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<tr><th>Y 7 Module 1</th><th colspan="2">Title: La Rentrée</th></tr>
<tr><td>Why are you teaching it?</td><td>This module introduces foundational French vocabulary and basic grammar structures. It covers: Greetings , Personal Information (name , age), Family , The Classroom , Likes/Dislikes , Personality , Actions/Hobbies , and Dates (days , numbers , months). This essential content provides the core building blocks for future language acquisition, developing skills in listening, reading, speaking, and writing basic French.</td><td><u>Misconceptions</u>

Gender: Students must learn to distinguish the gender of nouns (e.g., un frère vs. une sœur , un tableau vs. une porte). Verb Conjugation: Correctly using Je suis (I am) vs. J’ai (I have) (especially for age, J’ai onze ans - I am 11 years old). Negation: Correctly using Je n’ai pas (I don't have) and Je ne suis pas (I am not) for negation.</td></tr>
<tr><td>Why are you teaching it now ?
What prior learning do students have ?</td><td colspan="2">This is the initial foundational module for French, essential for starting the language learning journey. It provides students with the immediate ability to introduce themselves (name, age, well-being), engage in simple conversations, and recognize key vocabulary related to their own life (family , school , hobbies).
Some students will have prior knowledge from Primary School and they would’ve completed the Accès book – see Accéss medium term plan from last term.</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>E/D Students can use simple greetings (Bonjour, Salut!) and state their name (Je m’appelle…) and age (J’ai... ans). They can count to 20 and list days/months.

S Students can ask and respond to questions about name, well-being (Comment ça va?), age, and family structure (As-tu des frères et sœurs?) using full sentences. They can express basic likes/dislikes (J’aime... / Je n’aime pas…) for various topics (e.g., le foot, les pizzas).

M Students can give a more detailed self-description, including personality traits (sympa, timide) and simple actions/hobbies (chanter, surfer). They can describe a</td><td><u>Vocabulary and literacy focus (Tier 2/Tier 3)</u>

Pronunciation of key vocabulary, silent letters (e.g., the 'e' in douze), recognizing cognates (e.g., moderne , intelligent(e)), and learning to distinguish the masculine and feminine forms of adjectives/nouns (e.g., petit/petite , un/une prof)

Reading through texts quickly to get the gist

Picking out keywords from a text

Reading aloud

Dictations and French spelling

Phonics</td></tr>
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	classroom using position phrases (*au centre, à gauche*) and state their birthday using the correct format (*Mon anniversaire, c'est le...*) with numbers up to 31. **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. **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. Constant revision and reinforcement learning. Checking 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.	**<u>Learning outcomes</u>** This introductory module continues the foundational work of the French language by utilizing the core structure and content from the beginning of Dynamo 1. The overarching theme covers essential personal information, starting with Point de départ greetings and well-being (*Comment ça va?*) , moving through family structure (Unit 1: *As-tu des frères et sœurs?*) , classroom vocabulary (Unit 2: *Voici ma salle de classe!*) , likes and dislikes (Unit 3: *Tu aimes ça?*) , personality description (Unit 4: *Tu es comment?*) , and simple actions and dates (Units 5 & 6). It focuses on developing skills in the Present Tense with the key verbs *être* (to be) and *avoir* (to have), alongside basic negation (*Je ne suis pas...*, *Je n'ai pas...*) , which are crucial for success in all four language skills (Listening, Reading, Speaking, and Writing) at this initial level. The engaging topics allow students to immediately use the language to talk about themselves and their world, making the learning highly motivating. **<u>Key Vocabulary and Phrases</u>** **Greetings & Well-being**: *Bonjour* , *Comment ça va?* , *Ça va très bien* , *Au revoir*. **Self & Family**: *Je m'appelle...* , *J'ai... ans* , *un frère* , *une demi-sœur* , *fils/fille unique*. **Classroom**: *un tableau* , *une fenêtre* , *des élèves* , *nul*. **Likes/Dislikes:** *J'aime le sport* , *Je n'aime pas les araignées*. **Descriptions**: *Je suis amusant(e)* , *Il est arrogant*. **Actions:** *danser* , *tchatter* , *retrouver mes amis*. Dates: *mardi* , *dix* , *vingt-et-un* , *mars*.

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 to the 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. Checking the balance of skills covered is appropriate. Gap analysis – review of difficult questions and re-visit in the following lessons.	