



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

Number of weeks (between 6&8)	Content of the unit Module 3 - Au college & Module 4 (Unit 1)		Assumed prior learning (tested at the beginning of the unit)
HT 5/6 6 weeks (coverage) + 6 weeks 1 week assessment (revision / test / feedback)	<b>Content:</b> <ol style="list-style-type: none"> <li>1. Talking about school subjects and opinions</li> <li>2. Asking and telling the time</li> <li>3. Talking about your timetable and teachers</li> <li>4. Talking about your day at school</li> <li>5. Saying what you wear at school</li> </ol>	<b>Skills:</b> <ol style="list-style-type: none"> <li>1. Introduction to learning device - CORNETTO</li> <li>2. c'est + adjective</li> <li>3. il est + time</li> <li>4. faire (singular forms)</li> <li>5. possessives: mon / ma / mes ton / ta / tes son / sa / ses</li> <li>6. Conjugation -er verbs</li> </ol>	From Module 1 / 2 <ol style="list-style-type: none"> <li>1. adjectival agreement</li> <li>2. possessives: mon / ma / mes</li> </ol>
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"> <li>1. Based on Métro 1 p54 - Section - Les matières AND C'est comment? Lesson 3</li> <li>2. Based on Métro 1 p54 - Section - Quelle heure est-il? AND au college - Lesson 5</li> <li>3. Based on Métro 1 pp54 - 55 - Section - Mon emploi du temps AND Les professeurs - Lesson 7</li> <li>4. Based on Métro 1 p55 - Section - Une journée au collège Lesson 10</li> <li>5. Based on Métro 1 p55 - Section - Qu'est-ce que tu portes? Lesson 12</li> <li>6. Summary vocabulary test - most problematic words Lesson 14</li> </ol>	Written homeworks (see schedule for more detail) <ol style="list-style-type: none"> <li>1. Grammar revision - Key points from Module - Métro 1 workbook p - Lesson 13</li> </ol>		PIXL plotting - subject competences See below  Test Based on Module 3 & 4 NC sub-levelled test Standardised and testing content and skills listed



<b>KS3 AT1 Listening</b>	Band 1	Band 2	Band 3	Band 4
I can understand a range of familiar spoken phrases and respond using words or actions				
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				

<b>KS3 AT2 Reading</b>	Band 2	Band 3	Band 4
I can understand a range of familiar written phrases			
I can read aloud familiar words and phrases			
I can look up words in a glossary			
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			

<b>KS3 AT3 Speaking</b>	Band 2	Band 3	Band 4
I have to repeat in order to achieve the correct pronunciation			
I can answer simple questions and give basic information using some full sentences			
I can use some familiar classroom language			
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			

<b>KS3 AT4 Writing</b>	Band 2	Band 3	Band 4
I can sometimes copy a few simple words but there are some mistakes			
I can write or copy simple words of symbols correctly			
I can write one or two short sentences with support			
I am starting to spell simple words correctly from memory			
I can write 2/3 short sentences from memory and meaning is recognisable			
I can give simple opinions			
I am starting to look up words in a dictionary			



# Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

I can give opinions and reasons				I can write 3/4 sentences on a familiar topic adapting language I have already learned			
I am starting to use simple connectives				I can give reasons and opinions			
				I can use simple connectives			
				I can write a longer text			



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

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	Do you know the vocabulary for school subjects?	<b>All</b> - learn words for at least 6 school subjects <b>Most</b> - learn and spell correctly <b>Some</b> - use a dictionary to find up to 5 new subjects	Identify the pictures	PowerPoint and metro electro presentation of the vocabulary for school subjects	Writing: Copy and write the correct meanings for the school subjects	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
2	Can you say which school subjects you like/don't like?	<b>All</b> - use <i>j'aime/je n'aime pas</i> <b>Most</b> - <i>plus je deteste/je prefere</i> <b>Some</b> - <i>plus ma matiere preferee c'est</i>	Jumbled up words for school subjects	Present opinions <i>J'aime</i> <i>Je n'aime pas</i> <i>Je deteste</i> <i>Je prefere</i>	<b>Listening and responding:</b> Ecouter 2a Ecouter 3a Speaking activity in pairs Tu aimes _____ et toi?	Strand 2 - Language skills- Workbook page - 25	Individual or WCRS relating to KQ – guide teaching of next lesson
3	Can you write about your school subjects?	<b>All</b> - use <i>J'ai + school subjects</i> <b>Most</b> - <i>add aime/n'aime pas</i> <b>Some</b> - <i>add favourite subjects</i>	Name the symbols for opinions	Present and explain model sentences Connectives Review vocabulary for school subjects	Writing: Ecrire 4a Ecrire 5a Write a short text about your school subjects Peer marking and feedback	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
4	Can you tell the time in French?	<b>All</b> - <i>say exact hours</i> <b>Most</b> - <i>plus ½ past/ quarter past/to</i> <b>some</b> - <i>plus minutes past and to</i>	Write out the numbers in words (30 - 60)	Using a clock face or metro electro present the structure for telling the time <i>il est + time</i> <i>Les cours commencent à ...</i> Thinking questions for pupils	<b>Listening and responding:</b> Listen and note down the time you hear Identify the times on the clock faces/digital clocks Speaking in pairs - draw and say the time	Strand 2 - Language skills- Workbook page - 26	Individual or WCRS relating to KQ – guide teaching of next lesson
5	Can you listen and respond to an audio lesson times?	<b>All</b> - <i>listen and choose the correct clockface</i> <b>Most</b> - <i>listen and note down the correct times</i> <b>Some</b> - <i>any extra details</i>	Sequencing times, fastest finger first (Framework Pack, p.47)	Presentation key language structures <i>Le cours de maths commence à ...</i> <i>Le cours de francais finit à ...</i> <i>Les cours commencent à ... et finissent à ...</i>	<b>Listening and responding</b> Identify times (hours and minutes) from simple statements using a 12-hour clock Ecouter 3a Ecouter 4a	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
6	Can you read and respond to an a text lesson times?	<b>All</b> - <i>read and identify exact times</i> <b>Most</b> - <i>read and identify half past/to</i> <b>Some</b> - <i>read and identify any extra details</i>	Clock dictation (Framework Pack, p.47)	Presentation key language structures <i>Le cours de maths commence à ...</i> <i>Le cours de francais finit à ...</i> <i>Les cours commencent à ... et finissent à ...</i>	<b>Reading and responding:</b> Understand short statements about times and pick out times from a short text	Strand 2 - Language skills- Workbook page -27	Individual or WCRS relating to KQ – guide teaching of next lesson



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

7	Can you talk about your timetable?	<b>All- say which lessons you have for 1 day using j'ai</b> <b>Most - on a + add the times</b> <b>Some -use nous avons + add the times</b>	Unjumble the letters to form the correct day of the week. Can you translate them?	PowerPoint /Metro electro presentation of the verbs avoir/commencer/finir	Speaking: in pairs Ask and give information about your lessons Qu'est-ce que tu as le lundi/le mardi le mercredi ...	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
8	Can you understand information about someone else's timetable?	<b>All- read and match 1 text to the correct day</b> <b>Most - read and match 3 texts to the correct day</b> <b>Some - read and match all the texts to the correct day</b>	Identify the pictures for these school subjects	Presentation of a model timetable Pupil thinking and differentiated questioning by teacher	<b>Reading and responding</b> Read and Understand descriptions about subjects taught to identify days on timetable	Strand 2 - Language skills- Workbook page -28	Individual or WCRS relating to KQ – guide teaching of next lesson
9	Can you write about a school day?  Half Term	<b>All- draw and label your timetable</b> <b>Most - plus write basic sentences to describe the timetable</b> <b>Some - plus add at least 5 connectives</b>	Quelle heure est-il game	Presentation of the key words for school subjects Connectives opinions	Writing: Draw your time table and describe a school day	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
10	Can you describe a school day?	<b>All- understand the meanings of the key verbs</b> <b>Most - adapt the key verbs in the 1<sup>st</sup> pers.</b> <b>Some - apply the key verbs in the 1<sup>st</sup> and 3<sup>rd</sup> pers.</b>	Thinking question: What are verbs?	PowerPoint/metro electro presentation of : possessives: <i>mon / ma / mes ton / ta / tes son / sa / ses</i> -er verbs singular forms	Listening and responding: Match pictures with captions about school activities at school in pairs- ecouter 1a Speaking: in pairs Understand sentences describing activities at school - parler 1c	Strand 2 - Language skills- Workbook page -29	Individual or WCRS relating to KQ – guide teaching of next lesson
11	Can you read and respond to detailed text describing a school day?	<b>All- read and understand the basic details</b> <b>Most - read and understand more complex details</b> <b>Some - Read and understand the context of the whole text</b>	Sound spelling links - <i>///</i> (Framework Pack, p.49)	Read the model text page 47 lire 3a  Pupils look up unfamiliar words using the vocabulary section or a dictionary	Reading and responding: Read the model text page 47 lire 3a Respond to questions a-i	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
12	Can you write some phrases/up to 3 paragraphs about your school day?	<b>All- write 3 short sentences</b> <b>Most - add 2 connectives</b> <b>Some - add opinions</b>	Squashed-up sentences (Framework Pack, p.49)	PowerPoint Presentation What makes a good piece of writing	Writing: Copy sentences about a school day placing them in a logical order Adapt the model text to write a similar text about a school day	Strand 2 - Language skills- Workbook page - 30	Individual or WCRS relating to KQ – guide teaching of next lesson
13	Can you say what you wear to school?	<b>All - learn and apply the words for at least 6 items of school uniform</b> <b>Most - apply and spell correctly</b> <b>Some - plus, use a dictionary to find up to 5 new school items</b>	Put the verb "porter" in the right order and match to the correct English meanings	PowerPoint Presentation for the vocabulary for items of clothing /colours/adjectives	Speaking: In pairs ask and answer Qu'est-ce que tu portes pour aller au college?	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

14	Can you listen and identify the school uniform being described?	<b>All-</b> listen and choose the correct items of uniform <b>Most</b> - listen and note down the correct items and colours <b>Some</b> - any extra details - adjectives	Say the correct word game - revising items of clothing	Metro electro ecouter presentations	Listening and responding: Listen and respond to the audio on other young people describing their school uniforms - ecouter 1 page 48	Strand 2 - Language skills- Workbook page - 31	Individual or WCRS relating to KQ – guide teaching of next lesson
15	Can you write a description of your school uniform?	<b>All-</b> write 3 short sentences <b>Most</b> - add 2 connectives <b>Some</b> - add opinions	With your partner, find up to 5 previously learnt connectives	PowerPoint Presentation for the position of adjectives and adjectival agreement  Review possessive pronouns mon/ma/mes	Writing: Adapt the model sentences /text to describe your school uniform	Strand 2 - Language skills- Workbook page - 32	Individual or WCRS relating to KQ – guide teaching of next lesson
16	Revision	All Pupils to participate in the revision activities on page 1 108 & 109	What do we need to do to achieve well in assessments	Presentation of the marking criteria for the 4 skills	Reading and responding: Page 108 Lire 1 & Ecrire 2 Page 109 Lire 1, ecrire 2 & ecrire 3	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
17	End of Module Assessment - Listening and Speaking Skills	Assessment	Assessment	Assessment	Assessment	Strand 2 - Language skills- Revision	Individual or WCRS relating to KQ – guide teaching of next lesson
18	End of Module Assessment - Listening and Speaking Skills	Assessment	Assessment	Assessment	Assessment	N/A	Individual or WCRS relating to KQ – guide teaching of next lesson
19	Can you say which sports you do?	<b>All-</b> All - say at least 10 sports <b>Most</b> - Most - Add basic opinions <b>Some</b> - Some - use j'aime ___ mais je prefere _____	Word game with cognates for sports	PowerPoint Presentation for the sports Metro electro Basic opinions Je prefere ...	Speaking: In pairs  C'est quel sport? Tu aimes quel sport?	Strand 1 - Vocabulary	Individual or WCRS relating to KQ – guide teaching of next lesson
20	Can you listen and note down what sports other people do and like?	<b>All-</b> Listen and choose the correct picture <b>Most</b> - Listen and write the correct words <b>Some</b> - Listen and add opinions	Jumbled up words for sports	Metro electro Ecouter presentations	Listening and Responding: Page 56 Ecouter 1b Ecouter 1c Ecouter 3a	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ – guide teaching of next lesson



## Stratford School Academy 2014-2015

Schemes of Learning: MFL - Year 7 French

21	Can you read and respond to texts about sports?	<b>All- Read and identify the key words for sports</b> <b>Most - identify their opinions</b> <b>Some - identify any extra details</b>	Squashed sentences	Read 1of the texts on page 57 as a model  Pupils look up unfamiliar words using the vocabulary section or a dictionary	Reading and Responding; Page 57 Lire 4a 4b	Strand 2 - Language skills- Workbook page -	Individual or WCRS relating to KQ – guide teaching of next lesson
22	Guided production of language using GCSE writing skills and strategies	Pupils work through 5 questions		PPT on T drive Suggested sequence Identify language in model answer - HoD to provide Memorise key parts via gap-fill. Running dictations / comprehension exercise Guided adaptation	As each question competed, provide written feedback and improvement targets	Strand 2 Set at least 2 of the questions as draft or edit style tasks	Individual or WCRS relating to KQ - guide teaching of next lesson
23	Assessment	Write-up in exam conditions					
24	Assessment feedback	Feedback and improvement targets			Check individual targets auctioned during lesson		