

# Huntington School: Languages Department (French, German and Spanish).

## Key Stage 3: French

### ***Curriculum intent***

Our languages curriculum is broad and ambitious and ensures our learners develop a richness of skills and knowledge. It promotes awareness and tolerance of other cultures and backgrounds. It ensures students can communicate for a variety of different purposes in different contexts. We aim to ensure that students are resilient and feel confident enough to participate in conversations in the Target Language, able to give important information with clarity and to initiate conversations and get to know others both inside and beyond the classroom.

Our curriculum aims to ensure that students are confident with grammar – particularly tenses and conjugations – and metalanguage. The use of phonics and sound patterns is taught explicitly and embedded throughout the curriculum to support students with decoding skills. We are committed to ensuring that the curriculum is accessible for all students.

In addition, the curriculum ensures that students are exposed to a variety of authentic material sources, in both speech and writing, that promote an active curiosity about French, German or Spanish cultures all over the world, including the experiences of young people in these cultures.

***By the end of Key Stage 3, students should be confident in their understanding and use of French, German or Spanish across the four skills (listening, reading, speaking and writing), and across a variety of topics studied since the start of year 7. They should have a good grasp of the sounds of the language, key grammatical structures and vocabulary, as well as an awareness of and interest in the culture of French, German or Spanish speaking countries all over the world.***

## Implementation – Year 7 French: Studio 1

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Describing a thing or person</li> <li>Saying what people have</li> <li>Describing things</li> <li>Distinguishing between having and being</li> <li>Talking about a thing or person</li> <li>Talking about doing and making things</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) <ul style="list-style-type: none"> <li>To be, being - <b>ÊTRE (c'est)</b></li> <li>To have, having - <b>AVOIR</b></li> <li>To do, doing – <b>FAIRE</b></li> </ul> </li> <li>Adjective agreement (as complement to verb)</li> <li>Indefinite, singular articles and gender</li> <li>Definite articles (le, la, l', les)</li> <li>Regular plural nouns (-s)</li> <li>Yes/no questions with raised intonation</li> <li>feminisation of job titles (-e)</li> <li>subject pronouns il/elle meaning 'it'</li> </ul>	<ul style="list-style-type: none"> <li>Silent final consonant (SFC)</li> <li>SSC 'a'</li> <li>SSC 'i' and 'eu'</li> <li>SSC 'e' and 'au (eau)'</li> <li>Contrast SSC 'u' and 'ou'</li> <li>Silent final 'e' and 'é' (-er, -ez)</li> <li>SSC 'en' / 'an', 'on'</li> <li>SSC "-ain' / '-in', 'è' / 'ê'</li> <li>Liaison (t- and s-)</li> </ul>	<ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Saying what people do</li> <li>Saying what we do</li> <li>Saying what others do (they)</li> <li>Saying 'you' (singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>Using <b>FAIRE</b> to mean 'go'</li> <li><b>-ER verbs</b> (used with simple present and present continuous meaning) (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> and 3<sup>rd</sup> persons plural)</li> <li>Preposition à with certain verbs meaning at /to</li> <li>Intonation questions</li> <li>Two-verb structures with <i>aimer</i></li> </ul>	<ul style="list-style-type: none"> <li>SSC 'ai' and 'oi'</li> <li>SSC 'ch', 'ç' (and soft 'c')</li> <li>SSC 'qu', 'j' (and soft 'g')</li> <li>SSC '-tion', '-ien'</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> <li>Revisit 'i'</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Developing a verb lexicon (-ER regular verbs)</li> <li>Deepening vocabulary knowledge through work with a challenging text.</li> </ul>

**Assessment:** Final week 1<sup>st</sup> half Spring Term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
<b>TERM 2.1</b>	<ul style="list-style-type: none"> <li>Saying how many there are, numbers</li> <li>Describing people (family)</li> <li>Saying what people have</li> <li>Saying what people do (sports)</li> </ul>	<ul style="list-style-type: none"> <li><b>Il y a</b></li> <li>Plural indefinite article 'des'</li> <li>Plural adjective agreement</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)               <ul style="list-style-type: none"> <li>To be, being – <b>ÊTRE</b></li> <li>To have, having – <b>AVOIR</b></li> <li>To do, doing – <b>FAIRE</b></li> </ul> </li> <li>possessive adjectives (mon, ma, mes, ton, ta, tes)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'eu'</li> <li>Revisit 'e'</li> <li>Revisit 'au', 'eau', 'o'</li> <li>Revisit 'u'</li> <li>Revisit Liaison (t- and s-)</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ÊTRE, AVOIR, FAIRE</b>)</li> <li>Plural nouns and adjectives</li> </ul>
<b>TERM 2.2</b>	<ul style="list-style-type: none"> <li>Saying where people go (places)</li> <li>Saying where people go (countries)</li> <li>Asking questions</li> <li>Using question words</li> <li>Talking about yourself, to and about someone else</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)               <ul style="list-style-type: none"> <li>To go, going – <b>ALLER</b></li> </ul> </li> <li>à – (au / à la / à l' / aux ) meaning 'to'</li> <li>Intonation questions with question words</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)               <ul style="list-style-type: none"> <li>To go, going – <b>ALLER</b></li> </ul> </li> <li>à - meaning 'to' and 'in' with towns and cities</li> <li>en - meaning 'to' and 'in' with countries (f)</li> <li>chez</li> <li>Present tense (-ER verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'ou'</li> <li>Revisit SFE (Silent Ffinal 'e')</li> <li>Revisit 'é (-er, -ez)</li> <li>Revisit 'en' / 'an', 'on'</li> <li>Revisit 'on'</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> <li>Developing the verb lexicon (-ER verbs)</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
<b>TERM 3.1</b>	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Using question words</li> <li>Saying people do not do something</li> <li>Describing things and people</li> </ul>	<ul style="list-style-type: none"> <li>Subject-verb inversion questions (single and two-verb structures)</li> <li>Subject-verb inversion questions with question words (single-verb structures)</li> <li>ne...pas negation with single-verb structures</li> <li>ne...pas de negation with nouns</li> <li>Adjectives in front of the noun</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) – <b>PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit -ain/-in</li> <li>Revisit SSC è/ê</li> <li>Revisit SSC 'ai'</li> <li>Revisit SSC 'oi'</li> <li>Revisit SSC 'ch'</li> <li>Revisit SSC 'ç' (and soft 'c')</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> </ul>
<b>TERM 3.2</b>	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Expressing future intentions</li> <li>Saying what you <i>want to, can</i> and <i>must</i> do</li> <li>Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do</li> <li>Saying what you <i>know how to</i> do</li> </ul>	<ul style="list-style-type: none"> <li><b>ALLER</b> + infinitive (future intention)</li> <li>Modal verbs - <b>VOULOIR, POUVOIR</b> and <b>DEVOIR</b></li> <li>Modal verbs in the negative</li> <li>Subject-verb inversion questions with question words (two-verb structures)</li> <li>To know (how to) - <b>SAVOIR</b> + infinitive</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) – <b>PARTIR</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC 'qu'</li> <li>Revisit SSC 'j'</li> <li>Revisit SSC '-tion'</li> <li>Revisit SSC '-ien''</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> </ul>	<ul style="list-style-type: none"> <li>Developing a verb lexicon</li> <li>Developing the use of modal verbs, including with negation</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Semantic complexities addressed through deliberate practice (savoir vs pouvoir)</li> </ul>

## Implementation – Year 8 French: Studio 1 & 2

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
<b>TERM 1.1</b>	<p><b><u>“Ma zone” - Studio 1 Module 4</u></b></p> <p>Talking about what there is in your town Activities and going to different places in town</p>	<ul style="list-style-type: none"> <li>• <b>Il y a / il n’y a pas de</b></li> <li>• <b>On peut + infinitive</b></li> <li>• <b>Aller au / à la / à l’ / aux</b></li> <li>• <b>Être with prepositions</b></li> <li>• <b>Vouloir + infinitive</b></li> </ul>	<ul style="list-style-type: none"> <li>• Grapheme ‘eu’</li> <li>• Grapheme ‘oi’</li> <li>• Correct pronunciation of infinitive ending ‘-er’</li> </ul>	<ul style="list-style-type: none"> <li>• Places in a town</li> <li>• Giving and explaining opinions</li> <li>• Giving directions</li> <li>• Inviting people to do something and accepting/rejecting invitations</li> </ul>
<b>TERM 1.2</b>	<p><b><u>“3,2,1... partez !” – Studio 1 Module 5</u></b></p> <p>Talking about different aspects of holidays Future tense</p>	<ul style="list-style-type: none"> <li>• En / au / aux with countries</li> <li>• ‘nous’ forms of verbs</li> <li>• Reflexive verbs</li> <li>• Near future tense <b>aller + infinitive</b></li> <li>• <b>Je voudrais + infinitive</b></li> </ul>	<ul style="list-style-type: none"> <li>• [œ / ə] phonemes in ‘me’, ‘te’, and ‘se’</li> <li>• [ŋ] phoneme ‘Espagne’</li> <li>• Liaisons in plural phrases ‘aux Etats-Unis’</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencers</li> <li>• French names of different countries</li> <li>• Holiday activities</li> <li>• Daily routine/ getting ready to go out</li> <li>• Higher numbers and euros</li> <li>• Dreams for the future</li> </ul>
<b>TERM 2.1</b>	<p><b><u>T’es branché ? – Studio 2 Module 1</u></b></p> <p>Talking about free time and media TV, films, books and online</p>	<ul style="list-style-type: none"> <li>• Present tense of –er verbs</li> <li>• Present tense of –ir verbs</li> <li>• Present tense of –re verbs</li> <li>• Negative forms</li> <li>• Recap of avoir, être, aller and faire</li> <li>• Introduction to past tense (passé composé) of regular –er verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Correct pronunciation of verb endings, including silent endings</li> <li>• Silent final consonants</li> <li>• Distinguishing between [œ / ə] and [e]</li> </ul>	<ul style="list-style-type: none"> <li>• Free time activities</li> <li>• Online activities</li> <li>• Types of books and magazines</li> <li>• TV programmes</li> <li>• Film genres</li> <li>• Opinions and explanations</li> <li>• Time and frequency expressions</li> </ul>
<b>TERM 2.2</b>	<p><b><u>Paris, je t’adore ! – Studio 2 Module 2</u></b></p> <p>Talking about a visit to Paris Using the past tense</p>	<ul style="list-style-type: none"> <li>• Passé composé with avoir – regular and irregular past participles</li> <li>• Passé composé with être – “Mrs Van der Tramp” mnemonic</li> <li>• Past participle agreement with être</li> <li>• Giving opinions in the past using “c’était”</li> <li>• Asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Silent endings for past participle agreements</li> <li>• Grapheme [qu] in question phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural activities and monuments in Paris</li> <li>• Tourist attractions and activities</li> <li>• Past time expressions</li> <li>• Understanding tourist information</li> <li>• Question words</li> </ul>

## Implementation – Year 8 French: Studio 1 & 2

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
<b>TERM 3.1</b>	<p><b><u>Mon identité – Studio 2 Module 3</u></b></p> <p>Talking about your personality Relationships with family and friends Taste in music and clothes</p>	<ul style="list-style-type: none"> <li>• Adjectival agreement with feminine and plural nouns – regular and irregular adjectives</li> <li>• Reflexive verbs</li> <li>• Possessive adjectives</li> <li>• Near future tense <b>aller + infinitive</b></li> <li>• Using three tenses together and using suitable time expressions for each tense</li> </ul>	<ul style="list-style-type: none"> <li>• Changes in pronunciation with agreement</li> <li>• Grapheme “e” = [ə / œ] in reflexive pronouns</li> <li>• Nasal vowels in “bien”, “mon”.</li> </ul>	<ul style="list-style-type: none"> <li>• Personality and character adjectives</li> <li>• How well you get on with family and friends</li> <li>• Music genres</li> <li>• Describing songs</li> <li>• Giving opinions and reasons</li> <li>• Clothing</li> <li>• Describing your style/taste</li> <li>• Time and sequencing expressions</li> </ul>
<b>TERM 3.2</b>	<p><b><u>Chez moi, chez toi – Studio 2 Module 4</u></b></p> <p>Talking about where you live Describing houses/flats Talking about meals and food</p>	<ul style="list-style-type: none"> <li>• Irregular adjectives – forms and position</li> <li>• Comparative adjectives – more X than, less X than</li> <li>• Using prepositions to say where things are</li> <li>• Verbs <b>manger, boire</b> and <b>prendre</b> to talk about eating and drinking</li> <li>• Using “il faut” to say what you have to do</li> <li>• Using “de” with quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Phoneme [y] in “plus”</li> <li>• Nasal vowels in “moins” “manger” and “prendre”</li> <li>• Distinguishing between “faut” and “fait”</li> </ul>	<ul style="list-style-type: none"> <li>• Describing homes</li> <li>• Rooms in a house/flat</li> <li>• Prepositions</li> <li>• Breakfast foods and drinks</li> <li>• Meals, snacks and foods</li> <li>• Ingredients and recipe for crêpes</li> <li>• Carnivals/festivals</li> </ul>

## Implementation – Year 9 French Studio 3 rouge

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<p><b><u>Paris, je t'adore! – Studio 2 Module 2</u></b></p> <p>Talking about a trip Paris Learning about key monuments in Paris Saying what you did and didn't do Giving opinions in the past tense Understanding information about a tourist attraction Saying where you went and how Asking questions in the past tense</p> <p>Extra: Recognising and using 2 tenses</p>	<ul style="list-style-type: none"> <li>Using perfect (past) tense regular verbs with <b>avoir</b></li> <li>Forming the negative of past tense verbs</li> <li>Using perfect tense irregular verbs with <b>avoir</b> (eg. <b>boire, faire prendre, voir</b>)</li> <li>Giving opinions using <b>c'était</b> and <b>j'ai trouvé</b></li> <li>Using perfect tense verbs with <b>être</b></li> <li>Forming questions in the past tense using verbs with <b>avoir</b> and <b>être</b></li> </ul>	<ul style="list-style-type: none"> <li>Practising <b>u/ou</b> sounds</li> <li>Practising <b>é</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about what you did and didn't do on a trip to Paris</li> <li>Time phrases (hier, avant-hier, aujourd'hui, (lundi) dernier etc.)</li> <li>Describing an experience in the past</li> <li>Vocabulary for transport</li> <li>Key question words (Est-ce que ...? / Qu'est-ce que ...? / Comment? / Quand? / Avec qui? / Combien de temps? etc.)</li> <li>Talking about things you've done and things you usually do</li> <li>Using two tenses together (present and perfect)</li> </ul>
TERM 1.2	<p><b><u>Mon identité – Studio 2 Module 3</u></b></p> <p>Talking about your personality Relationships with family and friends Taste in music and clothes</p>	<ul style="list-style-type: none"> <li>Adjectival agreement with feminine and plural nouns – regular and irregular adjectives</li> <li>Reflexive verbs</li> <li>Possessive adjectives</li> <li>Near future tense <b>aller + infinitive</b></li> <li>Using three tenses together and using suitable time expressions for each tense</li> </ul>	<ul style="list-style-type: none"> <li>Changes in pronunciation with agreement</li> <li>Grapheme “e” = [ə / œ] in reflexive pronouns</li> <li>Nasal vowels in “bien”, “mon”.</li> </ul>	<ul style="list-style-type: none"> <li>Personality and character adjectives</li> <li>How well you get on with family and friends</li> <li>Music genres</li> <li>Describing songs</li> <li>Giving opinions and reasons</li> <li>Clothing</li> <li>Describing your style/taste</li> <li>Time and sequencing expressions</li> </ul>
TERM 2.1	<p><b><u>Chez moi, chez toi – Studio 2 Module 4</u></b></p> <p>Talking about where you live Describing houses/flats Talking about meals and food</p>	<ul style="list-style-type: none"> <li>Irregular adjectives – forms and position</li> <li>Comparative adjectives – more X than, less X than</li> <li>Using prepositions to say where things are</li> <li>Verbs <b>manger, boire</b> and <b>prendre</b> to talk about eating and drinking</li> <li>Using “il faut” to say what you have to do</li> <li>Using “de” with quantities</li> </ul>	<ul style="list-style-type: none"> <li>Phoneme [y] in “plus”</li> <li>Nasal vowels in “moins” “manger” and “prendre”</li> <li>Distinguishing between “faut” and “fait”</li> </ul>	<ul style="list-style-type: none"> <li>Describing homes</li> <li>Rooms in a house/flat</li> <li>Prepositions</li> <li>Breakfast foods and drinks</li> <li>Meals, snacks and foods</li> <li>Ingredients and recipe for crêpes</li> <li>Carnivals/festivals</li> </ul>

## Implementation – Year 9 French Studio 3 rouge

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.2	<p><b><u>Ma vie sociale d'ado – Studio 3 Module 1</u></b></p> <p>Talking about Facebook Giving your opinion about someone Arranging to go out Describing a date Describing a music event Extra: Finding out about music festivals around the world</p>	<ul style="list-style-type: none"> <li>Using present tense regular –er verbs plus irregular verbs (<b>je lis / je vais / je fais</b>)</li> <li>Using direct object pronouns</li> <li>adjective agreement</li> <li>Using the near future tense (<b>je vais / on va + infinitive</b>)</li> <li>Using the perfect tense with avoir / être</li> <li>Practising using three tenses</li> </ul>	<ul style="list-style-type: none"> <li>Same sound for different spellings: <b>-ais, -ait / -er, -é</b></li> </ul>	<ul style="list-style-type: none"> <li>Talking about what you do on line</li> <li>Expressing opinions about Facebook</li> <li>Describing someone's personality</li> <li>Arranging to go out</li> <li>Time expressions</li> <li>Accepting / refusing invitations</li> <li>Describing a date in the past</li> <li>Describing a music event using 3 tenses</li> </ul>
TERM 3.1	<p><b><u>Bien dans sa peau – Studio 3 Module 2</u></b></p> <p>Learning the parts of the body Talking about sport Learning about healthy eating Making plans to get fit Describing levels of fitness</p> <p>Extra: Talking about teenage health issues</p>	<ul style="list-style-type: none"> <li>à + definite article</li> <li>the nous form of the present tense</li> <li>Using <b>il faut + the infinitive</b></li> <li><b>depuis + present tense</b></li> <li>talking about the future</li> <li>negatives – <b>ne ... pas</b> and <b>ne ... jamais</b></li> <li>the future tense (<b>je ferai / j'irai / je boirai / je jouerai</b>)</li> <li>using three tenses together</li> </ul>	<ul style="list-style-type: none"> <li>Pronunciation of <b>-eil</b>, and <b>œil</b> (orteil, oreille, œil)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about parts of the body</li> <li>Talking about a paintballing session</li> <li>Discussing people's attitudes to sport, expressing agreement or disagreement</li> <li>Talking about what you have to do to be a good sportsperson</li> <li>Saying how long something has been happening</li> <li>Talking about food, drink and a healthy lifestyle</li> <li>Making plans to get fit</li> </ul>
TERM 3.2	<p>Revision of all Units covered.</p> <p>Revision of all Units covered. Use of the <b>Grammaire</b> pages from the end of each unit. Use of the <b>En focus</b> pages of each Module to build on knowledge of culture and authentic resources. <b>A toi</b> pages to consolidate independent reading and writing skills.</p>			

<b>Assessment</b>	<p><b>Ongoing Formative assessment:</b>  Vocabulary tests (recall of key vocab)  Grammar tests (conjugations, recall of key verbs)  In class paired speaking assessment</p> <p><b>Summative assessment:</b>  End of Unit tests across the four skills (reading, listening, speaking and writing)  End of Year assessments.</p>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>- <b>Verbal feedback</b> given in lessons to correct and develop spoken language.</li> <li>- <b>Detailed written feedback</b> given on pieces of students' writing with actionable targets</li> <li>- <b>Vocab test feedback</b> where students are given a mark</li> <li>- <b>Peer feedback</b> during speaking activities</li> </ul> <p>Students are given time to carry out their DIRT (Direct, independent reflection time) in response to feedback</p>
<b>Homework</b>	<p><i>Frequency:</i> Homework will be set no more than once a week and will either build on from, or consolidate, the content learned in lessons.</p> <ul style="list-style-type: none"> <li>- Vocabulary learning which is based around students' Vocabulary and Grammar Booklets and Knowledge Organisers.</li> <li>- Worksheets which extend learning from lessons.</li> <li>- Pieces of writing which bring together and consolidate learning from the lesson.</li> <li>- Active Learn Reading and Listening tasks.</li> </ul> <p>In addition to official Homework, we recommend that whenever possible students are reflecting on and recapping the content delivered in lessons so that they feel well prepared coming into their next lesson.</p>
<b>How can I support my child?</b>	<ul style="list-style-type: none"> <li>- Look &amp; talk through the contents of your child's pink French exercise book with them. Question them about what they have learned in each lesson. Ask them to translate various vocabulary and texts into English for you.</li> <li>- Test and question your child on the vocabulary from their Vocab and Grammar Booklet. Say the English words to them and ask them to tell you the French.</li> <li>- Support them with logging onto Active Learn regularly to complete reading, listening and grammar activities.</li> <li>- Encourage them to listen to as much authentic French as possible (even if it is hard to understand it!). Play French radio stations (find them through a Google search). French shows on Netflix, French YouTube channels &amp; French playlists on Spotify are all really helpful.</li> </ul>