcribe words and short sentences that they hear with increasing accuracy/initiate and develop conversations/ express and develop ideas clearly and with increasing accuracy, both orally and in writing/speak coherently and confidently, with increasingly accurate pronunciation and intonation/read and show comprehension of original and adapted materials from a range of different sources/show comprehension of literary texts in the language [such as stories, songs, poems and letters]