

ORMISTON RIVERS ACADEMY– KEY STAGE 3 FRENCH OVERVIEW

The French key stage 3 curriculum is designed to implement the Academy's vision of "Deepening Learning, Raising Aspiration", in line with the OAT curriculum strategy of "Teach, Develop, Change". Our curriculum is carefully designed to build resilience, aspiration and independence in our learners.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

We aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Key Stage 3 French should build on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one. Teaching should focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of core grammar and vocabulary. It should enable pupils to understand and communicate personal and factual information that goes beyond their immediate needs and interests, developing and justifying points of view in speech and writing, with increased spontaneity, independence and accuracy. It should provide suitable preparation for further study.

Pupils should be taught to:

- identify and use tenses or other structures which convey the present, past, and future
- use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- 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.
- 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 Languages
- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language.

Year
7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	On y va Diversity						On y va					
	Bonjour! Meeting and greeting Alphabet (customs; how French greets in France)	Numbers 1 – 21 Saying how old you are		Days, months, birthdays (cultural awareness; important French dates such as 14 th July)			Describing what is in your bag		Describing your classroom		Using colours to describe things	
Spring	C'est perso Diversity						C'est perso Diversity					
	Describing your family	Talk about animals and pets		Describing yourself and others (Friendships and relationships)			Talk about where you live (different places to live around the world)		Talk about nationalities and countries (francophone countries)			
Summer	Mon collègue Diversity						Mon collègue Diversity					
	School subjects and your opinions	Giving opinions and reasons		Describing your timetable. Using the 24hour clock. (French school system; differences to UK)			Describing a school day. School in France		Talking about food		Speaking Assessments	

Autumn Half Term 1

Block 1 – Weeks 1 to 3(Studio Access)

- To learn how to greet people and introduce themselves. They also learn the alphabet
- To say how you feel
- To ask and answer how old you are including numbers 1-21
- To learn the basics for French pronunciation and grammar.

Block 2 – Weeks 5 to 6 (Studio Access)

- To learn days, months and birthday also numbers 12-31.
- To start to compare their own culture with the French culture.
- Assessment; translation and speaking (role play)

Notes/Links/Interleaving

- understand spoken & written texts, be able to talk & write in short sentences/short paragraphs about themselves.
- Be able to take part in a role play with greetings
- patterns and sounds in songs and rhymes
- learn new words to share information about myself
- simple songs, talk and listen with others
- pronunciation

Additional Higher Content

- write and speak about the topics from memory using longer sentences with accurate spelling and/or paragraphs to talk about themselves and somebody else’s personal information.
- understand and order text
- express myself in writing
- Use key verbs accurately.

Autumn Half Term 2

Block 3 – Weeks 7 to 9 (Studio Access)

- To say what there is in your school bag using **un, une, des** (the indefinite articles ‘a’ and ‘some’) and to use plurals
- Describing your classroom using **le, la, les** (the definite article ‘the’)

Block 4 = Weeks 10 to 12 (Studio Access)

- Saying what colours things are using adjectives
- Assessment; reading and listening.

Notes/Links/Interleaving

- collaborative activities
- sound patterns in different languages
- work out meanings
- express myself in writing
- describe myself and exchange information
- position of adjectives
- adjective agreement
- **Social studies**; cultures and customs in society
- **Religious and moral education**; celebrations

Additional Higher Content

- identify and use information for different purposes
- making choices
- Expressive arts ; create images for specific tasks
- spelling rules
- representing my class and participating in society
- Differences between countries
- express an opinion

Spring Half Term 1

Block 1 – Weeks 1 to 4 (Studio Access)

- Talking about your family using *mon, ma* and *mes*.
- Talking about animals using a dictionary

Block 2 – Weeks 5 to 6 (Studio1 M1 unit3 and 4)

- Describing yourself and others
- Understanding adjective agreement (singular)
- Assessment; writing and speaking

Notes/Links/Interleaving

- Learn new words to share information about myself and others
- Brief presentation on a familiar topic
- Match words to pictures, order text
- Recognise adjective agreement
- être (present singular)
- **Health and wellbeing;** Friendships and relationships
- **Sciences;** identify and classify living things

Additional Higher Content

- Possessive adjectives
- Describe myself and exchange information
- Check accuracy of familiar words and phrases
- Using notes and other information to create new text
- Work out the feminine forms of adjectives given in masculine form
- Write a paragraph describing your character and a friend's character

Spring Half Term 2

Block 3 – Weeks 7 to 9 (Studio Access)

- Saying where you live using *petit* and *grand*
- Position of adjectives

Block 4 = Weeks 10 to 12 (Studio Access)

- Talking about nationalities and countries using the verb *être* (to be)
- Assessment; reading and listening

Notes/Links/Interleaving

- Work in partnership and in teams.
- Prepared conversations about myself and my interests
- Collaborative activities
- Words and phrases
- Express myself in writing
- **Social studies;** different places to live
- **Social studies ;** maps of Scotland, the UK and Europe

Additional Higher Content

- Show understanding of what I listen to
- Encourage learning and confidence in others
- Develop knowledge and understanding of the world and Scotland's place in it

Summer Half Term 1

Block 1 – Weeks 1 to 4 (Studio1 module2 unit1))

- Talking about school subjects
- Asking questions.
- Giving opinion about school subjects
- Giving opinions and reasons
- Agreeing and disagreeing

Block 2 – Weeks 5 to 6(Studio1 M2 unit3))

- Describing your timetable
- Using the 12-hour clock
- Assessment; writing and speaking

Notes/Links/Interleaving

- Understand school subjects
- Understand opinions of school subjects, Sketch and name school subjects
- Use context, clues and cognates
- Initiate and develop conversations
- Read for gist and respond appropriately
- Build sentences
- Personal opinions
- **English**; learn to use language and style in a way which engages or influences Review numbers 1–20
- Tell the time
- Interpret timetables
- Short, predictable conversations
- Collaborative activities
- Simple facts about the country

Additional Higher Content

- Understand opinions of school subjects
- Write sentences giving opinion of school subjects
- Distinguish between assez and aussi
- Ask for and give opinions of school subjects
- Listen for gist and respond appropriately
- Practise giving opinions on school subjects and disagreeing
- Compile a timetable in French and write sentences about it

Summer Half Term 2

Block 3 – Weeks 7 to 9(Studio1 M2 unit 4)

- Describing your school day comparing in France
- Using on to say ‘we’

Block 4 = Weeks 10 to 12(Studio1 M2 unit5)

- Talking about food
- Using the partitive article (du/de la/de l’/des)
- Assessment ; listening and reading

Notes/Links/Interleaving

- Share information about myself and others
- Sound patterns in different languages
- Match words to pictures, order text
- Simple facts about the country
- Express myself in writing
- **ICT**; write a blog

Additional Higher Content

- Think creatively and independently Translate a text into English

Year
8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Mes passe-temps						Diversity	Mes passe-temps					
	Talk about which sport you play			Talk about other activities that you do (famous francophone sportspeople)				Say what you like doing	Describe what other people do		Assessment		
Spring	Ma zone							Ma zone					Diversity
	Describing what there is in a town		Giving directions		Talking about the weekend and where you go				Making arrangements to go out (social conventions; inviting going out)		Saying what you can do in town (comparing events in Paris to London)		
Summer	Partez!						Diversity	Partez!					
	Talking about holidays (different counties and location)		Getting ready to go out		Buying drinks and snacks (francophone gastronomy)			Talking about holiday plans		Saying what you would like to do on holiday			

Autumn Half Term 1

Block 1 – Weeks 1-3(Studio1 M3 unit2)

- Talking about which sports you play and give opinion
- Using jouer à

Notes/Links/Interleaving

- Developing thinking
- Understand which sports people play
- Understand descriptions of famous sportspeople
- Carry out a class survey on the sports people play
- Give a presentation on sport, including how sporty you are, sports you play and favourite sportsperson
- Understand descriptions of famous sportspeople

Block 2 – Weeks 5-6(Studio1 M3 Unit3)

- Talking about activities using the verb faire
- Assessment; translation and speaking

Additional Higher Content

- Write sentences about how sporty five friends are and which sports they play
- Research and write a short paragraph about a French sportsperson
- Practise faire de + sport/activity
- Write a paragraph about the different activities of the members of an imaginary family

Autumn Half Term 2

Block 3 – Weeks 7-9(Studio1 M3 Unit4)

- Saying what you like doing
- Using aimer + the infinitive

Notes/Links/Interleaving

- Understand phrases using aimer + leisure activities
- Understand when people do activities
- Listen and repeat to practise pronunciation of en and in
- Listen and complete a gap-fill text about leisure activities
- Prepare and say six sentences about own weekend, three on what you do and three on what you like doing

Block 4 = Weeks 10-12(Studio1 M3 unit5)

- Describing what other people do
- Using ils and elles
- Assessment; reading and listening

Additional Higher Content

- Write a reply to an e-mail, saying what you do and what you like to do at the weekend
- Ask and answer questions about what you do and don't like to do in the evening and at the weekend
- Give opinions on leisure activities
- Identify verbs in a text (il form) and translate them into English
- Develop vocabulary learning strategies

Spring Half Term 1**Block 1 – Weeks 1-3 (Studio1 M4 unit1&2)**

- Talking about your town/village using il y a .../il n’y a pas de ...
- Giving directions
- Understanding when to use tu and vous

Block 2 – Weeks 5-6 (Studio1 M4 unit3)

- Talking about where you go
- Using à + the definite article
- Assessment: translation and speaking

Notes/Links/Interleaving

- Understand places in town
- Understand which amenities a town has and hasn’t got
- Understand people’s opinions about the town/village where they live
- Describe and identify a town using picture prompts
- Create conversations with different opinions of towns (very positive, quite positive, quite negative and very negative)
- Practise theme park vocabulary

Additional Higher Content

- Practise understanding expressions of opinion
- Understand chatroom postings about amenities towns have/haven’t got and residents’ opinions
- Write a paragraph about own town or village
- Read authentic theme park brochures and summarise

Spring Half Term 2**Block 3 – Weeks 7-9 (Studio1 M4 unit4)**

- Asking someone to go somewhere using je veux/tu veux + infinitive

Block 4 = Weeks 10-12(Studio1 M4 unit5)

- Saying what you can do in town using on peut + infinitive
- Assessment; reading and listening

Notes/Links/Interleaving

- Understand the places mentioned in invitations
- Listen to a song and sing along
- Listen and repeat to practise pronunciation of eux and fillers
- Make up a conversation, suggesting an outing and responding to the invitation; then comment on pronunciation and the language used
- Developing thinking
- Developing ICT

Additional Higher Content

- Practise understanding whether an invitation is accepted or refused
- Understand a song about suggestions for going out
- Identify French expressions in a text
- Write a song or poem based on invitations to go out and responses

Summer Half Term 1

Block 1 – Weeks 1-3 (studio1 module5 unit1&2)

- Talking about your holidays using nous to say 'we'
- Talking about getting ready to go out using reflexive verbs (singular)

Block 2 – Weeks 5-6(Studio1 M5 Unit3)

- Buying drinks and snacks using higher numbers.
- Assessment; translation and speaking

Notes/Links/Interleaving

- Understand country names
- Understand holiday locations
- Understand holiday activities
- Understand a detailed passage about where someone goes on holiday
- Carry out a class survey on where people normally go on holiday (country and location)
- Developing ICT
- Developing number
- Practise food/drink vocabulary and prices

Additional Higher Content

- Practise countries with en, au, aux
- Understand detailed texts about where people go on holiday, what they do and where they went last year
- Write a presentation on what own family does on holiday
- Write a menu for a café selling strange food, then write a dialogue at the café
- Practise using ne ... pas with reflexive verbs

Summer Half Term 2

Block 3 – Weeks-7-9 (Studio3 M4 unit 4)

- Describing what happened on holidays using perfect tense.

Block 4 = Weeks 10-12(Studio3 M4 unit 2)

- Imagining adventure holidays using je voudrais + infinitive
- Assessment; reading and listening

Notes/Links/Interleaving

- Understand texts on disastrous holidays, identifying who is speaking
- Understand details of texts on past holidays
- Complete a gap-fill text using the verbs supplied
- Write a summary in English
- Play a mime game on what they would like to do in the future
- Do a quiz to find out if you are a thrill-seeker
- Carry out a survey on thrill-seeking

Additional Higher Content

- Write about an amusing or disastrous holiday incident.
- Write up the results of a survey
- Translate sentences into French

Year
9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	T'es branché(e) Diversity						Paris, Je t'adore! Diversity					
	TV and Cinema (French TV programmes)	Reading and the Internet	Weather			Saying what you can do in Paris (Paris sights; famous French landmarks)	Asking for tourist information (cultural awareness; SD)	Describing a visit and what you did				
Spring	Mon identité Diversity						Chez moi, chez toi Diversity					
	Describing your personality and relationships with friends	Discussing different types of music and clothes (Francophone music and fashion)	Talking about last weekend			Saying where you'd like to live and describing your house (different accommodation in France in different region)	Talking about meals and what food to buy (French gastronomy)	Talking about a future event				
Summer	Quel talent! Diversity						Les revisions					
	Talking about talent and ambition Saying what you must and can do (Talented famous people and their aspiration)	Giving instructions	Describing other people's personalities			Showing what you can do with French – using a variety of structures	Revision of all units and end of KS3 assessment					

Autumn Half Term 1**Block 1 – Weeks 1 to 4 (Studio2 M1 unit1&2)**

- Talking about television programmes using subject pronouns: je, tu, il, elle
- Talking about films using j'aime, j'adore and je déteste

Block 2 – Weeks 5 to 6(Studio2 M1 unit 5)

- Talking about what you do in different weather using on
- Assessment; translation and speaking

Notes/Links/Interleaving

- Understand types of television programmes
- Understand opinions on television programmes
- Discuss television programmes, giving opinions
- Carry out a survey on television preferences
- High-frequency words
- Expand a sentence

Additional Higher Content

- Create a dialogue about their own television preferences
- List as many –er verbs as possible
- Recall the forms of être (singular)
- Make up complex sentences orally

Autumn Half Term 2**Block 3 – Weeks 7 to 9(Studio2 M2 unit1&3)**

- Saying what you can do in Paris using on peut + infinitive
- Asking for tourist information using question words

Block 4 = Weeks 10 to 12(Studio2 M1 unit4&5)

- Saying what you visited and what it was like using the perfect tense of visiter
- Saying what you did using the perfect tense of –er verbs
- Assessment; reading and listening

Notes/Links/Interleaving

- Do a quiz on Paris
- Understand texts about Paris sights
- Write sentences to describe photos
- Write some suggestions on what you can do in a town
- Gist and detail
- Organise and present ideas
- Previously learned language /Copy and complete a postcard text

Additional Higher Content

- Practise on peut + infinitive
- Write out dialogue
- Research and design a brochure for a Paris sight
- Translate text into French using verbs in the perfect tense
- Research and write about a city they visited on a 24-hour break
- Use a learning strategy to memorise vocabulary

Spring Half Term 1

Block 1 – Weeks 1 to 4 (Studio2 M3 Unit1&2)

- Talking about personality
- Adjectival agreement
- Talking about friendships
- More practice with the pronoun on

Block 2 – Weeks 5 to 6 (Studio2 M3 Unit 3&4)

- Talking about clothes using the near future tense
- Talking about last weekend using the perfect tense
- Assessment; translation and speaking

Notes/Links/Interleaving

- Copy and complete texts, unscrambling words presented as anagrams
- Understand adjectives used to describe character
- Listen and note the adjectives mentioned
- Listen and complete sentences by choosing from the two options each time
- Create and perform dialogues on their favourite celebrities

Additional Higher Content

- Identify adjectives as masculine or feminine
- Understand character descriptions
- Complete sentences summarising a text
- Write a description of a family member
- Write an interview on their favourite celebrities
- Translate verbs into French using on
- Translate texts into English orally
- Practise near future tense forms using a chant

Spring Half Term 2

Block 3 – Weeks 7-9 (Studio2 M4 Unit1&2)

- Saying where you would like to live using j’habite and je voudrais habiter
- Describing your home using prepositions

Block 4 = Weeks 10-12 (Studio2 M4 Unit 4&5)

- Talking about meals using du, de la, de l’, des
- Talking about a forthcoming event/More practice with the near future
- Assessment; listening and reading

Notes/Links/Interleaving

- Create and perform dialogues saying where they live and where they would like to live
- Ask questions to identify a celebrity from where he/she lives
- Read aloud descriptions of where celebrities/famous characters live
- Write out jumbled sentences correctly
- Use a learning strategy to memorise vocabulary

Additional Higher Content

- Listen and note reasons given
- Write a description of their ideal house/flat
- Make a graph showing survey results
- Give a presentation on eating habits
- Identify orally the near future tense verbs in a text
- Translate sentences into English
- Try out different learning strategies to see which ones work better for them

Summer Half Term 1

Block 1 – Weeks 1-4 (Studio2 M5 Unit 1&2)

- Talking about talent and ambition using the infinitive
- Saying what you must and can do using devoir and pouvoir + infinitive

Block 2 – Weeks 5-6 (Studio2 M5 Unit 3)

- Telling someone what to do using the imperative
- Assessment; translation and speaking

Notes/Links/Interleaving

- Complete sentences summarising a text in English
- Match pairs of French sentences
- Choose an identity and write a paragraph about themselves, describing their talent

Additional Higher Content

- Write and translate into English sentences featuring je veux + infinitive
- Listen and note additional details
- Give imperative forms orally and identify different imperative

Summer Half Term 2

Block 3 – Weeks 7-9 (Studio2 M5 Unit 4&5)

- Describing people's personalities using more adjectives
- Showing how much you can do with the French language using a variety of structures

Block 4 = Weeks 10-12 (Studio2 M1,2,3,4,5 A toi sections)

- Revision of all units and end of KS3 assessment
- Writing, reading, speaking and listening assessment

Notes/Links/Interleaving

- Initiate and develop conversations
- Unscripted dialogues
- Personal opinions
- Expand a sentence
- Personal opinions

Additional Higher Content

- Extend writing by including additional details
- Exchange information via email
- Try out different learning strategies to see which ones work better for them
- Identify French expressions in a text
- Identify who is being described using information in a text
- Write a paragraph describing likes as well as future plans and hopes