



Programme of study for KS3

| What is changing in the Curriculum? | How does Studio support the change? | Examples |
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| <p>Pupils are required to develop confidence in listening, speaking, reading and writing.</p> | <ul style="list-style-type: none"> • Core teaching spreads feature all four skills. • <i>En Plus</i> spreads towards the end of each module work on building specific skills more actively in order to reach higher levels of achievement. • Skills worksheets in the front-of-class teaching resources provide further practice, to help develop pupils' skills. • Assessments are provided in all four skills in the Assessment Packs. | <p>Studio 1 Pupil Book pp. 8–9, 10–11, 12–13, 14–15 etc.</p> <p>Studio 1 Pupil Book pp. 20–21 (speaking skills), pp. 40–41 (reading skills), pp. 62–63 (writing skills), pp. 82–83 (listening skills)</p> <p>Studio 1 front-of-class teaching resources examples: worksheets 1.6 (listening skills), 1.7 (writing skills), 2.4 (reading skills), 4.7 (speaking skills)</p> |
| <p>Greater emphasis on grammar, requiring pupils to 'use and manipulate a variety of key grammar structures and patterns'.</p> <p>Build skills for new GCSE</p> | <ul style="list-style-type: none"> • Strong grammar focus. • Grammar is introduced and recycled within each module and then through the course. • Dedicated grammar spreads at the end of every chapter reinforce grammar within the context of the chapter. • Grammar worksheets, PowerPoints and interactive activities within the front-of-class teaching resources help to present and practise grammar. • Interactive self-access activities within the online homework, practice and support help pupils to practise new grammar at their own pace. | <p>Grammar boxes in Studio 1 Pupil Book e.g. pp. 8–9, p. 10, pp. 12–13</p> <p>Dedicated grammar spread examples Studio 1 Pupil Book: pp. 22–23, 44–45, etc.</p> |
| <p>Greater emphasis on vocabulary, including 'vocabulary that goes beyond [pupils'] immediate needs and interests'.</p> | <ul style="list-style-type: none"> • Emphasis of teaching spreads moves pupils onto wider cultural topics and insight into the francophone world. • Module 6 <i>Studio découverte</i> project spreads introduce pupils to a wider range of vocabulary than they would normally encounter. • Front-of-class teaching resources provide rich video resources taking pupils into the lives of a group of friends in France. | <p>Studio 1 Pupil Book: p. 17 (French singers and bands), p. 20 (Life in rural Quebec), pp. 40–41 (Education in the Comores islands), pp. 42–43 (Christmas in France), p. 62 (Winter sports in Chamonix), pp. 82–83 (French regions and geography)</p> <p>Studio 1 Pupil Book: pp. 110–111 (wild animals), pp. 112–113 (French poetry), pp. 114–115 (French painting)</p> <p>e.g. Studio 1 front-of-class teaching resources p. 8, p. 34, p. 56, etc.</p> |

Examples from our front-of-class teaching resources and Pupil Book sample chapters can be viewed at: www.pearsonschools.co.uk/ks3studiomap Click on the links in the 'Try before you buy' panel.

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| Pupils are required to use accurate grammar, spelling and punctuation. | <ul style="list-style-type: none"> Tips throughout help pupils to work on their accuracy. Phonics video and worksheet in the front-of-class teaching resources help pupils to use correct pronunciation and to spell correctly throughout the course. Worksheets in front-of-class teaching resources support grammar and vocabulary acquisition. Interactive activities in the online homework and practice, support learning grammar and vocabulary (including correct spelling and transcription skills). | <p>e.g. Studio 1 Pupil Book p. 29 (tip on accents) p. 17 (exercise checking accuracy of partner's work) p. 63 (exercise checking accuracy of own work)</p> <p>Studio 1 front-of-class teaching resources p. 8 Speaking skills video, Worksheet 1.1</p> |
| Pupils are required to 'transcribe words and short sentences that they hear with increasing accuracy'. | <ul style="list-style-type: none"> Phonics approach at beginning – words and gestures used to introduce key sounds and help pupils to learn sound > spelling links. Opportunities to practise transcription throughout. Online homework, practice and support vocabulary activities give transcription practice. | <p>Studio 1 front-of-class teaching resources p. 8 Speaking skills video, Worksheet 1.1</p> <p>The audio recordings in Studio provide a wealth of material that could be used for transcription.</p> <p>e.g. from Studio 1: TG p. 17 / CD1 track 2 (likes and dislikes), TG p. 21 / CD1 track 5 (survival kit), TG p. 24 / CD1 track 6 (personality).</p> <p>Alternatively, teachers could read aloud short extracts from the reading texts in the Pupil Book for pupils to transcribe. e.g. from Studio 1: p. 11, ex. 6; p. 29, ex. 5; p. 74, ex. 1</p> <p>Studio 3 front-of-class teaching resources Listening Skills Worksheets (Rouge) 1.1, (Vert) 1.2</p> |

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| <p>Pupils are required to develop confidence in speaking, including dealing with the unexpected.</p> <p>Build skills for new GCSE</p> | <ul style="list-style-type: none"> Speaking tasks on all core teaching spreads allow pupils to practice speaking in all topics covered. Emphasis on pronunciation aids confident speaking. Regular focus on questions helps pupils to be confident in conversation. <i>En plus</i> speaking skills spreads focus on helping pupils to speak spontaneously or at greater length. Pupil Book 3 has three dedicated speaking skills spreads designed to further enhance pupils' skills and encourage more extended speaking, as a forerunner to GCSE. Studio Toolkit introduces and provides resources for using Classroom Talk approach to spontaneous speaking. | <p>See all core teaching spreads, Pupil Books e.g. Studio 1 pp. 50–51, exs. 2, 4 and 6.</p> <p>Studio 1 phonics worksheet (1.1) + pronunciation tips throughout</p> <p>e.g. Studio 1: pp. 8–9 (exs. 3 & 5, tip next to ex. 3), p. 14 (ex. 2), p. 28 (grammar box)</p> <p>e.g. Studio 1: pp. 20–21.</p> <p>Studio 3 Rouge and Vert pp. 22–23, pp. 68–69, pp. 112–113.</p> <p>Studio KS3 French Toolkit Videos showing examples of classroom talk and spontaneous speech in action.</p> |
| Pupils required to 'show comprehension of original and adapted materials from a range of different sources', including spoken and written language. | <ul style="list-style-type: none"> Books include a variety of reading texts from a range of sources, especially as pupils' reading skills become more advanced (a few examples are shown in the next column for Studio 1, 2 and 3 Rouge). Texts provided in 'listen and read' form allow pupils to engage with them through listening only where appropriate (a few examples listed). Videos in the front-of-class teaching resources (features twice per Module) allow pupils to watch/ listen and respond to the spoken language they hear. | <p>Pupil Books Studio 1: Short authentic texts: p. 26 (school canteen menu) p. 33 (school timetable)</p> <p>Studio 2 Rouge: Longer, adapted texts: p. 14, ex. 1 (internet use by young people) p. 33, ex. 5 (Paris catacombs advert) p. 103, ex. 4 (TV talent show performers' profiles)</p> <p>Studio 3 Rouge: Short authentic texts: p. 84, ex. 1 (leisure park advert) Longer, adapted texts: p. 44, ex. 1 (young people and fitness) p. 88, ex. 1 (holiday activities at school) p. 110, ex. 1 (article about Free the Children charity) p. 127, ex. 3 (article about the 'Sénégazelle' race)</p> <p>Studio 3 Vert Short authentic texts: p. 44, ex. 1 (Mathilde Bergeron interview) p. 84, ex. 1 (leisure park advert)</p> <p>Examples from Studio 1: p. 12, ex. 2 (personality questionnaire) p. 37, ex. 7 (dinner ladies song) p. 42, ex. 3 (Christmas in France)</p> |



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| <p>Pupils required to 'provide an accurate English translation of short, suitable material' and 'translate short written text accurately into the foreign language'.</p> <p>Build skills for new GCSE</p> | <ul style="list-style-type: none"> Numerous translation activities on grammar spreads and on worksheets. Additional translation activities with planning resources in Studio Toolkit. | <p>Studio 1: Pupil Book pp. 22, exs. 1, 3 and 6 p. 45, exs. 3 and 6 p. 85, exs. 5 and 7</p> <p>Front-of-class teaching resources Studio 1 Worksheet 2.4, ex. B</p> <p>Studio 2 Rouge Pupil Book p. 63, exs. 4 and 7 pp. 104–105, exs. 2, 3 and 4</p> <p>Front-of-class teaching resources Studio 2 Rouge Worksheet 6.1, ex. C</p> <p>Studio 3 Rouge Pupil Book pp. 26–27, exs. 2, 3, 5 and 6 pp. 48–49, exs. 1, 2 and 6 pp. 94–95, exs. 2 and 3</p> <p>Front-of-class teaching resources Studio 3 Rouge Worksheet 4.7, ex. C</p> <p>Studio KS3 French Toolkit 18 Translation worksheets – 3 for each direction per year group.</p> |
| <p>Pupils required to 'read literary texts in the language, such as stories, songs, poems and letters'.</p> <p>Build skills for new GCSE</p> | <ul style="list-style-type: none"> Literary texts such as authentic poems are provided throughout, in the front-of-class teaching resources. Additional literary texts with Teacher Notes in Studio Toolkit. | <p>Studio 1 Pupil Book p. 112, ex. 1 (Robert Desnos poem)</p> <p>Front-of-class teaching resources Studio 1 Worksheet 3.5 (Claude Roy poem)</p> <p>Studio 2 Rouge Worksheet 6.1 (Haïti poem) Studio 2 Vert Worksheet 4.5 (Prévert poem)</p> <p>Studio 3 Rouge Worksheet 3.1 (Charpentreau poem)</p> <p>Studio KS3 French Toolkit 9 Worksheets with literary texts – 3 per year group.</p> |
| <p>No longer includes National Curriculum levels.</p> | <p>Support for 11-16 Progression – help monitor the progress of your pupils See Pearson's progression support to help you track student progress without levels at: www.pearsonschools.co.uk/mflprogression</p> | |

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