

## Modern Foreign Languages – Key Stage 3

### Intent:

Here at The Featherstone Academy we believe that learning a language is an exciting and empowering experience! It enhances confidence when communicating with people from different cultures, widens career and job prospects and shows open mindedness and tolerance in an ever-increasing multicultural society.

Our schemes of work are built around a range of relevant contexts, delivered through a variety of activities and based on the fundamental skills of listening, reading, writing, and speaking. Grammar, vocabulary and phonics are firmly embedded in our KS3 curriculum and Target language is an essential part of our teaching and learning to promote maximum communication in the classroom.

The main aims of the MFL department are:

- To motivate and engage our students by teaching them essential grammar and language skills.
- To provide opportunities to develop new ways of thinking and writing in another language and to raise intellectual curiosity.
- To foster a love of language and diversity through authentic film, music and art.
- To develop successful and confident communicators.
- To encourage a global mind-set, step beyond familiar cultural boundaries and raise aspirations.

### Implementation:

Term	Year 7			Year 8			Year 9		
	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment
Term 1	<b>Tout sur moi!</b>  <b>Pronunciation and phonics</b> Alphabet Sound Spelling Link Introductions Target language phrases	1. Pronounce the letters of the alphabet correctly.  2. Understand and apply the principles of sound spelling link to pronounce new and familiar words correctly.	Audit on previous language learning experience.  HT1 Formative reading and writing tasks	<b>Les médias et moi</b>  TV programmes Films preferences Reading habits Internet use <b>Reading, writing and listening strategy</b>	1. Give + understand opinions about TV programmes  2. Use infinitive verbs with opinions  3. Recall and apply the rules for forming the present tense (-er verbs)	HT1: Formative reading and writing tasks  Summative reading and writing task  HT2: Formative listening tasks	<b>mon temps libre</b>  Hobbies- opinions and modal verbs Weekend plans Sport and leisure activities	1. Use verbal phrases with a variety of infinitive openers  2. Revisit the future tense to talk about weekend plans	HT1: Listening and reading formative assessment Listening and reading summative assessment  HT2:

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	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment
	Numbers 1-31 Ages, dates and birthdays The verb "avoir" Pets and colours Siblings Describing hair and eyes The verb "etre" Simple description of the self and others <b>Strategy for listening, reading and writing</b> <b>Listening etiquette</b>	3. Know how to meet and greet others 4. Understand and give instructions in the classroom 5. Count from 1-31 6. To understand and give information about age, dates and birthdays 7. Recall the verb "avoir" to talk about pets, siblings, hair and eyes 8. Apply accurate syntax when using colours to describe animals and hair and eyes 9. Recall the verb "etre" to give simple descriptions of the self and others 10. Understand how to be successful in assessed tasks	Summative reading and writing task  HT2 Formative listening tasks Summative listening tasks	<b>Listening etiquette</b> <b>Sound-spelling link</b> <b>Pronunciation skills</b>	4. Give and understand opinions about films 5. Develop familiarity with irregular verbs- lire, écrire, aller and faire to talk about how you use the internet. 6. Use frequency indicators and intensifiers to add detail 7. Understand and apply the rules for forming the near future tense to talk about weekend plans  Understand how to be successful in assessed tasks	Summative listening tasks	The benefits of sports Using technology  <b>Exam skills: reading, listening and writing strategy.</b>	3. Recall and apply the rules for forming the present tense 4. Recall and use jouer + faire in the present tense with correct prepositions to talk about sport with adverbs of time and frequency 5. Use depuis + present tense to say how long for 6. Use more complex negatives to add variety 7. Understand and discuss the benefits of doing sport 8. Recall and use irregular verbs to talk about technology 9. Understand and recall the rules for forming the perfect tense	Formative assessment: 40 word, 90 word and translation  Summative assessment: 40 word, 90 word and translation

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Term 2								10. Apply the rules for forming the perfect tense to describe an evening out/last weekend	
	<b>Au college!</b>  School subjects -likes and dislikes Teacher descriptions  School facilities Telling the time Talking about the school day and after school activities Regular present tense - er verbs School meals <b>Photocard strategy</b> <b>Writing strategy</b>	1. Recognise nouns and gender (implicitly introduces in term 1) 2. Express justified opinions about school subjects and teachers focusing on syntax 3. Use the idiomatic expression “il y a” and “il n’y a pas de” to talk about school facilities. 4. Make the link between facility and what you can do there using “où on peut” 5. Use time and sequencing words to talk about the school day 6. Develop understanding and application of the	HT3  Formative speaking tasks Summative speaking  HT4 Formative writing tasks Summative writing tasks	<b>Le monde est petit !</b>  My town The weather Activities in my town Directions Helping at home  Daily routine <b>Dictionary skills</b>  <b>Photocard strategy revisited</b> <b>Writing strategy revisited</b>	1. Use prepositions to say where you live 2. Understand and give information about the weather 3. Use pouvoir to explain what you can do in your region 4. Ask for, give and understand directions 5. Use devoir to outline how you must help at home + revisit near future tense to say what you are going to do 6. Use reflexive verbs to talk about daily routine 7. Understand and apply different strategies for decoding unfamiliar vocab 8. Recall and apply the PALM strategy to describe a photo	HT3: Formative speaking tasks Summative speaking  HT4 Formative writing tasks Summative writing tasks	<b>Bien dans sa peau</b> Body parts and illness Sports rules Healthy eating habits <b>Photocard strategy</b> Good intentions Health resolutions Fitness levels Maintaining a healthy environment Protecting the planet <b>Writing strategy</b>	1. Identify body parts and state what hurts 2. Use “il faut” to talk about sports rules 3. Discuss healthy eating habits using the partitive article 4. Understand and apply strategy for describing a photocard 5. Revisit and apply the rules for the near future tense to explain how you are going to improve your health 6. Understand and apply rules for forming the simple future tense in the	HT 3 Formative speaking tasks: photocard + general conversation questions  Summative speaking tasks: photocard + general conversation questions  HT4: Formative writing tasks  Summative writing tasks

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Term 3		<p>present tense conjugation of regular -er verbs to talk about after school activities</p> <p>7. Use justified opinions to describe school meals</p> <p>8. Understand the PALM strategy to describe a photo</p> <p>Revisit strategy for success in writing tasks</p>			9. Revisit strategy for success in writing tasks			<p>context of health resolutions</p> <p>7. Describe levels of fitness using three tenses</p> <p>8. Explain what we should do to maintain a healthy environment</p> <p>9. Use a range of time frames to outline the part you play/played/ will play to protect the planet</p>	
	<p><b>Les sorties</b></p> <p>Identifying food items</p> <p>The partitive article</p> <p>Describing food</p> <p>Higher numbers and quantities</p> <p>Asking for items in a shop/café/restaurant</p> <p>Making complaints</p>	<p>1. Recognise the gender of nouns</p> <p>2. Use the verbs manger and boire with the partitive article</p> <p>3. Use adjectives accurately to give opinions on food</p> <p>4. To identify patterns for using higher numbers in transactions</p> <p>5. Use “je voudrais” to ask for items in a shop/restaurant</p>	<p>HT5</p> <p>Formative reading and listening tasks</p> <p>Summative reading and listening tasks</p> <p>HT6</p> <p>Formative speaking tasks</p> <p>Summative speaking tasks</p>	<p><b>Projets d’avenir</b></p> <p>Earning money</p> <p>Jobs</p> <p>Job attributes and requisites</p> <p>Future job plans</p> <p>Making money</p> <p>My ideal job</p> <p><b>Listening, speaking and reading strategy</b></p>	<p>1. Revisit and use on peut + infinitive + other modal verbs vouloir and devoir to explain what you can do to earn money</p> <p>2. Recap and use the present tense to give information about jobs</p> <p>3. Use a wide variety of adjectives to describe the qualities and skills required for different jobs and careers</p>	<p>HT5</p> <p>Formative reading and listening tasks</p> <p>Summative reading and listening tasks</p> <p>HT6</p> <p>Formative speaking tasks</p> <p>Summative speaking tasks</p>	<p><b>Les vacances</b></p> <p>Holidays: past, present and future</p> <p>Interrogatives</p> <p>Holiday preferences</p> <p>Hotel descriptions</p> <p>Ways of travelling</p> <p>Out and about</p> <p>A holiday disaster</p>	<p>1. Exploit phrasal verbs to talk about holidays across the tenses-revisit past, present and future tenses</p> <p>2. Understand and answer questions about holidays</p> <p>3. Understand and use the imperfect tense to give descriptions in the past</p>	<p>HT5:</p> <p>Formative reading and listening tasks</p> <p>Summative reading and listening tasks</p> <p>Formative speaking tasks</p> <p>Summative speaking tasks</p>

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	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment	Topic	Knowledge	Skills/ Assessment
	Identifying items of clothing Shopping for clothes <b>Pronunciation skills</b> <b>Speaking skills: role-play</b> <b>Reading and listening strategy</b>	6. Developing transactional language to communicate problems 7. Apply grammar rules to describe clothing 8. Use transactional language with correct pronunciation and intonation. 9. Recognise and use a variety of question words 10. Develop strategy for success in listening and reading.			4. State what job you want to do in the future, giving reasons why 5. Use 2 tenses together to talk about different ways of making money 6. Use je voudrais + infinitive verb to talk about the ideal job		My ideal holiday The francophone countries Exam strategy  <b>Exam skills: reading, listening and speaking strategy.</b>	4. Use a wide range of vocab and structures to describe where you normally go on holiday and what you do 5. Understanding hotel descriptions in the "nous" form 6. Using the comparative to compare and contrast different ways of travelling 7. Using transactional language to order food and drink. 8. Describing a holiday disaster using three tenses 9. Using the conditional tense to describe an ideal holiday	

Term	Year 10			Year 11		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 1	<b>1. Ma famille, mes amis et mon avenir</b>  <i>(Theme 1 : Culture and Identity)</i>  -Descriptions of family and friends -Relationships within the family -Using the imperfect tense to reflect on the past -Future relationships: marriage or “PACS”- cultural knowledge -Family celebrations -Francophone customs and festivals	1. Use a variety of adjective, comparatives and superlatives to describe friends and family 2. Use didactic language to describe the qualities of good friend 3. Pronouns: direct, indirect + disjointed 4. Use reflexive verbs to talk about relationships 5. Reflect on life when you were younger using the imperfect tense 6. Use the simple future tense to talk about future relationships 7. Evaluate the pros and cons of marriage versus civil partnership 8. Add variety/nuance by using modal verbs to talk about future plans (je veux/je voudrais/je dois/je devrais/je peux/je pourrais) 9. Using three tenses to describe family celebrations	HT1: Formative assessment in listening and reading  Summative assessment in listening and reading  HT2: Formative assessment in writing	<b>1. Mes passe-temps</b>  <i>(Theme 1 : Culture and Identity)</i>  -TV, cinema, reading and music preferences -Food and eating out -Sport	(NB: NON-NEGOTIABLE GRAMMAR WILL BE REVISITED AND CONSOLIDATED TO BUILD CONFIDENCE AND PRECISION ACROSS FAMILIAR TOPICS) 1. Give justified opinions on TV, Cinema, reading and music using a range of vocab and structures 2. Revisit present tense verbs-regular & irregular 3. Give an account of a typical weekend using the present tense 4. Use the future tense to outline leisure plans for next weekend 5. Use three tenses to talk about food and describe a meal out using sequencing words	HT1: Formative assessment in listening and reading  Summative assessment in listening and reading  HT2: Formative assessment in writing
	<b>2. Là où j’habite</b>  <i>(Theme 2: Local, national, international and global areas of interest)</i>  -My home -My town and local area -Life in a Francophone country	1. Describe the home and activities within the home 2. Use negative phrases to compare and contrast different places 3. Use possessive adjectives effectively: smoothly transfer information from exam task to response. 4. Use modal verbs to outline what you can/should/want/would do in your town 5. Use the conditional tense to talk about the ideal house and town	Summative assessment in writing	<b>2. Ma vie numérique</b>  <i>(Theme 1 : Culture and Identity)</i>  -The use of technology -The advantages and disadvantages of using technology -The risks	1. Use “utiliser” and “s’en servir de” to outline how you use/will use and have used technology 2. Use language of possibility and modal verbs to talk about the advantages and disadvantages of technology 3. Use didactic language to warn against the risks of technology	Summative assessment in writing
				<b>3. La santé</b> -Keeping fit and healthy -The threats to our health -Good resolutions	1. Use didactic structures to outline what you must do to lead a healthy life 2. Provide information about what you routinely eat and what you ate and drank yesterday	

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	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 2					3. Describe the dangers of poor nutrition, alcohol, smoking and drugs 4. Use the simple future tense to explain how you will maintain a good lifestyle in the future	
	<b>1. Je suis solidaire!</b> <i>(Theme 2: Local, national, international and global areas of interest)</i>  -Inequality -Poverty -Homelessness -Charity and voluntary work  <b>2. Notre planète</b>  -Environmental problems -Solutions to environmental problems -Protecting the planet	1. Describe & explain examples of inequality 2. Use pouvoir + infinitive/il est possible de + inf to offer solutions 3. Use a variety of openers to agree and disagree 4. Identify and use the subjunctive to express what could happen 5. Talk about the work of different charities in the French-speaking world 6. Use modal verbs to say how you would/could/should help in conjunction with en + present participle	HT3: Formative assessment in speaking  Summative assessment in speaking  HT4: Formative assessment in listening and reading  Summative assessment in listening and reading	<b>1. Les vacances et le tourisme</b> <i>(Theme 2: Local, national, international and global areas of interest)</i>  -Holiday destinations and purpose -Past, present and future holidays -Describing holidays in detail -Discovering France  <b>PAST PAPER PRACTICE AND SPEAKING PREP</b>	(EMPHASIS PLACED ON EXAM-STYLE QUESTIONS AND SPEAKING PREP IN THE REVISION OF THIS FAMILIAR TOPIC)  1. Use pour + infinitive to explain the purpose or importance of different types of holidays 2. Recap countries with correct preposition 3. Use the pronoun y 4. Recall and respond to interrogatives to give information about past, present and future holidays. 5. Offer a narrative using the perfect infinitive: <i>Après avoir / être</i> + past participle 6. Use a wide range of sequencing words 7. Talk about visiting different places in France 8. Venir de + infinitive 9. Deal with literary texts	HT3: Formative assessment in speaking  Summative assessment in speaking  EXAM-STYLE QUESTIONS TARGETED TO ADDRESS AREAS OF WEAKNESS

Term	Year 10			Year 11		
	Topic	Knowledge	Skills/Assessment	Topic	Knowledge	Skills/Assessment
Term 3	<b>1. Mon collège et mes études</b>  <i>(Theme 3: Current and future study and employment)</i>  -My school -My subjects-likes and dislikes -The teachers -The school day -School rules and uniform -Schools in Francophone countries -A school visit/exchange	1. Describing your school and its facilities (il y a...où on peut...) 2. Giving opinions on school subjects and teachers using adjectives, comparatives and superlatives 3. Describing a day in school-compare with French-speaking countries 4. Revisit modal verbs and expressions of possibility to describing school rules and uniform 5. Recall and apply the rules for forming the imperfect tense to compare and contrast current school with primary school 6. Recall and apply the rules of the conditional tense to talk about your ideal school 7. Recall and apply the rules for forming the passé composé to talk about a school visit	HT5: Formative assessment in writing  Summative assessment in writing	<b>PAST PAPER PRACTICE</b>	EXAM-STYLE QUESTIONS	
	<b>2. Après mon brevet</b> -Post 16 options: A levels or apprenticeship? University courses	1. Use modal verbs + other infinitive constructions with a wide range of phrasal verbs to explore post 16 options 2. Use “quand/lorsque” with the simple future tense to state future intentions 3. Develop strategies for dealing with longer, more complex texts	HT 6: Formative assessment in speaking  Summative assessment in speaking			
	<b>3. Au boulot!</b> -Job descriptions -career preferences Job hunting	1. Discuss jobs and career preferences, giving justified opinions and reasons 2. Use qui and que to help make reference to something 3. Use impersonal expressions and the subjunctive to convey plans, hopes, and wishes 4. Understand information about job applications  Understand case studies about work experience + jobs				

