

**Barnsley Academy – Y9 French Curriculum
Scheme of Work – 2023-24**

Term 1	Week 1		Week 2	
	1	2	3	4
Lesson Focus	Key verb practice		Family and numbers Review	
Prerequisite Knowledge	Formation of present and near future tense as well as infinitive phrases with opinions and verbs of future desires and wishes.		Family members and numbers.	
Core Knowledge	Key Verbs from Y8 https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/BCR%20Booklets/Y8%20French.docx GRAMMAR: present, future and infinitive verbs. Phonics - H		Family members and numbers Page 20 Y7 French Phonics - H	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks Application of the grammar point.	IP Writing from memory using this week's knowledge	Listening and reading tasks Speaking about your family from memory.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the grammar points.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Hearing pupils talk.	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

PSHE – See PSHE Overview and SoW.

Term 1	Week 3		Week 4	
	1	2	3	4
Lesson Focus	Family and Relationships Describing family and friends		Family and Relationships Relationship with family	
Prerequisite Knowledge	Family members ACOINS Adjectives of colour, physical description and characteristics.		Family members Knowledge of reflexive verbs Connectives	
Core Knowledge	Pages 5-6 Y9 French Phonics - H		Pages 7-8 Y9 French GRAMMAR: reflexive verbs Phonics - H	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 6	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading tasks – BCR page 8 Writing form memory with the reflexive verbs grammar point.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Studio 2 vert page 50/ rouge page 50 Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

Term 1	Week 5		Week 6	
	1	2	3	4
Lesson Focus	Family and Relationships What you do with family and friends		Family and Relationships What family members do	
Prerequisite Knowledge	Sports and hobbies Adverbs of frequency Family members		Adjectives for reason Using third person in opinions and present tense Time markers	
Core Knowledge	Pages 9-10 Y9 French GRAMMAR: Use of adverbs of frequency Phonics - H		Pages 11-12 Y9 French GRAMMAR: Use of the third person in the present tense. Phonics - H	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 10 Application of the grammar point.	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading tasks – BCR page 12 Writing from memory in the third person present tense.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating plans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

Term 1	Week 7		Week 8	
	1	2	3	4
Lesson Focus	Family and Relationships What makes a good friend		Relationships Weekend plans	
Prerequisite Knowledge	Intensifiers Adjectives for character Negative formation		First person near future formation Justified opinions	
Core Knowledge	Pages 13-14 Y9 French GRAMMAR: Reflexive verbs application Phonics - H		Pages 15-16 Y9 French GRAMMAR: near future with first and third person. Phonics - Qu	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 14 Application of the grammar point.	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading tasks – BCR page 16 Writing form memory in the near future using first and third person.	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase. Phonics and key verb quiz	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Dynamo 3 vert page 12 / rouge page 12 Previous lessons, United Learning Hub Y9 French Phonics – H https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

PHSE – See PHSE Overview and SOW.

Term 1	Week 9		Week 10	
	1	2	3	4
Lesson Focus	Family and Relationships Past plans		Family and Relationships Past opinions	
Prerequisite Knowledge	Perfect tense formation Places in town Family members Time markers		Justified opinions ACOINS	
Core Knowledge	Pages 17-18 Y9 French GRAMMAR: Perfect tense with I and we. Phonics - Qu		Pages 19-20 Y9 French GRAMMAR: Use of past tense in opinions Phonics - Qu	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 18 Application of the grammar point.	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading tasks – BCR page 20 Writing form memory in the perfect tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the perfect tense verbs	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

PHSE – See PHSE Overview and SoW.

Term 1	Week 11		Week 12	
	1	2	3	4
Lesson Focus	Family and Relationships What you were like when you were younger		Family and Relationships Comparing then to now	
Prerequisite Knowledge	Sports, hobbies, physical and character descriptions.		Sports, hobbies, physical and character descriptions.	
Core Knowledge	Pages 21-22 Y9 French GRAMMAR: The imperfect tense in the first person. Phonics - Qu		Pages 23-24 Y9 French GRAMMAR: imperfect and present tense together, Phonics - Qu	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks – BCR page 22 Application of the grammar point.	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading tasks – BCR page 24 Writing form memory in the perfect tense	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation	Listening and reading tasks – self assessment Whiteboard checks Circulation Grammar point check. Live marking	
Resources	Studio 3 rouge page 58 Dynamo 3 rouge page 58 Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics			

PHSE – See PHSE Overview and SOW.

Term 1	Week 13		Week 14	
	1	2	3	4
Lesson Focus	Family and Relationships Review		Assessment- listening and reading	
Prerequisite Knowledge	Theme review.		Theme review ACOINS	
Core Knowledge	Pages 5-24 Y9 French Phonics - Qu		Pages 5-24 Y9 French Phonics - Qu	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx		Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx	
Independent Practice	Listening and reading tasks Application of the grammar point from the theme.	IP Writing from memory combining previous weeks' knowledge and this week's new knowledge	Listening and reading assessment	
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase. Phonics and key verb quiz	Live marking – use of a visualiser to model a good answer (Show Call) and mark a pupil's work Circulation		
Resources	Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs		Previous lessons, United Learning Hub Y9 French Phonics – qu https://sheffieldparkacademy.sharepoint.com/sites/BAmfl/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
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Term 1	Week 15	
	1	2
Lesson Focus	Review - Christmas in France Phonics and key verb quiz	
Prerequisite Knowledge	knowledge of Christmas Key verbs. Review	
Core Knowledge	Present tense formation, past tense formation, connectives.	
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	Follow the departmental lesson structure for two 75-minute lessons in order to cover all skills. Lesson Structure - KS3 Agreed departmental strategies. https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/T&L/Lesson%20Ideas.pptx Introduce Christmas vocabulary and history of Christmas around the French speaking world.	
Independent Practice	Listening and reading tasks. Comparing last year to this year.	Writing – pupils to write about comparisons last year to this year.
Assessment (Informal/Formal)	Listening and reading tasks – self assessment Whiteboard checks Circulation Checking of application of the infinitive phrase.	Live marking – use of visualiser to model a good answer and mark a pupil’s work. Circulation
Resources	Studio 1 Page 42 Previous lessons, United Learning Hub Phonics – qu / h https://sheffieldparkacademy.sharepoint.com/sites/BAmf/Shared%20Documents/2023-2024/Curriculum%20Documents/Phonic%205%20PPs	
Specific SEN(D)/EAL support	Ensure the reading and listening are scaffolded (use of transcript, glossary, multiple choice etc) Chunk learning down, repeat files if needed. Repeat for individuals. Check seating pans – use Edukey and Arbor for specifics. Targeted questioning and explicit instructions. Create a positive and supportive environment for all pupils, not exception. Use of flexible groupings – reteach where necessary. Monitor noise levels and pace (of speech etc) Use of colour coding grammar points. Ensure glossary is provided for translation if needed. Scaffold the writing with sentence starters, key verbs. Create positive relationships with pupils – look on Arbor and Edukey for specifics	