

French Unit Overview Year 8

MFL intent

The intent of MFL is to give students the tools to enable them to become confident and accurate communicators in a foreign language. Students are prepared for real life situations, engage in problem solving and develop coping strategies and perseverance. By doing so, students develop their understanding of themselves, the world around them, and build their resilience. They are better equipped in their working, emotional and social life. Through studying languages, we increase student confidence in their own language through transferable language skills and nurturing pre-existing talents. We recap and build upon grammar and vocabulary through exploring language patterns across a variety of topics and themes, enabling them to express themselves confidently.

Students aspire to develop inter-cultural understanding, tolerance and respect for international cultures and history. Learning languages allows students to develop a curiosity about the world from a different perspective, through understanding foreign films, literature, the study of customs and festivals. We organise trips to Paris and Boulogne, which helps to develop the students' cultural capital and immerse them in using languages in real life situations. We teach specially designed lessons to celebrate European day of languages on the 26 September which celebrates the many languages spoken in our community and encourages them to take part in a bake-off competition. As part of Notley Aspire we invite selected students to watch a play in the Target language in the theatre to further inspire a love of languages. Students are also encouraged to study languages up to A level exams which offers clear progression into a wide range of employment opportunities.

We are committed to providing a supportive and stimulating learning environment and the curriculum is designed to help students explore and grow by developing knowledge and tolerance of other cultures and by exploring language patterns to develop fluency and confidence in communicating in another language. We ensure that lessons are enjoyable for all, delivering a range of activities that are engaging, interactive and fun. Within the classroom, we endeavour to create real life and relevant situations whereby students can use their language skills to communicate and to equip them with the skills to communicate in real life. We have high expectations of all students, and we want them to be proud of their achievements and progress and to be recognised for their efforts and excellence.

MFL Implementation

Our schemes of learning build resilience by ensuring progress in the 4 skills which are productive, (writing and speaking) and receptive, (listening and reading.) We nurture talent through developing a broad range of productive skills including accurate and confident pronunciation with knowledge of phonics, conversation, translation, structuring essays and developing arguments and opinions. As students develop these skills, they will be able to communicate, explain and justify their own opinions in both written and spoken forms. In developing fluency, they will develop aspirations. Literacy is encouraged through receptive skills including vocabulary learning, reading, translation, dictation and listening. Students develop learning strategies to read and listen for gist, aiding the deepening of their understanding. They are encouraged to be resilient to extract information and interpret meaning in a range of texts. Students learn through sequencing in small steps leading to the students reading and writing with more complexity. Teachers model so that students can expand their language skills. Students learn complex structures using LOVEIT grids, grammar and tenses which enables them to communicate and write more independently. There is a strong focus on monitoring and assessment to ensure that all students are progressing as expected. In addition, meaningful feedforward tasks are set after each written assessment, and where needed, intervention and support are timely and impactful. We design our lessons to instill a love of learning languages and to ensure that all students are included in every lesson. Students are motivated by the range of activities across a series of lessons and language is practiced, reinforced, and reviewed in a circular way which is further embedded through home learning. Languages are a gateway to discovering new customs and cultures. We stimulate students' curiosity by exploring customs, festivals, and traditions. Students also discover culture through films at all key stages and a whole school celebration of European day of languages helps promote a positive outlooking ethos.

French - Year 8 Autumn Term 1 and 2

What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Revise personal information from year 7. Lifestyle, clothes, weather, weekend activities.</p>	<p>Knowledge: Revise personal information from year 7. Know clothes items, talk about clothes and what style you like. Reinforcement of adjectival endings and practice of 'er' verbs in the present tense. Talk about the weather and what you wear on different occasions using Possessive adjective and extended use of 'quand'. Talk about weekend activities and how often you do them. Express opinions.</p> <p>Understanding: Students will be able to describe what clothes they like and dislike and extend to describing outfits using adjectives. They will understand how to discuss which outfits they will wear in different types of weather. They will have a better understanding of using possessive adjectives and will be more confident in applying the rule.</p> <p>Skills: - Students will continue to identify and apply language patterns. They will use grammar memorisation strategies. They continue to build on listening and reading for Gist, pronunciation and reading aloud, developing writing and using knowledge organisers and LOVEIT for independence.</p>	<p>Spontaneous talk in the Target language. Confidence to complete a speaking assessment including reading out loud with accurate pronunciation. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating a clear understanding of adjectival endings, word order and possessive adjectives. Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses. Developing confidence in reading aloud, translating and dictation through learning new vocabulary and phonics.</p>	<p>Previous learning: Possessive adjectives have been taught with family in unit 2 and are reinforced and extended in this unit with clothes. The present tense has already been taught and reinforced in year 7 and in previous units in year 8. This is being further developed in this unit using a wider variety of verbs and more pronouns. Students are already proficient in giving basic opinions to express preferences. This will be developed in this unit to more complex opinion phrases and justifications. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation through phonics.</p> <p>Future Learning: teaching frequency adjectives links to GCSE. Learning about the weather will link to learning about holidays in the next unit. Identifying and applying language patterns will link to</p>	<p>www.quizlet.co.uk Allez 1 textbook on kerboodle Knowledge organiser Grammar mat Power points and resources on share point Memrise Seneca learning LOVEIT grid Duolingo</p>

			teaching further grammar points. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.	
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French- Year 8 Autumn term 2 and Spring Term 1				
What are we learning?	Our intention -what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
Holidays Usual, preferred, past, ideal festivals	<p>Knowledge: Know countries, Talk about usual holidays and preferred holidays. Reinforcement of Present tense of ir verbs (choisir, finir). Talk about items you take on holiday using Present tense of re verbs (prendre), near future (je vais prendre). How to say 'in' with countries and cities (en, au, aux, à). Talk about preferred ways to travel. Talk about dream holidays using Je voudrais/J'aimerais + infinitive. Describe past holidays and past activities using the perfect tense including 'aller'.</p> <p>Understanding: Students will be able to describe what type of holiday they prefer and the reasons why. They will understand how to say what country they are going to and which word to use for 'to' and the rules for choosing the correct one. They will have a better understanding of using the present and past tenses and will be more confident in applying the rules. They will be introduced to 'je voudrais'+ infinitive and will have a basic understanding of the conditional tense.</p>	<p>Spontaneous talk in the Target language about holidays.</p> <p>Demonstrating independence in the classroom by using dictionaries and knowledge organisers.</p> <p>Demonstrating a clear understanding of different tenses and time expressions to identify tenses.</p> <p>Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses.</p> <p>Demonstrating independence using tenses, applying the perfect tense with 'être'</p>	<p>Previous learning: Countries were taught in year 7. Present tense with 'er', 'ir' and 're' verbs already taught in previous units and is continuing to be developed to increase confidence. Present tense of 'aller' already taught when discussing towns which helps with introduction of the near future. 'Je voudrais' has already been introduced with ordering food which links to using the conditional tense. The Past tense has already been covered using the verb 'avoir'. This needs to be reinforced regularly as it is a tense that students find difficult. Reading and listening strategies for gist as well as memorisation strategies have been introduced in year 7 and reinforced in previous units in year 8.</p> <p>Translation and dictation strategies have been introduced and reinforced throughout the units in year 7 and are developed further in this unit using the different tenses. Students have</p>	<p>www.linguascope.co.uk</p> <p>www.quizlet.co.uk</p> <p>Allez 1 textbook on kerboodle</p> <p>Knowledge organiser</p> <p>Studio grammar books</p> <p>Grammar mat</p> <p>Power points and resources on share point</p> <p>Memrise</p> <p>Seneca learning</p> <p>LOVEIT grid</p>

	<p>Skills: - Students will develop skills in adapting texts. Students will continue to identify and apply language patterns and will use time expressions to identify tenses. They continue to build on listening and reading for Gist, pronunciation and reading aloud, developing writing and using knowledge organisers and LOVEIT for independence.</p>	<p>Developing confidence in reading aloud, translating and dictation through learning new vocabulary and phonics.</p>	<p>developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation through phonics.</p> <p>Future learning: learning the past tense with 'aller' links to the perfect tense with 'être' and will embed the present tense of 'aller' which will also be needed when learning the near future. Introducing 'j'aimerais' and 'je voudrais' will link to teaching the conditional tense. Identifying and applying language patterns will link to teaching further grammar points. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.</p>	
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<p align="center">French Year 8 Spring Term 2</p>				
<p>What are we learning?</p>	<p>Our intention -what knowledge, understanding and skills will we gain?</p>	<p>Evaluation and assessment methods</p>	<p>Implementation</p>	<p>What additional resources are available?</p>
<p>Sport and Leisure Sports, leisure activities, body parts, illness.</p>	<p>Knowledge: Talk about sports that you like and do and winter and summer sports. Name parts of the body and talk about sports injuries using depuis + present tense Also reinforce Je voudrais/J'aimerais + infinitive, aller in the present and the perfect tense (past). Talking</p>	<p>Spontaneous talk in the Target language about leisure activities. Demonstrating independence in the classroom by using dictionaries and knowledge organisers. Demonstrating a clear understanding of different tenses</p>	<p>Previous learning: Sports will already have been introduced through talking about free time and what you do at the weekend. This is extended in this unit by discussing summer and winter sports and extreme sports.' j'aimerais' and' je voudrais' were covered in the previous unit and is reinforced in this unit. The verb 'aller' has already been</p>	<p>www.linguascope.co.uk www.quizlet.co.uk Allez 1 textbook on kerboodle Knowledge organiser Studio grammar books Grammar mat</p>

	<p>about illness using 'J'ai mal au/à la/à l'/aux ...'</p> <p>Understanding: Students will be able to discuss their preferences of sports confidently and justify their responses. They will understand how to extend their vocabulary by talking about winter and summer sports and activities. They will understand how to talk about parts of the body and how to use prepositions to discuss illness and injury. They will understand better how to form the perfect tense with 'aller' and the basic idea of the conditional tense using 'j'aimerais + infinitive'.</p> <p>Skills: - Students will develop skills in remembering grammar rules. They will be able to distinguish between the present and past . They continue to build on listening and reading for Gist, pronunciation and reading aloud, developing writing and using knowledge organisers for independence. They will learn how to describe and compare two photos.</p>	<p>and time expressions to identify tenses.</p> <p>Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses.</p> <p>Demonstrating independence using tenses, applying the perfect tense with être.</p> <p>Demonstrating independence by researching the conditional tense in more detail and applying it to written and spoken work.</p> <p>Developing confidence in reading aloud, translating and dictation through learning new vocabulary and phonics.</p> <p>Demonstrating competence in describing two photos in a speaking assessment.</p>	<p>taught in the previous unit with the near future tense and is used in its present tense form in this unit. Reading and listening strategies for gist, translation and dictation strategies as well as memorisation strategies continue to be developed and extended in this unit. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation through phonics.</p> <p>Future learning: Reinforcing 'aller' in the present tense links to reinforcing the near future at GCSE. 'Aller' in the perfect tense links to teaching 'être' verbs in the perfect tense. Learning about the agreement of 'aller' links to agreement of past participles in the perfect tense. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.</p>	<p>Power points and resources on share point</p> <p>Memrise</p> <p>Seneca learning</p> <p>LOVEIT grid</p>
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French- Year 8 summer term 1				
What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>TV programmes, films, music and reading books.</p>	<p>Knowledge: Know types of television programmes and films and express opinions. Write a film review. Give opinions using the perfect and imperfect tenses. Talk about musical genres and opinions of music and reading preferences, justify opinions. 'Verb + infinitive' structures eg. 'J'aime' + infinitive.</p> <p>Understanding: Students will be able to hold a conversation discussing the television programmes and films that they like/dislike to watch and why. There will be a film module whereby they will watch a French film and</p>	<p>Spontaneous talk, discussing preferences.</p> <p>Demonstrating independence in the classroom by using dictionaries and knowledge organisers.</p> <p>Demonstrating a clear understanding of verb+ infinitive structures and using them spontaneously in spoken and written work.</p> <p>Students develop confidence in writing about opinions of a French film as part of the film module.</p> <p>Demonstrating independence in spoken work, bringing all the grammar points learnt so far into their spoken work including the different tenses.</p> <p>A commitment shown to accepting and discussing different preferences.</p>	<p>Previous learning: Opinions and a range of adjectives for justifications have already been taught in year 7 and revisited this year and are being developed further in this unit with more complex opinion structures. Infinitives have been introduced with opinions and 'j'aimerais' and 'je voudrais.'</p> <p>Reading and listening strategies for gist, translation and dictation strategies as well as memorisation strategies continue to be developed and extended in this unit though longer texts, more complex language, and a range of tenses. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation through phonics.</p> <p>Future learning: Understanding the imperfect tense links to future</p>	<p>www.quizlet.co.uk</p> <p>Allez 2 textbook on kerboodle</p> <p>Knowledge organiser</p> <p>Grammar mat</p> <p>Power points and resources on share point</p> <p>Memrise</p> <p>Seneca learning</p> <p>LOVEIT grid</p> <p>Duolingo</p>

	<p>discuss their opinion of the film. They will be introduced again to the imperfect tense and will understand how to use it with opinions. Students will be able to use opinion phrases + an infinitive and other 'verb'+ infinitive structures and will apply these structures when discussing reading and music preferences.</p> <p>Skills: - Student will develop confidence in speaking and discussing preferences, giving opinions and justifications. They will use translation strategies and will be able to recognise persuasive and informative language.. They continue to build on listening and reading for Gist, pronunciation and reading aloud, developing writing and using knowledge organisers for independence.</p>		<p>learning of tenses in year 9. It also links to narrating an event and describing in the past tense. Learning how to ask and answer questions links to preparation for the speaking exam at GCSE. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.</p>	
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French- Year 8 Summer Term 2

What are we learning?	Our intention - what knowledge, understanding and skills will we gain?	Evaluation and assessment methods	Implementation	What additional resources are available?
<p>Daily life and issues in Francophone countries</p>	<p>Knowledge: Talk about where you live using the comparative. Talk about daily routine using reflexive verbs in the present tense and talk about what you did yesterday using the past tense with 'être'. Reinforcement of the near future tense.</p> <p>Understanding: Students will understand how to use the comparative to talk about where you live and where others live. They will understand how to form reflexive verbs and will draw on their knowledge of the present tense to help conjugate these verbs. Students will have a better understanding of the near future tense. They will learn about French speaking Africa and develop cultural understanding of their customs and traditions.</p> <p>Skills: - Students will develop skills in adapting texts. Students will continue to identify and apply transferable language. They will use transferable structures to discuss answers. They continue to build on listening and reading for Gist, pronunciation and reading aloud, developing writing and using knowledge organisers for independence.</p>	<p>Demonstrating independence in the classroom by using dictionaries and knowledge organisers.</p> <p>Demonstrating a clear understanding of different tenses and time expressions to identify tenses.</p> <p>Demonstrating independence in written work, bringing all the grammar points learnt so far into their work including the different tenses.</p> <p>Demonstrating independence using tenses.</p> <p>A commitment shown to understanding different culture of others.</p>	<p>Previous learning: A range of adjectives have already been covered with the agreement rule which links to teaching the comparative. Previous teaching of the conjugation of the present tense of 'er' verbs links to teaching reflexive verbs. The near future tense has already been introduced and is extended in this unit. All forms of 'être' have been taught in year 7 which links to teaching the perfect tense with 'être'. teaching the past tense with 'aller' links to teaching the perfect tense with 'être'.</p> <p>Reading and listening strategies for gist, translation strategies as well as memorisation strategies continue to be developed and extended in this unit. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation through phonics.</p> <p>Future learning: The reinforcement of the near future and the perfect tense with 'être' links to being able to use 3 tenses confidently. Identifying and applying language patterns will link to teaching further grammar points. Phonics will lead to better pronunciation for reading out loud and for dictation at GCSE.</p>	<p>www.quizlet.co.uk</p> <p>Allez 1 textbook on kerboodle</p> <p>Knowledge organiser</p> <p>Grammar mat</p> <p>Power points and resources on share point</p> <p>Memrise</p> <p>Seneca learning</p> <p>LOVEIT grid</p> <p>Duolingo</p>

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