

KEVICC KS3 Curriculum:	Subject: French	Key terms and vocabulary.
Year: 9 Term: Summer	Topic: Le collège, l'argent et le travail	<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>  <b>Skill focus is WRITING</b>  <u>Content</u>  <b>Content: SUMMER 1</b></p> <ul style="list-style-type: none"> <li>• Describing your school</li> <li>• Your ideal school</li> <li>• School subjects and opinions</li> <li>• Uniform and school rules</li> <li>• Yesterday at school</li> <li>• What you are going to study next year</li> <li>• <b>SUMMER 2</b></li> <li>• What type of person you are</li> <li>• Talking about earning and spending money</li> <li>• Jobs and future plans</li> <li>• Time expressions</li> <li>• GCSE Key verbs work</li> <li>• KS3 vocabulary work</li> </ul> <p><b>Culture:</b> Learning about French charities  <b>GRAMMAR</b>  Key verbs in 4 tenses (present, perfect, near future and conditional)  Higher-imperfect and simple future tenses  Comparatives  Negatives  Si clauses</p>		<p>Vocabulary includes key verbs in present, perfect,, near future and conditional tenses, school subjects, jobs and places of work. 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>  Students described a visit to Paris in Year 8. They have covered present, perfect, near future tenses and key verbs in conditional tense. They completed Writing Assessments in Summer Term in Year 7 and 8 and regularly practise this skill.</p>	<p><b>How does this content link to future learning?</b>  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> <i>Where in the unit are students supported to read complex academic text?</i>  Reading activities from textbook and model texts provided by teachers to develop comprehension and literacy.</p>	<p><b>Writing:</b> <i>Independent writing tasks and how they are structured</i>  Students will complete a Writing assessment which includes a photo task, translation and a short essay in test conditions (with no support). They will prepare for this using scaffolds and model texts to support</p>	
<p><b>Key assessments: Writing Assessment</b>  <b>How will feedback be received?</b>  WWW/Next Steps feedback sheets will be completed after the assessments and the students' current pathway will be identified using the MFL Personalised Learning Checklist.  <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. Students will complete a Writing assessment at the end of the unit. Feedback will be given by teachers on the main Writing assessment (green feedback sheets used for this). Errors will be highlighted and students will be encouraged to use purple pen to correct these errors and improve the accuracy/content of their writing. Book checks will be regularly completed to ensure work is of high standard and students are achieving their potential.</p>		