



Year 9 French - Curriculum Overview and KS3 Progress Descriptors 2023/24

Aims and Rationale

The aims and rationale of the curriculum in Years 7- 9 for both French and Spanish are:

- 1) To consolidate and extend language introduced at KS1 - 2.
- 2) To enable students to be confident at communicating in three time frames.
- 3) To enable students to communicate key information about themselves and their immediate frame of reference whilst developing an awareness of wider / global issues through the taught language.
- 4) To enable students to be confident in the four key skills of MFL learning (Listening, Reading, Speaking, Writing).
- 5) To develop a cultural awareness linked to aspects of the TL country.
- 6) To instil in students an awareness of the importance of learning a foreign language and of the relevant life skills associated with it.
- 7) To enable students to begin developing the skills required for studying a foreign language at GCSE level and beyond.

Curriculum Content

<ul style="list-style-type: none">• My life and likes/dislikes• Plans for the future• What life will be like in the future• Using wider variety of language• Revising present, near future and perfect• Introduction to Simple Future tense• Revising modal verbs• Direct Object Pronouns• French Inventors	<ul style="list-style-type: none">• Musical preferences• Comparing life today and in the past• The natural world & protecting the environment• Developing speaking skills (photo descriptions)• Introduction to the Imperfect Tense• Further practice of combining tenses• Comparative & Superlative• Introduction to the Conditional Tense	<ul style="list-style-type: none">• The francophone world• Consolidation of KS3 grammar
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How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range.



	Developing	Secure	Advancing	Excelling
Listening, Speaking, Reading and Writing	<ul style="list-style-type: none"> • Pupils at this level can produce short phrases of writing or speech with a few details changed from a model version. Their written and spoken language may have regular errors but communicates some information. • Pupils at this level can understand parts of a short passage that they hear/read covering a variety of topics. They may understand gist and occasional detail. • Pupils at this level are able to translate, with support, short phrases, generally successfully using a limited range of grammar and vocabulary that is sometimes memorised. • Pupils at this level may ask simple questions about topics and can work independently on areas of personal interest. 	<ul style="list-style-type: none"> • Pupils at this level can produce short pieces of writing or speech using some variety of vocabulary and grammar drawn from KS3. Their written and spoken language has some errors but is more accurate than inaccurate. • Pupils at this level can understand short passages that they hear/read covering a variety of topics. They use some appropriate strategies to elicit answers, often successfully, and can understand gist and some detail. • Pupils at this level are able to translate short passages generally successfully, using grammar and vocabulary that they have partially memorised. • Pupils at this level ask simple questions about topics and can work independently on areas of personal interest. 	<ul style="list-style-type: none"> • Pupils at this level can produce with reasonable success extended pieces of writing or speech, using a variety of vocabulary and grammar drawn from all of KS3. Their written and spoken language has some errors but is generally accurate. • Pupils at this level can understand more than half of a longer passage that they hear/read covering a variety of topics. They use appropriate strategies to elicit answers, often successfully, and can understand gist and a lot of detail. • Pupils at this level are able to translate extended passages often successfully, using grammar and vocabulary that they have often memorised. • Pupils at this level ask more detailed questions and can work independently for sustained periods on areas of personal interest. 	<ul style="list-style-type: none"> • Pupils at this level can successfully produce extended pieces of writing or speech, using a wide variety of vocabulary and grammar drawn from all of KS3. Their written and spoken language has very few errors which are usually minor in nature. • Pupils at this level can understand longer passages which they hear/read covering a variety of topics. They can use appropriate strategies to elicit successful answers. They can understand gist and high levels of detail. • Pupils at this level are able to translate extended passages into French/English, using grammar and vocabulary they have successfully memorised. • Pupils at this level ask insightful questions about topics and can work independently on areas of personal interest.