

French Year 8 Curriculum:

There are five main aspects of **French** that will be covered in Year 8:

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

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/ poems/paintings

Spring Term:

1. Describing a trip: location, activities
2. Talking about myself and my likes and dislikes/ clothes/ relationship with family/ friends.

Summer Term:

1. Talking about myself and my likes and dislikes/ clothes/ relationship with family/ friends/
2. Describing my house and surroundings

Key objectives:

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 information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative

2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Give a personal response to a text, in terms of enjoyment or interest, supported by reference to the text itself.
- d) Use a story, poem or information text as a stimulus for their own writing.
- e) Organise ideas and information into a sequence of paragraphs.
- f) Use language researched independently to add originality to their writing.

3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.
- b) Explain the origin and purpose of a custom that does not exist in their culture.

4. Knowledge about the language:

- a) Identify and recall common exceptions to the usual patterns of sounds and spellings.
- b) Increase their stock of words, including a range of abstract items and words with more than one meaning.
- c) Develop and improve sentences by adding, rearranging or replacing elements.
- d) Understand and use a range of verb forms referring to past, present and future events.
- e) Understand and use a range of modal verb forms in different contexts.
- f) Understand and use a range of question types.
- g) Understand and use a range of negative forms

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) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing
- d) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- e) 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 work, redrafting, researching, taking initiatives in one's learning, being pro-active

Key Performance Standards

1. Listening and speaking:

- a) Understand information at the first attempt, including language spoken at near-normal speed.
- b) Sustain perseverance and concentration when listening to speech containing familiar language used in new contexts.
- c) Initiate and participate in unrehearsed pupil-teacher and pupil-pupil exchanges.
- d) Use some complex language in a prepared but unscripted talk or narrative

2. Reading and writing:

- a) Develop their vocabulary through contact with authentic materials.
- b) Identify and understand familiar language in new contexts when reading longer and more complex texts.
- c) Use a story, poem or information text as a stimulus for their writing.
- d) Organise ideas and information into a sequence of paragraphs.
- e) Use language researched independently to add originality to their writing.

3. Intercultural understanding:

- a) Investigate aspirations of young people, recognising perspectives that are both similar to and different from their own.

4. Knowledge about the language

- a) Increase their stock of words, including a range of abstract items and words with more than one meaning.
- b) Develop and improve sentences by adding, rearranging or replacing elements.
- c) Understand and use a range of verb forms referring to past, present and future events.
- d) Understand and use a range of modal verb forms in different contexts.
- e) Understand and use a range of question types/4g. Understand and use a range of negative forms

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) Make appropriate & effective use of reference materials to aid understanding, build vocabulary & develop speaking & writing.
- d) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning.
- e) 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's work, redrafting, researching, taking initiatives in one's learning, being pro-active.