

French - Year 9 - Medium Term Plan

Y9 Module 3	Title:A l'horizon (GCSE theme: Current and future study and employment)	
Why are you teaching it?	To reinforce and revise the use of the near future (met in the last module) and develop sentences by using sequencers to support the flow of sentences. To practice the Q and A's that would be expected to be answered in the GCSE speaking exam when taking part in the conversation or when using the third person/people to describe a photo.	<p>Misconceptions</p> <p>Lots of the words used are cognates - they must be pronounced accurately.</p> <p>An awareness of false friends - or near false friends (facteur) is really important. Grammatical point - no article before the job type.</p>
Why are you teaching it now? What prior learning do students have?	This topic is a new topic, year 9 are in the process of choosing their options in school (in real time) and looking at future pathways and careers choices. This is topical and relevant to them at the moment. It also ties in with National Careers Week activities and Gatsby Benchmark 4. Use of conditional - je voudrais and ca serait has been met in prior modules	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D To be able to name different jobs and use basic adjectives to describe them. To be able to use resources as support competently and understand how the near future works.</p> <p>S To understand why people like different jobs. To be able to give basic opinions about jobs using opinion phrases. To understand the importance of learning a language and the doors it opens. (In French using 'on peut'). To be able to conjugate aller + the infinitive (the near future) with limited support. To use the conditional as well as the future.</p> <p>M To be able to describe a typical day answering questions in full sentences with the addition of accurate opinion phrases, time phrases, quantifiers and adjectives. To be able to use common irregular verbs in the present tense accurately to describe a day at work. Students will be able</p>	<p>Vocabulary and literacy focus (Tier 2/Tier 3)</p> <p>Pronunciation of key vocabulary</p> <p>Reading through texts quickly to get the gist</p> <p>Picking out keywords from a text</p> <p>Using the French mini-dictionaries</p> <p>Regular <i>-er</i> verbs</p> <p>Irregular verbs</p> <p>Vouloir/Pouvoir</p> <p>The perfect tense with <i>avoir/être</i> – how to form it</p> <p>Direct object pronouns – le, la, les</p> <p>Adjective agreement</p> <p>High-level opinions & Opinions in the past tense</p>

	<p>to switch between tenses and use all 3 tenses with confidence.</p> <p>Oracy - Students will take part in activities which will support their confidence in pronunciation and speaking in longer sentences. Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher>student, student >student</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. SEND students can record their oral presentations if they wish.</p> <p><u>Questioning is key!</u> Differentiated and targeted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	
Assessment	<p>End of Unit 3 assessment – Listening , Reading, and a Writing, translation tasks mid module. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 3 – 3 skills tested – Listening, Reading, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>