Y 9 Module 1	**Title: Mon monde à moi**	
Why are you teaching it?	Start of Dynamo Book 3 for Year 9. 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.	**<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.
Why are you teaching it now ? What prior learning do students have ?	This module builds on the foundations that were set in year 8 and develops language knowledge and grammar. It is an engaging topic as students can relate to the experiences - title of module = ‘’My world’ It also discusses the importance of extra-curricular activities.	
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 world 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 world 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 near future and the past tense with confidence. **M** To be able to give an extended description of their world 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 switch between tenses and use all 3 tenses with confidence.	**<u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>** Pronunciation of key vocabulary Reading through texts quickly to get the gist Picking out keywords from a text Reading aloud Dictations and French spelling Phonics **<u>Learning outcomes</u>** Students will be able to: Give and justify opinions on after-school activities and interests using a range of verbs. Describe themselves and their friends using expanded vocabulary and more complex sentences. Talk about their birthday celebrations in the past tense. Describe what they did and wore for a special event, using past and descriptive language. Work with authentic texts and engage in GCSE-style photo card and writing tasks.

	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. Interview tasks: Students conduct and respond to interviews about their personal world, including their likes and dislikes, after-school activities, and past birthday celebrations. Descriptive tasks: Learner's practice describing people and pictures, focusing on physical appearance and personality traits. A key example is the GCSE-style photo card task. Past event narratives: Students orally describe what happened during a recent celebration or special occasion, using the perfect tense. Future plans discussion: Learners discuss their upcoming plans, particularly what they are going to wear to a future event, using the near future 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	<u>Key vocabulary</u> <u>Likes and dislikes</u> Quand je suis seul(e): When alone Quand je suis avec mes amis: When with friends Le week-end: At the weekend Comme sports: As for sports Sur mon portable: On phone Jouer: to play Regarder: to watch Lire: to read Écouter: to listen to Préférer: to prefer Détester: to hate <u>Describing yourself and friends</u> <u>Physical descriptions</u> Il/Elle est...: He/She is... Grand(e): tall Petit(e): small De taille moyenne: of medium height Il/Elle a les yeux...: He/She has... eyes Bleus: blue Verts: green Marron: brown Il/Elle a les cheveux...: He/She has... hair Blonds: blond Bruns: brown Noirs: black Roux: red Courts: short Longs: long Mi-longs: mid-length Raides: straight Bouclés: curly Frisés: very curly Il/Elle porte des lunettes: He/She wears glasses <u>Personality traits</u> Sympa: nice Gentil(le): kind Drôle: funny Intelligent(e): intelligent Timide: shy Égoïste: selfish

	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.	Paressaux/paresseuse: lazy Sportif/sportive: sporty <u>After-school activities</u> Activités extrascolaires: extra-curricular activities Une fois par semaine: once a week Tous les lundis: every Monday Je fais de la danse: I do dancing Je joue au foot: I play football Je joue du piano: I play the piano Je vais au cinéma: I go to the cinema Je sors avec mes amis: I go out with my friends Une équipe: a team <u>Birthday celebrations</u> Mon anniversaire: my birthday Comment as-tu fêté ton anniversaire? How did you celebrate your birthday? Le week-end dernier: last weekend Je suis allé(e) au restaurant: I went to the restaurant J'ai mangé: I ate J'ai bu: I drank J'ai ouvert des cadeaux: I opened presents J'ai fêté: I celebrated <u>Clothing (for events)</u> Qu'est-ce que tu vas porter? What are you going to wear? Je vais porter...: I am going to wear... Une casquette: a cap Un blouson: a jacket Un jean: a pair of jeans Une robe: a dress Une jupe: a skirt Un t-shirt: a t-shirt Des baskets: trainers Other useful words and expressions et: and mais: but aussi: also parce que: because car: because donc: therefore ensuite: then après: after

		finalement: finally assez: quite très: very un peu: a bit
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.	