

## Key Stage 3

Subject: French

### Intent

Teaching builds on the foundations of language learning laid at key stage 2, whether pupils continue with the same language or take up a new one.

We focus on developing the breadth and depth of pupils' competence in listening, speaking, reading and writing, based on a sound foundation of phonics, core grammar and vocabulary.

The emphasis is to 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. This is to provide suitable preparation for further study at Key Stage 4.

At Key Stage 3, we aim for pupils to:

- 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
- 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.

*Learning a language is 'a liberation from insularity and provides an opening to other cultures'. [Languages programmes of study: key stage 3 national curriculum in England', Department for Education, September 2013]*

*It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference. (...) It should enable pupils to study and work in other countries.*

**Curriculum research review series: languages (7 June 2021)**

### Programme of study and assessment

	Autumn Term	Spring Term	Summer Term
Year 7	<p><b><u>Introduction to MFL</u></b></p> <p>Part A: The Romford Project: How multilingual is my community?</p> <p>Part B: Francophonie, Cognates, loan words, What words do you already know?</p>	<p><b><u>Me and my family:</u></b> <u>Others</u></p> <p>Part A: Family and friends</p> <p>Part B: Pets</p> <p>Part C: Physical description and personality</p> <p><b><u>The world around me:</u></b> <u>Home and Local Area</u></p>	<p>Part B: Home</p> <p>Part C: Town and Local Area</p> <p><b><u>The world around me:</u></b> <u>School Life</u></p> <p>Part A: My timetable</p> <p>Part B: My daily routine</p>

	<p>Part C: Alphabet and phonics (introduction to the Spelling Bee stage 1)</p> <p><b><u>Me and my family: Self</u></b></p> <p>Part A:</p> <p>Greetings, Introducing yourself (name, languages spoken)</p> <p>Part B:</p> <p>Age, Dates and birthdays</p>	<p>Part A: Where you live: Countries and nationalities</p>	
<b>Assessment</b>	<p>Speaking (focus on phonics + general conversation based on <b>Me and my family: Self</b>)</p>	<p>Listening, Speaking (focus on phonics + picture description), Reading and Writing based on <b>Me and my family: Others</b></p>	<p>Listening, Speaking (focus on phonics + Role-Play), Reading and Writing based on <b>The world around me</b></p>
<b>Year 8</b>	<p><b><u>My lifestyle: Free time</u></b></p> <p>Part A: Sports and games</p> <p>Part B: Hobbies</p> <p>Part C: Revision of the present tense (introduction to the Translation Bee stage 1)</p> <p><b><u>My lifestyle: Being healthy</u></b></p> <p>Part A: Food and meals</p> <p>Part B: Healthy lifestyle</p>	<p><b><u>Making plans: Invitations</u></b></p> <p>Part A: Preparing for a party</p> <p>Part B: Making a reacting to invitations</p> <p><b><u>Making plans: Jobs and Careers</u></b></p> <p>Part A: What people do</p> <p>Part B: Why languages are important</p> <p>Part: C: Future plans</p>	<p><b><u>Free time and the media: Music</u></b></p> <p>Part A: My favourite singer/band</p> <p>Part B: Going to a concert</p> <p><b><u>Free time and the media: Cinema and television</u></b></p> <p>Part A: What I like watching</p> <p>Part B: My last cinema visit</p>
<b>Assessment</b>	<p>Speaking (focus on phonics + general conversation based on <b>My lifestyle</b>)</p>	<p>Listening, Speaking (focus on phonics + Role-Play), Reading and Writing based on <b>Making plans</b></p>	<p>Listening, Speaking (focus on phonics + Photo description), Reading and Writing based on <b>Free time and the media</b></p>
<b>Year 9</b>	<p><b><u>Transition to Year 9 - Revision from Year 7 &amp; 8</u></b></p> <p>Part A: Nouns, Numbers, Opinions and Questions</p> <p>Part B: Revision of the present tense (re-</p>	<p><b><u>Technology in everyday life</u></b></p> <p>Part A:</p> <p>New technology gadgets</p> <ul style="list-style-type: none"> <li><i>Self-assessment:</i> Reading and Listening</li> </ul>	<p>Part B: Food and going out</p> <ul style="list-style-type: none"> <li><i>Self-assessment:</i> Listening</li> </ul> <p>Translation Fr-En</p> <p>Reading</p>

	<p>introduction to the Translation Bee stage 1)</p> <p><b><u>Me, My family and Friends</u></b></p> <p>Part A: About me</p> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Descriptions with AVOIR and ÊTRE in the present tense.</li> </ul> <p>Part B: Relationships with family and friends</p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Reading</li> <li>Vocab test</li> </ul> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Listening</li> </ul> <p>Translation En-Fr</p> <ul style="list-style-type: none"> <li>• <i>Peer-assessment:</i> Reflexive verbs</li> </ul> <p>Part C: Marriage and Partnership</p> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Reading</li> <li>Listening</li> </ul> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Writing- 90 words</li> </ul>	<p>Part B: The use of social media</p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Reading</li> </ul> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Translation Fr-En</li> </ul> <p>Part C: The use of mobile technology</p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Writing- 90 or 150 words</li> <li>Vocab test</li> </ul> <p><b><u>Free-time activities</u></b></p> <p>Part A: Music, TV and cinema</p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Reading</li> </ul>	<p>Part C: Sport</p> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Reading and Listening</li> </ul> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Translation En-Fr</li> <li>Writing- 90 words</li> <li>Vocab test</li> </ul> <p><b><u>Customs and Festivals</u></b></p> <p>Part A: Celebrations</p> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Listening</li> </ul> <p>Writing- 90 words</p> <p>Part B: How we celebrate</p> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Listening</li> </ul> <p>Part C: Francophone Festivals</p> <ul style="list-style-type: none"> <li>• <i>Teacher assessment:</i> Translation En-Fr</li> <li>Writing F: 40 + 90 words</li> <li>Writing H: 90+150 words</li> <li>Vocab test</li> </ul> <ul style="list-style-type: none"> <li>• <i>Self-assessment:</i> Listening, Reading, translation Fr-En</li> </ul>
<p><b>Assessment</b></p>	<p>See above for in-class continuous assessments</p> <p>+ Speaking (focus on phonics + General conversation based on <b>Me, My family and Friends</b>)</p>	<p>See above for in-class continuous assessments.</p> <p>+ Speaking (focus on phonics + Role-Play based on <b>Technology in everyday life</b>)</p>	<p>See above for in-class continuous assessments.</p> <p>+ Speaking (focus on phonics + Photo description based on <b>Free-time activities</b>)</p>