French Unit Overview Year 10

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 10 Autumn 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?**
Theme 1: People and Lifestyle Identity and relationships with others Describing family and friends, talking about getting on with others. Describing family and friendship, talking about future relationships	Knowledge. Talking about getting on with others using reflexive verbs. Describing family and friends using adjectives, talking about marriage and other relationship choices. Grammar points on reflexive verbs in the present tense, reinforcement of the past tense and future tenses. Understanding: Students will understand how to use adjectival agreements to describe their family and friends. They will have a better understanding of how to use the comparative and superlative and will extend their understanding of reflexive verbs in the present tense to talk about how they get on with others. Students will use their previous understanding of the future tense to discuss whether they want to get married in the future or not, have children and the reasons why. They will also be able to discuss different relations ship choices such as single sex and cohabiting. Skills: Using cognates and near-cognates, ignoring words that are not needed when reading and listening for gist. Dictation and translation. Answering unprepared questions and using transferable grammar strategies. Describing two photos. Pronunciation focus: silent 'e' and silent consonant, 'aille/ail' and 'il/ille', soft 'g', hard 'g' and 'gn'	Demonstrating independence in spontaneous talk, answering unprepared questions, reading aloud with correct pronunciation. Demonstrating independence in reading and listening comprehension, ignoring words which are not needed and drawing on knowledge of cognates and near cognates. Demonstrating a competence in dictation with correct spelling and knowledge of vocabulary. Demonstrating clear grammatical understanding of the present tense and reflexive verbs in spoken work and written work. A commitment shown to understanding relationship choices and discussing them in a mature and sensitive manner. Writing dictation with accurate spelling.	Previous learning: Family members were taught in year 7 along with possessive adjectives which were reinforced in year 8 and 9. The comparative, and superlative, future tense and present tense were taught and reinforced in KS3. They are extended in this unit to include reflexive verbs and irregular verbs. Students can draw on this to help with their understanding of using reflexive verbs in the future tense. Issues with relationships with teenagers and parents were introduced in KS3 using basic language. This unit extends knowledge through more complex structures and vocabulary and longer texts. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation and reading aloud with accurate pronunciation through phonics.	www.quizlet.com Seneca learning Kerboodle .com AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca LOVEIT grid Memrise

		Reading aloud with correct pronunciation.	Future learning: The comparative and the superlative link to describing photos.. Learning strategies to understand longer texts links to reading and listening comprehension preparation. Pronunciation focus leads to confidence in reading out loud and dictation	

French- Year 10 Autumn 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?**
Theme 1: People and Lifestyle Healthy living and Lifestyle Discussing health issues and addictions, heathy diets healthy lifestyle, sports,	Knowledge. Describing health issues and addictions including smoking and alcohol, discussing healthy lifestyle choices and talking about healthy diets. Comparing old/new health habits and describing new health resolutions with a reinforcement of the past tense and future tenses. Discussing the challenges of a healthy lifestyle using impersonal expressions such as 'il est essentiel/possible/necessaire de ' for complexity.	Demonstrating independence in spontaneous talk, answering unprepared questions. Reading aloud with correct pronunciation. Demonstrating independence in reading and listening comprehension, ignoring words which are not	Previous learning: Food was introduced in year 7 and parts of the body in year 8. The topic of healthy living was introduced in year 9 along with impersonal expressions. Regular verbs in the present tense covered in KS3 and in the previous unit are again extended with the introduction of more complex irregular verbs, The past and future	www.quizlet.com Seneca learning Kerboodle .com AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point

challenges of a healthy lifestyle	skills whilst developing coping strategies for understanding grammar. They will continue to develop skills in answering unprepared questions. They will continue to develop their skills in reading and listening for gist and dictation and translation. Describing two photos.	needed and drawing on knowledge of cognates and near cognates. Demonstrating knowledge of vocabulary and spelling through dictation. Demonstrating clear grammatical understanding of the and irregular verbs in the present tense, the past tense and the future tense in spoken work and written work. Using more complex structures in written work using LOVEIT and idioms. A commitment shown to understanding the advantages of a healthy lifestyle.	tenses have been covered in KS3 and are extended here with the introduction of irregular verbs. Students have developed strategies for broadening their vocabulary through translation and dictation and engaging in conversation and reading aloud with accurate pronunciation through phonics. Future learning: Pronunciation focus leads to confidence in reading out loud and dictation. Learning strategies to understand longer texts links to reading and listening comprehension preparation. Pronunciation focus leads to confidence in reading out loud and dictation.	AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca LOVEIT grid Memrise

French- Year 10 Spring Term 1				
What are we learning?	**Our intention -what knowledge, understanding and skills will we gain?**	**How will we measure the success of implementation?**	**How does this build on prior learning?**	**What additional resources are available?**
Theme 1: People and lifestyle.	Knowledge:. Talking about school rules and uniform. Talking about your ideal school, using negative constructions, the conditional and future tenses. Talking about future options,	Demonstrating independence in spontaneous talk, answering unprepared	Previous learning: Key vocabulary for describing school subjects, uniform, introduced in KS3. This will be	Www.linguascope.co.uk www.quizlet.com Seneca learning Kerboodle .com

Education and work School and subjects. future study and employment. Choice between university or work. Choice of career.	discussing university/apprenticeships. Discuss how to get a job. Talking about advantages/ disadvantages of jobs. Understanding: Students will understand how to talk about their studies; how to describe their school; about school rules and uniform; about positive and negative aspects of school. Students will understand how to use visual and verbal context in reading, how to use the verbs pouvoir, vouloir and devoir. Students will understand how to discuss choices at 18: work or university; talk about the ideal job. They will reinforce their understanding of how to form the future/conditional tense and will be able to use it in the spoken/written form. Skills: To understand grammar and key terms in French. To demonstrate independence by using a French knowledge organiser and dictionary. To be resilient and persevere with pronunciation and speaking in front of others. To recognise key topic words in reading and listening tasks and continue to build on translation and dictation strategies as well as describing two photos and reading aloud.. Pronunciation focus: 'tion', 'c' and 'ç', 'qu' and 'th'	questions and describing two photos. Demonstrating independence in reading and listening comprehension and translating accurately. knowledge of vocabulary and spelling in dictation Demonstrating clear grammatical understanding of the conditional tense in spoken work and written work. Using more complex structures in written work using LOVEIT and idioms. Demonstrating clear understanding of the pronunciation of words from the pronunciation focus. Developing confidence in reading aloud and describing two photos through completion of a speaking assessment covering 3 units. Writing dictation with accurate spelling.	extended/ developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. Students have been describing photo cards since Y7 and have been reinforcing this learning this year in each unit. The topic will be extended and developed through longer, more complex texts and the introduction of more complex grammar points and vocabulary. .Students will build on talking about school to further give opinions about jobs and further education Future learning: Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Pronunciation focus leads to confidence in reading out loud and dictation	AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca LOVEIT memrise

French- Year 10 Spring 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?**
Theme 2 Popular culture	Knowledge: Know how to describe what you did last weekend, using the perfect tense, giving opinions and reasons, talk about the leisure	Demonstrating independence in spontaneous talk,	Previous learning: Free time activities were introduced in KS3 along with	www.quizlet.com Seneca learning

Free time activities Free time activities Talking about leisure activities in the past, present and future tenses. Talking about sports you love and extreme sports. Talking about leisure activities around the world.	activities that you used to do using the imperfect tense and what you are going to do using the future tense. Know how to use time phrases. Give opinions using 'verb+ infinitive'. Discuss TV, music and sport preferences and extreme sports. Talking about leisure activities around the world that have been done on holiday. Use more complex perfect tense using être and direct object pronouns.. Understanding: Students will be able to talk and write about what they like to do at the weekend and give reasons. They will be able to extend this to include what they did last weekend using the perfect tense with both 'avoir' and 'être' and will be able to make use of grammatical markers and time phrases Students will focus on the perfect and imperfect tenses, they will have a better understanding of how to use direct object pronouns. They will use idioms and will be able to use these in spoken and written work. They will discuss sports that they love and will extend this by talking about extreme sports that they would like to try. Skills: Students will continue to build on speaking and writing skills whilst developing coping strategies for understanding grammar. They will use common patterns between French and English when reading and listening and will continue to build on translation and dictation strategies. Students will be able to read aloud accurately. Pronunciation focus: 'u' and 'ou', 'oy' and 'oi'	answering unprepared questions and describing two photos. Reading aloud with correct pronunciation Demonstrating independence in reading and listening comprehension, identifying key topic words and translating accurately. Demonstrating clear grammatical understanding of the perfect tense. Demonstrating clear grammatical understanding of direct object pronouns and idioms and using them independently in written and spoken work Writing longer sentences using intensifiers. . Using more complex structures in written work using LOVEIT and idioms. Writing dictation with accurate spelling.	giving opinions with justifications. Students will build on this by using different tenses and more complex negative structures as well as idioms and direct object pronouns. Extensive work has already been done in all year groups on the perfect and future tenses. Reading and listening for gist, answering unprepared questions, describing two photos and reading aloud were all introduced in the previous unit and are developed and extended in this unit. Pronunciation focus leads to confidence in reading out loud and dictation Future learning: Developing strategies to understand longer texts links to reading and listening comprehension and developing confidence in writing longer texts.. Pronunciation focus leads to confidence in reading out loud and dictation.	Kerboodle .com AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca LOVEIT grid Memrise

	Year 10 French 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?**
Theme 2: Popular Culture Customs and festivals and celebrations Birthdays and other special occasions Past and future festivals Planning a trip to a festival	Knowledge: Taking about how birthdays and other special occasions are celebrated using irregular verbs and reinforcement of direct object pronouns. Discussing festivals in the past using the imperfect tense. Discussing a festival/event you have been to using the past tense. Using the future and past tense together to discuss past and future festivals/events. Using the future tense to describe a future trip to a festival. Understanding: Students will be able to talk and write in three time frames. The focus is on reinforcing the future, perfect and imperfect tenses, they will have a better understanding of how to use direct object pronouns. They will use idioms and will be able to use these in spoken and written work. Skills: Students will continue to build on speaking and writing skills whilst developing coping strategies for understanding grammar. They will use common patterns between French and English when reading and listening and will continue to build on translation and dictation strategies. Students will be able to read aloud accurately. Students will be able to write in detail using complex grammatical structures Pronunciation focus: 'eur' and 'oeur', and 'r'	Demonstrating independence in spontaneous talk, answering unprepared questions and describing two photos. . Reading aloud with correct pronunciation Demonstrating independence in reading and listening comprehension, identifying key topic words and translating accurately. Demonstrating clear grammatical understanding of the perfect, imperfect and future tenses. Demonstrating clear grammatical understanding of direct object pronouns and idioms and using them independently in written and spoken work. Writing longer sentences using intensifiers. . Using more complex structures in written work using LOVEIT and idioms. Writing dictation with accurate spelling.	Prior learning: Key vocabulary for describing past events has already been introduced in KS3. This will be extended and developed in this unit through longer, more complex texts and through the introduction of more complex grammar points and vocabulary. The imperfect tense was introduced in KS3 and in the previous unit and will be reviewed in this unit to past festivals. Future learning: Making use of key topic words to help understand longer texts links to reading and listening comprehension preparation and developing confidence in writing longer texts.. Understanding grammar links to preparing for the speaking and writing exams. Pronunciation focus leads to confidence in reading out loud and dictation.	www.quizlet.com Seneca learning Kerboodle .com GCSE pod AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes BBC Bitesize GCSE podcasts Seneca LOVEIT gri memrise

French- Year 10 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?**
Theme 2: Popular culture Celebrity Culture Routes to fame Tips on becoming famous Abilities, successes and achievements Celebrity life French speaking celebrities	Knowledge: discussing tips on how to become famous using the irregular forms of the conditional tense. Talking about the pros and cons of becoming a celebrity using possessive adjectives and the irregular forms of th present tense. Learning about French speaking celebrities and writers. Understanding: Students will be able to talk about the advantages and disadvantages of being famous. They will extend their cultural capital by learning about French celebrities. Students will focus on the present and conditional tenses of the verbs 'aller, faire, and être' in this unit . They will understand how to use the structures 'il y a' and 'depuis' and will be able to use these in spoken and written work. Skills: Students will continue to build on speaking and writing skills whilst developing coping strategies for understanding grammar. They will continue to develop skills in answering unprepared questions, describing two photos and reading aloud. They will use common patterns between French and English when reading and listening and will continue to build on translation and dictation strategies. Students will be able to write in detail using complex grammatical structures. Pronunciation focus: 'l', 'y', 'ien' and 'j', 'g', 'ch' and 'gn'	Demonstrating independence in spontaneous talk, answering unprepared questions and describing two photos. . Reading aloud with correct pronunciation Demonstrating independence in reading and listening comprehension, identifying key topic words and translating accurately. Demonstrating clear grammatical understanding of the perfect tense. Demonstrating clear grammatical understanding of direct object pronouns and idioms and using them independently in written and spoken work. Writing longer sentences using intensifiers. . Using more complex structures in written work using LOVEIT and idioms. Writing dictation with accurate spelling. Completion of a full mock over 4 skills.	Previous learning: Extensive work has already been done in all year groups on the perfect and present tenses. Reading and listening for gist, answering unprepared questions were all introduced in the previous units and are developed and extended in this unit through more complex grammatical structures. Future learning: Developing strategies to understand longer texts links to reading and listening comprehension preparation, and developing confidence in writing longer texts. Developing coping strategies for understanding grammar links to preparing for learning future grammar points. Pronunciation focus leads to confidence in reading out loud and dictation.	www.quizlet.com Seneca learning Kerboodle .com AQA GCSE French textbook Foundation and higher on kerboodle Knowledge organiser Studio grammar books Grammar mat Power points and resources on share point AQA GCSE specification AQA GCSE past papers AQA GCSE mark schemes Seneca LOVEIT grids memrise

		Developing confidence in general conversation, role play, reading aloud and describing two photos through completion of a speaking mock covering 4 units.		