

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
Year: 7 Term: Spring	Topic: Au Collège (At school)	<b>Which words will be explicitly taught &amp; how frequently will understanding be checked? How will assimilation of new vocab be checked?</b>
<p><b>What is the essential knowledge from this unit? What do students need to remember and understand?</b></p> <p><b>Skill focus is READING AND LISTENING</b></p> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>• School subjects</li> <li>• Opinions and reasons</li> <li>• Describing your teachers</li> <li>• Physical descriptions (height/size/hair/eyes)</li> <li>• Saying what you are going to do after school (near future tense)</li> <li>• Saying what you would like to study at school (je voudrais étudier) and what your ideal school would be like (basic conditional tense)</li> <li>• How to TAILOR your work</li> </ul> <p><b>Culture:</b> Learning about the French school system and 'Les Choristes' film project</p> <p><b>Grammar</b></p> <p>Recap key verbs in present tense</p> <p>Introduction of Near future tense</p> <p>Use of Adjectives, linking words, intensifiers, tenses (TAILORED)</p> <p>Basic conditional tense eg. Je voudrais + infinitive/serait/il y aurait</p>		<p>Vocabulary includes key verbs in present and near future tenses, school subjects, opinions, descriptions vocabulary, verbs, adjectives, intensifiers, linking words in French.</p> <p>Teachers will give students Vocabulary lists/Knowledge Organisers and Sentence builders at the start of each unit. Students should use these to help with their work and build their knowledge.</p>
<p><b>What prior learning supports understanding of this content?</b></p> <p>Students have already learn key verbs in the present tense, near future and conditional tenses. They have given basic opinions and used adjectives/learnt about adjectival agreement and described people's personality</p>	<p><b>How does this content link to future learning?</b></p> <p>Key questions, grammar and vocabulary that will be revisited and built upon in future learning. Key Verbs and concept of how to TAILOR your work embedded across whole of KS3.</p>	
<p><b>Reading:</b> Where in the unit are students supported to read complex academic text?</p> <p>Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> Independent writing tasks and how they are structured</p> <p>Students will write sentences/short paragraphs to describe their day at school and their opinions of school subjects. They will do this using scaffolds and model texts to support.</p>	
<p><b>Key assessments: Reading and Listening Assessments</b></p> <p><b>How will feedback be received?</b></p> <p>WWW/Next Steps feedback sheets will be completed after the assessment and the students' current pathway will be identified using the MFL Personalised Learning Checklist.</p> <p><b>What will be seen in books?</b> 'Can Do' statement purple sheet will be completed by students to assess their confidence and track their progress</p> <p>Students will complete a Reading assessment (which includes translation and comprehension exercises) and a Listening assessment at the end of the unit based on this unit. Feedback will be given by teachers on the main speaking assessment (green feedback sheets used for this). Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.</p>		