

French Year 9 Listening and Reading

Curriculum core purpose. Intent

How does this curriculum fit into the OBHS Curriculum Specification? Higher ability pupils continue to study both French and German in Y9, middle ability students study either French or German and lower ability students have a reduced mfl time table and follow a more culturally based SoW.

How is this linked to prior learning? How do units/ topics/ chunks fit together to form the curriculum narrative and prepare students for the next phase of their learning? In Y9 we begin the AQA GCSE course at foundation level covering the first three topics. These topics have been introduced in Y7 & 8 and are now built upon and layered through a more GCSE style curriculum.

How does this curriculum respond to local and national agendas (e.g. SMSC and BV)

Content-Knowledge and Skills.

Content is covered by the AQA foundation course: Unit 1 myself, family and friends, Unit 2 technology and unit 3 free time
Grammar is taught explicitly.
Focus on translating in to English

Subject specific pedagogy

Listening and reading introduce all new language and are key to retention. All MFL teachers are subject specialists in French and German. Teacher modelling is evident in all lessons. Listening is used to model rather than test and transcripts/texts are exploited to identify gist, key words/phrases, gist and sequence.

Resources and support

Knowledge organisers are used to focus on phrases rather than individual words.
Transcripts and reading texts form the basis of learning activities.
Quizlet and Memrise are set as homework learning tasks.
Use of mini white boards and games to engage all students.

Feedback, assessment and progress.

How are students assessed? How does this demonstrate progress?

Summative tests every term, these include a selection of listening, reading, writing, translation, speaking skills.

Assessments gradually include topics from previous terms to tests deeper recall. Regular vocab tests plus a piece of writing each half term.

How do children receive feedback on their learning?

Verbal feedback during circulation and in class activities. Peer and self marking.

How is feedback used to inform planning/ SoL?

In-class AfL used to adapt duration / difficulty of activities. Questioning is differentiated.

Habits

***Resilience** – not giving up but looking at different achievable ways of communicating an idea.*

***Collaboration** – participate actively in group tasks, building confidence from working together, pooling knowledge.*

***Independence** –deducing meaning, looking up new words.*

***Ambition** – broadening cultural horizons, enjoyment of communicating with others.*