Y 8 Module 1	**Title: Vive les vacances!**	
Why are you teaching it?	Start of Dynamo Book 2 for Year 8. It continues to build on relevant vocabulary, grammar points such as present tenses and descriptions using avoir and être, and prepares them for GCSE-level French by incorporating activities like speaking, listening, and writing tasks and familiarising them with GCSE-style tasks. More able learners will follow Dynamo Rouge and all other students Dynamo vert.	**<u>Misconceptions</u>** Lots of the words used are cognates - they must be pronounced accurately. Be aware of false friends. Be aware of silent letters when completing dictations and when reading aloud
Why are you teaching it now ? What prior learning do students have ?	This module builds on the foundations that were set in year 7 and develops language knowledge and grammar that has already been acquired. There is a shift from present tense activities that students learnt about in year 7 to the past tense. There is a big focus on pronunciation. It is an engaging topic as students have just returned from the summer break and holiday activities are fresh in their minds. This is lalso a topic that develops students' cultural understanding of French speaking countries. They have knowledge of high frequency words, this module revises them and includes more.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	**E/D** To be able to give a limited description of their holiday destinations and activities with limited vocabulary and grammar using the first person confidently. To be able to use resources as support competently and understand how the near future works and be able to give some examples of the past tense. **S** To be able to give a more detailed description of their holiday destinations and activities. To be able to answer questions using vocabulary, time phrases and tenses accurately. To be able to give some clear examples of the the past tense with confidence. **M** To be able to give an extended description of their holiday destinations and activities answering questions in full sentences with the addition of accurate opinion phrases, time phrases, quantifiers and adjectives. To be able to attempt some independent tasks with little or no resources as support. Students will be able to use the past tense with avoir and with etre with confidence	**<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 Dictations and French spelling <u>Learning outcomes</u> Use avoir and etre appropriately in the first person and 3rd person plural Use and understand sequencers to develop writing Use and spot negatives with perfect tense verbs

	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. 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	Spot and use irregular verbs in the perfect tens Give and justify opinions about holidays using the present and past tense. Describe their holidays using expanded vocabulary and more complex sentences. Use adjectives appropriately Work with authentic texts regarding French theme parks and engage in GCSE-style photo card and writing tasks. <u>Key Vocabulary and Phrases</u> Questions & Core Structures Qu'est-ce que tu as fait? Tu es allé(e) où? C'était génial / nul! Quel désastre! Past Actions (Passé Composé)j'ai joué / mangé / écouté j'ai visité / fait / pris je suis allé(e) / resté(e) Je n'ai pas pris de photos Context & Detailsen France / Espagne / États-Unis en avion / train / voiture d'abord / ensuite / finalement Normalement... / L'année dernière...

	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.	
Assessment	End of Unit 1 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 weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	