



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

Number of weeks (between 6&8)	Content of the unit Module 1 - Salut!		Assumed prior learning (tested at the beginning of the unit)
HT 1 8 weeks (coverage) + 1 week assessment (revision / test / feedback)	Content: <ol style="list-style-type: none"> 1. Talking about yourself and someone else. 2. Saying what you did yesterday. 3. Talking about the past. 4. Saying where you have been and what you have done. 5. A special day out. 	Skills: <ol style="list-style-type: none"> 1. avoir, être, present tense, all forms (revision) and -er verbs present tense, all forms (revision) 2. introduction to perfect tense: avoir verbs, je and tu forms; negative of verbs in perfect tense (ne ... pas); du / de la / de l' / des become de after negative. 3. irregular past participles which end in -u, -t, and -s. 4. the perfect tense with il / elle forms. 5. using nous / ils / elles with the perfect tense. 	From Yr 7 Use of avoir and être in the present tense with all pronouns. Use of verbs and basic vocabulary to describe oneself (name, age, numbers to 20).
Assessment points and tasks	Written feedback points	Learning Outcomes (tested at the end and related to subject competences)	
Vocabulary learning tests If score less than 15/20, pupils to attend Catch-Up session <ol style="list-style-type: none"> 1. Based on Metro 2 rouge p22 - Section Comment tu t'appelles? and Tu es de quelle nationalite? - Lesson 2 2. Based on Metro 2 rouge workbook p22 - Section Ma description and Ta famille - Lesson 5 3. Based on Metro 2 rouge p22 - Section Des verbes utiles - Lesson 8 4. Based on Metro 2 rouge p23 - Section Qu'est-ce que tu as fait hier? - Lesson 11 5. Based on Metro 2 rouge p23 - Section Ou es-tu alle? And Et vous? - Lesson 14 6. Summary vocabulary test - most problematic words Lesson 17 	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> 1. Choosing between avoir and etre - Collins w/audio KS3 Revision Guide pp 148-149 Ex1-4 - Lesson 3 2. Using perfect tense, -er verbs only - Metro 2 Rouge workbook p4 - ex 1a and ex 2 - lesson 6 3. Irregular perfect tense with avoir - Metro 2 Rouge workbook p5 ex2 - lesson 9. 4. Regular perfect tense with etre - Metro 2 rouge workbook p36 - lesson 12 5. Grammar revision - Key points from Module 1 - Metro 2 rouge workbook pp10-11 	PIXL plotting - subject competences See below Test Based on Module 1 NC sub-levelled test Standardised for all AT skills - tests content and skills listed	



KS3 MFL AT1 Listening	Band 3	Band 4	Band 5	Band 6
I can identify the main points and simple opinions in a short spoken passage, but some things need to be repeated				
I can understand the main points and some of the detail from longer spoken passages, but some things may need to be repeated				
I can identify opinions and reasons				
I can work out the gist of a passage				
I can understand spoken passages referring to present events on several topics				
I can understand spoken passages referring to past and present OR future events on several topics				
I can understand spoken passages referring to past, present AND future events on several topics				
I can note some complex opinions				
I can note most complex opinions				
I can understand longer passages and recognise different peoples' points of view				
I can use my knowledge of grammar to understand familiar language in a new context				
I am starting to be able to work out the meaning of unfamiliar words and inferred information				
I am starting to identify and understand more difficult structures				
I can understand a range of different spoken passages				

KS3 MFL AT2 Reading	Band 3	Band 4	Band 5	Band 6
I can identify the main points and simple opinions in a short written text				
I am starting to use a dictionary to look up words				
I can understand the main points and some of the detail from a longer written text				
I can identify opinions and reasons				
I am beginning to work out the gist of written texts				
I can confidently use a dictionary to find new words				
I can understand main points in a text referring to present and past or future events on several topics				
I can understand main points in a text referring to present and past and future events on several topics				
I can note some complex opinions				
I am moderately confident when reading aloud				
I can note a range of complex opinions				
I can understand longer texts and recognise peoples' points of view				
I can use my knowledge of grammar to understand familiar language in a new context				
I am starting to work out the meaning of unfamiliar words and inferred information				
I am starting to identify and understand more difficult structures				

KS3 MFL AT3 Speaking	Band 3	Band 4	Band 5	Band 6
I can take part in a short conversation of 2/3 exchanges with prompts, from memory				
I can give simple opinions				
I can change single words in phrases to make new ones				
I can use a range of classroom language				
I can take part in a short conversation of 3/4 exchanges				
I can give opinions and reasons				
I am starting to use simple connectives				
I can say some difficult phonemes correctly				
I am using some pupil-pupil language in class				
I can ask for information				
I can take part in a conversation using present and past or future events				

KS3 MFL AT4 Writing	Band 3	Band 4	Band 5	Band 6
I can write 3/4 sentences on a familiar topic adapting language I have already learned				
I can give reasons and opinions				
I can use simple connectives				
I can use a dictionary more confidently to look up words and gender/plurals				
I can write a longer text				
I can refer to present and past or future events				
I am starting to use complex opinions				
I can write a longer text and refer to past/present/future events				
I can use a range of complex opinions and connectives				
I use my prior learning regularly in my work				
I can use grammar to build my own phrases in new contexts				



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I am starting to use complex opinions					I am beginning to use more complex structures
I use prior learning in my work					
I can refer to the past, present and future in a range of topics					
I can use a range of complex opinions and connectives					
I am more confident in saying phenomes					
I can give a short prepared talk on a topic of my choice					

Lesson	Clear learning intentions	Clear success criteria	Hook	Presentation of content	Guided practice	Independent practice (homework) Strand 1 – Vocabulary Strand 2 – Language skills	Closure
1	Talking about yourself 1 KQ: Can I introduce myself saying my name, age and where I live?	All: understand, ask and respond to questions to describe oneself using “je m’appelle” and “j’ai”. Most: Use the correct verb (être or avoir) with the pronoun “je”. Some: use the correct agreement of noun and adjective.	Match up French and English, revision of year 7 content.	PPT based on Metro 2 rouge pp6-7 Metro electro Cassette A, side 1 or CD 1, track 1 R & A File: worksheets 1–3, pp4–6; worksheet 6, p9; grammar 1, p10	Introduction and revision of key verbs to describe yourself.	Strand 1 - Vocabulary	Flash sentences with mini-whiteboards.



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2	Talking about yourself 2 KQ: Can I introduce myself adding a description of hair and eyes?	All: understand, ask and respond to questions to describe oneself using the correct verb (être or avoir) with the pronoun "je" Most: use the correct agreement of noun and adjective. Some: understand and give more details to produce a longer paragraph.	Writing: change details from template to describe yourself.	PPT based on Metro 2 rouge pp6-7 Metro electro Cassette A, side 1 or CD 1, track 1 R & A File: worksheets 1-3, pp4-6; worksheet 6, p9; grammar 1, p10	Revision of adjectives, eye and hair colours.	Strand 1 Vocabulary learning 1.1 based on Metro 2 rouge p22 - Section Comment tu t'appelles? and Tu es de quelle nationalite?	Exit questions.
3	Talking about yourself 3 KQ: Can I introduce myself adding information about my family and pets?	All: understand, ask and respond to questions to describe oneself using the correct verb (être or avoir) with the pronoun "je" and "tu" Most: Also use the pronouns "il/elle". Some: understand and give more details to produce a longer paragraph.	Match up French and English: key words from previous lesson.	PPT based on Metro 2 rouge pp6-7 Metro electro Cassette A, side 1 or CD 1, track 1 R & A File: worksheets 1-3, pp4-6; worksheet 6, p9; grammar 1, p10	Write a paragraph to describe yourself using all the vocabulary seen.	Strand 2 Choosing between avoir and etre - Collins w/audio KS3 Revision Guide pp 148-149 Ex1-4	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
4	Talking about someone else 1 Can I understand someone else's description?	All: understand the different pronouns "je", "tu", "il/elle" with etre and avoir. Most: understand and say the different pronouns "je", "tu", "il/elle" with etre and avoir. Some: Understand, say and write the correct of form of etre and avoir with different pronouns.	Match up French and English: key verbs from previous lesson.	PPT based on Metro 2 rouge pp6-7	Introduction of il/elle form.	Strand 2 Core Collins w/audio KS3 Revision Guide p149 pp 148-149 Ex1-4 Support Collins w/o audio pp78-79 Extension Ex 5	Flash sentences with mini-whiteboards.



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5	<p>Talking about someone else 2 Can I introduce someone else using the correct verb?</p>	<p>All: understand and ask questions to describe someone else using the correct verb (être or avoir) with the correct pronoun "il or elle".</p> <p>Most: understand the correct agreement of noun and adjective with gender.</p> <p>Some: understand more details in a longer paragraph.</p>	Coloured sentences with class and in pairs.	PPT based on Metro 2 rouge pp6-7	Listening and comprehension of the different forms of avoir and etre.	Strand 1 Vocabulary learning 1.1 based on Metro 2 rouge workbook p22 – Section Ma description and Ta famille	Exit questions.
6	<p>Talking about someone else 3 Can I introduce someone else?</p>	<p>All: understand, ask and respond to questions to describe someone else using the correct verb (être or avoir) with the correct pronouns "je", "tu", "il/elle".</p> <p>Most: use the correct agreement of noun and adjective with gender.</p> <p>Some: understand and give more details to produce a longer paragraph.</p>	Writing: translation activity	PPT based on Metro 2 rouge pp6-7	Writing: description of someone using the correct adjectival agreement and verb.	Strand 2 Using perfect tense, -er verbs only - Metro 2 Rouge workbook p4 - ex 1a and ex 2 – lesson 6	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
7	<p>Saying what you Can I understand what someone did yesterday using the past tense?</p>	<p>All: understand questions and statements about what they did yesterday using the perfect tense with avoir and "je".</p> <p>Most: also understand the negative form with some of some verbs in the perfect tense.</p> <p>Some: also notice the form of "de" after the negative form with the 4 verbs.</p>	Fill in the gaps with previously learnt verbs.	PPT based on Metro 2 rouge pp8-9	Introduction of 4 verbs with the auxiliary to have in the first person.	Strand 1 - Vocabulary	Flash sentences with mini-whiteboards.



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8	<p>Saying what you did yesterday 2 Can I say what I did yesterday using the past tense?</p>	<p>All: understand questions and statements about what they did yesterday using the perfect tense with avoir and "je".</p> <p>Most: also understand and use the negative form with some of some verbs in the perfect tense.</p> <p>Some: also understand the form of "de" after the negative form with the 4 verbs.</p>	<p>Translation activity</p>	<p>PPT based on Metro 2 rouge pp8-9</p>	<p>Listening comprehension of statements in the past tense with key verbs.</p>	<p>Strand 1 Vocabulary learning 1.3 based on Metro 2 rouge p22 – Section Des verbes utiles</p>	<p>Exit questions.</p>
9	<p>Saying what you did yesterday 3 Can I say what I did yesterday using the past tense?</p>	<p>All: understand, ask and respond to questions about what they did yesterday using the perfect tense with avoir and "je", "tu" and the verbs regarder, jouer, écouter, faire.</p> <p>Most: also understand and use the negative form with some of those verbs in the perfect tense.</p> <p>Some: also understand and use the correct form of "de" after the negative form with the 4 verbs.</p>	<p>Draw the sentence</p>	<p>PPT based on Metro 2 rouge pp8-9</p>	<p>Write a short paragraph to describe what you did yesterday, including verbs in the perfect tense and negative forms.</p>	<p>Strand 2 Irregular perfect tense with avoir - Metro 2 Rouge workbook p5 ex2</p>	<p>Speaking: use of randomizer to choose pupils to read their production. Peer feedback</p>



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10	<p>Saying what you did in the past using irregular perfect tense - magic 10 with avoir only 1 Can I understand what someone did last weekend using the past tense?</p>	<p>All: understand questions about what they did last weekend using the perfect tense with avoir and "je", "tu" and 3 high frequency verbs.</p> <p>Most: also understand those verbs with the pronouns "il/elle" as well, use the negative form with 5 of those verbs in the perfect tense.</p> <p>Some: also understand the 3 singular pronouns with 7 high frequency verbs.</p>	Match up connectives	PPT based on Metro 2 rouge pp10-11	Introduction of high frequency verbs in the past tense using the auxiliary avoir.	Strand 1 - Vocabulary	Flash sentences with mini-whiteboards.
11	<p>Saying what you did in the past using irregular perfect tense - magic 10 with avoir only 2 Can I say what I did last weekend using the past tense?</p>	<p>All: understand questions about what they did last weekend using the perfect tense with avoir and "je", "tu" and 5 high frequency verbs.</p> <p>Most: also understand those verbs with the pronouns "il/elle" as well, use the negative form with 7 of those verbs in the perfect tense.</p> <p>Some: also understand the 3 singular pronouns with 10 high frequency verbs.</p>	Match opinions	PPT based on Metro 2 rouge pp10-11	Reading comprehension: questions about a text in the past tense to use as a template.	Strand 1 Vocabulary learning 1.4 based on Metro 2 rouge p23 – Section Qu'est-ce que tu as fait hier?	Exit questions on opinions.



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12	<p>Saying what you did in the past using irregular perfect tense - magic 10 with avoir only 3 Can I write about what I did last weekend using the past tense?</p>	<p>All: understand, ask and respond to questions about what they did last weekend using the perfect tense with avoir and "je", "tu" and 5 high frequency verbs.</p> <p>Most: also understand and use those verbs with the pronouns "il/elle" as well, use the negative form with 7 of those verbs in the perfect tense.</p> <p>Some: also understand and use the 3 singular pronouns with 10 high frequency verbs.</p>	Fill in the gaps in the template: key verbs.	PPT based on Metro 2 rouge pp10-11	Write a short paragraph to describe what you did last weekend, including verbs in the perfect tense and negative forms; different pronouns and opinions in the past.	Strand 2 Regular perfect tense with etre - Metro 2 rouge workbook p36	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
13	<p>Saying where you have been and what you have done. 1 Can I use the past to speak about where I have been and what I have done?</p>	<p>All: understand and respond to questions about what they did last weekend using the perfect tense with "etre" and "je", "tu" and 5 high frequency verbs.</p> <p>Most: also understand and use those verbs with the pronouns "il/elle" as well, use the negative form with 7 of those verbs in the perfect tense.</p> <p>Some: also understand and use the 3 singular pronouns with 10 high frequency verbs.</p>	Song "etre" with every pronoun in the present tense	<p>PPT based on Metro 2 rouge pp12-13 Metro electro Cassette A, side 1 or CD 1, track 4 R & A File: grammar 3, p13; skills, p14</p>	Introduction of "etre" as an auxiliary with some high frequency verbs.	Strand 1 - Vocabulary	Flash sentences with mini-whiteboards.



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14	<p>Saying where you have been and what you have done. 2 Can I use the past to speak about where I have been and what I have done?</p>	<p>All: understand, ask and respond to questions about what they did last weekend using the perfect tense with <i>etre</i> and “<i>je</i>”, “<i>tu</i>” and 5 high frequency verbs.</p> <p>Most: also understand and use those verbs with the pronouns “<i>il/elle</i>” as well, use the negative form with 10 of those verbs in the perfect tense.</p> <p>Some: also understand and use the 3 singular pronouns with 12 high frequency verbs.</p>	<p>Challenge 5-7-10: split sentences to match up</p>	<p>PPT based on Metro 2 rouge pp12-13 Metro electro Cassette A, side 1 <i>or</i> CD 1, track 4 R & A File: grammar 3, p13; skills, p14</p>	<p>Activities around past participles and their formation and auxiliaries.</p>	<p>Strand 1 Vocabulary learning based on Metro 2 rouge p23 – Section <i>Ou es-tu alle?</i> And <i>Et vous?</i></p>	<p>Exit questions about verbs using the auxiliary <i>etre</i>.</p>
15	<p>Saying where you have been and what you have done. 3 Can I use the past to speak about where I have been and what I have done?</p>	<p>All: understand, ask and respond to questions about what they did last weekend using the perfect tense with <i>etre</i> and “<i>je</i>”, “<i>tu</i>” and 7 high frequency verbs.</p> <p>Most: also understand and use those verbs with the pronouns “<i>il/elle</i>” as well, use the negative form with 10 of those verbs in the perfect tense.</p> <p>Some: also understand and use the 3 singular pronouns with 12 high frequency verbs.</p>	<p>Recap of songs: <i>etre</i> and <i>avoir</i>.</p>	<p>PPT based on Metro 2 rouge pp12-13 Metro electro Cassette A, side 1 <i>or</i> CD 1, track 4 R & A File: grammar 3, p13; skills, p14</p>	<p>Translation in French and English including past tense with several pronouns, connectives and opinions , to model answers.</p>	<p>Strand 2 Core Metro 2 Rouge w/b p6 ex 2 Support Metro 2 Rouge w/b p6 ex 1 Extension Expo 3 Vert W/book p35</p>	<p>Speaking: use of randomizer to choose pupils to read their production. Peer feedback</p>



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16	Talking about a day out and activities in the past 1 Can I use some verbs in the past to speak about a past day out?	All: understand and respond to questions about what they did on a day out using the perfect tense with avoir and être; and the singular pronouns. Most: also understand and use the plural pronouns "nous", "vous", "ils/elles" as well. Some: also understand opinions in the past.	Fill in the gaps with the correct verb.	PPT based on Metro 2 rouge pp14-15 Metro electro Cassette A, side 1 or CD 1, track 5 R & A File: grammar 4, p13 Flashcards 11–20: places	Introduction of plural pronouns and their auxiliaries.	Strand 1 - Vocabulary	Flash sentences with mini-whiteboards.
17	Talking about a day out and activities in the past. 2 Can I use the past to speak about a past day out and use more pronouns?	All: understand and respond to questions about what they did on a day out using the perfect tense with avoir and être; and the all pronouns. Most: also use the plural pronouns "nous", "vous", "ils/elles" as well. Some: also understand and use an opinion in the past.	Match up the pronouns.	PPT based on Metro 2 rouge pp14-15 Metro electro Cassette A, side 1 or CD 1, track 5 R & A File: grammar 4, p13 Flashcards 11–20: places	Listening-reading: draw the sentence and write the drawing	Strand 1 Vocabulary learning Summary vocabulary test – most problematic words	Exit questions about different pronouns with verbs in the past tense.
18	Talking about a day out and activities in the past. 3 Can I use the past to speak about a past day out and use more pronouns and opinions?	All: understand, ask and respond to questions about what they did on a day out using the perfect tense with avoir and être; and the singular pronouns. Most: also use correctly the plural pronouns "nous", "vous", "ils/elles" as well. Some: also understand and use several opinions in the past.	Songs with être and avoir to recap before assessment	PPT based on Metro 2 rouge pp14-15 Metro electro Cassette A, side 1 or CD 1, track 5 R & A File: grammar 4, p13 Flashcards 11–20: places	Writing: revision and practice of past. Criteria for level 3-4-5 given and explained before production.	Strand 2 Grammar revision – Key points from Module 1 – Metro 2 rouge workbook pp10-11	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



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19	Assessment			Metro 2 Assessment pack		Test revision Reading / writing using PiXL model What do they need to know for Module test?	
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