

French Year 9 Speaking and Writing

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.	Subject specific pedagogy	Resources and support
<p>Content is covered by the AQA foundation course: Unit 1 myself, family and friends, Unit 2 technology and unit 3 free time</p> <p>Translation skills both from and in to TL</p> <p>Key grammar: key terms & parts of speech, gender, adjectives, present tense, perfect tense, near future tense, future tense, higher level structures</p>	<p>Speaking is practised before writing, students learn phonics and there is a focus on pronunciation. GCSE style oral cards are practised. Written texts are modelled, colour coding of types of language eg opinions/different verb forms.</p> <p>Grammar is taught explicitly although students will already know phrases in different tenses for example.</p>	<p>Knowledge organisers are used to focus on phrases which can be adapted rather than individual words. Use of mini white boards and games to engage all students dispel the fear of making mistakes. Scaffolds and writing frames (used for speaking and writing). Sample speaking cards are prepared. GCSE style writing questions and mark schemes are used.</p>
Feedback, assessment and progress.		Habits
<p>How are students assessed? How does this demonstrate progress?</p> <p><i>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.</i></p> <p>How do children receive feedback on their learning?</p> <p><i>Verbal feedback during circulation and in class activities. Peer and self marking. Formative written tasks have mistakes underlined, codes in margins and NS. Whole class marking feedback and personalised DIRT activities are also used.</i></p> <p>How is feedback used to inform planning/ SoL?</p> <p><i>In-class AfL used to adapt duration / difficulty of activities. Questioning is differentiated. DIRT activities are built in to lessons.</i></p>		<p>Resilience – not giving up but looking at different achievable ways of communicating an idea. Not being afraid to make mistakes.</p> <p>Collaboration – participate actively in group tasks, building confidence from working together, proof reading.</p> <p>Independence –deducing meaning, looking up new words, application of grammatical structures.</p> <p>Ambition – broadening cultural horizons, enjoyment of communicating with others.</p>