

WHAT ARE THE BIG AIMS OF YEAR 9?

To continue to build on the aims of year 7 and 8, plus:

- To understand the value of learning a language in KS4
- To introduce complex structures
- To access a wider variety of authentic and literary texts

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 9?

- Demonstrating understanding of short and longer spoken passages with reference to three tenses and be able to transcribe longer sentences
- Taking part in longer conversations with reference to three tenses, expressing and justifying opinions and extending answers when speaking spontaneously using accurate pronunciation
- Demonstrating understanding of a range of short and longer written texts, including authentic and literary texts, with reference to three tenses, and be able to translate short passages.
- Writing short texts in a range of contexts, giving and seeking information and opinions with reference to three tenses, using style and register appropriately and translating longer sentences containing linked ideas into the target language.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

Vocabulary for: local area, describing regions and future plans

Know and use correctly: the present, perfect tense and near future tense in all persons, including irregular and reflexive 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 three tenses.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures and three tenses.
- To use correct pronunciation consistently.
- To be able to speak spontaneously.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

(as year 8) plus:

- The difference between *avoir* and *être*
- Silent consonants in the time phrases
- The use of *faire* and *jouer* and their prepositions *au/à la/à l'/aux/du/de la/de l'/des*
- The perfect tense with ER verbs (3parts)
- The different endings of the present tense (revision)
- When to pronounce the "s" at the end of a word
- The negative form with the perfect tense
- Use of the definite articles with *le soir/le weekend/les dimanches...*
- *Faire* with all pronouns

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: towns, food and drink, prices and invitations.

Vocabulary for: holiday activities, countries, transport and sequencers

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

Knows and uses correctly: the present, perfect and immediate future 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*) [oœu] (*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 ARE THE BIG AIMS OF YEAR 7?

- To understand the values of learning languages
- To develop pupils' confidence
- To encourage risk taking/participation
- To stimulate pupils' curiosity about different languages/cultures/countries
- To highlight that the target language is a form of communication (through use of target language as the main language of the classroom)

WHAT WILL EXCELLENCE LOOK LIKE IN YEAR 7?

- Demonstrating understanding of the main points, opinions and some details in short spoken passages and transcribe short phrases.
- Taking part in simple conversations in the present tense, exchanging information and opinions and beginning to speak spontaneously using increasingly accurate pronunciation.
- Demonstrating understanding of the main points, opinions and some details in short written texts in one tense, able to translate short sentences and use a bilingual dictionary.
- Writing short texts for different purposes, expressions and justifying opinions in one tense and translating simple sentences into the target language.

WHAT KNOWLEDGE DO THE PUPILS NEED TO ACQUIRE?

Vocabulary for: greetings, numbers, dates, months and birthdays, classroom objects, colours, family and pets. Also physical appearance and personality.

WHAT SKILLS DO THE PUPILS NEED TO DEVELOP?

- To understand a wide variety of vocabulary and structures in spoken and written passages.
- To produce extended written and spoken texts, which include a wide variety of vocabulary and structures.
- To use a bilingual dictionary independently.

Vocabulary for school subjects, clothes and colours, vocabulary on daily routine, the time, and food at the canteen.

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

Know and use correctly: the verbs *avoir and être* in all persons and a wide variety of connectives and intensifiers. Adjectival agreement is consistently correct.

Knows and uses correctly: ER verb in all persons including the irregular verb *faire*

- To use correct pronunciation consistently.
- To begin to speak spontaneously.

WHAT MISCONCEPTIONS MAY THEY HAVE FROM PREVIOUS LEARNING?

- Primary teaching in MFL may not have been accurate and may have been in a different language
- Pupils may not see language learning as important/relevant
- Pupils may see language learning as too difficult/boring from the perception of older siblings
- Pupils may have the perception that English is spoken throughout the world