

**WHAT ARE THE BIG AIMS OF YEAR 8?**

To continue to build on the aims of year 7, plus:

- To understand the concept of different tenses in languages
- To continue to promote the value of learning languages

**WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 8?**

- Demonstrating understanding of short spoken passages with reference to two tenses and be able to transcribe short sentences
- Taking part in short conversations with reference to two tenses, expressing and justifying opinions, demonstrating spontaneity and using increasingly accurate pronunciation
- Demonstrating understanding of opinions and inferring meaning of unknown language in a range of short and longer written texts, with reference to two tenses, and be able to translate longer sentences.
- Writing short texts, giving and seeking information and opinions with reference to two tenses and translating longer sentences into the target language.

**WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?**

Vocabulary for: hobbies and technology, adjectives to describe sports, time phrases, opinion phrases and verbs related to activities.

Know and use correctly: the present and perfect tense in all persons, including irregular verbs.

**WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?**

- To understand a wide variety of vocabulary and structures in spoken and written passages which include two tenses.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures and two tenses.
- To use correct pronunciation consistently.
- To be able to speak spontaneously.

**WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?**

- Pronunciation of phonics : [ç] (*ça va*) [ien] (*bien*) [oeu] (*soeur*) [ou] (*août*) Silent letters or consonants at the end of the words (*Salut, et, faux, jours, comment, aujourd'hui, très, ans, voudrais etc...*)
- Pronunciation of "est".
- The double vowel rule (*je m'appelle, j'ai...*)
- Use of gender
- Lack of subject pronouns with verbs
- Use of *avoir* to give age
- Use of indefinite articles *un, une, des* when talking about siblings
- Use of different *mon, ma, mes* when talking about siblings
- Use of definite article *le/la/l'/les* when talking about pets
- Negative form *je n'ai pas* followed by *de*
- Using the possessive

- Use of different accents and apostrophes
- Months of the year/days of the week have no capital letter
- Lack of possessive 's'
- Concept of adjectival agreement
- Word order of adjectives
- Numbers in two words using hyphens
- Using an article when giving their birthday date (*c'est le...*)
- Use of *être* and *avoir* in all pronouns
- The present tense endings with *s'appeller*
- The reflexive pronouns with *s'appeller*

**WHAT ASSESSMENTS WILL BE USED ACROSS THE YEAR TO DEMONSTRATE HOW THE PUPILS HAVE ACQUIRED THE KNOWLEDGE AND DEVELOPED THE SKILLS?**

Throughout the year pupils will be regularly assessed on the knowledge they have acquired through regular vocabulary and grammar checks. At the end of each topic, pupils will complete summative assessments which assess their ability to understand and use key vocabulary and grammar using the four language skills: listening, speaking, reading and writing. Pupils will also be assessed on their ability to translate and transcribe longer passages.