<table>
<tr><th>Y 8 Module 2</th><th colspan="2">Title: Jours de fête / Miam-miam, c'est bon! (Festivals, Food, and Celebrations)</th></tr>
<tr><td>Why are you teaching it?</td><td>This module continues the progression through Dynamo Book 2 for Year 8. It builds vocabulary around festivals, traditional food, shopping, and future school trips, while introducing essential new grammar points like regular present tense verb paradigms ($-\text{er}$, $-\text{ir}$, $-\text{re}$), partitive articles, and the near future tense. It continues to prepare students for GCSE-level French by integrating regular listening, speaking, reading, and writing tasks. Higher-attaining learners will follow Dynamo Rouge tracking for extended structures, while other students follow Dynamo Vert.</td><td><u>Misconceptions</u>
Pronunciation of Silent Letters: Silent endings in present tense plurals (e.g., ils marchent, ils applaudissent) and silent final consonants (e.g., le chocolat, le poulet).

Partitive Articles vs. Definite Articles: Confusion over when to use le/la/les versus du/de la/des when ordering or discussing food quantities.

False Friends & Cognates: Words like la salade (can mean lettuce or a mixed salad) or passer un examen vs. passer du temps. Accurate pronunciation of French cognates is critical.

Near Future Tense Structure: Forgetting to conjugate aller before the infinitive verb (e.g., writing je visiter instead of je vais visiter).</td></tr>
<tr><td>Why are you teaching it now ?
What prior learning do students have ?</td><td colspan="2">Following the winter/spring terms, this module naturally aligns with cultural events like New Year, Easter, and school trips. Grammatically, it shifts the focus from the past tense explored in Module 1 back to reinforcing present tense regular verb groups, before shifting forward to the near future tense. It continues to foster global citizenship by exploring traditional French delicacies, regional specialties (like Alsace), and national celebrations like Bastille Day

Students have a foundational knowledge of basic present tense verbs (avoir, être, and high-frequency -er verbs from Year 7 and Module 1. They are familiar with simple opinion phrases (j'aime, je déteste), numbers, and baseline phonic rules. They also understand how to use basic qualifiers and negatives from their holiday descriptions.</td></tr>
<tr><td>What are you expecting students to be able to do at the end of the module that they couldn’t do at the start</td><td>Emerging/Developing (E/D): To be able to state their favourite festival and name basic food items with limited vocabulary. Can use the first person singular of common verbs in the present tense confidently. Can recognize and form basic near future sentences (je vais + infinitive) with support.
Secure (S): To give detailed descriptions of festivals, parades, and eating habits. Can buy food items using weights and quantities (un kilo</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary

Phonics

Reading through texts quickly to get the gist

Picking out keywords from a text

Reading aloud</td></tr>
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	de, *une tranche de*) and handle a basic marketplace dialogue. Can confidently write and speak about future intentions or resolutions using the near future tense (*je vais visiter*, *je vais faire*). Mastered (M): To write and speak fluently using an extended range of vocabulary, mixing present descriptions of festivals with past descriptions of what a dish was like (*c'était délicieux*) and future travel or resolution plans. Can use regular -er -ir -re verbs accurately in multiple person profiles (e.g., *je choisis*, *ils marchent*, *on attend*). Can complete independent tasks with little or no scaffolded support. **Oracy -** Students will be completing oracy activities for a full hour each fortnight with a dedicated teacher. Scaffolded support will be available for students who need it. Teaching styles will include: Choral repetition, choral reading, ghost reading, reading aloud, pair-work, basic role-play conversations, cross-class questioning - teacher>student,student>student and dictations. Peer> peers support Presentations of extended paragraphs Interview tasks: Students conduct and respond to interviews about their holiday destinations and activities undertaken. Asking and answering questions is a key feature. Descriptive tasks: Learner's practice describing places and pictures, focusing on describing visits to different attractions. A key example is the GCSE-style photo card task.	Dictations and French spelling <u>Learning outcomes</u> Talk about their favourite festivals, express strong opinions, and explain why using varied adjectives. Describe live events and parades using 3rd person plural present tense verbs (*ils/elles jouent, marchent, portent*). Interact in a transactional French marketplace setting using weights, quantities, and polite requests (*Je voudrais...*, *Ça fait combien?*). Discuss regional French dishes, identify ingredients, and give opinions in the past tense (*C'était savoureux*). Express future intentions, upcoming school trips, and New Year resolutions using the near future tense (*Je vais aller / Je vais faire*). <u>Key Vocabulary and Phrases</u> Questions & Core StructuresQuelle est ta fête préférée? Vous désirez? / Et avec ça? Ça fait combien? / C'est tout, merci. Qu'est-ce que tu vas faire? Quelles sont tes bonnes résolutions? Celebrations & FestivalsNoël / Pâques / le 14 juillet le Nouvel An / la Toussaint / l'Aïd manger des œufs en chocolat / danser et chanter regarder la parade / j'attends la fête avec impatience C'est trop commercial / bête / marrant Food, Shopping & Regional Specialtiesun citron / une pomme / une pomme de terre / une tomate le poisson / le fromage / le jambon / la salade Je voudrais un kilo de… /

	Past event narratives: Students orally describe what happened during a recent holiday, using the perfect tense. **Literacy -** all detailed in the Scheme of Work. **SEND -** Teacher folder identification of SEND needs and students planned for accordingly. Use of SEND key success criteria when planning. 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 Books provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.	100 grammes de… les moules-frites / la quiche lorraine / les crêpes C'était délicieux / savoureux / salé / sucré Future Actions & Resolutions (Near Future Tense)je vais aller en Alsace / visiter les marchés de Noël je vais écouter des chorales / acheter une boule de Noël je vais aider dans le jardin / être patient(e) je vais faire du sport / finir mes devoirs le soir
Assessment	End of Unit 2 assessment – Listening , Reading Speaking or Writing. Throughout this module there will be continual assessment. Learning is assessed each lesson using mini-whiteboards, in class activities - peer assessment and Hinge questions.	
What amendments are you going to make following evaluation of this module?	Review trends in skill weaknesses via Question Level Analysis (QLA), paying specific attention to listening performance with silent word boundaries and near-future grammar manipulation. Conduct gap analysis on difficult assessment questions and address them via targeted starters in subsequent retrieval lessons.	