

**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 9 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><br><b>Entertainment and Advertising</b>                             | <b>Term 2</b><br><b>Technology</b>  | <b>Term 3</b><br><b>Jobs and ambitions</b>                    | <b>Term 4</b><br><b>A balanced diet</b>   | <b>Term 5</b><br><b>My home</b>              | <b>Term 6</b>  |
|-----------------------|---|---|---|---|--|--|
| <b>W1</b>             | Talk about types of television programmes and express opinions                    | Discuss your mobile phone-<br>Say if you like it and why<br><br>Say how often you use it          | Say what job you would like to do and why                     | Revise food and say what you eat for each meal of the day (opinion and key verbs) | Consolidation of knowledge and skills        | <b>French Project</b><br>What is a travel agent?<br>What is a holiday package?<br>How to fulfil customers' requirements - budget |
| <b>W2</b>             | Consolidation of knowledge and skills   | Consolidation of knowledge and skills   | <b>Checkpoint</b><br>Say where you would like to work and why | Say why the food you eat is good or not good for you                              | <b>Progress Check</b>                        | <b>French Project</b><br>Create a name for your company and a logo<br>Create merchandise   |
| <b>W3</b>             | <b>Checkpoint</b><br>Talk about musical genres                                    | <b>Checkpoint</b><br>Discuss activities you can do online / on your mobile                        | Consolidation of knowledge and skills                         | <b>Checkpoint</b><br>Consolidation of knowledge and skills                        | Consolidation of Knowledge<br>EOY Assessment | <b>French Project</b><br>Find a destination<br>Choosing transport(s)   |
| <b>W4</b>             | Talking about opinions of music   | Say what you did online (using verb with je in the present and past tense)                        | Understand and design a CV<br>writing a personal statement    | Give advise about what to eat to keep healthy                                     | Consolidation of Knowledge<br>EOY Assessment | <b>French Project</b><br>Research holiday activities<br>Research places to eat and drink   |
| <b>W5</b>             | Talk about film and genres*<br>Understand the past tense to say what you watched* | Identify potential dangers of social networking<br><br>Talk about pros and cons of new technology | <b>Progress check</b>   | Say if you have a balanced diet and justify                                       | Consolidation of Knowledge<br>EOY Assessment | <b>French Project</b><br>Research amenities<br>Research local transport (for visits)   |
| <b>W6</b>             | Write a review of a film*<br><br>Consolidation of knowledge and skills            | <b>Progress Check</b>   |   |   | EOY Assessment                               | <b>French Project</b><br>Design a phrase book<br>Finalise the cost and the presentation  |
| <b>W7</b>             | <b>Progress Check</b>   | <b>Culture – Film</b>   |   |   | Film study (link to project in term 6)       | <b>French Project</b><br>Presentation  |
| <b>W8</b>             | <b>Understand and use language of advertising</b><br><br><b>ICT</b>               |   |   |   |  |  |
| <b>Progress Check</b> | TBC   | TBC   | TBC   | TBC   | TBC  | TBC  |

|   |   |  |   |   |  |  |
|---|---|--|---|---|--|--|
| <b>Key Vocabulary And grammar</b>             | Expressing opinions and justifying it<br><br>using a variety of verbs in the past to create a short paragraph (film review)   | Verb + preposition + infinitive<br>Using same verbs in two tenses<br>Structure an argument   | Different types of jobs<br>Masculine and feminine forms of jobs<br><br>Expressing and justifying wishes                                       | Food from y7 term 6<br><br>Justifying using opinion structures  | Y7 description of yourself<br>Y9 – all topics  | Culture<br><br>Awareness of French Speaking countries<br><br>Places you can stay – holiday                     |
| <b>Connected knowledge</b>                    | Y7/Y8 past tense with 'je' and auxiliary 'avoir'<br>Y8 Term 1 (what I do at the weekend)  | High frequency verbs<br>Opinions<br>Negative structures<br>Awareness of tenses   | Using all vocabulary learn previously to create a personal statement  | Opinion structures used in term 1 and term 2  | Y7 description of yourself (name, age, birthday, nationality, description, subject you like, food you like)<br><br>Y9 (tv, mobile phone, healthy eating) | Transports<br><br>Hobbies<br><br>Food and Drink<br><br>Places in town<br><br>Presentation skills               |
| <b>Skills acquired at the end of the term</b> | Express and justify opinions<br>Listening and writing strategies<br>Apply knowledge of phonics<br>Translation strategies<br>Recognising and using the past tense<br>Combine tenses to create longer passages<br>Recognise persuasive and informative language | Extend sentences<br>Speaking strategies<br>Memorisation strategies<br>Use reading strategies to work out meaning<br>Debate a point / Speaking strategies | Use context to work out meaning<br>Strategies for checking written work and how to write longer passages -Use connectives to extend sentences | Ask and answer questions<br>Improve speaking and writing<br>Translation strategies<br>Motivation strategies – using language to convince people |  | Working in groups<br><br>Following a schedule<br><br>Speaking in front of an audience / convincing an audience |

**End point: NC-KS3 y8**

**Grammar:** Students can: identify and use tenses or other structures/ use and manipulate some grammatical structures and patterns/have acquired a wide-ranging vocabulary/ use accurate grammar, spelling and punctuation

**Skills:** Students can: listen to different 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]

**End point: NC-KS3 y9**

**Grammar:** Students can: identify and use a variety of tenses or other structures to refer to different time frames/ use and manipulate a variety of key grammatical structures and patterns, including voices and moods/ develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues/ use accurate grammar, spelling and punctuation.

**Skills:** Students can: listen to a variety of forms of spoken language to obtain information and respond appropriately/ transcribe words and short sentences that they hear with increasing accuracy/ initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address/ 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, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material/ read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture