

French Year 9 Curriculum:

There are five main aspects of **French** that will be covered in Year 9:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating.
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning.
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world.
4. **Knowledge about the language:** letters and sounds/ gender, number and other inflections/ sentence structure/ verbs and tenses/ questions and negatives.
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving.

Autumn Term: themes

1. Skills reinforced: phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns. Spontaneous speaking / expressing opinions on authentic documents.
2. Technology, music, inviting, expressing opinions.
3. Sports and well-being.

Spring Term: themes

1. Jobs and future plans.
2. Holidays.

Summer Term: themes

1. Holidays.
2. Rights and priorities.

Key objectives and key performance standards

Whilst the content for French varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. Listening and speaking:

- a) Understand longer sequences of speech, noting relevant points for oral feedback and discussion.
- b) Listen to authentic speech from different sources, identifying how spoken language varies according to context & purpose.
- c) Make extended and/or frequent contributions to classroom talk.
- d) Deal effectively with unexpected responses in order to sustain conversations and discussions. Add interest through extended sentences and imaginative use of vocabulary.

2. Reading and writing

- a) Identify and describe features of language associated with different text types. Appraise texts quickly, deciding on their usefulness, interest & degree of difficulty, as a preliminary to independent reading.
- b) Adapt a text for a different audience and purpose.
- c) Link sentences and paragraphs using appropriate words and phrases in order to produce a coherent sequence of text.
- d) Experiment with linguistic devices and presentation to create an effect.

3. Intercultural understanding:

- a) Develop and communicate an in-depth understanding of an aspect of culture that they have identified and researched.
- b) Understand how attitudes towards other countries and reactions to world events may differ from those of their own culture.

4. Knowledge about the language:

- a) Develop and refine their vocabulary by adding to their knowledge of word families and words with close meanings.
- b) Use knowledge of word order, phrases and clauses to understand and build a wider range of extended sentences.
- c) Recognise and use past, present and future verb forms and switch from one tense to another in speaking and writing. Understand and use key past and future tense forms of modal verbs for set phrases.
- d) Make confident use of question types with simple and compound tenses.
- e) Make confident use of negative forms with simple and compound tenses.

5. Language learning strategies:

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language.
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read.
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. **Working as an independent and autonomous learner: taking responsibility for own learning**, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.

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