

	Autumn	Spring	Summer
<b>7</b> <b>St1</b>  <b>3</b> <b>lessons</b>  <b>/ 2W</b>	<p>Topic: <b>greetings and introducing yourself</b></p> <p>Topic: greetings and introducing yourself</p> <p>Subject content</p> <p>Introducing yourself, talking about likes, dislikes, survival kit, describing yourself and other people (family/friends), describing a musician/celebrity</p> <p>Skills focus: spelling words, learning about masculine, feminine, singular and plural nouns, asking questions giving instructions, using clues to work out meaning, memorising vocabulary and gender of nouns</p> <p>Present tense and adjectives</p> <p><b>Assessment:</b> Y7 RA 1 reading and listening</p> <p>Receptive skills</p>	<p>Topic: Finish the greeting and introducing yourself topic/ start <b>my school</b></p> <p>Subject content</p> <p>Talking about school subjects, giving opinions, describing your time table, the 12 hour clock, describing a school day, talking about food, school in other countries, talking about Christmas and winter celebrations</p> <p>Skills focus: Remembering vocabulary, gender of nouns, expressing opinions, describing, adding interest to writing, telling the time, partitive.</p> <p><b>Assessment:</b> Y7 RA 2; Translation and writing</p> <p>Receptive skills and first attempt at productive skills</p>	<p>Topic: <b>my free time</b></p> <p>Subject content</p> <p>Talking about computers and mobiles, which sports you play, activities, saying what you like doing, describing what other people do</p> <p>Skills focus: Revise regular -er verbs in all forms, using jouer à and faire and aimer + infinitive,</p> <p><b>Assessment:</b> EoY exam;</p> <p><b>Reading / Listening / Translation / writing</b></p> <p><b>+ speaking exam on Y7 topic questions</b></p>
	<p><b>Rationale:</b></p> <p>Starting with being able to talk about yourself and other people, introduction to masculine, feminine and agreement concepts</p>	<p><b>Rationale:</b></p> <p>Talking about school makes sense for Y7s who have just changed schools. Consolidation of the novelties of masc, fem, agreements and adding partitive with food.</p>	<p><b>Rationale:</b></p> <p>Learning to talk about hobbies is important for Y7 in terms of grammar as they get introduced to infinitives and get to consolidate opinion verbs. It is also a useful topic to use when writing to their penpals.</p>
	<p>Underlying skills</p> <p>Learner Skills: <b>Receptive Skills: listening/ reading</b> and <b>Productive Skills: speaking/writing</b></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p><b>In Y7 the main rationales is to introduce learners to the concepts of a latin language that differ from English; genders, definite and indefinite articles as well as adjectives agreeing with genders, conjugation of the main verbs ; être , avoir , aller , faire</b></p>		

<p><b>8</b> <b>St1</b> <b>3</b> <b>lessons</b> <b>/2W</b></p>	<p><b>Topic: where I live</b></p> <p>This will be Term 1 topics in September 2021, therefore an informal revision of the “Free Time” vocabulary and structures will be advised before starting the topic of “Where I live”</p> <p>Talking about where you live, there is,/ there isn’t, giving directions, talking about places in town, inviting someone to go somewhere., saying what you can do.</p> <p>Learner Skills Reading/ Writing/ Listening/ Speaking/Translation</p> <p>Skills focus: reading and listening to longer passages, using clues to work out meaning, adding interest to writing, remembering the gender of nouns.</p> <p>Negative, à + place, the verb aller, vouloir and pouvoir</p> <p>Rationale:</p> <p>Recap on Y7 grammar and introducing local environment</p> <p><b>Assessment: RA 1; reading comprehension and translation into French</b></p>	<p><b>Topic : Holidays</b></p> <p>This will be Term 2 topics in January 2022</p> <p>Subject content</p> <p>Talking about holidays, getting ready to go out, buying drinks and snacks, talking about future plans</p> <p>Learner Skills</p> <p>Reflexive verbs, near future tense</p> <p>Reading/ Writing/ Listening/ Speaking/Translation</p> <p><b>Assessment: RA2; Listening and writing</b></p>	<p><b>Summer Term 3 April 2021</b></p> <p>Due to the early Y8 work done during the Lockdown of Y7, the last term of Y8 will work on the topic of “Studio Découvertes”, to allow time for recapping and revision</p> <ul style="list-style-type: none"> <li>• Talking about animal;, lose introduction to the perfect tense, practise speaking presentation</li> <li>• Writing a poem; introduction to literary reading / creative writing using templates</li> <li>• Describing a painting; vocabulary of picture description, lose practice of the perfect tense</li> </ul> <p><b>Assessment: Y8 EoY: Listening / reading/ Translating /Writing and speaking based on Y8 topic questions</b></p>
	<p><b>Rationale:</b></p> <p>Moving outside of the home with directions and asking people out, focusing on introducing more infinitive verbs</p>	<p><b>Rationale:</b></p> <p>The spring term is a good time to introduce talking about winter holidays, planning holidays for the summer / year ahead</p>	<p><b>Rationale;</b></p> <p>The summer term needs flexibility for revision / project work in order to conduct individual orals.</p>
<p>Underlying skills</p> <p>Learner Skills: <b>Receptive Skills: listening/ reading</b> and <b>Productive Skills: speaking/writing</b></p>			



GCSE Subject AOS	AO1	AO2	AO3	AO4	AO5	AO6	AO7
	<p>Underlying skills</p> <p>Learner Skills: <a href="#">Receptive Skills: listening/reading</a> and <a href="#">Productive Skills: speaking/writing</a></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p><b><i>In Y9 the main rationale is;</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>to reinforce the KS3 principals of a Latin language,</i></b></li> <li>• <b><i>to keep broadening the vocabulary and especially infinitive verb bank of the students,</i></b></li> <li>• <b><i>To teach Theme 1 of the 5 GCSE themes, allowing students who will drop the subject to still use their skill to talk about themselves and their families.</i></b></li> <li>• <b><i>to have introduced the three main tenses over the course of the year, reinforcing them regularly and giving the students who will carry on with the language the grammatical foundation of a GCSE grade</i></b></li> </ul>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	

<p>10 ST F/H  6 lessons /2W</p>	<p><b>Assessment: September Grammar</b></p> <p>1<sup>st</sup> 6 lessons dedicated to revising the main grammar KS3 points; adjectives / comparatives / present tense regular – irregular - reflexive- modal verbs / near future / perfect tense</p> <p>Sets assigned when possible / strategic seating plans if not</p> <p>Topic: town</p> <p>Subject content: talking about where you live, weather and transport, describing a town and asking the way, describing a region, talking about your town, village or district, discussing what to see and what to do, plans and the weather, describing community projects</p> <p>Skills focus : listening for synonyms , asking questions , answering questions , selecting the correct register, practising spontaneous speaking and making speaking more authentic, using a variety of verbs in different tenses in different forms, researching information in French, describing with detail, , recognising and using a variety of negatives,</p> <p><b>Assessment: L / R and translation RA based on the first Y10 Module</b></p>	<p>Topic: holiday</p> <p>Subject content: talking about holidays – past present, future and ideal holidays, booking and reviewing hotels, ordering in a restaurant, talking about travelling, buying souvenirs, talking about holiday disasters</p> <p>Skills focus: describing a picture, exchanging opinions, providing detailed descriptions, narrating events, recognising and using complex tenses, recognising and using complex structures, listening and looking out for time expressions and tenses.</p> <p><b>Assessment: Writing task on town and holidays topic</b></p>	<p>Topic: school</p> <p>Subject content: revising school subjects and talking about your timetable, talking about your school and comparing school in the UK and French-speaking countries, discussing school rules, talking about getting the best out school, talking about a school exchange</p> <p>Skills focus: using a variety of tenses together in all forms, using complex structures confidently, working out the meaning of new words, making comparisons, listening to see if someone agrees or disagrees</p> <p><b>Assessment: Y10 exam: past paper ( F ) translation Eng – Fr/ Fr-Engl + writing + speaking ( picture card)</b></p>
	<p>Rationale:</p> <p>This topic allows to revisit and consolidate all the basic tenses and structures seen in Y9 whilst introducing new vocabulary that is not likely to have been seen before.</p> <p>The topic of town creates opportunities to practise speaking exam skills: - role plays (asking directions etc)</p> <p>- the minute speech (presentation of a French region)</p>	<p>Rationale:</p> <p>In this term, students will be introduced to more tenses (conditional and pluperfect) and complex structures.</p> <p>The topic of town creates opportunities to practise speaking exam skills: - role plays (hotel booking, transport etc)</p> <p>- the minute speech (presentation about a holiday)</p>	<p>Rationale:</p> <p>By this point, students know enough vocabulary, grammar and structures to feel confident tackling the longest essay of the exam and various elements of the F papers</p>
<p>Underlying skills</p> <p>Learner Skills: <b>Receptive Skills: listening/reading and Productive Skills: speaking/writing</b></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p>			

	<ul style="list-style-type: none"> <li>• <i>In Y10 the main rationale is;</i></li> <li>• <i>to stream students will allow the higher flyers to use the Higher textbook, while students needing more help will follow the Foundation textbook., extension work being always available to stretch the top students.</i></li> <li>• <i>to teach 3 of the 5 GCSE themes</i></li> <li>• <i>to makes students comfortable and skilled in juggling the three main tenses,</i></li> <li>• <i>to introduce more complex tenses and structures for the Higher students</i></li> </ul>			
<p><b>11</b> <b>ST</b> <b>F/H</b></p> <p><b>6</b> <b>lessons</b> <b>/2W</b></p>	<p>Topic: work / celebrations</p> <p>Subject content: discussing jobs, work preferences and career choices, talking about future plans, discussing the importance of languages, applying for jobs.</p> <p>After the first Mock, we go back to Module 3 topic of Celebrations, concentrating on food, , special occasions, celebrations and festivals</p> <p>Skills focus: predicting what you will hear, using uncommon and creative language in writing and in speaking, writing formally and informally, using the correct register</p> <p><u>Assessment:</u> Mocks 1: past paper (all skills) F/H</p> <p>Speaking; RP + picture card + conversation 1</p>	<p>Topic: environment and globalisation</p> <p>Subject content: discussing problems facing the world, talking about protecting the environment, discussing ethical shopping and big events</p> <p>Skills focus: tackling a literary text, understanding inference in a listening or reading comprehension, using sophisticated expressions and authentic phrases, giving arguments for and against, borrowing and adapting language, making connections between word types</p> <p><u>Assessment:</u> Mock 2: past paper (all skills) F/H</p> <p>Speaking ; full paper</p>	<p>Exam: <b>SPEAKING</b> after the Easter holidays</p> <p>Revision of all skills and topics</p>	<p>Year 11 Exams:</p> <p>Listening</p> <p>Reading</p> <p>Writing</p>
<p>Rationale:</p> <p>the introduction of the subjunctive and adverbs in this topic is a good opportunity to teach students how to include uncommon language into their writing and speaking.</p> <p>Highlighting the importance of Languages in career choices is a timely topic when students are considering A Level options at this stage. Teachers have a golden opportunity to target keen linguists for the A Level course.</p> <p>The food / celebration/ festivals module is usually unfinished in Y9, and the approach of Christmas is a timely opportunity to visit this topic; lighter subject after the first Mock, but where students can tackle a “simpler” topic while still operating at a high level.</p>	<p>Rationale:</p> <p>This unit comes last because it contains more difficult, abstract and unseen before vocabulary and touches on some complex grammatical points. Students at this point know enough grammar and vocabulary to tackle an authentic text.</p>	<p>Rationale:</p> <p>Last chance to practise GCSE topics in exam questions context</p> <p>Focus on tense practice and best possible structures for the productive skills, as well as tense recognition and high frequency vocabulary for the receptive skills.</p>		

	<p>Underlying skills</p> <p>Learner Skills: <a href="#">Receptive Skills: listening/reading</a> and <a href="#">Productive Skills: speaking/writing</a></p> <p>Continual practice of the four skills during the lesson and low stakes tests/assessment</p> <p><b><i>In Y11 the main rationale is;</i></b></p> <ul style="list-style-type: none"><li><b><i>• to fine tune exam skills</i></b></li><li><b><i>• to reflect the results of the first Mock where students are allowed to sit F and H papers to fine tune the decision over the Foundation / Higher candidates after the second mock,</i></b></li><li><b><i>• to teach the last 2 of the 5 GCSE themes</i></b></li><li><b><i>• to help F students practise the high frequency vocabulary as well as the three main tenses,</i></b></li><li><b><i>• to give the H students confidence in using the most complex structures and tenses</i></b></li></ul>			

	Autumn		Spring		Summer	
<b>Year 12 Teacher 1</b>	<p><b>Topic:</b> family</p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about changing family structure in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>GRAMMAR; adjective / gender / sing / plural</b></p> <p><b>Focus:</b></p> <p>listening: summarising information and extracting key points from listening passages</p>	<p><b>Topic:</b> education</p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the education system in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>GRAMMAR; pronouns;</b></p> <p><b>Personal / subject / direct / indirect/ object / reflexive / relative</b></p> <p><b>Focus:</b></p> <p>Reading: acquiring techniques to better understand written French and to answer questions in French</p> <p>Translation: developing skills to translate from French to English</p>	<p><b>Topic:</b> world of work</p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the world of work in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Grammar;</b></p> <p><b>Y/ EN / adverbs / possessive / indefinite / comparative / superlative</b></p> <p><b>Focus:</b></p> <p>Reading: learning how to summarise information</p> <p>Writing: extending vocabulary through word families and use of synonyms</p>	<p><b>Topic:</b> the media</p> <p><b>Exam:</b></p> <p><b>Subject content</b></p> <p>learning about the media in France</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p>Speaking: developing techniques to improve fluency and learning to give opinion and contrast viewpoints</p> <p>Speaking/ Writing: Learning to develop arguments from different angles</p>	<p><b>Topic:</b> preparation for UCAS exams</p> <p><b>Exam:</b></p> <p>UCAS exams;</p> <p>Paper 1/ Paper 2/ Paper 3; A level card only</p> <p><b>Learner Skills</b></p> <p>listening/reading/ speaking/ writing/ translation</p>	<p><b>Topic:</b> Independent Research project- Speaking mock</p> <p><b>Exam:</b> Paper 3 IRP only</p> <p><b>Learner Skills</b></p> <p>listening/ reading/ speaking/ writing/ translation</p> <p><b>Focus:</b></p> <p>developing research skills – finding authentic material and learning how to use them</p>
	<p><b>Rationale:</b></p> <p>We start with this topic as the vocabulary is familiar so it's a good way to soften the gap</p>	<p><b>Rationale:</b></p> <p>A topic the students enjoy learning about, as they can add their own British viewpoint to</p>	<p><b>Rationale:</b></p> <p>A relevant topic as the students are considering universities and</p>	<p><b>Rationale:</b></p> <p>This topic lends itself well to learn to argue a viewpoint.</p>	<p><b>Rationale:</b></p> <p>AS Paper 1 (L/R/TR in English)</p>	<p><b>Rationale:</b></p> <p>First attempt at the IRP with supervised research and guidance as to the format and</p>

	<p>between GCSE and A level and also to gauge where students are.</p> <p><b>Grammar; go over the GCSE topics in more depth</b></p>	<p>critique the French system.</p> <p><b>Grammar; go over the GCSE topics in more depth, introduce the use of pronouns only skimmed at GCSE level</b></p>	<p>future careers.</p> <p><b>Grammar; in depth learning of the top GCSE grammar features</b></p>		<p>AS Paper 2 ( Essay, Tr in French)</p> <p>A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p>	<p>the delivery.</p> <p>The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP.</p> <p>No guidance can be provided for the real IRP</p>
<p><b>Year 12 Teacher 2</b></p>	<p>Topic: Music</p> <p>Exam:</p> <p>Subject content;</p> <p>Learning about Francophone music, French laws about broadcasting music, its influences</p> <p>Learner Skills</p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Grammar; TENSES</b></p> <p><b>Present / perfect/ perfect infinitives / imperfect / pluperfect</b></p> <p><b>Listening focus on cult French songs; gap filling, tense spotting, developing listening in artistic context</b></p>	<p>Topic: Festivals and Traditions</p> <p>Exam:</p> <p>Subject Content;</p> <p>Celebrations, customs and festivals in Francophone countries.</p> <p>Learner Skills</p> <p>listening/reading/ speaking/ writing/ translation</p> <p><b>Grammar; future / conditional / si clauses</b></p> <p>Focus:</p> <p><b>Creating more interesting sentences, acquiring revision techniques, listening techniques for the exam</b></p> <p><b>Learning more sophisticated language</b></p>	<p>Topic: Written response to works; film</p> <p>Subject Content; Film INTOUCHABLES</p> <p>exploring the main themes and characters of the film, cinematographic technique and vocabulary,</p> <p>Learner Skills;</p> <p>Listening/ speaking/ writing</p> <p><b>Grammar;</b></p> <p><b>the subjunctive / present participle / past historic (R only) / passive</b></p> <p>Focus;</p> <p><b>Learning how to make analytical phrases, using AS grammar seen so far, planning essay paragraphs, using adjectives, analysing film scenes from a cinematographic angle</b></p>	<p>Topic: Preparation for UCAS</p> <p>Exam:</p> <p>Preparation for UCAS exam</p> <p><b>UCAS exams;</b></p> <p><b>Paper 1/ Paper 2/ Paper 3; A level card only</b></p> <p>Learner Skills;</p> <p>Writing</p> <p><b>Grammar;</b></p> <p><b>Future and conditional perfect</b></p> <p><b>Si clause with pluperfect and conditional perfect</b></p> <p>Focus;</p> <p><b>Essay technique and practice</b></p>	<p>Topic:Independent Research project- Speaking Mock</p> <p>Exam: paper 3 IRP only</p> <p>Subject Skills</p> <p>Learner Skills</p> <p>listening/ reading/ speaking/ writing/ translation</p> <p>Focus:</p> <p><b>developing research skills – finding authentic material and learning how to use them</b></p>	

	<p><b>Rationale:</b></p> <p>This topic is popular as it is song based, and encourages students to discover French artists while approaching AS vocabulary and grammar</p> <p>Grammar; going over the GCSE tenses in depth</p>	<p><b>Rationale:</b></p> <p>Another topic that is popular with teens, as it is easy to compare British experiences with the French speaking world on traditions and festivals</p> <p>Grammar; going over the GCSE tenses in depth</p>	<p><b>Rationale:</b></p> <p>Film study is more approachable to AS students than literature for AS, there is enough grammar content seen in the first theme to launch into successful AS essay writing for the Writing paper</p> <p>Grammar; new and more complex grammatical content</p>	<p><b>Rationale:</b></p> <p>AS Paper 1 (L/R/TR in English)</p> <p>AS Paper 2 ( Essay, Tr in French)</p> <p>A2 Paper 3; Speaking card only, as the AS Paper 3 is a format the student will not need to master for the A2 exam</p> <p>Grammar; the most complex si clause is essential for the range grade in essay writing</p>	<p><b>Rationale:</b></p> <p>First attempt at the IRP with supervised research and guidance as to the format and the delivery.</p> <p>The Mock will allow constructive feedback and allow the summer to prepare the proper IRP after the Mock IRP.</p> <p>No guidance can be provided for the real IRP</p>
<p><b>Assessments</b></p>	<p>RA1</p> <p>Listening / Reading and translation into English (no Speaking yet)</p> <p>1st tast of A level exam skills in the responsive skill + translation into English</p>	<p>Y12 Assessment;</p> <p>Listening / Reading / Translation both in French and in English</p> <p>Speaking; 1<sup>st</sup> formal attempt at a Speaking exam card</p>	<p>UCAS Exams</p> <p>See above</p>		

	Autumn		Spring		Summer	
<b>Year 13 Teacher 1</b>	<b>Topic: WW2</b> <b>Exam:</b> <b>Subject content</b> learning about the German occupation of France during WW2 and the Vichy Regime <b>Learner Skills</b> listening/reading/ speaking/ writing/ translation <b>Focus:</b> Listening: inferring information from interviews or reports Reading: recognising and using similes and metaphors	<b>Topic: WW2</b> <b>Exam:</b> <b>Subject content</b> learning about the French Resistance <b>Learner Skills</b> listening/reading/ speaking/ writing/ translation <b>Focus:</b> Translation: Translating from English into authentic French	<b>Topic: immigration</b> <b>Exam:</b> <b>Subject content</b> learning about the positive impact of immigration <b>Learner Skills</b> listening/reading/ speaking/ writing/ translation <b>Focus:</b> Speaking /writing: expressing proportions and statistics Reading: dealing with unknown language	<b>Topic: the far right</b> <b>Exam:</b> <b>Subject content</b> learning about the far right in France <b>Learner Skills</b> listening/reading/ speaking/ writing/ translation <b>Focus:</b> Writing: Adding variety to language and using varied complex grammatical structures. Checking accuracy Speaking: weighing up opinions and drawing conclusions	<b>Topic:</b> <b>Exam:</b> <b>Subject Skills</b> Learner Skills listening/reading/ speaking/ writing/ translation	<b>Year 13 Exams:</b>
	<b>Rationale:</b> Historical background to the literature book studied by Teacher 2		<b>Rationale:</b> Relevant and topical aspect of French society, giving students an insight into a realist and controversial view of current affairs.		<b>Rationale:</b> Exam practice	

<b>Year 13 Teacher 2</b>	<p><b>Topic: Written response to works; literature</b></p> <p><b>Exam:</b></p> <p><b>Subject Content; Literature “Un Sac de Billes”</b></p> <p><b>Learner Skills;</b></p> <p>exploring the main themes and characters of the book, literature technique and vocabulary,</p> <p><b>Focus;</b></p> <p><b>Reading literary text in French, writing analysis</b></p>	<p><b>Topic: immigration</b></p> <p><b>Exam:</b></p> <p><b>Subject Skills</b></p> <p>Learning about the challenges of immigration and integration in France</p> <p><b>Learner Skills;</b></p> <p>Extracting and summarising info from longer passages</p> <p>Researching events</p> <p>Translating from French to authentic English and vice versa</p> <p><b>Focus;</b></p> <p><b>Speaking; presenting facts and figures / Reading and Translating more complex texts</b></p>	<p><b>Topic: AS topics revisited</b></p> <p><b>Exam:</b></p> <p><b>Subject content;</b></p> <p>Volunteering in society</p> <p><b>Learner Skills;</b></p> <p>Responding to different styles of spoken language</p> <p>Taking the lead in conversation</p> <p>Exam techniques</p> <p>Using sophisticated sentences in written work</p> <p><b>Focus;</b></p> <p><b>All exam skills</b></p>	<p><b>Topic:</b></p> <p><b>Exam:</b></p> <p><b>Subject Content;</b></p> <p>AS and A2 topics</p> <p><b>Learner Skills;</b></p> <p>Speaking card IRP practice</p>	
	<p><b>Rationale:</b></p> <p>The summer has been used to read the book with the help of the vocabulary booklet, the analytical vocabulary and technique has been practised with the film, and the students should be ready to tackle a French book.</p> <p>The background of the book is WW2, which is being studied at the same time, helping with the broader context of the book.</p>	<p><b>Rationale:</b></p> <p>The student are now ready to tackle more complex society topics at this stage, allowing from the fact that they are asked to present topical news items on a weekly basis since Y12</p>	<p><b>Rationale:</b></p> <p>AS topics need to be revisited in the A2 grammatical and analytical context</p>	<p><b>Rationale:</b></p>	
	<p>No formal assessment this term</p> <p>1<sup>st</sup> half term; essay writing in exams conditions on the film, allowing to alter the Y12 summer UCAS predictions if needed</p>	<p>Y13 Mocks;</p> <p>A2 paper 1 and 2 ; Listening / reading / translation into French and English / 2 essays; film and literature</p> <p>Paper 3; only the speaking card will be examined</p>			

<b>FORTNIGHTLY</b>	<ul style="list-style-type: none"> <li>TEACHER 1; live translation classes to go over the Y12 themes and y12 grammar points in an interactive way</li> <li>TEACHER 2; Speaking practice lessons on the A2 exam card skills + IRP preparation monitored (students to complete the research and paperwork by the end of the Autumn term)</li> </ul>		
<b>Assessments</b>	<p>No formal assessment this term</p> <p>1<sup>st</sup> half term; essay writing in exams conditions on the film, allowing to alter the Y12 summer UCAS predictions if needed</p>	<p>Y13 Mocks;</p> <p>A2 paper 1 and 2 ; Listening / reading / translation into French and English / 2 essays; film and literature</p> <p>Paper 3; only the speaking card will be examined</p>	