

## Year 8 French

In Year 8, the learning of phonics is consolidated, with the aim of increasing students' confidence in speaking and listening. Students build and increase their knowledge through the study of five topics enabling them to understand and produce short paragraphs made up of linked sentences with more detailed opinions. The grammatical focus is on the present tense, near future tense and perfect tense of the most common verbs. Students are able to use a wider range of subject pronouns. 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.

Methods of deepening and securing knowledge:	
Retrieval practice	Retrieval practice is evident in starter activities and in mini-plenaries and take the form of match up exercise/short translation/low-stake quizzes. All these tasks are linked to prior learning.
Elaboration	Students are encouraged to elaborate by using simple justifications after providing an opinion with a greater range of adjectives.
Interleaving	Interleaving is essential to embed the grammatical structures and vocabulary taught. Students have access to a vocabulary booklet containing the high frequency words and phrases for each unit.
Concrete examples	Concrete examples are given through teachers modelling grammatical structures.
Dual coding	Dual coding is a strategy that students use to aid revision (highlighting/symbols)
Other	Independent research on cultural topics are set as Independent Learning tasks.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	<b>Identity</b> - Personality - Friendships  <b>Where I live</b> - About town/village - Places in town - Directions	<b>House</b> - Description of home - Furniture - Meals - Festivals: Christmas	<b>Free time</b> - TV programmes - Technology - Cinema and films - Reading habits - Music - Festival: la Chandeleur	<b>Free time</b> - Activity and weather - Clothes - Regional identity - Carnivals  <b>A visit to Paris</b> - Historical sites	<b>A visit to Paris</b> - Asking questions at Tourist Information - Opinions - Transports - Joconde's mystery	- Francophone countries - le 14 juillet  <b>Film project</b> - Ratatouille
Assessment	- End-of-topic test	- End-of-topic test	- End-of-unit test	- End-of-unit test	- End-of-unit test	

### Independent Learning:

Independent Learning is an essential part of becoming more proficient in French. It is an opportunity to:

- practise further the skills of using the language
- become more independent in the use of language
- be able to concentrate independently on developing linguistic expertise
- enjoy using the language creatively

Learning Independent Learning: Regular learning of new words and structures after each lesson is an essential part of making progress in a language. The vocabulary booklet issued at the start of the year is the essential companion to learn new words and should always be the first source of help with the lesson notes in the exercise book.

Other Independent Learning: This will normally be in the form of a short written Independent Learning or might be a reading comprehension.

Occasionally we will ask for some research to be done and for some sentences to be learnt by heart.

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.

Independent Learning tasks are set regularly in lessons and we recommend students to take approximately 20 to 30 minutes to complete them.