CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 9

Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

French at Carshalton Boys Sports College opens pupils' access to a language spoken by over 300 million people across five continents, and to the rich, diverse cultures of the Francophone world. Year 9 is the final year of Key Stage 3 French and represents an important bridge between the foundational vocabulary and grammar of Years 7 and 8 and the demands of the GCSE course that begins in Year 10. By the end of Year 9, every pupil should be able to describe, narrate and give increasingly justified opinions across a widening range of topics, applying the present, perfect, imperfect and near future tenses with growing independence.

Key Concepts This Year

- **Communication:** Every unit builds the ability to understand, respond to and initiate communication, with growing independence from scaffolds.
- **Culture:** Francophone media, festivals, education systems and UNESCO heritage sites are studied as living culture.
- **Grammatical accuracy:** The perfect and imperfect tenses are embedded, and near future and conditional structures introduced.
- **Independent application:** Pupils increasingly apply known language to new questions and contexts without direct scaffolding.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Media: Film, TV and Books	**Customs, Festivals & Celebrations**	**Education — School (start)**	**Education — School (complete)**	**Healthy Living & UNESCO Project**
Recycled KS3 opinion language on music, reading and film; comparatives introduced.	Imperfect tense narration of celebrations; expanding cultural knowledge of the Francophone world.	Subjects, teachers, uniform and rules; regular verbs in the past; reflexive verbs.	Continued opinion-giving on school life; End of Term Assessment.	Food, fitness and past lifestyle choices; a research project on Francophone World Heritage sites.

A Spiral Curriculum The perfect and near future tenses, embedded this year alongside the newly-introduced imperfect, complete the tense range Years 10–11 will draw on for the full GCSE course. Teachers activate Year 7 and 8 vocabulary explicitly at the start of each unit before extending it with new grammar.

Assessment Information

How Pupils Are Assessed

- PATHS Mini Assessments — one skill tested after each Sentence Builder
- End of Term Assessments — all four skills across that term's units
- End of Year Assessment — all units: listening, reading, speaking and writing, with feedback
- PATHS formal written feedback — a green-pen response lesson after every test

Formal Assessment by Unit

- Media: Film, TV and Books — Mini Assessment in Reading (translation)
- Customs, Festivals and Celebrations — Mini Assessments in Speaking (read aloud) and Listening (dictation), plus a combined End of Term Assessment
- Education — School — Mini Assessment in Writing
- Healthy Living — Mini Assessment in Writing (translation)
- Full Year Consolidation — End of Year Assessment across all units

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a genuine strength — never generic praise.	*"Your use of the imperfect tense (c'était) to describe last year's festival is accurate and well-placed."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*State clearly where the pupil is performing against National Curriculum linguistic competence expectations, using clear level language.*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to add one justified opinion using 'parce que' and a reason."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Give your opinion word; (2) name the thing; (3) add 'parce que' and a reason."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Pupils respond in writing or orally: acknowledge the target, improve a specific section, and note what to do differently next time.*