

## KS3 French - Burnage Academy

**Languages/EAL - We ensure that all students are given the opportunity to learn how to communicate in a language other than their own, whilst developing the skills necessary for academic success in languages. We also aim to raise awareness and foster appreciation for those with the ability to speak another language and demonstrate how language skills are to be valued and can support future career and personal goals.**

### Overall intent

Alongside the Faculty vision and ethos above, French lessons should foster a love of language learning and refer to links between French and other languages that students may already know. Lessons must refer to elements of the Francophone world to give pupils an insight into new cultures and experiences. Teachers should at all opportunities demonstrate the opportunities available to pupils through multilingualism and are expected to demonstrate positive opportunities this can bring in terms of careers, self-esteem and cross-cultural understanding.

### Implementation

Teachers should be familiar with the MARS-EARS approach by Gianfranco Conti – full details of the approach are available in *Breaking the Sound Barrier*, which is available to all staff. A focus on lexicogrammar develops skills in learners by breaking up language in affordable chunks which are easier to assimilate as they reduce cognitive load. All pupils, including those with SEN or who find the subject challenging, are more able to produce and understand French via this method. The key is to reproduce the same structures throughout the three-year course (embedded retrieval practice) and supporting pupils in re-engaging previous seen expressions. Kerboodle (*Allez*) resources are used to supplement the approach by presenting examples of reading and listening texts (receptive processing stage). Teachers should also teach pupils specific strategies for decoding texts, improving pronunciation, and proof-reading work, alongside metacognition and reference to resilience and independence in the context of language learning.

### Impact

The KS3 curriculum must prepare pupils for GCSE study, but must also ensure that those pupils who opt not to continue at KS4 are able to express themselves across a number of themes and topic areas (and understand spoken/written French in these same areas). Assessment booklets are prepared for each pupil, with tasks designed to assess Expansion/Automatisation/Routinisation/Spontaneity. Some tasks will mirror the GCSE style of question and are marked accordingly, with a focus on both grammatical and vocabulary accuracy and content production. Post-assessment feedback must be completed so that pupils can recognise strengths and areas to focus on. Teachers will have the opportunity to recap or revisit key areas as the curriculum develops in order to clarify misconceptions or reinforce any areas of need.

### Pupil Support

French lessons must be inclusive to all. In order to support those learners who may need additional scaffolding, or who struggle with working memory, teachers are able to support in a number of ways (although differentiation will depend on the specific needs of individual learners):

- Listening transcripts to be provided to support with links between sound/letter patterns and to support working memory.
- Delaying the removal of sentence builder support to allow pupils to scaffold speaking/writing.
- Writing frames, gap-fills to support writing.
- Reduction of cognitive load by using differentiated texts (key words pre-selected, or fewer distractions)
- Glossaries of key words/expressions

## **Enrichment & SMSC**

The French department will support the Languages and EAL faculty in planning and delivering whole-school SMSC events to support SMSC aims: *“As a school, we value the development of the whole child, striving to prepare all students for the world of Manchester and beyond... all students will gain a sense of place by understanding where Manchester has come from and how they can contribute to its future.”* Suggested ideas related to French (and Languages more generally), which can be incorporated to stand-alone SMSC events or in lesson time where appropriate:

- Linguistic diversity of Manchester
- Links with language-based stakeholders in the city
- Examination of language/population change in the city
- Career opportunities within languages
- Wider French-speaking world
- French cinema/media (suggested titles, Petit Nicolas, Bienvenue Chez Les Ch’tis)
- Working with partner schools (École Secondaire de Rivière du Loup, Québec or Lycée Jean Moulin, Champagne-Ardennes)
- LanguageXP Programme, University of Manchester (experience of a new language)
- GCSE qualifications in additional languages (from Year 9 as enrichment/after-school)
- KS3 Francophone club (bi-weekly).

**Curriculum Intent:** In Year 7 students will study five areas pertinent to their life. These focus on expressing and understanding descriptions and opinions in both written and spoken French. Grammatical knowledge will be built upon with key structures for each topic alongside transferable knowledge that is relevant for future learning, such as opinions and the beginnings of verb conjugation. Continual skill development will occur through the inclusion of listening, speaking, reading and writing. Students will make links between these areas to develop their understanding of how languages work in preparation for a deeper knowledge and further study in Years 8 and 9 (and potentially KS4). A range of skills within these key areas will be developed throughout each unit with repeated practice and a focus on phonics and pronunciation, supported by sentence builders and parallel texts as a means of presenting French chunks and patterns and how they work in highly comprehensible and structured contexts - reducing cognitive load and enhancing language awareness. Students are introduced to reading/listening strategies with a focus on resilience and developing confidence, particularly in speaking.

Year 7	Introduction to Language Study	Tout sur moi	Mon Monde Perso	Autour de Moi	À table	Mon quartier
<p><b>Content, Knowledge &amp; Skills</b></p> <p>Year 7 pupils have a free choice as to whether to study French or Urdu for KS3.</p> <p>In order to allow them to make an informed decision, pupils are given taster lessons in each language. The decision is then made by the pupil and their parent/carer.</p> <p>All pupils will explore the importance and benefit of multilingualism, and will be able to demonstrate skills needed to be a successful language learner.</p>	<p>Being able to introduce and describe oneself.</p> <p>Students will understand and apply the following grammatical structures: Present tense of avoir (1<sup>st</sup> and 3<sup>rd</sup> person), adjective agreement (gender/plural), être (1<sup>st</sup> person), noun genders</p> <p><b>Revisit/recycle: key skills/metacognition</b></p>	<p>How to describe personality, give opinions (and reasons), talk about other people.</p> <p><i>SMSC - Letter to Quebec</i></p> <p>Students will understand and apply the following grammatical structures: Être (3<sup>rd</sup> person), possessive adjectives, comparatives, 'parce que'</p> <p><b>Revisit/recycle: être (1<sup>st</sup> person)</b></p>	<p>Saying where you live and what you do there, and saying where you have visited and what you thought about it.</p> <p><i>Careers Week – understanding language diversity, skills developed through multilingualism.</i></p> <p>Students will understand and apply the following grammatical structures: Infinitive structures using opinions, present tense –er verbs, introduction to perfect and imperfect tense (j'ai visité, j'ai vu, c'était)</p> <p><b>Revisit/recycle: opinion phrases, school subjects, personal details</b></p>	<p>Describing our opinion about food/drink and ordering in a restaurant. Saying what you are un/able to eat and drink and giving reasons for this, politeness.</p> <p>Students will understand and apply the following grammatical structures: Pouvoir (1<sup>st</sup> person present, negative form), 'je voudrais'</p> <p><b>Revisit/recycle : opinion phrases, être (1<sup>st</sup> person present), 'parce que'</b></p>	<p>Describing your town in more detail, saying where there is and what you can do. Giving directions.</p> <p>Students will understand and apply the following grammatical structures: il y a/il n'y a pas, pouvoir (3<sup>rd</sup> person present, impersonal + infinitive), sequencing connectives</p> <p><b>Revisit/recycle : pouvoir, infinitive verb structures for activities</b></p>	
<p><b>Purpose / potential links to KS4 &amp; future steps</b></p> <p>Engagement in a 3-5 year programme of language study.</p> <p>Awareness of key terms (see below).</p>	<p>Theme 1 – Identity and Culture (Me, My Family and Friends)</p>	<p>Theme 1 – Identity and Culture (Me, My Family and Friends)</p> <p>Theme 3 – Current and future study and employment (My studies)</p>	<p>Theme 1 – Identity and Culture (Me, My Family and Friends / Free Time Activities)</p> <p>Theme 2 – Local, national, international and global</p>	<p>Theme 1 – Identity and Culture (Free Time Activities)</p> <p>Theme 2 – Local, national, international and global</p>	<p>Theme 2 – Local, national, international and global areas of interest (Home, town, neighbourhood and region)</p>	

				areas of interest (home town, neighbourhood and region)	areas of interest (Social Issues – healthy eating)	
<b>Key Vocabulary</b>	Resilience, confidence, empathy	Name, nationality, country, dates (including numbers), hair and eyes, colours	Adjectives of character, family members, school subjects	Types of house/town, your school, hobbies, animals	Food and drink items, adjectives to describe food	Places in town, activities (verbs and objects), directions
<b>Assessment</b>	n/a	Reading comprehension, Speaking (role-play)	Listening comprehension, Writing (40 words)	Writing (40 words), reading comprehension	Speaking (role play), listening comprehension	Reading comprehension, speaking (describing town)

**Curriculum Intent:** In Year 8 students will study five areas pertinent to their life, often building upon skills developed in Year 7 but with greater depth and challenge. These focus on expressing and understanding descriptions, more developed opinions and justifications. Introductions to different verb forms increase with greater usage of past and future timeframes, within context and across listening, speaking, reading and writing. Students will recall links and identify language patterns in preparation for further study in Year 9 (and potentially KS4). Students will become more adept at recalling common structures through structured practice and exposure to comprehensible input. As with Year 7, sentence builders and parallel texts are used as a means of presenting French chunks and patterns and how they work in highly comprehensible and structured contexts - reducing cognitive load and enhancing language awareness. Students are reminded of reading/listening strategies that they were introduced to in Year 7 and encouraged to build upon confidence gained.

Year 8	Ça c'est mon truc	Destination Vacances	Bouger C'est Important	C'est Quoi La France?	Le Monde des Médias
<b>Content, Knowledge &amp; Skills</b>	<p>Giving details about your daily routine, including opinions about your clothes. Being able to tell the time.</p> <p>Students will understand and apply the following grammatical structures: Reflexive verbs (1<sup>st</sup> person present tense).</p> <p><b>Revisit/recycle: present tense -er verbs</b></p>	<p>Talking about holidays, where you've been, where you will go, and where you would like to go.</p> <p>Students will understand and apply the following grammatical structures: Near future tense, introduction to perfect tense with avoir (and aller).</p> <p><b>Revisit/recycle: countries, opinion phrases, je voudrais, past tense (j'ai visité, j'ai vu, c'était)</b></p>	<p>Describing which sports you do, describing injuries and what you are not able to do.</p> <p>Students will understand and apply the following grammatical structures: Jouer v faire, using 'depuis' with present tense.</p> <p><b>Revisit/recycle : weather, sports, pouvoir (present tense and negative)</b></p>	<p>Being able to talk about someone and what they have done, learn about significant French-speaking people from around the world.</p> <p><i>Careers week – careers with languages, benefits to employers and employees. Looking at GCHQ Language Analysts and in-demand languages.</i></p> <p>Students will understand and apply the following grammatical structures: Perfect tense (3<sup>rd</sup> person)</p> <p><b>Revisit/recycle: describing someone else</b></p>	<p>Giving opinions across timeframes about how they consume media, justifying opinions.</p> <p>Students will understand and apply the following grammatical structures: Direct object pronouns, complex opinions using faire/rendre</p> <p><b>Revisit/recycle: expressing opinions</b></p>
<b>Purpose / potential links to KS4 &amp; future steps</b>	Theme 1 – Identity and Culture (Free Time Activities)	Theme 2 – Local, national, international and global areas of interest (Travel and Tourism)	Theme 1 – Identity and Culture (Free Time Activities)	Theme 3 – Current and future study and employment (Jobs, career choices and ambitions)	Theme 1 – Identity and Culture (Free Time Activities / Technology in Everyday Life)
<b>Key Vocabulary</b>	Clothes, weather, activities, times of the day.	Types of holidays, modes of transport, destinations.	Sports and activities, seasons, summer and winter sports, parts of the body	Jobs and occupations	Genres of TV, music, film and literature, technological items.
<b>Assessment</b>	Listening comprehension, writing (40 words)	Reading comprehension, speaking (role play)	Listening comprehension, writing (40-90 words)	Writing task, reading translations	Listening comprehension, speaking (general conversation)

**Curriculum Intent:** In Year 9 students will study six areas pertinent to their life, using skills developed in Year 7 and 8 but with greater depth and more closely related to SMSC and real-life interaction. These focus on expressing and understanding descriptions, more developed opinions and justifications including perspectives, advice and arguments. Knowledge of different verb forms increases with greater usage of past and future timeframes, within context and across listening, speaking, reading and writing. Students will readily recall and identify language patterns in preparation for further study at KS4. Students will become more adept at recalling common structures through structured practice and exposure to comprehensible input. Sentence builders present more complex French chunks but in highly comprehensible and structured contexts. Students will continue to become more confident at attempting new language once presented, and reading/listening strategies will be embedded in their learning. Language content will allow students to use language in a way that is relevant to elements of their study outside of French.

Year 9	Accro à la technologie?	Être Ado – C'est Quoi?	En Pleine Forme	Un métier, un rêve	Autour du Monde	Rendez-Vous
<b>Content, Knowledge &amp; Skills</b>	<p>Describing and comparing gadgets, giving your opinion on them and explaining reasons. Risks related to online behaviour and how to stay safe online.</p> <p>Students will understand and apply the following grammatical structures: Impersonal structures</p> <p><b>Revisit/recycle: opinion phrases (+ infinitive).</b></p>	<p>Describing relationships with family, stating what you have to do at home, describing teenage problems.</p> <p>Students will understand and apply the following grammatical structures: Modal verbs (1<sup>st</sup> person present 'vouloir/devoir')</p> <p><b>Revisit/recycle : family members, adjectives of personality, numbers.</b></p>	<p>Describe our diet and the importance of being healthy, make resolutions to improve, giving more reasons.</p> <p>Students will understand and apply the following grammatical structures: The future tense (1<sup>st</sup> person singular)</p> <p><b>Revisit/recycle: impersonal structures, perfect tense (mangé/bu), sports.</b></p>	<p>Talk about jobs and the different qualities needed, describing our ideal job.</p> <p><i>Careers week – case studies, meeting multilingual employees and graduates.</i></p> <p>Students will understand and apply the following grammatical structures: Si clauses, combining imperfect/conditional</p> <p><b>Revisit/recycle: family members, adjectives to describe personality, conditional ('je voudrais')</b></p>	<p>Making travel arrangements and booking tickets, narrating past and future holidays, giving and justifying opinions.</p> <p>Students will understand and apply the following grammatical structures: Combining tenses, si clauses.</p> <p><b>Revisit/recycle: perfect, imperfect, future tenses, holiday activities, transport, comparatives</b></p>	<p>Making suggestions and excuses, organising activities, discussing Francophone festivals.</p> <p>Students will understand and apply the following grammatical structures: Conditional tense (on pourrait)</p> <p><b>Revisit/recycle: using imperfect tense (c'était)</b></p>
<b>Purpose / potential links to KS4 &amp; future steps</b>	Theme 1 – Identity and Culture (Technology in Everyday Life)	Theme 1 – Identity and Culture (Me, My Family and Friends)	Theme 2 – Local, national, international and global areas of interest (Social Issues – healthy eating)	Theme 3 – Current and future study and employment (Jobs, career choices and ambitions)	Theme 2 – Local, national, international and global areas of interest (Travel and Tourism)	Theme 1 – Identity and culture (Free-time activities / Customs and festivals in French-speaking countries/communities)
<b>Key Vocabulary</b>	Technological items, adjectives, activities.	Household chores, words to describe pressures or worries.	Food items and quantities, diseases and health problems.	Job titles (m/f).	Modes of transport, types of ticket and discount, types of holiday and activities	Places in town and activities, festivals and celebrations.
<b>Assessment</b>	Speaking (role play), reading comprehension	Writing task (90 words), listening comprehension	Writing (translation), reading comprehension	Speaking (photocard), listening comprehension	Reading comprehension, writing (90 words)	Speaking (role play), listening