



THOMAS ALLEYNE'S HIGH SCHOOL

FRENCH: LEARNING JOURNEY

6TH FORM

MAY / JUNE
Listening / Reading: 50% of the available marks
Writing: 25% of the available marks

APRIL / MAY
Speaking exams
25% of the available marks are tied to the speaking exam.
Students complete a role play, photocard and conversation with their class teacher.



Having encountered all structures several times, students can apply them to new vocabulary which often requires them to talk about ideas and things more than their own actions and views.

POST-16 PATHWAY

Y11 into 12 transition week

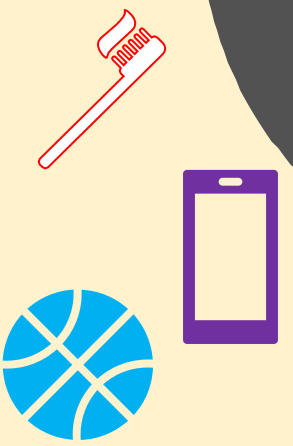
College/Apprenticeships



Students revisit and actively combine structures and vocabulary from prior learning, whilst building the complexity and detail of their answers.



- KEY STRUCTURES**
- Opinions
 - Reasons
 - Perfect tense
 - Near Future tense



REVISION and exams

Students work on a variety of tiered exam-style tasks which mix structures and vocabulary from the whole course.

All methods of referring to the future are revised and recycled, allowing students to choose how they explain their plans, with increasing fluency.



ASSESSMENT WEEK 1
Mixed-topic writing
Foundation: 40- and 90-word
Higher: 90- and 150-word

Mock Exam

Tiered papers for all 4 skills

Year 11

Travel and tourism

Customs festivals

Free-time activities

Life at school

My studies

Home, town, neighbourhood and region

Perfect tense

Family and friends



Perfect tense is formally taught so that students can refer to past events consistently throughout the course.

ASSESSMENT WEEK 1
Foundation or Higher reading paper

Si + imperfect, conditional introduced to communicate possibilities, explain complex ideas

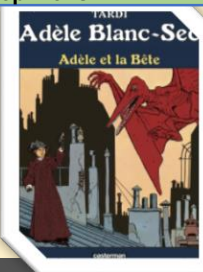
Modal verbs and impersonal verbs allow students to explain rules vs desires.

ASSESSMENT WEEK 3
90-word writing task

GCSE French is made up of 12 topics, across 3 broad themes. Students will cycle through the three themes throughout the course, allowing them to build their knowledge to support their learning at later stages.

Higher tier students are exposed to the subjunctive and its use after key conjunctions, so that they can increase the complexity of their own responses.

Students learn to how to explain advantages and disadvantages, so they can provide more nuanced opinions.



KS4 starts with describing people and reflexive verbs, allowing them to explore relationships in detail.

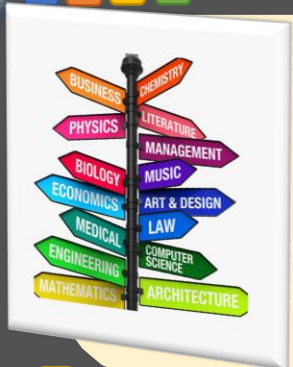
This final topic is an opportunity for students to use everything they have learned throughout the year, and to learn some transactional language for specific, real-life situations.

The end of Year 9 is an opportunity to explore further elements of culture, whilst combining various structures with greater independence. The main focus is on festivals and celebrations.

L'avenir

Les BDs adaptees au cinema

Les vacances



Students have the opportunity to communicate about their lives, likes and dislikes, and explore the lives of others.

At this point, students will have more opportunity to combine different structures to produce more complex responses. Greater independence gives them the chance to go as far as to design their own superhero, complete with back story and cliffhanger ending.

End of Topic questions are an opportunity to write creatively, include knowledge, and show French skills.



Ma vie

La France

Students learn about France and the French-speaking world by learning how to describe those places, and visits to them. Modelling through listening and reading ensure that students are well supported in structured writing and speaking tasks.



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WELCOME

Most students join having completed transition assessments for French at Middle School. Everyone has the chance to build their skills and knowledge in mixed-ability groups to conclude KS3, and to be prepared for further study.

Year 9

Language Festival
Y7 Cat in Paris
Y8 Song writing