

## DAGENHAM PARK SUBJECT CURRICULUM

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| Subject    | French  |
| Year Group | Year 11   |
| Overview   | <p>Students acquire and develop skills in four main areas: Listening, Speaking, Reading and Writing. The skills are as follows:</p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"><li>• Demonstrate general and specific understanding of different types of spoken language.</li><li>• Follow and understand clear standard speech at normal speed, using familiar language across a range of specified contexts.</li><li>• Identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving increasingly more complex language, recognising the relationship between past, present and future events.</li><li>• Deduce meaning and understand specific details from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of relevant contemporary and cultural themes.</li><li>• Recognise and respond to key information, important themes and ideas in more extended spoken texts, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract specific information, summarise, evaluate and draw conclusions.</li></ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"><li>• Communicate and interact effectively in speech for a variety of purposes across a range of specified contexts.</li><li>• Take part in a short conversation, asking and questions, and exchanging opinions, including clear justification.</li><li>• Present information and narrate events coherently and confidently, using and adapting language for new purposes to convey meaning.</li><li>• Speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate.</li><li>• Initiate and develop conversations and discussion, producing increasingly extended sequences of speech.</li><li>• With increasing frequency use accurate pronunciation and intonation such as to be understood by a native speaker.</li></ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"><li>• Understand and respond to different types if written language.</li><li>• Understand general and specific details within texts using high frequency familiar language across a range of contexts.</li><li>• Identify the overall message, key points, details and opinions in a variety if short and increasingly longer written passages, involving some more complex language, recognising the relationship between past, present and future events and aspects of the conditional and subjunctive.</li></ul> |

- Deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources, involving some complex language and unfamiliar material, including short narratives and authentic materials addressing a wide range of relevant contemporary and cultural themes.
- Recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts.
- Demonstrate understanding by being able to scan for particular information, organise and present relevant details, summarise, draw inferences in context and recognise implicit meaning.

#### Writing

- Beginning to communicate and interact effectively in writing for a variety of purposes across a range of specified contexts.
- Write longer texts, using simple sentences and complex structures and familiar language accurately to convey meaning, ask and answer questions and exchange information.
- Produce clear and coherent text of extended length to present facts, express ideas and opinions appropriately for different purposes and in different settings.
- Make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events, including aspects of the conditional and subjunctive.
- Increasingly manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register for formal and informal use.
- Make increasingly more independent, creative and complex use of language, as appropriate, to note down key points, summarise information, express and justify individual thoughts and points of view, in order to interest, inform or convince

#### Grammar

- Make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events with aspects of the conditional tense.
- Make more creative and complex use of the language, as appropriate, to express and justify their own thoughts and points of view.
- Continue making confident use of important social conventions, such as formal and informal address and register.
- Translate sentences and short texts from English into the foreign language and vice-versa to convey key messages accurately and to apply grammatical knowledge of language and structures in context.
- Dictation. Transcribing short texts in the foreign language.

| Term by Term                     |  |
|----------------------------------|--|
| Autumn half term 1               | <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• Discussing career choices</li> <li>• Saying 'better/worse' and 'the best/the worst thing' to talk about the advantages and disadvantages in a career</li> <li>• Talking about plans, hopes and wishes</li> <li>• Understanding the subjunctive / using set phrases in the subjunctive</li> </ul>   |
| Autumn half term 2               | <p><b>Work</b></p> <ul style="list-style-type: none"> <li>• Discussing the importance of languages</li> <li>• Using adverbs</li> <li>• Applying for jobs</li> <li>• Using direct object pronouns in the perfect tense</li> <li>• Understanding case studies</li> <li>• Using verbs following by the prepositions 'à' and 'de'</li> </ul> <p><b>Global issues/bringing people together:</b></p> <ul style="list-style-type: none"> <li>• Discuss problems facing the world</li> <li>• Make connections between word types</li> </ul>  |
| Spring half term 1               | <p><b>Global issues/bringing people together:</b></p> <ul style="list-style-type: none"> <li>• Talk about protecting the environment</li> <li>• Use modal the verbs <i>pouvoir</i> and <i>devoir</i> in the conditional</li> <li>• Discuss ethical shopping</li> <li>• Use the passive</li> <li>• Talk about volunteering</li> <li>• Use indirect object pronouns</li> <li>• Discuss big events</li> <li>• Give arguments for and against</li> </ul>   |
| Spring half term 2<br><br>Summer | <p><b>Revise / practise the following skills:</b></p> <ul style="list-style-type: none"> <li>• Reading (coping with unfamiliar vocabulary / coping with different types of exam-style tasks / strategies to learn vocabulary)</li> <li>• Listening (revise the phonics to understand oral speech and improve speaking / coping with different exam-style tasks)</li> <li>• Writing (photo description, short writing task, extended writing task / revision of grammar, emphasis on verbs and tenses)</li> <li>• Speaking (role play, picture-based discussion, general conversation)</li> <li>• Translation from and into French</li> </ul> |
| Homework                         | <p><b>Homework will be provided weekly via <i>Show My Homework</i>. Homework set will reinforce the skills learnt in lesson.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Reading exercise</li> <li>• Vocabulary learning</li> <li>• Tasks set online (Pearson Active Learn / Language Nut)</li> <li>• Writing exercise</li> <li>• Grammar exercise</li> </ul>   |

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|                               | <ul style="list-style-type: none"> <li>• Practice GCSE papers</li> </ul>   |
| <b>Additional Information</b> | <p><b>Practical tips / activities for parents to support learning at home:</b></p> <ul style="list-style-type: none"> <li>• Bilingual dictionary</li> <li>• Access to a PC and the Internet</li> <li>• Reading and finding out about the language pupils are studying and other speaking countries</li> <li>• Completing homework each week</li> <li>• Watching television in the target language</li> <li>• Going over new vocabulary and learning it off by heart (at least once a week) - using a vocabulary book will help.</li> <li>• Listening to French songs and write down new vocabulary.</li> </ul> |
| <b>Useful Resources</b>       | <ul style="list-style-type: none"> <li>• <a href="http://www.pearsonactivelearn.com">www.pearsonactivelearn.com</a> (Studio GCSE)</li> <li>• <a href="http://www.languagenut.com">www.languagenut.com</a> (app available)</li> <li>• <a href="http://www.duolingo.com">www.duolingo.com</a> (app available)</li> <li>• <a href="http://www.memrise.com">www.memrise.com</a> (app available)</li> </ul>   |