



Big Question - La Rentrée

AoLE: : Languages, Literacy and Communication	Subject: French	Year: 7
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Big Question / Aim / Objective / Concept	Vision (proposed outcome) / Purpose of curriculum	Prior knowledge
How does learning to introduce myself and talk about my life in French help me become a better communicator, understand different cultures and express who I am?	<p>Pupils start to use an international language to describe themselves and the world around them and to communicate with other speakers of French. They demonstrate language skills related to relevant topics. They use phonics to practise their language skills alongside recognising La Francophonie and related culture. This international language enables students to examine the world around them and is an intrinsic part of using a confident and effective communicator. Pupils will focus on the following:</p> <ul style="list-style-type: none"> <li>• French phonics and accurate pronunciation of alphabet and sound patterns,</li> <li>• Cognates and key words</li> <li>• Recall basic personal information – name and greetings</li> <li>• Apply French grammar rules</li> <li>• Indefinite and definite articles</li> <li>• Gather information on life in La Francophonie in terms of culture, food, key figures from popular culture and towns and countries within La Francophonie.</li> <li>• Cultural focus – French accents, French Songs, the French Festival calendar, Christmas in La Francophonie, etc.</li> </ul>	<p>Language awareness: having a basic understanding of how language works, including concepts like nouns, verbs, adjectives and sentence structure and how they can provide a strong foundation for learning a new language.</p> <p>Listening Skills: strong listening skills are essential for language learning. Encouraging students to actively listen to spoken language, whether through conversations, songs, or audio recordings, helps them develop an ear for pronunciation, intonation and the rhythm of the language.</p> <p>Reading Skills: a good grasp of reading skills in their native language can facilitate the learning of a new language.</p> <p>Memorisation techniques: learning vocabulary is a crucial part of language acquisition. Students who have experience with memorisation techniques, such as flashcards or repetition exercises, can apply these strategies to learning new vocabulary words in their target language.</p> <p>Cultural Awareness: cultivating an open-minded and curious attitude towards different cultures can enhance language learning. Encouraging students to explore cultural aspects of the language that they are studying, such as customs, traditions and landmarks and how they can foster a deeper appreciation and understanding of the language itself.</p>

What does progression look like in this 'Big Question'?

Progression indicator	Description of learning (What matters statements)	Student evidence of progression (Blooms) / Knowledge
Excelling	<p>I can show an open attitude towards learning about different languages and the different cultures of Wales and the world.</p> <p>Through learning about languages, I can articulate how the association between languages and culture is preparing me for Welsh and global citizenship.</p>	<p><b>Analyse</b> authentic French texts to identify the main ideas, key details and cultural elements</p> <p><b>Analyse</b> different forms of French media (songs, videos, advertisements) to identify cultural perspectives and linguistic features</p> <p><b>Critique</b> and provide feedback on classmates' written or oral presentations in French</p> <p><b>Reflect</b> on personal language learning progress, identifying strengths and areas for improvement.</p>



	<p>I can communicate, interact and mediate in multiple languages and identify myself as multilingual.</p> <p>I have a positive disposition towards different accents and dialects and I can embrace language diversity.</p>	
Advancing	<p>I can understand how languages can provide a sense of belonging to a local and global community.</p> <p>I can explore and analyse how languages impact upon identity and culture and understand that learning them offers enhanced opportunities in Wales and in international contexts.</p> <p>I can use my knowledge of how languages work to support further language learning.</p> <p>I can adapt and be sensitive to variety within languages and understand that variation occurs within different social, regional and linguistic groups.</p>	<p>Use basic sentence structures to <b>describe</b> people, objects, or daily activities in French. <b>Create</b> posters or visual presentations that showcase French vocabulary and phrases in real-life contexts, such as a French restaurant or a tourist brochure.</p> <p><b>Compare</b> and <b>contrast</b> French and English grammar rules, identifying similarities and differences.</p>
Securing	<p>I can understand that there are connections between language, culture and identity and that these differ within Wales and around the world.</p> <p>I can communicate in a growing range of languages.</p> <p>I can recognise and respect different accents and dialects.</p> <p>I can receive information in one language and adapt it for various purposes in another language.</p>	<p>Read short texts or dialogues in French and demonstrate comprehension by answering questions or <b>summarising</b> the main ideas.</p> <p><b>Contribute</b> effectively during class speaking tasks.</p>
Beginning	<p>I can recognise that there is a relationship between languages, culture and my own sense of Welsh identity.</p> <p>I can understand that people use different languages.</p> <p>I am beginning to draw on information presented in one language and convey it in my own words in another.</p>	<p>Students can <b>identify</b> and <b>recall</b> the appropriate greetings and introductions in French</p> <p><b>Locate</b> vocabulary from texts/worksheets/audio files.</p>

Authentic learning experiences (Local/National/International)	Skills (Literacy/Numeracy/DCF)/Cross Curricular links
<p>Role-playing activities: organise role-playing scenarios where students take on different roles, such as ordering food in a French café, buying tickets at a movie theatre or interacting with a French-speaking tourist.</p> <p>Cultural celebrations: celebrate French cultural events and holidays in the classroom, such as Bastille Day or Mardi Gras. Engage students in learning about French traditions, music, cuisine and customs associated with these celebrations. Encourage students to participate actively in cultural activities, such as preparing traditional dishes or learning French songs.</p>	<p>Numeracy:</p> <ul style="list-style-type: none"> <li>listen to check which numbers are missing from the lists</li> <li>complete a written number sequence</li> <li>read a list of numbers and identify which numbers are missing.</li> </ul> <p>Numeracy (DCF):</p> <ul style="list-style-type: none"> <li>create a flipgrid presentation about yourself using editing skills.</li> </ul> <p>Literacy (listening and responding):</p> <ul style="list-style-type: none"> <li>listening to some key sounds and making the correct gestures to indicate recognition</li> <li>listening to French names and identifying genders</li> </ul>



<p>Virtual language exchanges: establish connections with French-speaking students in other parts of the world through virtual language exchange programs. Students can engage in video conferences or email exchanges to practise their language skills with native speakers, enhancing their communication and intercultural competence.</p> <p>Language and cultural exchanges: facilitate language and cultural exchanges with French-speaking schools or organisations. This can involve virtual pen pal programs and joint projects where students have the opportunity to travel and immerse themselves in a French speaking environment.</p>	<ul style="list-style-type: none"> <li>• listening to dialogues of introduction and noting down first names and how people say they are.</li> </ul> <p>Literacy (speaking):</p> <ul style="list-style-type: none"> <li>• saying aloud key sounds and making the correct gesture to match</li> <li>• reading aloud French names and identifying genders</li> <li>• adapting a dialogue of introduction to match the photos.</li> </ul> <p>Literacy (reading and responding):</p> <ul style="list-style-type: none"> <li>• reading a dialogue of introduction.</li> </ul>
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**Assessment (How will we know that students have learnt what we taught them?)**

<p>Formative assessment:</p> <ul style="list-style-type: none"> <li>Teacher circulating</li> <li>Q&amp;A discussions on various topics</li> <li>Recall tasks</li> <li>Comprehension activities</li> <li>Vocabulary exploration</li> <li>Peer/self-assessment tasks</li> <li>Consolidation writing activities</li> <li>Numerous speaking and listening activities</li> </ul>	<p>Summative assessment: students will complete 3 tasks assessing their Oracy, Reading and writing on the theme of 'Les Salutations' (Greetings).</p>
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**Evaluation (To be completed 2024)**

Strengths	Areas for Development	Pupil Voice