



Sir John Cass Red Coat School Programme of Study – Key Stage 3

Subject: French

Year 7	Year 8	Year 9
<p>Topics Covered/ Areas of Focus:</p> <p>The course follows the Studio 1 textbook</p> <p>Unit 1: C'est perso Unit 2: Mon collègue Unit 3: Mes passetemps Unit 4: Ma zone Unit 5: 3...2...1... Partez!</p>	<p>Topics Covered/ Areas of Focus:</p> <p>The course follows the Studio 2 textbook</p> <p>Unit 1: T'es branché(e) ? Unit 2: Paris, je t'adore ! Unit 3: Mon identité Unit 4: Chez moi, chez toi Unit 5: Quel talent?!</p>	<p>Topics Covered/ Areas of Focus:</p> <p>The course follows the Studio 3 textbook</p> <p>Unit 1: Ma vie sociale d'ado Unit 2: Bien dans sa peau Unit 3: À l'horizon Unit 4: Spécial vacances Unit 5: Moi dans le monde</p>
<p>Skills Development & Expected Progress:</p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • Working with authentic materials <p>Expected progress in year 7 Students should write short passages using the present tense of frequently used verbs. They should also include basic connectives and opinions in their work.</p> <p>More than expected progress in year 7 Students will begin to use the near future tense in their work. They will always use a wider variety of connectives and justify opinions, and look up new words to use and manipulate in their own spoken and written work.</p>	<p>Skills Development & Expected Progress:</p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • Working with authentic materials <p>Expected progress in year 8 Students should be able to write in two time frames, and also use common irregular verbs. They should be able to express and justify opinions. Students should be confident using dictionaries to find the meaning of new vocabulary.</p> <p>More than expected progress in year 8 Students will have an understanding of three time frames and begin to use them confidently in written work and spoken work. They can structure work well using a range of phrases and always use connectives. Opinions will always be justified and language used will not be repetitive.</p>	<p>Skills Development & Expected Progress:</p> <ul style="list-style-type: none"> • Listening, Reading, Speaking and Writing skills. • Dictionary skills, pronunciation, using context to guess the meaning of new words, re-using language already learnt in different contexts. • Personal, Learning and Thinking Skills • Working with authentic materials <p>Expected progress in year 9 Students should be writing in three time frames on a range of topics. They should be able to express and justify opinions and understand more complex texts. Work should be well structured with a range of vocabulary and connectives.</p> <p>More than expected progress in year 9 Students will use regular and irregular verbs with confidence in all three time frames. Students will have an understanding of the imperfect tense and begin to use it in their own work. They can recognise patterns and conjugate verbs and apply knowledge to grammar in new contexts.</p>

		Students will be able to manipulate the language when producing their own work. They should use context and previous knowledge to understand longer texts.
<p>Assessment:</p> <ul style="list-style-type: none"> • Students are assessed on their listening, speaking, reading and writing skills • Students will be assessed in two skills at the end of each half term (this begins with reading and writing at the end of the first half term, then speaking and listening at the end of the second half term, etc) • These assessments are carried out formally in class time. Students are expected to revise and prepare for these assessments both in class and at home. • Assessment for Learning (which identifies students' strengths and weaknesses and helps them set individual targets) takes place in all lessons • Teachers test students regularly on their grammar and vocabulary • Students carry out self and peer assessment in class • Students' wider understanding and ability to apply what they have learnt in lessons is also assessed by their homework • Classwork is marked by the teacher and diagnostic feedback is given. Students are expected to correct their own work and respond to teacher comments using the school assessment pro forma (the yellow sticker). 		
<p>Literacy:</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Use of formal/informal language, use of dictionary, phonetics, word order, alphabet, use of accents, sound patterns in French, punctuation and orthographic features in the target language (accents)</p> <p>Grammar – Singular v. plural, adjectival position + agreement, high frequency verbs in the present tense, e.g. avoir, understanding that in French, we use Avoir to say "I am 12", high frequency verbs, formation of basic questions, possessive adjectives, present tense, use of conjunctions and formulate compound sentences, use of J'adore followed by an infinitive, use of conjunctions to extend writing, use and positioning of adverbs of frequency, use of the immediate future, use of ALLER.</p>	<p>Literacy:</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Verb patterns, position of adjectives, adjectival agreement, gender/plural patterns, agreements of gender and numbers, use of conjunctions and formulate compound sentences, connectives, use of the dictionary</p> <p>Grammar – Reflexive verbs, superlative, comparative, idiomatic expression, understanding two tenses in a text and detailed information, writing a text with two tenses and a variety of detail using a reference, regular and irregular verbs, use of connectives and narration techniques, negatives, prepositions, modal verbs, perfect tense (regular).</p>	<p>Literacy:</p> <p>All students work is marked for literacy using school and departmental assessment symbols.</p> <p>Use of direct object pronouns and differing word order in French, use of higher level opinion phrases, use of a variety of tenses to narrate, reading skills and dealing with unfamiliar language, structuring extended writing.</p> <p>Grammar – Tense formation, regular and irregular past participles, reflexive verbs and word order in French and English, use of the pronoun 'on', Use of quand + future tense and how this differs from English tense usage, modal verbs, higher connectives, perfect tense (irregular), impersonal verbs, imperfect tense, conditional mood.</p>

<p><u>Numeracy:</u></p> <p>Pupils will focus on numbers when they study the following topics: money, dates, time and simple sums.</p>	<p><u>Numeracy:</u></p> <p>Telling the time, 24 hour clock, ordinal numbers, use of numbers to express quantities, and continue to revise the basics from year 7.</p>	<p><u>Numeracy:</u></p> <p>Pupils study ordinal numbers, how to read temperature and continue to revise the basics from years 7 and 8.</p>
<p><u>ICT:</u></p> <p>Internet research, produce and edit word documents, use PowerPoint</p>	<p><u>ICT:</u></p> <p>Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint</p>	<p><u>ICT:</u></p> <p>Internet research, produce and edit Excel spread sheets and word documents, use PowerPoint, use of MP3 audio recording equipment+ editing using audio equipment, Use of weather websites and maps to investigate weather in French speaking countries.</p>
<p><u>Life in Modern Britain:</u></p> <p>Students will focus on one of the main themes of the school's ethos, respect and tolerance of a multi-faith society by developing a shared understanding of and respect for culture, belief and heritage.</p>	<p><u>Life in Modern Britain:</u></p> <p>Students will focus on individual liberty by discussing in French their own identity (physical and personality) and feel able to do so in a safe environment which promotes diversity.</p>	<p><u>Life in Modern Britain:</u></p> <p>Part of the year 9 curriculum will cover safeguarding and resilience to propoganda. This will include speaking about TV and making informed choices about what individuals watch. Similarly, the press and propoganda relating to this medium will also be discussed, allowing students to express their opinions in French in a safe environment.</p>
<p><u>SMSC:</u></p> <p>Life in French speaking countries with reference to differing attitudes to pets, family, etc.</p>	<p><u>SMSC:</u></p> <p>Comparison of routines, attitudes to holidays + destinations, food culture</p>	<p><u>SMSC:</u></p> <p>Opportunity to look at how languages are used in the world of work, healthy living, changing attitudes to fashion, disability and Paralympic issues.</p>
<p><u>Meeting the needs of individual students & Additional Support:</u></p> <ul style="list-style-type: none"> • All books include grade descriptors for succeeding in listening, speaking, reading and writing to encourage students to self assess and aim higher • Structured writing frames are provided for those students who need more help with writing longer extended style answers. • A range of teaching and learning activities are used in order to successfully engage students in their learning. • Dictionaries are available in most rooms. 		
<p><u>Extra-Curricular Activities & Club:</u></p> <ul style="list-style-type: none"> • Fast track and Twilight classes are available after school for students who want to learn more than one language 		

- Year 11 extension lessons take place once every two week

Independent Study/ Homework:

- Homework is set on a weekly basis
- All students are encouraged to be inquisitive and look up aspects of lessons which they found interesting or have further questions about

Resources for Learning Support and VLE:

- Students can access online support by using computers in the VLE
- Students are free to approach their class teacher for individual support as and when it I appropriate