

Y 9 Module 1	Title: <i>Ma vie sociale d'ado</i> (GCSE theme: Identity and Culture)	
Why are you teaching it?	Start of Studio Book 3.	<p>Misconceptions Facebook is a key topic at the start of this module. Lots of the words used are cognates - they must be pronounced accurately. Be aware of false friends.</p>
Why are you teaching it now? What prior learning do students have?	<p>This topic was introduced in Studio 2 (year 8 textbook). This was post lockdown when confidence was, on the whole, low, with students having had mixed experiences in understanding of new vocabulary. 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 life as a teenager'.</p>	
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 give a limited description of their teenage lifestyle and activities. To be able to give basic responses agreeing and disagreeing 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. To understand how to form avoir and être</p> <p>S To be able to give a more detailed description of their teenage lifestyle and activities. To be able to answer questions using vocabulary, time phrases and tenses accurately. To be able to conjugate aller + the infinitive (the near future) with limited support.</p> <p>M To be able to give an extended description of their teenage lifestyle 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.</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 Irregular verbs Vouloir/Pouvoir The perfect tense with <i>avoir/être</i> - how to form it</p> <p>Direct object pronouns - le, la, les Adjective agreement High-level opinions & Opinions in the past tense</p>

	<p>Oracy - Students will create an individual 3 min spoken presentation. Scaffolded support will be available for students who need it. Teaching styles will include: 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 targetted 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 1 assessment – Listening , Reading, Speaking and Writing and translation tasks.</p> <p>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 1 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>
What amendments are you going to make following evaluation of this module?	<p>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.</p>	