

Year 8 French

What will be studied?

Topic(s)

Autumn term 1: Saying where people go (places); saying where people go (countries); asking questions; using question words; talking about yourself, to and about someone else.

Revisiting essential verbs in new contexts (ALLER) and question words. Deepening vocabulary and grammar knowledge through work with a challenging text. Using à – (au / à la / à l' / aux) meaning 'to', à - meaning 'to' and 'in' with towns and cities, en - meaning 'to' and 'in' with countries (f), chez.

Autumn term 2: Asking questions; using question words; saying people do not do something; describing things and people.

Using subject-verb inversion questions, ne...pas negation with single-verb structures and nouns, adjectives in front of the noun. Essential irregular –RE/-IR verbs – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR.

Spring term 1: Asking how to say and write new words in French; distinguishing between being and having; talking about jobs; talking about what, when, where and why you celebrate; talking about how people celebrate; what happens and doesn't happen. Intonation (SV), inversion (VS) and est-ce que questions (single-verb structures), article use with être + profession, construction rule for dates and numbers 13-31, feminine adjective agreement rules -x → -se and feminine noun formation rule -eur → -rice. Using question word + est-ce que, pronoun 'on' with impersonal meaning 'people, you, one' and possessive adjectives (son, sa, ses, notre, nos).

Spring term 2: Talking about what you are doing today vs what you did yesterday; sharing past experiences; people and places in the past; asking about what happened in the past; talking about what you do in your free time and where you do it; talking about parts and wholes.

Present vs perfect (with past simple equivalent in English) and past participle formation: faire, dire, -ER verbs (taking avoir). Intonation (SV) questions with question words (present vs perfect). Using 'ce, cet, cette, ces' and 'il y a vs il y avait'. Negation: ne...pas de (present vs perfect) and prepositions taking 'de'. Contraction of definite article after à and de, verbs with à and de before a noun, 'faire' with sports.

Summer term 1: Talking about nouns you can't count; what is it like?; saying what you do or did in a typical day; talking about what groups of people do; formal and informal situations: talking to people you do and don't know.

Partitive article (du, de la, des, de l') and de/d'. Using boire, sans + infinitive, vous as formal 'you'. Adverb positioning (single-verb structures).

Summer term 2: Talking about what you and others do at school; talking about what you are doing this week and what you do every week; what is it like?; describing things; talking about what you can, must, will and want to do.

Using verbs like choisir, present with future meaning, definite article with days of the week to express habitual actions, plural noun formation rules -au/-eu → -aux/-eux and -al → -aux and plural adjective formation rules no change with -s or -x and -al → -aux même(s), autre(s), plusieurs. Positioning of multiple adjectives and adverb placement in two-verb structures.

How do you assess the learning?

Formative assessment: this is regular learning checks which take place throughout lessons and sometimes at the end of a lesson. The teacher will do quick tests in any of the skills; speaking, listening, reading or writing or vocabulary tests to see how much students know in order to prepare the following lesson to fill in the gaps where students have not understood new concepts. Students receive feedback which is either verbal or written in their books. Students will need to use 'DIRT' (dedicated reflection and improvement time) to work on any written feedback the student receives.

Summative assessments: At the end of every half term, the students are given either a written or spoken task which allows them to demonstrate using all the new language. This is usually a comprehension task and a translation task and a longer written paragraph. For speaking, it may include a short role play where they reuse phrases learnt or a presentation on one of the topics unaided.

End of Year Examination

How will I be assessed at the end of the year?

Students will sit an exam in the hall for:

- A) Reading (vocabulary, grammar)
- B) Writing (vocabulary, grammar)
- C) Reading comprehension of a text.
- D) Writing: students to produce a paragraph.

Approximately 60 minutes - marked with a percentage.

Students will need to use 'DIRT' (dedicated reflection and improvement time) to work on any written feedback received.

How can I help my child?

Guidance and advice

Assist your child with regular revision and practice of new vocabulary learnt in class.
Encourage your child to use the following websites, any passwords will be available from your child's class teacher:

Linguascope

Duolingo

Quizlet

Kerboodle