



One language sets you in a corridor for life. Two languages open every door along the way.

Topics to be covered in Year 10

	Term 1	Term 2	Term 3
Topics to be covered	Free time activities Family and Relationships	School Staying Healthy	Holidays Environment
Key vocabulary	Tier 3 grammatical vocabulary is used every lesson and needs to be understood - <i>adjective agreement and position, adjective, adverb, auxiliary verb, cedilla, cognate, conjugate, connective, definite/indefinite article, false-friend, grammatical gender, infinitive, intensifier, levels of formality, negative form, noun, partitive article, past participle, possessives, preposition, pronouns - subject, direct, indirect, emphatic, reflexive, reflexive verb, stem, tenses, verb (forms, ending, etc)</i> Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.	Tier 3 grammatical vocabulary is used every lesson and needs to be understood - <i>adjective agreement and position, adjective, adverb, auxiliary verb, cedilla, cognate, conjugate, connective, definite/indefinite article, false-friend, grammatical gender, infinitive, intensifier, levels of formality, negative form, noun, partitive article, past participle, possessives, preposition, pronouns - subject, direct, indirect, emphatic, reflexive, reflexive verb, stem, tenses, verb (forms, ending, etc)</i> Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.	Tier 3 grammatical vocabulary is used every lesson and needs to be understood - <i>adjective agreement and position, adjective, adverb, auxiliary verb, cedilla, cognate, conjugate, connective, definite/indefinite article, false-friend, grammatical gender, infinitive, intensifier, levels of formality, negative form, noun, partitive article, past participle, possessives, preposition, pronouns - subject, direct, indirect, emphatic, reflexive, reflexive verb, stem, tenses, verb (forms, ending, etc)</i> Vocabulary tracking document used to identify key vocabulary from the specification. Used with student Language Guides to aid revision and comprehension.
Skills to be developed Higher level skills to be developed are in red text.	Opinion verbs Expressing contrasts Time frequency expressions <i>C'est + adjective</i> <i>Regular -er verbs</i> Irregular verbs - present tense Using <i>on</i> to mean 'we' Partitive articles after <i>faire / jouer / aller</i> Negatives: <i>ne ... pas / rien / jamais</i> Asking questions with a question word Near future (<i>aller + infinitive</i>) Giving past-tense opinions with <i>c'était</i> Weekend time expressions/ sequencers Perfect tense: regular <i>-er</i> verbs Perfect tense of common irregular verbs	Consolidation, retrieval and recall of Term 1 skills and vocabulary PLUS: Definite articles Comparative adjectival structures Use of <i>il (ne) faut (pas) + infinitive</i> Irregular past participles (<i>lu, fait</i>) Negatives in the perfect tense Imperfect tense: habitual or continuous Indirect object pronouns Imperfect, present and near future together Negative phrases Definite article use French vs English Perfect tense review Imperfect tense: regular <i>-er</i> verb in singular Near future tense review	Consolidation, retrieval and recall of Term 1 and 2 skills and vocabulary PLUS: <i>je voudrais + infinitive</i> <i>pour + infinitive (in order to)</i> Conditional of <i>vouloir</i> in singular forms Relative pronoun <i>qui</i> In + country Negatives in the imperfect and perfect 'In' used in different contexts <i>si + present and near future tenses</i> Conditional - 1st, 2nd, 3rd person singular Giving advice Using perfect & imperfect tenses together

Topics to be covered in Year 10—cont'd

	Term 1	Term 2	Term 3
<p>Skills to be developed</p> <p>Higher level skills to be developed are in red text.</p>	<p>Negatives in the perfect tense <i>c'est/c'était / il y a/avait</i> (lexical imperfect)</p> <p>Understanding questions - perfect tense</p> <p>Recognising that <i>il y a</i> has two meanings</p> <p>Using present and perfect tenses together</p> <p>Present tense of <i>-er,-ir,-re</i> verbs</p>	<p>Partitive articles: <i>du, de la, de l', des</i></p> <p>Modal verbs (present tense) + infinitive</p> <p>Irregular verbs in <i>je</i> form across 3 tenses</p> <p><i>Tu</i>-form and <i>vous</i>-form imperative</p>	<p>Negatives in the imperfect/perfect tenses</p> <p><i>si</i> + present tense + near future tense</p> <p>Comparative adjectives</p> <p>Perfect tense revisited</p> <p>Imperfect tense revisited</p> <p>Comparative adverbs</p> <p>Present and perfect tenses</p>
<p>Skills to be developed cont'd</p> <p>Higher level skills to be developed are in red text.</p>	<p>Asking questions in the perfect tense</p> <p>Irregular past participles (<i>bu, lu, fait, pris</i>);</p> <p>Reflexive verbs in present tense (<i>se lever</i>)</p> <p>Possessives adjectives</p> <p>Adjectival agreement and position</p> <p>Present and perfect tenses used together</p> <p>Using present, perfect & near future tense</p> <p>Irregular past participles</p> <p>Subject-verb inversion and use of hyphen</p> <p>Emphatic pronouns after prepositions</p> <p>Present and perfect tenses contrasted and used together.</p> <p>Abstract/relational reflexives</p>	<p>Comparative adjectives</p> <p>Superlatives</p> <p>Negatives in present, perfect, near future</p> <p>Impersonal verb structures</p> <p>Imperatives and negatives</p> <p>Reflexive verbs in the perfect tense</p> <p>Simple future for all persons, -er verbs</p> <p>Simple future 1st person singular</p> <p>Modal verbs (present tense) with negatives</p> <p>Near future tense review including negatives</p> <p>Using <i>plus</i> alone or with an adjective/adverb</p>	<p>Conditional tense in all persons -er verbs</p> <p>Forming different types of questions</p> <p>Relative pronouns</p> <p>Perfect tense of modal verbs</p> <p>Modal verbs in the perfect tense</p> <p>Regular superlative adjectival structures</p> <p>Passive voice in present tense</p> <p>En + present participle</p> <p><i>personne</i> and <i>rien</i> as subject of the sentence</p>
<p>Opportunities for revisiting previous learning</p>	<p>Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.</p>	<p>Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.</p>	<p>Department-wide recall starters, vocabulary quizzing and phonics revision built into lessons alongside exam-style tasks covering all essential exam skills. Shared by Curriculum Leader and incorporated into all lessons.</p>
<p>When will formal assessment of progress take place?</p>	<p>HT1 – Assessed Grammar Quiz</p> <p>HT2 – Assessment Fortnight – Listening, Reading, Writing</p>	<p>HT1 – Assessed Speaking</p> <p>HT2 – Assessment Fortnight – Listening, Reading, Writing</p>	<p>HT1 – Speaking</p> <p>HT2 – End of Year Assessments – Listening, Reading, Writing</p>

Year 10 Useful Resources

Website Links:

www.linguascope.com

www.wordreference.com

www.quizlet.com

www.languagesonline.org.uk

www.memrise.com

www.senecalearning.com

Marking, Assessment and Feedback

Over the course of an academic year students will complete a number of formal assessments, these will be used to assess where students are in their learning journey. Details of this are on the page above.

Information from these assessments could be used when making decisions regarding setting of students, reporting progress home and predicting outcomes. In MFL, students are assessed across all four skills of Listening, Reading, Writing and Speaking. During lessons, we will evaluate students' learning through a range of activities including quizzes, class discussions, detailed questioning and other strategies. Through this, students will know where they are in their learning journey and what they need to do next to make further progress. Written feedback in books coincides with assessed pieces.

Homework

Homework will be set using the online platform Go4Schools.

Homework tasks are designed to prepare students for future learning or consolidate work completed in the classroom. It will be clear what should be handed in, when it should be handed in and how it should be handed in.

Contact Information

If you would like to contact the Modern Foreign Languages Department please email: mfl@gilberd.com.

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