

Year 9 French

In Year 9, students build and increase their knowledge through the study of five GCSE sub-topics enabling them to understand and produce paragraphs made up of linked sentences with detailed opinions and justifications. The grammatical focus is on the accurate production of the three main tenses (present/past/future) of high-frequency 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. Students will be introduced to specific GCSE exam skills.

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 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 Level contains 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. Independent learning via vocabulary learning websites.

	Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term 1	Summer term 2
Topic(s)	My social life - Personality - Social media - Inviting friends out - Last weekend - Music - Celebration: Fete de la musique - Cultural project: French singer	Bien dans sa peau - Parts of the body/illnesses - Sports and fitness - Healthy diet - Life changes - Customs: Carnival - Cultural project: Portrait of a French sportsperson	My Future - Jobs - Routine at work - My ambitions Special vacances - Range of holidays and descriptions (present and past holidays) - Ideal holidays	Special vacances - Packing for holidays - Disastrous holidays - Account of holidays (3 tenses)	Special vacances - Cultural project La francophone/ French speaking countries	Film project - Les choristes

		- The importance of languages (option video)				
Assessment		- End-of-topic test		- End-of-topic test	- End-of-topic 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 written independent learning or may be a reading comprehension/translation.

Occasionally, we will ask for some cultural research to be done or for short paragraphs to be learnt off by heart.

Students are also encouraged to act on the formative feedback given by teachers in their exercise books or on assessments, by correcting the spelling of words/improving some sentences/rewriting a paragraph independently.

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 1 hour per week on reviewing their lesson notes, learning the new vocabulary and completing their independent learning tasks.