



Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 8 French

Number of weeks (between 6&8)	Content of the unit Module 3 - Famille et copains		Assumed prior learning (tested at the beginning of the unit)
HT 3 5 weeks (coverage) + 1 week assessment (revision / test / feedback)	Content: 1. Talking about your family. 2. Talking about your friends. 3. Talking about your favourite things. 4. Talking about parts of the body 5. Saying what is wrong with you and what you need.	Skills: 1. Possessive pronouns mon/ma/mes, ton/ta/tes, son/sa/ses, notre/nos. 2. Comparisons and superlatives, adjectives agreement. 3. Direct object pronouns (le / la / l' / les) 4. Using pour + infinitive; regular and irregular plurals of nouns. 5. The use of Imperative - vous form.	From Yr 7 Possessive pronouns mon/ma/mes Adjectival agreement. Some adjectives (grand/petit) The mark of the plural. Numbers.
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 1. Based on Metro 2 rouge p58 - Section Ma famille - Lesson 2 2. Based on Metro 2 rouge workbook p58 - Section Les nombres and Mes copains - Lesson 5 3. Based on Metro 2 rouge pp58-59 - Section Poser des questions and Mon opinion - Lesson 8 4. Based on Metro 2 rouge p59- Section Le corps- Lesson 11 5. Based on Metro 2 rouge p59- Section J'ai mal - Lesson 14 6. Summary vocabulary test - most problematic words - Lesson 16	Written homeworks (see schedule for more detail) 1. Understanding family members and personal details - Metro 2 rouge workbook p23 - Lesson 3 2. Using comparisons and superlatives - Metro 2 Rouge workbook p24 - lesson 6 3. Using opinions and superlatives - Metro 2 Rouge workbook p25 - lesson 9. 4. Using body parts and superlatives - Metro 2 rouge workbook p26- lesson 12 5. Grammar revision - Key points from Module 3 - Metro 2 rouge workbook pp27-28.	PIXL plotting - subject competences See below Test Based on Module 3 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 Listening	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									



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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 your family. 1 Can you name the different members of your family using the masculine and feminine correctly?	All: Can you ask and say how your family is? Most: Can you also write correctly 7 family members? Some: Can you use the correct possessive adjective to describe your family?	Match French and English: family members.	Powerpoints based on Metro 2 rouge pp 42-43 Metro electro Cassette B, side 1 or CD 2, track 1 R & A File: worksheet 5, p54; grammar 4, p58	Introduction of family members with possessive pronouns mon/ma/mes.	Strand 1 - Vocabulary	Mini whiteboard – error correction
2	Talking about your family. 2 Can you describe your family using the correct possessive pronouns?	All: Can you ask and say how your family is? Most: Can you also use the correct possessive adjective? Some: Can you give more details in your description of your family?	Jumbled words: family members	Powerpoints based on Metro 2 rouge pp 42-43 Metro electro Cassette B, side 1 or CD 2, track 1 R & A File: worksheet 5, p54; grammar 4, p58	Introduction of possessive pronouns ton/ta/tes, son/sa/ses, notre/nos.	Strand 1 Vocabulary learning 3.1 based on Metro 2 rouge p58 – Section Ma famille	Fill in the gaps with possessive pronouns
3	Talking about your family. 3 Can you describe your family	All: Can you use the correct possessive adjective when describing your family? Most: Can you give more details in your description of your family? Some: Can you add some adjectives to describe your family members?	Human recorder: reading-speaking activity	Powerpoints based on Metro 2 rouge pp 42-43 Metro electro Cassette B, side 1 or CD 2, track 1 R & A File: worksheet 5, p54; grammar 4, p58	Introduction of some adjectives and writing activity: write an ad to sell your sibling on Ebay.	Strand 2 Understanding family members and personal details - Metro 2 rouge workbook p23	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



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4	Talking about your friends. 1 Can you describe your friends and family using appropriate adjectives?	All: can you say and write what your friends are like? Most: Can you also use the correct form of an adjective (masculine/feminine)? Some: Can you give more details in your description of your friends?	Classify the adjectives: positive or negative?	Powerpoints based on Metro 2 rouge pp 44-45 Metro electro Cassette B, side 1 or CD 2, track 2 R & A File: worksheet 1, p50; grammar 1-3, pp55-57	Recap of adjectival agreement with fill in the gaps.	Strand 1 - Vocabulary	Error correction on mini whiteboards.
5	Talking about your friends 2 Can you understand comparisons?	All: Can you understand a comparison and the word order? Most: Can you also write and say a comparison using the correct word order? Some: Can you write and say a comparison using old vocabulary?	Dictionary quest: find as many adjectives as possible.	Powerpoints based on Metro 2 rouge pp 44-45 Metro electro Cassette B, side 1 or CD 2, track 2 R & A File: worksheet 1, p50; grammar 1-3, pp55-57	Introduction of comparatives plus and moins que.	Strand 1 Vocabulary learning 3.2 based on Metro 2 rouge workbook p58 – Section Les nombres and Mes copains	Exit questions on comparisons.
6	Talking about your friends 3 Can you use comparatives to create your own comparisons?	All: Can you write and say a comparison using the correct word order? Most: Can you reuse vocabulary to write comparisons and use superlatives? Some: Can you create more complex sentences using connectives or plural?	Translate the sentences.	Powerpoints based on Metro 2 rouge pp 44-45 Metro electro Cassette B, side 1 or CD 2, track 2 R & A File: worksheet 1, p50; grammar 1-3, pp55-57	Introduction of more comparatives and superlatives	Strand 2 Using comparisons and superlatives - Metro 2 Rouge workbook p24	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



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7	Talking about your favourite things. 1 Can you understand preferences and opinions?	All: can understand opinion and preferences using "je prefere" and j'aime / je n'aime pas" Most: can use these opinions and preferences to create their own Some: notice the use of the direct object pronoun and how to use it.	Match up of previously seen vocabulary to express opinion.	Powerpoints based on Metro 2 rouge pp 46-47 Metro electro Cassette B, side 1 or CD 2, track 3 R & A File: worksheet 2, p51; grammar 5, p59	Recap of opinions and preferences.	Strand 1 - Vocabulary	Error correction on mini whiteboards.
8	Talking about your favourite things. 2 Can you say and write your preferences using the correct pronoun?	All: can understand opinion and preferences using "je prefere" and j'aime / je n'aime pas" Most: can understand and use the direct object pronoun correctly. Some: can also justify their preference.	Put the sentence in the right order.	Powerpoints based on Metro 2 rouge pp 46-47 Metro electro Cassette B, side 1 or CD 2, track 3 R & A File: worksheet 2, p51; grammar 5, p59	Introduction of the use of direct object pronouns (le / la / l' / les) with opinions and preferences.	Strand 1 Vocabulary learning 3.3 based on Metro 2 rouge pp58-59 – Section Poser des questions and Mon opinion	Exit questions on direct object pronouns
9	Talking about your favourite things. 3 Can you say why you prefer something using superlatives?	All: can understand and say a sentence using a superlative. Most: can say their preference justifying it with a superlative. Some: can say their preference using superlatives and the negative forms.	Translate the sentences in French or English.	Powerpoints based on Metro 2 rouge pp 46-47 Metro electro Cassette B, side 1 or CD 2, track 3 R & A File: worksheet 2, p51; grammar 5, p59	Introduction of superlatives: le plus/ la plus + adjective and writing activity to practice.	Strand 2 Using opinions and superlatives - Metro 2 Rouge workbook p25	Speaking: use of randomizer to choose pupils to read their production. Peer feedback



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10	Talking about parts of the body 1 Can you understand and say parts of the body?	All: can understand and say 5 parts of the body Most: can understand and say 10 parts of the body Some: can understand and say 12 parts of the body	Wordsearch	Powerpoints based on Metro 2 rouge pp 48-49 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 4 R & A File: worksheets 3-4, pp52-53 Flashcards 31-45: parts of the face and parts of the body	Introduction of body parts with the correct article le/la/les; introduction of irregular plural of "les yeux".	Strand 1 - Vocabulary	Mini whiteboards test
11	Talking about parts of the body 2 Can you say what washing item goes for which body part?	All: can use 10 body parts and match 3 items. Most: can use 12 body parts and match 5 items Some: can also start describing the body parts	Label the body in French	Powerpoints based on Metro 2 rouge pp 48-49 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 4 R & A File: worksheets 3-4, pp52-53 Flashcards 31-45: parts of the face and parts of the body	Using pour + infinitive; regular and irregular plurals of nouns.	Strand 1 Vocabulary learning 3.4 based on Metro 2 rouge p59- Section Le corps	Exit questions.
12	Talking about parts of the body 3 Can you use body parts and adjectives to describe someone or an animal?	All: can use simple adjectives to describe body parts. Most: can use new adjectives as well to give a longer description. Some: Can give a more detailed description.	Match up French and English	Powerpoints based on Metro 2 rouge pp 48-49 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 4 R & A File: worksheets 3-4, pp52-53 Flashcards 31-45: parts of the face and parts of the body	Reading and writing of a description	Strand 2 Using body parts and superlatives - Metro 2 rouge workbook p26	Quizz type game to recap all the new vocabulary.



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13	Saying what is wrong with you and what you need. 1 Can you understand what is wrong with someone?	All: can understand 5 things that are wrong with someone's body Most: can understand 9 things Some: can understand adverbs and details added to these 9 sentences.	Match up pictures and French	Powerpoints based on Metro 2 rouge 50-51 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 5 Flashcards 46–55: ailments	Introduction of set sentences with "j'ai" to say what is wrong	Strand 1 - Vocabulary	Mini whiteboards test
14	Saying what is wrong with you and what you need. 2 Can you say what is wrong and understand what someone needs to feel better?	All: can say what is wrong and understand a piece of advice. Most: can also give a piece of advice. Some: can use the imperative to give advice.	Put the words and sentences in the correct order	Powerpoints based on Metro 2 rouge 50-51 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 5 Flashcards 46–55: ailments	Introduction of the use of imperative – vous form	Strand 1 Vocabulary learning 3.5 based on Metro 2 rouge p59– Section J'ai mal	Exit questions.
15	Saying what is wrong with you and what you need. 3 Can you say what is wrong and give advice to get better?	All: can say what is wrong and give some advice Most: can use the imperative vous form correctly Some: can give more details in their advice.	Reading game: jeu de 11=21 days.	Powerpoints based on Metro 2 rouge 50-51 Metro electro Cassette B, side 1 <i>or</i> CD 2, track 5 Flashcards 46–55: ailments	Speaking: produce a dialogue between a patient and a doctor.	Strand 2 Grammar revision – Key points from Module 3 – Metro 2 rouge workbook pp27-28.	Speaking: use of randomizer to choose pupils to read their production. Peer feedback
16	Revision of module for assessment Can I describe my family and friends using comparisons and superlatives and justify my preferences?	All: can give a description of their family and friends using adjectives with accuracy. Most: can also add comparisons and say their preference. Some: can use superlatives as well as comparisons to create a more complex description.	Reading comprehension: put the text in order.	Powerpoints based on Metro 2 rouge pp 42-51 Metro electro	Revision of module 3 content	Strand 1 Summary vocabulary test – most problematic words	Mini whiteboard test



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17-18	Assessment			Metro assessment pack		Test revision Reading / writing using PiXL model What do they need to know for Module test?	
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