

Year 9 French SCHEME OF WORK

Westfield School



1. Be able to describe your general holiday habits (present tense).

- Introduction to the course and target language refresher.
- Be able to say where you go and how with.
- Be able to say how you travel and give extended opinions
- Be able to say what activities you normally do using conjugated verbs as well as infinitives.
- Be able to give extended opinions of your normal holiday.

3. Be able to describe your future holiday plans.

- Be able to use both simple future tense and future tense to describe holiday plans including activities.
- Some students to include their dream plans using the conditional tense.

2. Be able to describe your past holiday.

- Be able to say where you went, who with and how.
- Be able to describe what activities you did using both regular and irregular verbs
- Be able to give an extended opinion of your holiday.

4. Life at home.

- Be able to write about how you help at home including past, present and future tenses.
- Be able to explain how much pocket money you get and what you do with this money.

4. Media.

- Be able to give opinions of different types of TV programmes and describe yours and other people's TV habits.
- Be able to explain what types of films you enjoy watching and give a detailed description of films you have seen and would like to see using all three tenses.
- Be able to write a detailed film review.

<p>TERM Half Term 1</p> <p>Weeks 1-8</p>	<p>LEARNING OUTCOMES</p>	<p><u>1. Be able to describe your general holiday habits (present tense).</u></p> <ul style="list-style-type: none"> • Introduction to the course and target language refresher. • Be able to say where you go and how with. • Be able to say how you travel and give extended opinions • Be able to say what activities you normally do using conjugated verbs as well as infinitives. • Be able to give extended opinions of your normal holiday. <p>Students to be able to recognise key vocabulary associated with holidays which will be used and manipulated throughout the term. Aim of this topic is for students to write in the present tense using a variety of conjugated verbs, about a variety of people and get into the habit of narrating a story and adding as much detail as possible in preparation for GCSE.</p> <p>ASSESSMENT WEEK: WEEK 6. Use previous levels: first writing assessment in week 9.</p>	<p>LITERACY FOCUS</p> <ul style="list-style-type: none"> -Students to use both conjugated and infinitive forms of verbs. -Students to recognise differing use of en/au when talking about going to different countries and to recognise the importance of learning whether nouns are masculine or feminine. -Students should be using conjugated forms of the key verbs using both first person singular and plural and for higher ability students third person singular and plural. -Students to use their analytical skills to pick out key phrases when given larger texts. -Students to use common structures and word maps to manipulate the language and produce their own personal answers. -Emphasis on cognates to help the students work out new words. -Students to recognise the differences when using key French verbs e.g. faire, aller and jouer. Students to understand that sometimes we cannot directly translate. -Transcription to be used to help students develop their listening skills and begin to recognise key elements in a sentence for example noun, verb, adjective. -Translation to be used to encourage students to notice the difference in word order and the concept of set phrases that don't necessarily translate word for word. -Students to learn how to properly structure their narrative as if they were telling a story in preparation for GCSE.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">CHALLENGE</p>	<p>L7elements for HAPS:</p> <ul style="list-style-type: none"> -Complex L7 opinion phrases: ce que j'aime le plus est de..., ce que je déteste est de ..., je le trouve, je suis de l'avis que, selon moi, je pense que, je crois que, je l'aime bien. -Use of conditional tense to describe preferences: je préférerais..., je voudrais, j'aimerais bien ... -Use of complex connectives: en plus, cependant, néanmoins, d'un côté, de l'autre côté, donc, alors. -Use of third and first person singular and plural with both infinitive and conjugated verbs. -Extended opinions of why they enjoy/don't enjoy their holiday. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">LEVEL EXPECTATIONS</p>	<p>4a: Students to give a detailed, narrative of their holidays including a variety of conjugated verbs, complex opinion phrases and added detail where possible. Students should give justification for all of their opinions. Students should use a variety of connectives and time phrases.</p> <p>4b: Students should give a detailed account of their holiday with justified opinions. They should use various conjugated verbs to explain the activities they do on holiday. There are very few mistakes.</p> <p>4c: Students should include who, where and how they travel and include one or two activities including simple opinion phrases and reasons why. There are some errors but these do not impede communication.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">RESOURCES</p>	<p>Studio 1 pages 90-91 Studio 1 pages 106-107</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HOMELEARNING</p>	<p>3) Vocabulary Test to support learning: countries.</p> <p>5) Students to create a storyboard of activities they normally do on holiday and illustrate it in preparation for their first writing assessment.</p> <p>7) Preparation for their first writing assessment: students to plan what they will write in French.</p>		

A4L	<p>-Summative assessment in week 6 to test the students' listening and reading skills. Students to be introduced to longer spoken and written passages with more unknown vocabulary to test their understanding of cognates and to see if they can work things out from context.</p> <p>-Throughout the teaching of this topic students will use mini whiteboards to allow for whole class correction and for the teacher to work out any gaps in knowledge or areas where revision is needed, strict marking criteria will be used so that students can work towards their level and this can be used for both self and peer assessment, constant self and peer assessment to check accuracy of work, iPad used again to involve the whole class in correcting and assessing work.</p>
PLTS	<p>Self manager - students to self assess their work against marking criteria. Students to learn to organise their own ideas and structure them appropriately. Students to work on the advice from their classteacher and in class discussions to create an improvement piece for homelearning.</p> <p>Team worker and Effective participator: students expected to peer as well as self assess and check the accuracy of their own and others' work.</p> <p>Independent Enquirer - students to use their existing knowledge to work out complex grammatical structures.</p>
SMSC	<p>Discussion of French speaking countries and French speaking holiday destinations.</p> <p>Use of authentic materials to support learning.</p>
Intervention	<p>Individual in class support, differentiated in class tasks and homelearning, supportive seating plans, direct contact with form tutor and if needed parental involvement.</p>

<p>TERM Half Term 2</p> <p>Weeks 9-13</p>	<p>LEARNING OUTCOMES</p>	<p><u>2. Be able to describe your past holiday.</u></p> <ul style="list-style-type: none"> • Be able to say where you went, who with and how. • Be able to describe what activities you did using both regular and irregular verbs • Be able to give an extended opinion of your holiday. <p>Here students will be recapping their use of past tense. previously students have used it only with a few basic verbs, in this topic we will work on the students using the perfect tense more independently and using the imperfect tense to describe events and give opinions. More able students will be able to describe events using both first and third person singular and plural and use a variety of opinions, time phrases, connectives and weather phrases to write in depth about their holiday and really narrate a story as they will be expected to do at GCSE.</p> <p>ASSESSMENT WEEK: WEEK 13. Listening and reading tests to include past, present and future.</p>	<p>LITERACY FOCUS</p> <ul style="list-style-type: none"> -Students to use both regular and irregular verbs to describe their past holidays. Student to use verbs with both auxiliary verbs avoir and être. -Students to understand the concept of an auxiliary verb and more able students to be able to use the auxiliary verb in both first and third person singular and plural. Students also to understand the concept of past participle agreement and the times at which this is appropriate. -Students also to use the imperfect tense to give opinions and describe events. -Emphasis on cognates to help the students work out new words. -Transcription to be used to help students develop their listening skills and begin to recognise key elements in a sentence for example noun, verb, adjective. -Translation to be used to encourage students to notice the difference in word order and the concept of set phrases that don't necessarily translate word for word.
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CHALLENGE	L7 Content: -Students to give an in depth description of their hotel/apartment etc ad possibly the surroundings/local town. -Students to give a variety of opinions in the imperfect tense e.g. je le trouvais, je l'aimais, je ne l'aimais pas, ce que j'aimais était ... -Students show ability to use qui and que -Students really narrate the story for example saying what the did in the morning, evening, the first day, the second week etc. -Use of complex connectives: en plus, cependant, néanmoins, d'un côté, de l'autre côté, donc, alors. -Students talk about others as well as themselves.	LEVEL EXPECTATIONS	5a: Students to be able to write an in depth narrative about their holiday using a variety of past tense verbs, imperfect tense, show the ability to talk in depth about others and use a variety of complex phrases to narrate their story. They should include a variety of opinions with extended reasons why. Students should only achieve this level if the teacher thinks they could truly produce perfect and imperfect tense independently at this stage. 5b: Students use a variety of verbs in both the perfect and imperfect tense with support. They are able to talk about others as well as themselves and give various opinions with reasons why. They use time phrases and connectives to link ad narrate their story. Minor errors occur but the meaning is clear. 5c: Students are able to give a basic description of their last holiday and the activities they did with lots of support. Some errors occur which sometimes impede communication. 4a: Students attempt past tense but with little success. No sentences are correct and student shows no ability to form this tense despite much support.
RESOURCES	Studio 1 page 91 Studio 1 pages 106-107 Studio 2 pages 28-37 Studio 2 pages 39-45		
HOMELEARNING	9) Students to create an improvement piece of their first mini writing assessment. 11) Vocabulary test to support learning: Regular and irregular key verbs. 13) Improvement piece for their second mini writing assessment.		

A4L	<p>-Summative assessment in week 13 to test the students' listening and reading skills. Students to be introduced to longer spoken and written passages with more unknown vocabulary to test their understanding of cognates and to see if they can work things out from context. Students also to write their second mini writing assessment piece and write an improvement piece for this.</p> <p>-Throughout the teaching of this topic students will use mini whiteboards to allow for whole class correction and for the teacher to work out any gaps in knowledge or areas where revision is needed, strict marking criteria will be used so that students can work towards their level and this can be used for both self and peer assessment, constant self and peer assessment to check accuracy of work, iPad used again to involve the whole class in correcting and assessing work.</p>
PLTS	<p>Self manager - students to self assess their work against marking criteria. Students to work on the advice from their classteacher and in class discussions to create an improvement piece for homelearning.</p> <p>Team worker and Effective participator: students expected to peer as well as self assess and check the accuracy of their own and others' work.</p> <p>Independent Enquirer - students to use their existing knowledge to work out complex grammatical structures.</p>
SMSC	<p>Emphasis on French speaking countries and cities when creating listening and reading comprehensions.</p>
Intervention	<p>Individual in class support, differentiated in class tasks and homelearning, supportive seating plans, direct contact with form tutor and if needed parental involvement.</p>

<p>TERM Half Term 2</p> <p>Weeks 14-18</p>	<p>LEARNING OUTCOMES</p>	<p><u>3. Be able to describe your future holiday plans.</u></p> <ul style="list-style-type: none"> • Be able to use both simple future tense and future tense to describe holiday plans including activities. • Some students to include their dream plans using the conditional tense. <p>ASSESSMENT WEEK: WEEK 18. Writing assessment. Students to write their final mini assessment piece and then acting on the advice of their teacher form a full writing assessment on the topic of holiday. (Level 7)</p>	<p>LITERACY FOCUS</p> <ul style="list-style-type: none"> -Students to use both simple future and future tense to describe their past holidays if they are able to. -Students to understand the concept of an infinitive versus a conjugated verb. -Students also to use the conditional tense to describe their dream holiday plans. Students to use first and third person singular and plural to describe others' holiday plans. -Emphasis on cognates to help the students work out new words. -Transcription to be used to help students develop their listening skills and begin to recognise key elements in a sentence for example noun, verb, adjective. -Translation to be used to encourage students to notice the difference in word order and the concept of set phrases that don't necessarily translate word for word.
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CHALLENGE

- More able students will use first and third person singular and plural when describing their future plans.
- They will use both simple and future tense to describe their holiday plans.
- They will use conditional tense as well as future tense to describe their dream holiday.

LEVEL EXPECTATIONS

- 7b: Students produce a comprehensive account of their holiday habits using all three tenses confidently and securely with very few errors. They have consistently tried to give as much detail as possible, using the complex level 7 phrases mentioned by their teacher and imperfect and conditional tenses. The finished assessment is of GCSE B standard.
- 7c: Students produce a comprehensive account of their holiday habits using all three tenses confidently. They have consistently tried to give as much detail as possible, using the complex level 7 phrases mentioned by their teacher and imperfect or conditional tenses. The finished assessment is of GCSE C standard. There may be some errors in verb formation but the meaning is clear.
- 6a: Students have used all three tenses and included details of their past, present and future holiday plans. They have tried to give some extra detail where possible but their tenses are on the whole secure with few minor errors.
- 6b: Students have used all three tenses and included details of their past, present and future holiday plans. They have tried to give some extra detail where possible. Their tenses are on the whole secure but there are some errors particularly with verb formation. The meaning however is clear.
- 6c: Students have attempted all three tenses and have at least two accurate sentences in both past and future. They have tried to give some extra detail where possible. There are errors that sometimes impede communication but on the whole the account is more accurate than inaccurate.
- 5a: Students have successfully included two tenses. They have tried to add extra detail where possible and accuracy in these two tenses is good with very few errors.
- 5b: Students have successfully included two tenses although there may be some errors in their verb formation the meaning is clear. They have tried to add extra detail to narrate their account. The student does not seem wholly confident when using the extra tense.
- 5c: Students have attempted two tenses and have at least two correct future or past sentences. There are errors in verb formation and the student does not seem wholly confident when using the extra tense.

RESOURCES	<p>Studio 1 pages 96-97 Studio 1 pages 102-103 Studio 1 page 105 Studio 1 pages 106-107</p>
HOMELEARNING	<p>15) Reading activity based on future holiday activities. 17) To plan their final paragraph ready for writing next week. Students can create a storyboard as done previously for homelearning to help them structure their ideas.</p>
A4L	<p>-Summative assessment in week 18 to test the students' writing skills. Students to be expected to react to the advice given throughout this topic and produce an extended writing piece using their improvement pieces. -Throughout the teaching of this topic students will use mini whiteboards to allow for whole class correction and for the teacher to work out any gaps in knowledge or areas where revision is needed, strict marking criteria will be used so that students can work towards their level and this can be used for both self and peer assessment, constant self and peer assessment to check accuracy of work, iPad used again to involve the whole class in correcting and assessing work.</p>
PLTS	<p>Self manager - students to self assess their work against marking criteria. Students to use improvement pieces and extended advice from their teacher to create a GCSE style writing piece. Team worker and Effective participator: students expected to peer as well as self assess and check the accuracy of their own and others' work. Independent Enquirer - students to use their existing knowledge to work out complex grammatical structures. Creative Thinker - students to create their own weather island for homelearning.</p>
SMSC	<p>Emphasis on French speaking countries and cities when creating listening and reading comprehensions.</p>
Intervention	<p>Individual in class support, differentiated in class tasks and homelearning, supportive seating plans, direct contact with form tutor and if needed parental involvement.</p>

