

## Year 10 French

In Year 10, students start GCSE course. Students build and increase their knowledge through the study of five further GCSE sub-topics enabling them to understand and produce more sophisticated paragraphs containing complex structures, detailed opinions and justifications. The grammatical focus is on the accurate production of the three main tenses (present/past/future) of regular and irregular verbs. Some students will also be able to understand and apply the imperfect and the conditional tenses. Lessons include a variety of opportunities for students to acquire and apply language skills in listening, reading, speaking, writing and translating. Lessons are initially teacher-led and students are then provided with opportunities to work in pairs or in groups or independently. Lesson content is always culturally based in order to enhance students' enjoyment and knowledge of the French-speaking world. Students will apply knowledge to specific GCSE exam questions.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is evident in starter activities and in mini-plenaries and takes the form of matching exercises, short translations or low-stakes quizzes. All these tasks are linked to prior learning.
Elaboration	Students are encouraged to elaborate by using justifications after providing an opinion with a greater range of structures.
Interleaving	Interleaving is essential to embed the grammatical structures and vocabulary taught. Students have access to a GCSE AQA vocabulary booklet, Foundation and Higher Level containing the high frequency words and phrases for each unit.
Concrete examples	Concrete examples are given through teachers' modelling of grammatical structures.
Dual coding	Dual coding is a strategy that students use to aid revision (highlighting/symbols).

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Me, my family and friends</b> <ul style="list-style-type: none"> <li>- Friendships</li> <li>- Family relationships</li> <li>- My hero</li> </ul> <b>Hobbies</b> <ul style="list-style-type: none"> <li>- Leisure activities</li> <li>- TV programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Films at cinema</li> <li>- Going out with friends</li> </ul> <b>Festivals</b> <ul style="list-style-type: none"> <li>- Food</li> <li>- Customs in France and French-speaking world</li> </ul>	<b>Hobbies</b> <ul style="list-style-type: none"> <li>- New technology</li> </ul> <b>Home, town and region</b> <ul style="list-style-type: none"> <li>- Places in town and description of region</li> <li>- Weather and transport in the region</li> <li>- Town vs country</li> <li>- Directions</li> </ul>	<b>Home and festivals</b> <ul style="list-style-type: none"> <li>- Descriptions of houses</li> <li>- House chores</li> <li>- Ideal home</li> <li>- Daily routine and food</li> <li>- Celebrations in France and French-speaking world</li> </ul> <b>Revision for PPE</b>	<b>Feedback from PPE</b>  <b>School and my studies</b> <ul style="list-style-type: none"> <li>- Description of school</li> <li>- Subjects</li> </ul>	<b>School and my studies</b> <ul style="list-style-type: none"> <li>- School rules</li> <li>- School uniform: for and against</li> <li>- Proud of my achievements</li> </ul> <b>Further education and careers</b> <ul style="list-style-type: none"> <li>- Jobs and opinions</li> <li>- Ambitions</li> </ul>

			- Town in the past vs now			
Assessment		- End-of-topic test		- PPE		- End-of-topic test

#### Independent Learning:

Independent learning is a core part of learning and serves to support learning in class, enrich student experience and develop learning skills. Regular and varied revision is the key to success to French GCSE.

There are several types of independent learning set in French such as:

- Learning vocabulary – retrieval tasks/School-Allin website
- Completing reading and translation tasks.
- Writing speaking test answers.
- Practising speaking test skills.
- Completing and redrafting exam style writing tasks.
- Listening to French media.
- Revising via French revision websites.
- Making use of Aim Higher response sheets/grids to reflect and act on the formative feedback given by teachers, and identify and record ways to improve future performance.
- Create revision material (flash cards/mind maps/notes) for each sub-theme.
- Independent research on cultural topics.

Online translators should not be used to translate whole sentences: they don't help students develop their language skills and so they make less progress.

We recommend students to spend approximately one hour per week on reviewing their lesson notes, learning the new vocabulary and completing their independent learning tasks. Little and often is the key to successful GCSE results.