

Y7 Module 1	Title: <i>C'est perso</i> (GCSE theme: Identity and Culture)	
Why are you teaching it?	Assuming limited prior knowledge from feeder primary school with varying degrees of exposure to language depending on the Primary school they have attended - no prior data received from primary so anecdotal, which is why baseline is very important.	Misconceptions Cognates and false friends - explicit clarity needed when encountering this vocabulary across the skill areas. The alphabet - sounds in English have very different sounds in French (for example e,i,j,g). Word order - adjectives that go after nouns - hair and eye colour in the plurals.
Why are you teaching it now? What prior learning do students have?	This is an engaging and personalised module which gives the students the basics required to be able to talk about subjects of interest to them - themselves, their close friends and family. Assume none - however draw on any student's experiences to inform planning. Some students have done some limited basic Fr or Sp in their primary schools so get quite confused when numbers are introduced.	
What are you expecting students to be able to do at the end of the module that they couldn't do at the start	<p>E/D To be able to give a limited description of their personal life. To be able to give basic responses to questions with limited vocabulary and grammar using the first person confidently. To be able to use resources as support competently.</p> <p>S To be able to give a more detailed description of their personal life. To be able to answer questions using vocabulary and grammar accurately, using the first and third person confidently. To have limited access to support resources</p> <p>M To be able to give an extended description of their personal life, answering questions in full sentences with the addition of accurate opinion phrases and adjectives. To be able to attempt some independent tasks with little or no resources as support</p>	Vocabulary and literacy focus (Tier 2/Tier 3) Pronunciation of key vocabulary The present tense: of the infinitives aimer, s'appeler, être, avoir Negatives: ne ... pas Question phrase - Qu'est-ce...? /Qui? Opinion phrases - je pense que/ à mon avis The definite article (le,la, les) The indefinite article (un, une, des) Adjectives and qualifiers (adjective agreements) <i>J'aime les animaux, Je n'aime pas les araignées Tu aimes les chiens? Il/Elle aime les consoles de jeux Oui, j'aime ça. Non, je n'aime pas ça. C'est génial/cool/bien/ennuyeux/nul</i>

	<p>Oracy - Choral repetition, choral reading, ghost reading, Pairwork, basic role play conversations, cross-class questioning - teacher>student, student >student</p> <p>Literacy - all detailed in the Scheme of Work.</p> <p>SEND - Teacher folder identification of SEND needs and students planned for accordingly. Use of PCS ten for SEND when planning. Questioning is key!. Differentiated and targetted questioning both oral and written. Use of LA provision. Templates/grids provided. Visual prompts. Reinforcement of oral instructions. Constantly revision and reinforcement learning. Checking of understanding before attempting tasks. Teacher engagement when moving around class. Provide good role models by making use of the other students and staff. Chrome Book provided if required. End of module vocabulary and regular teacher check-in. See Scheme of Work.</p>	<p><i>J'ai des lunettes de soleil, Tu as un magazine Il/Elle a un portemonnaie, Je n'ai pas de des kleenex C'est essentiel/important, Je suis/Je ne suis pas branché(e), Tu es charmant(e) Il/Elle est curieux/curieuse, Tu es d'accord? Je suis d'accord. Je ne suis pas d'accord. C'est un garçon/une fille. Il a .../Elle a ... les yeux bleus/gris/marron/verts les cheveux longs/courts/ frisés/raides Il/Elle est grand(e)/petit(e)/de taille moyenne Il/Elle s'appelle ... Il/Elle aime ... Il/Elle est ... Il/Elle a ...</i></p>
Assessment	<p>End of Unit 1 assessment – Listening , Reading, Speaking and Writing and translation tasks. Throughout this module there will be continual assessment. Learning is assessed each lesson through the use of mini-whiteboards, in class activities - peer assessment and Hinge questions.</p>	<p>Assessment pack End of module 1 – all four skills tested – Listening, Reading, Speaking, Writing, Translations both ways and Transcriptions/dictations. Mid-term written assessment.</p>
What amendments are you going to make following evaluation of this module?	<p>Review trends in weaknesses in skill areas. Question Level Analysis of types of question students struggle to gain high marks on. Check the balance of skills covered is appropriate.</p>	