

# Year 7 French

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term
<p><b>On fait connaissance</b></p> <ul style="list-style-type: none"> <li>➤ Greetings, the alphabet</li> <li>➤ Introducing yourself</li> <li>➤ Describing your personality and that of others</li> </ul> <p><b>Key skills/grammar/ phonics/Culture</b></p> <ul style="list-style-type: none"> <li>➤ Using the verb 'to be' (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) person narrative</li> <li>➤ Using adjectives</li> <li>➤ Adjective agreements</li> <li>➤ Asking and answering simple questions-raising intonation</li> <li>➤ Revision of numbers 1 to 50</li> <li>➤ Celebration of European languages</li> </ul> <p>➤ <b>Phonics:</b></p> <p>Sound 'a', SFE, SFC [e] [é/er/ez] [è/ê/ai], open [o] [closed o/ô] [au/eau], [u] [ou]</p>	<p><b>Tout sur moi</b></p> <ul style="list-style-type: none"> <li>➤ Describing your physical appearance</li> <li>➤ Introducing and describing your family</li> </ul> <p><b>Key skills/grammar/ phonics/culture</b></p> <ul style="list-style-type: none"> <li>➤ Avoir and être</li> <li>➤ Numbers 1 to 100</li> <li>➤ Adjective agreements</li> <li>➤ Question words</li> <li>➤ Simple connectives, opinions &amp; intensifiers</li> <li>➤ Descriptions of French celebrities</li> <li>➤ The imperfect tense</li> <li>➤ Descriptions of French celebrities</li> </ul> <p>➤ <b>Phonics:</b></p> <p>[closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou], silent final consonant(SFC), CaReFuL consonants</p>	<p><b>Mes loisirs et ceux de mes fans</b></p> <ul style="list-style-type: none"> <li>➤ Weather phrases</li> <li>➤ Your activities &amp; your favourite star's hobbies</li> <li>➤ Talking about 'le tour de France'</li> </ul> <p><b>Key skills/grammar/ phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Using A.C.T.I.O.N.S</li> <li>➤ The infinitive</li> <li>➤ Jouer + au/à la</li> <li>➤ Faire + du/de la/des</li> <li>➤ Negatives 'ne...pas./ni...ni/</li> <li>➤ Comparisons 'plus...que'</li> <li>➤ The imperfect tense (implicitly)</li> </ul> <p>➤ <b>Phonics:</b></p> <p>words ending with -ent, [h muet] [h aspiré] [C], [j / soft g] [hard g] [gn], [ss / soft s] [hard s/z]</p>	<p><b>Venez rendre visite à mon collègue</b></p> <ul style="list-style-type: none"> <li>➤ Describing your school</li> <li>➤ Opinions on school subjects &amp; teachers</li> <li>➤ French &amp; British schools</li> <li>➤ Writing a card to your pen pal</li> </ul> <p><b>Key skills/grammar/ phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Aller (1<sup>st</sup>, 3<sup>rd</sup> pers sing/1<sup>st</sup> pers plur)</li> <li>➤ Using comparisons 'plus...que/moins que'</li> <li>➤ Possessive adjectives</li> <li>➤ Inversion questions</li> <li>➤ Irregular -re verbs 'apprendre, comprendre'</li> <li>➤ Devoir + infinitive (1<sup>st</sup> person sing)</li> </ul> <p>➤ <b>Phonics:</b></p> <p>[r] [ch] [qu] [th], Liaisons, [oi] [oy], [ain/in/aim/im], [en/an/em/am], [on/om]</p>	<p><b>Mon style au bahut</b></p> <ul style="list-style-type: none"> <li>➤ Weather &amp; clothing</li> <li>➤ Opinion on school uniforms</li> <li>➤ Designing a new uniform</li> <li>➤ Describing a photo</li> <li>➤ French culture</li> </ul> <p><b>Key skills/grammar/ phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Irregular adjective agreements</li> <li>➤ Using A.C.T.I.O.N.S</li> <li>➤ Question words</li> <li>➤ "aller"/the whole paradigm</li> <li>➤ Present &amp; past tense (1<sup>st</sup>/3<sup>rd</sup> pers sing)</li> <li>➤ Near future tense</li> </ul> <p>➤ <b>Phonics:</b></p> <p>[un/um],[jen],[tion] [-aill/-ail],[-ill/-ille],[-eill/-eil],[-euill/-euil/-ueill/-ueil/-œill/-œil] Reviewing SFC, SFE au/eau, [th], [oi], words ending with -ent</p>

# Year 8 French

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term
<p><b>Raconte moi tes vacances</b></p> <ul style="list-style-type: none"> <li>➤ Revisions</li> <li>➤ Activities on holidays</li> <li>➤ <i>A virtual tour to Disney Land</i></li> <li>➤ A visit to the Parc Asterix &amp; futuroscope</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Revision of the verb 'avoir' and 'être'</li> <li>➤ Perfect tense with 'avoir' (1<sup>st</sup> pers sing and plur)</li> <li>➤ Using A.C.T.I.O.N.S</li> <li>➤ Using prepositions (en, au, aux, à)</li> <li>➤ Perfect tense with 'aller' (first pers sing/plural)</li> <li>➤ Negatives in the perfect tense</li> <li>➤ Comparisons</li> </ul> <p><b>Phonics:</b></p> <p>'a', SFE,[e] [é/er/ez] [è/ê/ai], open o] [closed o/ô] [au/eau] [u] [ou]</p>	<p><b>Je me débrouille en vacances</b></p> <ul style="list-style-type: none"> <li>➤ Ordering food</li> <li>➤ Ordering food at a market</li> <li>➤ Asking information</li> <li>➤ Planning an activity according to the weather</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Present tense of regular –ir and –re verbs</li> <li>➤ Question words</li> <li>➤ Boire (1<sup>st</sup>, 3<sup>rd</sup> pers sing)</li> <li>➤ Adverbs</li> <li>➤ Perfect tense with 'être' (1<sup>st</sup> sing/plural)</li> <li>➤ Describing a photo</li> <li>➤ Near future</li> </ul> <p><b>Phonics:</b></p> <p>[u] [ou] [closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou] silent final consonant (SFC), CaReFuL consonants</p>	<p><b>Mes loisirs et ma vie numérique</b></p> <ul style="list-style-type: none"> <li>➤ Spare time activities</li> <li>➤ A past visit to the shopping centre</li> <li>➤ Digital activities</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Revisit present tense of ER, IR, RE verbs</li> <li>➤ Conditional tense (1<sup>st</sup> pers sing)</li> <li>➤ Possessive adjectives</li> <li>➤ 'faire' and 'suivre' (1<sup>st</sup>, 3<sup>rd</sup> person sing)</li> <li>➤ Negatives (jamais/ ni...ni...)</li> <li>➤ Perfect tense with être and avoir</li> </ul> <p><b>Phonics</b></p> <p>Words ending with –ent, [h muet] [h aspiré] C, [j / soft g] [hard g] [gn], [ss / soft s] [hard s/z]</p>	<p><b>Plongez dans la vie des grands athlètes</b></p> <ul style="list-style-type: none"> <li>➤ Your favourite athlete &amp; their town</li> <li>➤ Healthy choices</li> <li>➤ Asking and answering questions</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Reviewing of Jouer à/faire de</li> <li>➤ Comparative &amp; superlative</li> <li>➤ Il faut + infinitive</li> <li>➤ Revision of the near future (whole paradigm)</li> <li>➤ The verb 'pouvoir, vouloir-1<sup>st</sup>/3<sup>rd</sup> person narrative</li> <li>➤ Perfect tense with avoir (whole paradigm)</li> <li>➤ Using A.C.T.I.O.N.S</li> </ul> <p><b>Phonics:</b></p> <p>[r] [ch] [qu] [th], Liaisons [oi] [oy] [ain/in/aim/im] [en/an/em/am] [on/om]</p>	<p><b>On s'entend bien</b></p> <ul style="list-style-type: none"> <li>➤ Describing relationships (friends &amp; family)</li> <li>➤ Saying why you get along with someone</li> <li>➤ How relationships were in the past</li> <li>➤ A planned birthday</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ imperfect tense (1<sup>st</sup> pers sing/plur)</li> <li>➤ Complex structures</li> <li>➤ Perfect tense with 'être' (whole paradigm)</li> <li>➤ Extensive written piece with A.C.T.I.O.N.S</li> <li>➤ Reflexive verbs (1<sup>st</sup> pers sing)</li> <li>➤ The imperfect tense (1<sup>st</sup> person narrative (implicit teaching))</li> <li>➤ Combining 4 tenses</li> </ul> <p><b>Phonics:</b></p> <p>[un/um],[ien],[tion] [-aill/-aill],[-ill/-ille] words ending with -ent</p>

# Year 9 French

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term
<p><b>Le monde francophone</b></p> <ul style="list-style-type: none"> <li>➤ Your personality and that of others</li> <li>➤ Discovering French countries around the world</li> <li>➤ Holiday activities</li> <li>➤ Planning an excursion</li> </ul> <p><b>Key skills/grammar/Phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Opinion + infinitive</li> <li>➤ Reviewing present/perfect tense 1st, 3rd pers sing</li> <li>➤ Reviewing the use of A.C.T.I.O.N.S</li> <li>➤ Negative perfect and near future tense</li> <li>➤ Asking questions &amp; answering –subject verb inversion</li> </ul> <p><b>Phonics:</b> [a], SFE [e] [é/er/ez] [è/ê/ai], open [o] [closed o/ô] [au/eau], [u] [ou]</p>	<p><b>Ma vie en musique</b></p> <ul style="list-style-type: none"> <li>➤ Musical preferences</li> <li>➤ Future plans.</li> <li>➤ A trip to a concert &amp; a festival</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Justifying opinions</li> <li>➤ Imperfect tense (1st pers sing/plural)</li> <li>➤ Comparatives &amp; superlatives</li> <li>➤ Perfect and imperfect tenses</li> <li>➤ Dictations</li> <li>➤ Writing with A.C.T.I.O.N.S</li> </ul> <p><b>Phonics:</b> [u] [ou], [closed eu] [open eu/œu], silent final [e], [i/y], [è / ê] / [u] [ou], silent final consonant(SFC), CaReFuL consonants</p>	<p><b>Ce que tu veux faire plus tard</b></p> <ul style="list-style-type: none"> <li>➤ Future careers</li> <li>➤ School subjects</li> <li>➤ Ways to earn money</li> <li>➤ Learning a language is an asset for your future</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Simple future with high frequency verbs (1st pers sing/plural)</li> <li>➤ Near future/simple future</li> <li>➤ Ce sera/il y aura</li> <li>➤ Vouloir/pouvoir</li> <li>➤ Present participle After 'en'</li> <li>➤ Questions in different tenses</li> <li>➤ Writing with A.C.T.I.O.N.S</li> <li>➤ Role play</li> </ul> <p><b>Phonics:</b> words ending with –ent, [h muet] [h aspiré] [C], [j / soft g] [hard g] [gn], [ss / soft s] [hard s/z]</p>	<p><b>Ce que je mange</b></p> <ul style="list-style-type: none"> <li>➤ Foods and drinks</li> <li>➤ Food choices</li> <li>➤ Giving reasons</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Range of negatives</li> <li>➤ Range of adverbs</li> <li>➤ Superlative/revision of comparisons</li> <li>➤ Choisir, venir, sortir</li> <li>➤ Justifying opinions</li> <li>➤ Partitive articles</li> <li>➤ Il faut + infinitive</li> <li>➤ Perfect tense with avoir</li> <li>➤ Review of present tense endings</li> </ul> <p><b>Phonics:</b> [r] [ch] [qu] [th] Liaisons, [oi] [oy] [ain/in/aim/im] [en/an/em/am] [on/om]</p>	<p><b>Comment je fais pour rester en forme</b></p> <ul style="list-style-type: none"> <li>➤ Food you do not eat any more</li> <li>➤ How to maintain a healthy diet</li> <li>➤ Activities you do to keep healthy</li> <li>➤ Talking about food you would love to eat</li> </ul> <p><b>Key skills/grammar/phonics taught</b></p> <ul style="list-style-type: none"> <li>➤ Irregular adjectives</li> <li>➤ Phrases with the infinitive</li> <li>➤ Near future</li> <li>➤ Simple future</li> <li>➤ Conditional tense,</li> <li>➤ Using a 'si' clause</li> <li>➤ Photo card with P.A.L.M.O.J</li> </ul> <p><b>Phonics:</b> [un/um],[ien],[tion] [-aill/-ail],[-ill/-ille],[-eill/-eil],[-euill/-euil/-ueill/-ueil/-œill/-œeil]</p>

# Year 10 French

Autumn term 1	Autumn term 2	Spring term 1	Spring term 2	Summer term
<p><b>Moi, ma famille, mes amis et quand je fais la fête!</b></p> <ul style="list-style-type: none"> <li>➤ Describing relationships</li> <li>➤ Qualities of a best friend</li> <li>➤ Food and festivals</li> <li>➤ A weekend with your family</li> <li>➤ Role models</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Comparison and superlative</li> <li>➤ Exam skills</li> <li>➤ Perfect tense</li> <li>➤ Listening for gist</li> <li>➤ Photo card with P.A.L.M.O.J</li> <li>➤ Reflexive verbs</li> <li>➤ Writing with A.C.T.I.O.N.S</li> <li>➤ Transactional language</li> </ul> <p><b>Phonics:</b></p> <p>Review on how to pronounce simple vowels [a], SFE [e] [é/er/ez] [è/ê/ai], open [o] [closed o/ô] [au/eau], [u] [ou]</p>	<p><b>Le temps des loisirs</b></p> <ul style="list-style-type: none"> <li>➤ Talking about sports</li> <li>➤ Opinions on TV programs, reality TV and influencers</li> <li>➤ Activities online</li> <li>➤ Shopping</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Simple future tense with high frequency verbs (most common)</li> <li>➤ Imperfect tense (whole paradigm)</li> <li>➤ Photo card with P.A.L.M.O.J</li> <li>➤ Writing with A.C.T.I.O.N.S</li> <li>➤ Depuis + present tense</li> <li>➤ Transactional language</li> <li>➤ Exam skills</li> <li>➤ Use of après avoir + past participle</li> <li>➤ Use of impersonal structures</li> <li>➤ Listening for gist</li> </ul> <p><b>Phonics:</b></p> <p>Review [u] [ou] [Closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou], silent final</p>	<p><b>Des vacances de rêves ou de cauchemar?</b></p> <ul style="list-style-type: none"> <li>➤ Holiday preferences</li> <li>➤ Accommodation</li> <li>➤ Holiday activities, buying souvenirs</li> <li>➤ A dreadful town</li> <li>➤ Holiday disasters</li> <li>➤ A dream holiday</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Conditional tense (all paradigm)</li> <li>➤ Combining all tenses</li> <li>➤ 'en' + present participle</li> <li>➤ Using modal verbs and higher structures such as 'il vaut la peine de/d'</li> <li>➤ Using comparisons</li> <li>➤ Photo card with P.A.L.M.O.J</li> <li>➤ Avant de + infinitive</li> <li>➤ après avoir/être + pp</li> <li>➤ Role plays GCSE style</li> <li>➤ Transactional language</li> </ul> <p><b>Phonics:</b></p> <p>words ending with –ent, [h muet] [h aspiré] C, [j / soft g] [hard g] [gn], [ss / soft s] [hard s/z]</p>	<p><b>Mon bahut et ce qui me préoccupe</b></p> <ul style="list-style-type: none"> <li>➤ Your school and schools in France</li> <li>➤ School rules (for &amp; against)</li> <li>➤ School activities and successes</li> <li>➤ A recent outing with your school</li> <li>➤ A cultural event</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Direct object pronouns</li> <li>➤ Il faut/Il est interdit + infinitive</li> <li>➤ The conditional tense (whole paradigm)</li> <li>➤ Photo card with P.A.L.M.O.J</li> <li>➤ Dictations</li> <li>➤ Writing with A.C.T.I.O.N.S</li> <li>➤ Role play skills</li> <li>➤ Giving detailed justifications &amp; using idioms</li> </ul> <p><b>Phonics:</b></p> <p>[r] [ch] [qu] [th], Liaisons [oi] [oy], [ain/in/aim/im] [en/an/em/am], [on/om]</p>	<p><b>Mon destin, mes plans pour mon avenir</b></p> <ul style="list-style-type: none"> <li>➤ Career choices and orientation</li> <li>➤ Studying languages is an asset</li> <li>➤ Future employment and community projects</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Using the subjunctive (implicitly)</li> <li>➤ The conditional tense (whole paradigm)</li> <li>➤ Combining all tenses</li> <li>➤ Exam skills</li> <li>➤ Using idioms and higher structures</li> <li>➤ Photo card with P.A.L.M.O.J</li> <li>➤ Writing with A.C.T.I.O.N. J.A.C</li> <li>➤ Mocks all skills</li> <li>➤ Combining time frames</li> <li>➤ Analysing literary texts</li> </ul> <p><b>Phonics:</b></p> <p>[-ouill/-ouil] Reviewing SFC, SFE au/eau, [th], [oi], words ending with –ent Syllables and stress</p>

# Year 11 FRENCH

<p><b>Mes qualités, mon expérience</b></p> <ul style="list-style-type: none"> <li>➤ Discussing personality traits</li> <li>➤ Talk about relationships</li> <li>➤ Successes at school</li> <li>➤ Earning money</li> <li>➤ Work experience</li> <li>➤ Extra curricular activities</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Superlative</li> <li>➤ Subjunctive (implicit) with wow structures</li> <li>➤ Review of the imperfect tense &amp; simple future</li> <li>➤ Use of higher structures &amp; exceptional vocabulary</li> <li>➤ En + present participle</li> <li>➤ Relative pronoun 'qui, que'</li> <li>➤ Review of past topics</li> </ul> <p>➤ <b>Phonics</b></p> <p>Review on how to pronounce simple vowels a', SFE [e] [é/er/ez] [è/ê/ai], open [o] [closed o/ô] [au/eau], [u] [ou]</p>	<p><b>Ce que je fais pour améliorer ma ville</b></p> <ul style="list-style-type: none"> <li>➤ Role plays</li> <li>➤ Your town: advantages &amp; disadvantages</li> <li>➤ Projects for your town</li> <li>➤ Big events in my country &amp; in the world</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Indirect object pronouns</li> <li>➤ Relative clauses</li> <li>➤ A range of negatives</li> <li>➤ Combining time frames</li> <li>➤ Analysing literary texts</li> <li>➤ Listening for details</li> <li>➤ Use of higher structures &amp; exceptional vocabulary</li> </ul> <p>➤ <b>Phonics</b></p> <p>Revisiting the following sounds u [ou] [closed eu] [open eu/œu], silent final [e], [i/y], è / ê / [u] [ou] silent final consonant(SFC), CaReFuL consonants</p> <p>➤ Mocks all skills</p>	<p><b>Es-tu solidaire? Le commerce équitable et les grands événements</b></p> <ul style="list-style-type: none"> <li>➤ Talk about your environment</li> <li>➤ Volunteering</li> <li>➤ Big events</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Modal verbs in present and conditional tense</li> <li>➤ The passive voice</li> <li>➤ Indirect object pronouns</li> <li>➤ Combining time frames</li> <li>➤ Analysing literary texts</li> <li>➤ Reviewing of phonics</li> <li>➤ Answering questions with the correct pronunciation</li> <li>➤ Combining 6 tenses</li> </ul> <p>➤ <b>Phonics</b></p> <p>Revisiting diphthongs (sounds with 2 vowels), nasals (when a vowel is followed by a single 'n' or 'm' in the same syllable and blends (2 consonants together)</p>	<p><b>Tu te souviens de ce que tu as appris?</b></p> <ul style="list-style-type: none"> <li>➤ Exam skills /mixed themes</li> </ul> <p><b>Grammar, skills and phonics</b></p> <ul style="list-style-type: none"> <li>➤ Using all tenses and referring to 3 time frames (foundation), referring to 6 time frames (higher)</li> </ul> <ul style="list-style-type: none"> <li>➤ Higher level expressions revisions</li> <li>➤ Listening for details</li> <li>➤ Literary texts</li> <li>➤ Use of (Teachit booklets) to review essential vocabulary for the speaking exam with <a href="http://www.quizlet.com">www.quizlet.com</a></li> </ul> <p>➤ <b>Phonics:</b></p> <p>Answering questions with the correct pronunciation, practising liaisons.</p> <p>➤ <b>Mocks all skills</b></p>	<p><b>Tu es prêt(e)?</b></p> <p><b>Speaking exams (Foundation and higher tiers)</b></p> <p><b>Revision Exam techniques</b></p> <p><b>Revision with W.A.G.O.L.L.s &amp; sentence builders</b></p> <p><b>Review of A.C.T.I.O.N J.A.C</b></p> <ul style="list-style-type: none"> <li>➤ Use of Exampro resources for final exam practise in listening and reading</li> <li>➤ Literary extracts reading practise</li> <li>➤ GCSE past papers to consolidate learning</li> <li>➤ Listening, reading and writing revision</li> </ul> <p><a href="http://www.sentencebuilders.com">www.sentencebuilders.com</a></p> <p><a href="http://www.languagegym.com">www.languagegym.com</a></p> <p><u>Exampro resources</u></p> <p>Quizlets on all themes Quizlets on tenses</p>	<p><b>Public Examinations</b></p> <p><b>All</b> papers are either taken at Foundation or Higher Tier</p> <p>Speaking Exam (25%) Listening (25%) and Reading Exam (25%) Writing Exam (25%)</p>
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