

Year 9 French

All students in Year 9 currently take French as their first language. They currently follow the Studio 3 course. The 'rouge' course is taken by students in sets 1 & 2 and the 'vert' course is taken by students in the lower band.



We strongly advise that students purchase a French-English dictionary and recommend the Collins 'Easy Learning Dictionary Plus Grammar' or equivalent Oxford dictionary. Students are responsible for bringing both their exercise book and vocabulary book to each lesson. We ask that students pay £1 if vocabulary books are lost in order to cover the cost of a replacement.

In the autumn term we cover:

Module 1 Ma vie sociale d'ado	
Unité 1	Planète Facebook Talking about Facebook Using present tense verbs
Unité 2	Comment tu trouves ...? Giving your opinion about someone Using direct object pronouns
Unité 3	Tu viens aussi? Arranging to go out Using the near future tense
Unité 4	Ça s'est bien passé? Describing a date Using the perfect tense
Unité 5	Fou de musique! Describing a music event Using three tenses
Bilan et Révisions En plus	La Fête de la Musique Finding out about music festivals around the world

Module 2 Bien dans sa peau

Unité 1	Touché! Learning the parts of the body Using <i>à</i> + the definite article
Unité 2	Le sport et le fitness Talking about sport Using <i>il faut</i>
Unité 3	Mes résolutions pour manger sain Learning about healthy eating Using the future tense
Unité 4	Je serai en forme! Making plans to get fit Practising the future tense
Unité 5	Es-tu en forme? Describing levels of fitness Using three tenses together
Bilan et Révisions En plus	La santé des jeunes Talking about teenage health issues

In the spring term we cover:

Module 3 À l'horizon

Unité 1	Es-tu fait pour ce métier? Describing jobs Using masculine and feminine nouns
Unité 2	Le monde est un village Learning languages Using modal verbs
Unité 3	Quand j'étais plus jeune Saying what you used to do Using the imperfect tense
Unité 4	Ta vie sera comment? Discussing your future and your past Practising the future and imperfect tenses
Unité 5	Mon boulot Talking about your job Using different tenses together
Bilan et Révisions En plus	Un portrait professionnel Investigating jobs using languages

Module 4 Spécial vacances

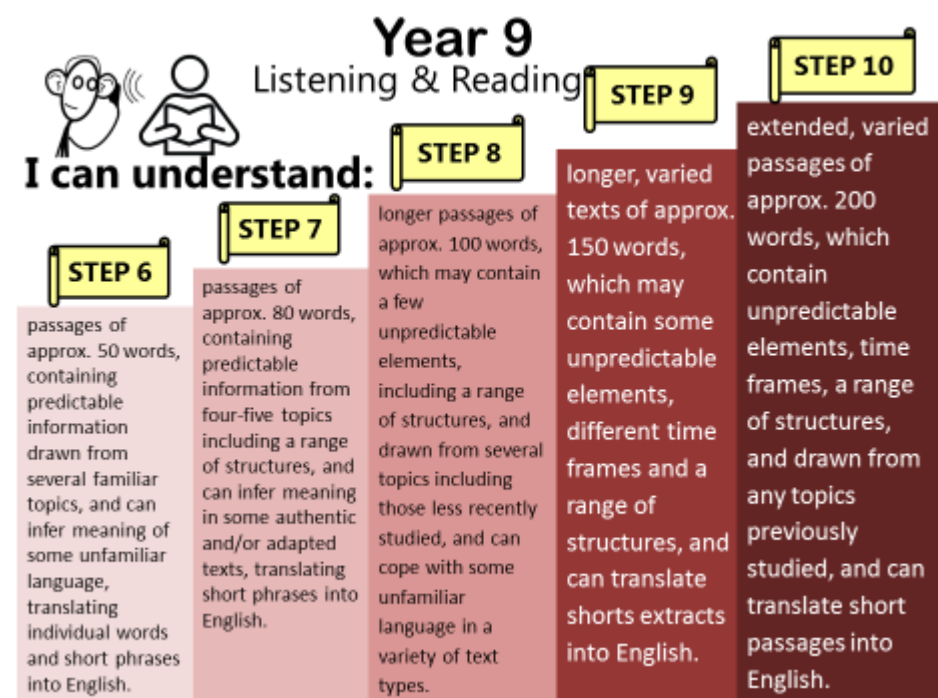
Unité 1	Question de vacances Discussing holidays Asking questions using inversion
Unité 2	J'adore les sensations fortes! Imagining adventure holidays Using the conditional
Unité 3	C'est indispensable! Talking about what you take with you on holiday Using reflexive verbs
Unité 4	Mes vidéos de vacances Describing what happened on holiday Combining different tenses
Unité 5	À la base de loisirs Visiting a tourist attraction Using emphatic pronouns
Bilan et Révisions En plus	Des vacances au collège! Debating the idea of 'open school' in the holidays

In the summer term we cover:

Module 5 Moi dans le monde	
Unité 1	Mes droits Discussing what you are allowed to do Using expressions with avoir
Unité 2	Mes priorités Explaining what's important to you Using direct object pronouns
Unité 3	Tu vas l'acheter? Talking about things you buy Using si in complex sentences
Unité 4	Le bonheur, c'est ... Describing what makes you happy Using complex structures
Bilan et Révisions En plus	Les jeunes contre l'injustice Learning about human rights issues


Assessment

Pupils keep track of their progress using their progress grids in their exercise books. They review their progress against the Year 9 Step Levels as outlined below. Our Year 9 course is designed so that it draws on the pupils' existing skills and knowledge whilst at the same time building on their knowledge through new topics.



Year 9 Speaking

I can:



STEP 8


STEP 9

STEP 10

<p>STEP 6</p> <p>interact across three-four topics and in classroom talk, adapting and re-combining pre-learnt language to produce spontaneous exchanges, including forming some questions, with some pauses for thinking.</p>	<p>STEP 7</p> <p>interact confidently within familiar topics and in classroom talk, asking questions independently, and can express information in more than one time frame, without reference to notes, with some hesitation and/or inaccuracy.</p>	<p>STEP 8</p> <p>take part in multi-exchange conversations on familiar topics, including those covered in previous years, constructing questions independently and using a variety of structures, with more frequent pauses with less predictable interactions.</p>	<p>STEP 9</p> <p>initiate and ask a range of questions confidently and appropriately to extend conversations (2-3 minutes) and can give more developed responses on a range of topics, which go beyond personal, everyday issues.</p>	<p>STEP 10</p> <p>engage in longer stretches of unplanned conversation on the full range of KS3 topics, showing the ability to cope with unexpected questions or responses, whilst still pausing and/or making errors when trying out more ambitious language.</p>
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Year 9 Writing

I can:

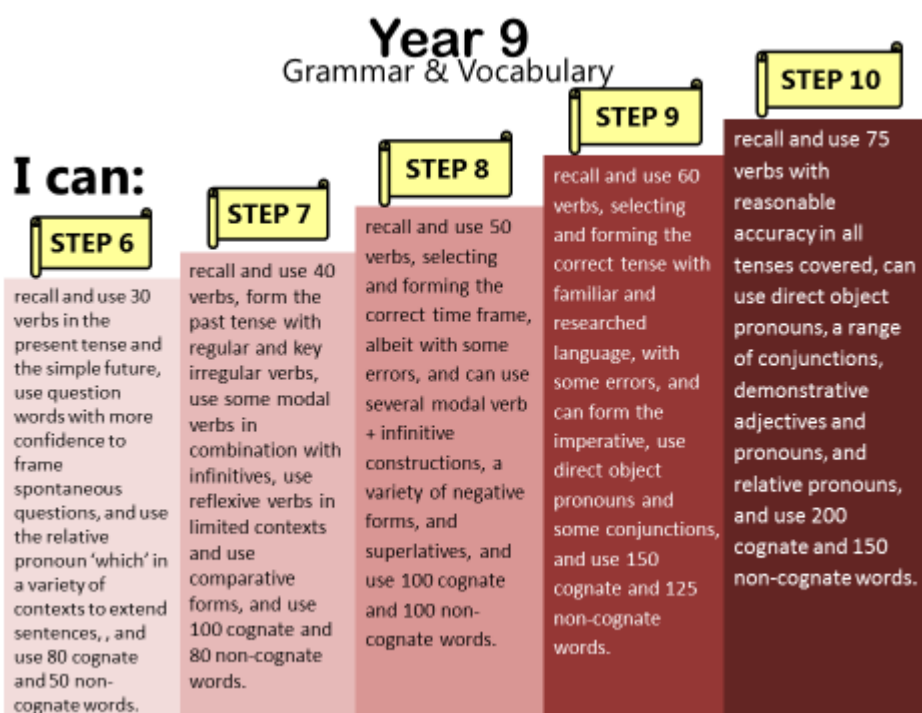


STEP 8

STEP 9

STEP 10

<p>STEP 6</p> <p>write short paragraphs from memory on two-three topics with good accuracy, and adapt known structures (with some inaccuracy) and add new, researched language with some success, as well as translate short sentences from English across two-three topics.</p>	<p>STEP 7</p> <p>write from memory at greater length (e.g. 60-75 words) on one topic, using more than one time frame and a logical structure, recycling learnt language and combining with new elements to express own ideas, as well as translate a short paragraph from English.</p>	<p>STEP 8</p> <p>write text of several paragraphs from memory, using a variety of structures, manipulating known structures and combining with new elements to produce new meanings, which are almost always clear, and and translate a short paragraph from English, drawing on language from four-five topic areas.</p>	<p>STEP 9</p> <p>write extended pieces of several paragraphs from memory, drawn from a variety of current and previous topics, using a range of more complex structures (with some errors), and accurate straightforward language, and can translate a paragraph from English from previous and current topics.</p>	<p>STEP 10</p> <p>write a coherent piece of prose of several paragraphs from memory, using appropriate links between paragraphs, using a range of vocabulary and structures, showing a growing awareness of FL syntax, and how this differs to English, and can translate a paragraph from English drawn from all KS3 topics covered.</p>
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Extra-curricular opportunities



Students in Year 9 are offered the opportunity to take part in the “Translation Spelling Bee” competition. Students translate sentences and work on their vocabulary, spelling, pronunciation, memory, verb conjugation, tenses, sentence formation (in French & Spanish).



In addition, Year 9 pupils are also given the opportunity to take part in the Language Leaders programme. The Language Leader Award helps pupils learn to lead, using language teaching as the medium. Throughout the year-long programme they develop their leadership skills, growing in confidence and enhancing their future careers. Routes into Languages East is sponsoring the award. Pupils receive a log book to record training, activities, reflections etc. during the year as well as a certificate and specially designed lapel pin on successful completion of the programme.

Grouping arrangements:

In Years 8 and 9 French all students are all grouped according to their Maths set. Movement between the groups may result from end of unit assessments and is always dependent upon consultation with the Maths Department.

Homework:

In Key Stage 3 one homework per week is set. For our new courses, Studio 3, Viva 1 and 2, students can complete homework tasks on ActiveLearn. All students receive log-in details for the site and are set assignments by their class teacher. Additional reading, writing tasks or vocabulary tasks will be set to reinforce the learning.

Key Stage 3 Assessment:

Each half term there will be an assessment in two of the four skills which is awarded a level. This will be followed by a + or - to indicate whether the piece is towards the top or bottom of the level. All four skills will have been assessed by the end of each term.