



Year 7						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Context</p> <ul style="list-style-type: none"> -Describing a thing or person -Saying what people have -Describing things -Distinguishing between having and being -Talking about a thing or person -Talking about doing and making things <p>Grammar</p> <ul style="list-style-type: none"> -Essential verbs (1st, 2nd, 3rd persons singular) To be, being - ÊTRE (c'est) To have, having - AVOIR To do, doing – FAIRE -Adjective agreement (as complement to verb) 	<p>Context</p> <ul style="list-style-type: none"> -Saying what people do -Saying what we do -Saying what others do (they) -Saying 'you' (singular and plural) <p>Grammar</p> <ul style="list-style-type: none"> -Using FAIRE to mean 'go' -ER verbs (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons) 	<p>Context</p> <ul style="list-style-type: none"> -Saying how many there are, numbers -Describing people (family) -Saying what people have -Saying what people do (sports) <p>Grammar</p> <ul style="list-style-type: none"> -Il y a -Plural indefinite article 'des' -Plural adjective agreement -Essential verbs (1st, 2nd, 3rd persons plural) 	<p>Context</p> <ul style="list-style-type: none"> -Saying where people go (places) -Saying where people go (countries) -Asking questions -Using question words -Talking about yourself, to and about someone else <p>Grammar</p> <ul style="list-style-type: none"> -Essential verbs (1st, 2nd, 3rd persons singular) To go, going – ALLER -à – (au / à la / à l' / aux) meaning 'to' -Intonation questions with question words 	<p>Context</p> <ul style="list-style-type: none"> -Asking questions -Using question words -Saying people do not do something -Describing things and people <p>Grammar</p> <ul style="list-style-type: none"> -Subject-verb inversion questions (single and two-verb structures) 	<p>Context</p> <ul style="list-style-type: none"> -Asking questions -Expressing future intentions -Saying what you want to, can and must do -Saying what you don't want to, can't and don't have to do -Saying what you know how to do <p>Grammar</p> <ul style="list-style-type: none"> ALLER + infinitive (future intention) -Modal verbs - VOULOIR, POUVOIR and DEVOIR -Modal verbs in the negative



	<ul style="list-style-type: none"> -Indefinite, singular articles and gender -Definite articles (le, la, l', les) -Regular plural nouns (-s) -Yes/no questions with raised intonation -Feminisation of job titles (-e) -Subject pronouns il/elle meaning 'it' <p>Vocabulary</p> <ul style="list-style-type: none"> -Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. -High-frequency vocabulary relevant to given context. -Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course. 	<p>singular, 1st and 3rd persons plural)</p> <ul style="list-style-type: none"> -Preposition à with certain verbs meaning at /to -Intonation questions -Two-verb structures with aimer <p>Vocabulary</p> <ul style="list-style-type: none"> -Consolidation and extension of vocabulary relevant to the given contexts. -Developing a verb lexicon (-ER regular verbs) -Deepening vocabulary knowledge through work with a challenging text. 	<p>To be, being – ÊTRE To have, having – AVOIR To do, doing – FAIRE -Possessive adjectives (mon, ma, mes, ton, ta, tes</p> <p>Vocabulary</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) -Plural nouns and adjectives 	<ul style="list-style-type: none"> -Essential verbs (1st, 2nd, 3rd persons plural) To go, going – ALLER -à - meaning 'to' and 'in' with towns and cities -en - meaning 'to' and 'in' with countries (f) -chez -Present tense (-ER verbs) <p>Vocabulary</p> <ul style="list-style-type: none"> -Revisiting essential verbs in new contexts (ALLER) -Question words -Developing the verb lexicon (-ER verbs) -Deepening vocabulary and grammar knowledge through work with a challenging text. 	<ul style="list-style-type: none"> -Subject-verb inversion questions with question words (single-verb structures) -Ne...pas negation with single-verb structures -Ne...pas de negation with nouns -Adjectives in front of the noun -Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR <p>Vocabulary</p> <ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) <p>Question words</p>	<ul style="list-style-type: none"> -Subject-verb inversion questions with question words (two-verb structures) -To know (how to) - SAVOIR + infinitive -Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR <p>Vocabulary</p> <ul style="list-style-type: none"> -Developing a verb lexicon -Developing the use of modal verbs, including with negation -Deepening vocabulary and grammar knowledge through work with a challenging text. -Semantic complexities addressed through deliberate practice (savoir vs pouvoir)
<p>Skills</p>	<ul style="list-style-type: none"> -Finding ways to remember new vocabulary -Be able to ask and recognise questions -Have an understanding of 	<ul style="list-style-type: none"> -Be able to identify specific words in Listening tasks -Build confidence when expressing 	<ul style="list-style-type: none"> - Have an understanding of adjectives in the plural form -Numeracy in the 	<ul style="list-style-type: none"> -Starting to develop classroom language -Recognise and answer several questions 	<ul style="list-style-type: none"> -Develop classroom language -Understand longer passages from one topic with some 	<ul style="list-style-type: none"> -Constructing sentences in French more confidently -Improve Listening skills



	masculine/feminine nouns and adjectives -Be able to distinguish between having and being	yourself	target language		repetition	-Understanding how to form the negation
Subject Impact	-Become used to hearing and pronouncing words and short sentences -Awareness of another country	-Become increasingly used to hearing and pronouncing words and short sentences -A deeper understanding of a different culture	-Start to make more detailed sentences -Being able to communicate about themselves, family and friends, selecting and classifying a range of adjectives and pronouns.	-Being able to communicate about where they and other people go using a range of vocabulary.	-Be able to use essential verbs in new contexts -Demonstrate skills in reading/listening, translation and grammar.	-Be able to use negatives -Being able to communicate about future activities, and experimenting with the near Future tense.
Assessment	Vocabulary testing Translation Listening Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Vocabulary testing Speaking (Photo-card) Listening Translation	Vocabulary testing Reading Grammar Extended writing	Vocabulary testing Listening Translation Speaking (General conversation)	End of year exam



Year 8						
Subject intent	We welcome and celebrate cultural and linguistic differences within our school community. Language is the grammar of lived and living social relationships. When studying a modern foreign language, our students are encouraged to appreciate different cultures and ways of life, and to deepen their understanding of the world. It promotes mutual respect, reflection and resilience, and equips our students with the skills to be confident global citizens. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context -Asking how to say and write new words in French -Distinguishing between being and having -Talking about jobs -Talking about what, when, where and why you celebrate -Talking about how people celebrate -What happens and doesn't happen	Context -Talking about what you are doing today vs what you did yesterday -Sharing past experiences -People and places in the past -Asking about what happened in the past -Talking about what you do in your free time and where you do it -Talking about parts and wholes	Context -Talking about nouns you can't count -What is it like? -Saying what you do or did in a typical day -Talking about what groups of people do -Formal and informal situations: -Talking to people you do and don't know	Context -Talking about what you and others do at school -Talking about what you are doing this week and what you do every week -What is it like? -Describing things -Talking about what you can, must, will and want to do	Context -What is it like? Comparing things -Talking about how groups of people do things -Comparing how people do things -Communicating in other languages	Context -Communicating in other languages -Talking about the environment -Asking and answering questions about what people did and have done
	Grammar -il(s)/elle(s) meaning 'it'/'they'	Grammar -present vs perfect (with past simple equivalent in English)	Grammar -partitive article (du, de la, des, de l') with uncountable nouns	Grammar -verbs like choisir (all persons)	Grammar -feminine adjective agreement rules -l → -lle and -n → -nne	Grammar -verbs like lire (present) (nous, vous, ils/elles)



<p>-intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) -article use with être + profession feminine adjective agreement -rules -x → -se -feminine noun formation rule -eur → -rice -construction rule for numbers 13-31 -question word + est-ce que -pronoun 'on' with impersonal meaning 'people, you, one' -construction rule for dates -possessive adjectives (son, sa, ses, notre, nos)</p>	<p>-past participle formation: faire, dire, -ER verbs (taking avoir) -intonation (SV) questions with question words (present vs perfect) -ce, cet, cette, ces -il y a vs il y avait -intonation (SV) and est-ce que -questions (present vs perfect) (je, tu, il/elle) -negation: ne...pas de (present vs perfect) -prepositions taking de -contraction of definite article after à and de -verbs with à and de before a noun -partitive article for distinguishing between parts and wholes and after 'faire' with sports -quel, quelle, quels, quelles</p>	<p>and unspecified quantities -partitive article de/d' in the negative and with expressions of quantity -boire (je, tu, il/elle) -adverb positioning (single-verb structures) -verbs like sortir (present) (nous, vous, ils/elles) -verbs like venir (present) (nous, vous, ils/elles) -sans + infinitive -vous as formal 'you' -on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'</p>	<p>present with future meaning use of definite article with days of the week to express habitual actions plural noun formation rules -au/-eu → -aux/-eux and -al → -aux plural adjective formation rules no change with -s or -x and -al → -aux même(s), autre(s), plusieurs positioning of multiple adjectives adverb placement in two-verb structures</p>	<p>-comparative forms of adjectives -verbs like prendre (present) (nous, vous, ils/elles) -comparative forms of adjectives and adverbs -verbs like entendre (present) (je, tu, il/elle) -verbs like lire (present) (je, tu, il/elle) -verbs like écrire (present) (je, tu, il/elle) -tout, toute, tous, toutes -verbs like entendre (present) (nous, vous, ils/elles)</p>	<p>-verbs like écrire (present) (nous, vous, ils/elles) -present vs perfect (with past simple and present perfect equivalent in English) -inversion (VS) questions (perfect) specified vs unspecified times in the past -adverb placement (present vs perfect) -past participle formation: verbs like prendre, dit, fait, bu, eu -intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) -intonation (SV) questions with question words (perfect)</p>
<p>Vocabulary Focus explicitly on some common word patterns between French and English (high-frequency words, and often</p>	<p>Vocabulary -Building the verb lexicon -Regular revisiting of Y7 vocabulary for consolidation -Words with multiple</p>	<p>Vocabulary -Building the verb lexicon -Regular revisiting of Y7 vocabulary for consolidation</p>	<p>Vocabulary -Revisiting essential verbs in new contexts (ALLER) -Building the verb lexicon</p>	<p>Vocabulary -Regular revisiting of Y7 vocabulary for consolidation</p>	<p>Vocabulary -Text exploitation to extend vocabulary, aid recognition of cognates, and</p>



	<p>cognates or semi-cognates with English).</p> <ul style="list-style-type: none"> -Develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem). -Essential verbs are revisited in new contexts (ÊTRE, AVOIR) -Number construction 13-31 	<p>meanings are taught cumulatively</p> <ul style="list-style-type: none"> -Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families -Consolidation of question words and question formation 		<ul style="list-style-type: none"> -Mixed word sets -Question words 	<ul style="list-style-type: none"> -Y8 vocabulary revisited throughout in different contexts -Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts 	<p>learners' knowledge of word families</p>
Skills	<ul style="list-style-type: none"> -Use and agree adjectives with masculine and feminine nouns -Understand patterns and use feminine noun formation -Identify language patterns 	<ul style="list-style-type: none"> -Develop forming/answering a range of questions -Be able to use both the Present and the Past (Perfect tense) with increased confidence and accuracy 	<ul style="list-style-type: none"> -Be able to talk about your typical day in the Present and the Past -Be able to identify specific words in Listening tasks with increased accuracy 	<ul style="list-style-type: none"> -Skim texts for gist -Recognise and answer several questions with increased accuracy, using a range of question words 	<ul style="list-style-type: none"> -Understand longer passages from one topic with less repetition -Be able to make comparisons using comparative forms of adjectives and adverbs 	<ul style="list-style-type: none"> - Understand a range of instructions, questions and short phrases -Pick out a series of phrases at near normal speed (Listening)
Subject Impact	<ul style="list-style-type: none"> -Continue to make more detailed sentences -Being able to communicate about jobs, celebrations and how people celebrate, selecting and classifying a range of adjectives and 	<ul style="list-style-type: none"> -Combine the Present and past (Perfect)tense. -Being able to decode Qu'est-ce-que/Est-ce-que questions, including question words. 	<ul style="list-style-type: none"> -Use the partitive article: "some" -Use "de" after quantities -Use predictions to help with challenging listening passages. 	<ul style="list-style-type: none"> -Use plural adjective formation -Being able to position multiple adjectives in a sentence -Being able to place adverbs in two-verb structures 	<ul style="list-style-type: none"> -Be able to use essential verbs in new contexts -Demonstrate skills in reading/listening, translation and grammar. 	<ul style="list-style-type: none"> -Be able to recognise and use the three plural subject pronouns and verb endings with more accuracy -Being able to communicate about



	possessive adjectives.					the environment , comparing past and present.
Assessment	Vocabulary testing Translation Listening Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Writing, Grammar	Vocabulary testing Speaking (Photo-card) Listening Translation	Vocabulary testing Reading Grammar Extended writing	Vocabulary testing Listening Translation Speaking (General conversation)	End of year exam



Year 9						
Subject intent	The GCSE French linear course is taught over three years, starting in Year 9. It encourages students to develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context Me, my family and friends Relationships with family and friends	Context Local, national, international and global areas of interest Home, town, neighbourhood and region	Context Current and future study and employment My studies	Context Identity and culture Free-time activities <ul style="list-style-type: none"> ● Music ● Cinema and TV 	Context Identity and culture Free-time activities <ul style="list-style-type: none"> ● Food and eating out ● Sport 	Context -Identity and culture Customs and festivals in French-speaking countries/communities
	Grammar -avoir and être present tense -possessive adjectives -adjective agreement rules -reflexive verbs -se disputer/se fâcher/s'entendre avec	Grammar -il y a/ on a/ c'est -prepositions (directions) -plural partitive article and de after negative -pouvoir + infinitive (see expressions of quantity) -irregular verbs aller/faire -ceux qui + verb	Grammar -devoir + infinitive - il faut + infinitive (compulsory subjects) -parce que/car to express reasons -perfect tense regular avoir verbs (choisir/décider)	Grammar -consolidation of present tense including irregular verbs <i>sortir, prendre, mettre, voir, vouloir</i> -extend range of two verbs together	Grammar - perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) -simple opinion statements to express	Grammar -perfect of verbs with être + agreement rules (see Perfect tense (être)-revision) -reflexive verbs in perfect; perfect and imperfect tenses together



	<ul style="list-style-type: none"> -comparatives plus que/moins que - adverbs of frequency - regular verbs in present tense - direct object pronoun 	<ul style="list-style-type: none"> -s'intéresser à -enhancing descriptions -using qui/que/dont -demonstrative adjectives ce, cet, cette, ces 	<ul style="list-style-type: none"> de/laisser tomber - options) -two verbs together eg aimer/aimer mieux/préférer -comparative and superlative in expressing opinions about subjects -use of tu and vous in informal/formal exchanges 	<ul style="list-style-type: none"> -future tense introduced for eg weekend plans -adverbs such as d'habitude/normalement -clauses introduced by quand/lorsque and s 	<ul style="list-style-type: none"> how it was (illustration of the imperfect) 	<ul style="list-style-type: none"> -describing a past event/festival; actions and opinions
	<p>Vocabulary</p> <ul style="list-style-type: none"> -Ma famille et moi -Ma famille et mes amis 	<p>Vocabulary</p> <ul style="list-style-type: none"> -A la maison -Des maisons différentes -Là où j'habite 	<p>Vocabulary</p> <ul style="list-style-type: none"> -L'école et les matières -Mon établissement scolaire -La journée scolaire 	<p>Vocabulary</p> <ul style="list-style-type: none"> -Qu'est-ce-que tu aimes faire? -Qu'est-ce-que tu as fait /vas faire ce week-end? 	<p>Vocabulary</p> <ul style="list-style-type: none"> -On parle de la nourriture -Qu'est-ce-que tu aimes manger? -Tu fais du sport? 	<p>Vocabulary</p> <ul style="list-style-type: none"> -On fait la fête! -La fête chez nous -Partout c'est la fête! -La fête pour tout le monde!
Skills	<ul style="list-style-type: none"> -Ignoring words which are not needed (reading for gist) -Including adjectives to enhance description 	<ul style="list-style-type: none"> -Using adjectives to enhance descriptions -Recognising key topic words in reading and listening tasks -Using verbs which start with a vowel -Simplification and paraphrasing 	<ul style="list-style-type: none"> -Forming longer sentences -describing physical properties (giving definitions instead of naming something) -Agreeing and disagreeing 	<ul style="list-style-type: none"> -Using visual clues to understand texts -Adding reasons to produce more complex sentences 	<ul style="list-style-type: none"> -Using subordinating conjunctions -Listening for detail -Reading for detail -Using common patterns between French and English when reading 	<ul style="list-style-type: none"> - Using a mnemonic (MRS VANDERTRAMP) -Requesting help to keep the communication going (spontaneity) -Developing confidence when speaking (using time fillers) -Making use of social and cultural context



						when reading
Subject Impact	Students will have acquired the necessary skills to bridge the gap between the two Key Stages.	Read, Listen and understand the main points in written or spoken French which incorporates past, present or future tenses and opinions	Write at least 40-90 words (depending on ability) from memory on a range of topics demonstrating use of 3 tenses and justifying opinions.	Hold a spoken conversation on a range of familiar topics for 2 to 4 minutes (depending on ability), with varying levels of support.	Demonstrate knowledge of at least 40 key verbs in French and how to change regular and some irregular verbs into past, present and future tenses.	Form more complex opinions using a wider range of structures in order to describe, narrate and inform on the topics of Family and Friends, Living area, Studies, Free-time activities, Customs and festivals in French-speaking countries/communities.
Assessment	Vocabulary testing Foundation/Higher Question 3- (Translation) Listening Foundation/Higher Speaking (Role-play)	Vocabulary testing Phonics, Listening, Reading, Foundation/Higher Question 1 Writing, Grammar	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening Foundation/Higher Question 3-(Translation)	Vocabulary testing Reading Grammar Foundation/Higher Question 2- Extended writing	Vocabulary testing Listening Foundation/Higher Question 3- (Translation) Foundation/Higher Speaking (General conversation)	End of year exam + Foundation/Higher Question 4-Extended writing



Year 10						
Subject intent	<p>The GCSE French linear course is taught over three years, starting in Year 9. In the second year, students build upon previous years' study to broaden vocabulary and increase use of more complex grammatical structures.</p> <p>The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	Context Current and future study and employment Life at school/college	Context Local, national, international and global areas of interest Travel and tourism	Context Current and future study and employment Education post-16	Context Local, national, international and global areas of interest Social issues: Healthy/Unhealthy living	Context Identity and culture Marriage/Partnership	Context Identity and culture Technology in everyday life
	Grammar - transfer devoir/pouvoir/il faut/vouloir to school rules context -quantity words	Grammar -consolidation of perfect tense -extension of imperfect tense -sequencing words, expressions and phrases	Grammar - ce qui/ce que... c'est... sentence pattern -future tense introduced for eg future study plans	Grammar - partitive articles with food items - recap on <i>devoir/il faut</i> and introduce conditional forms – affirmative and negative	Grammar -revisiting adjectives to describe and use of <i>qui, que, dont</i> to describe ideal partner and enhance descriptions	Grammar -revision of past tenses to recount how social media have been used; or life before technology - <i>grâce à/sans/avec</i>



	<p>beaucoup/trop/assez/pas assez + de (including with plurals)</p>	<p>-avant de/après avoir etc/pendant que/depuis/venir de -developing greater complexity in spoken and written accounts of past events or experiences -weather expressions with <i>faire</i></p>	<p>-building on si clauses with present and future -more complex two verb structures (<i>avoir l'intention de/avoir envie de/avoir le droit de</i>)</p>	<p>-il vaut mieux/il vaudrait mieux - negative <i>ne...jamais</i> -full explanation of imperfect tense to allow statements about previous health habits</p>	<p>-en + present participle - revision of future tense to outline future plans -direct and indirect object pronouns</p>	<p>- enhanced statements of possibility including <i>permettre de il est possible que</i> + subjunctive</p>
	<p>Vocabulary -La vie scolaire -Le règlement scolaire</p>	<p>Vocabulary -On part en vacances -Moi je préfère -Qu'est-ce-que tu as fait? -Découverte de la France</p>	<p>Vocabulary -Continuer ses études ou non? -L'orientation</p>	<p>Vocabulary -Un régime alimentaire équilibré -Mon mode de vie avant et maintenant</p>	<p>Vocabulary - On se marie? -Tu aimerais te marier?</p>	<p>Vocabulary -On garde le contact -Les réseaux sociaux -Tu es technophile? -Tu t'en sers souvent</p>
<p>Skills</p>	<p>-Agreeing or disagreeing -Using visual and verbal context when reading</p>	<p>-Using negatives to improve writing -Paraphrasing -Expressing opinions and using intensifiers Recognising cognates and near-cognates when reading</p>	<p>-Ignoring words which are not needed in listening tests -Using exclamations to emphasise opinion in speaking or writing</p>	<p>-Using visual clues to understand texts -Adding reasons to produce more complex sentences</p>	<p>- Using subordinating conjunctions -Listening for detail -Reading for detail -Using common patterns between French and English when reading</p>	<p>- Memorising key phrases to help produce French sentences more easily - Coping strategies - Adding extra information in speaking and in writing to raise the level of language used - Building speaking and writing skills (manipulating model text/expanding answers by adding opinions & reasons)</p>



Subject Impact	<p>Students will be more confident using the three main tenses and higher candidates will be able to use the conditional confidently. They will have consolidated their skills in order to describe, narrate and inform on the topics covered so far.</p>	<p>-Read, Listen and understand the main points in written or spoken French which incorporates past, present or future tenses and opinions. -Students will have a knowledge of a range of French festivals and cultural events that they will be able to talk about in English and demonstrate ability to describe in brief in French.</p>	<p>Students will have a grasp of a range of higher level structures for both foundation and higher level which they will use throughout written and spoken assessments</p>	<p>Hold a spoken conversation on a range of familiar topics for 5 to 6 minutes (depending on ability) with varying levels of support.</p>	<p>Demonstrate knowledge of at least 60 key verbs in French and how to change regular and many irregular verbs into Past, present and future tenses as well as imperfect and conditional</p>	<p>Write at least 90-150 words (depending on ability) from memory on a range of topics demonstrating use of 3 tenses and justifying opinions. Higher students will demonstrate greater use of imperfect and conditional tenses and greater fluency and high-level language in writing.</p>
Assessment	<p>Vocabulary testing Foundation/Higher Question 3- (Translation) Listening Foundation/Higher Speaking (Role-play)</p>	<p>Vocabulary testing Phonics, Listening, Reading, Foundation/Higher Question 1 Writing, Grammar</p>	<p>Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening Foundation/Higher Question 3-(Translation)</p>	<p>Vocabulary testing Reading Grammar Foundation/Higher Question 2- Extended writing</p>	<p>Vocabulary testing Listening Foundation/Higher Question 3- (Translation) Foundation/Higher Speaking (General conversation)</p>	<p>End of year exam + Foundation/Higher Question 4-Extended writing</p>



Year 11						
Subject intent	<p>The GCSE French linear course is taught over three years, starting in Year 9. In the third year, students build upon previous years' study to further broaden vocabulary and increase use of more complex grammatical structures.</p> <p>The course encourages students to further develop their ability and ambition to communicate with native speakers in speech and writing, and to acquire the knowledge and understanding that enables them to be creative with the language and to become independent learners. Students will improve their understanding of grammar and hence develop their creativity and independence. The study of French will also broaden their horizons and encourage them to step beyond familiar cultural boundaries and develop new ways of seeing the world. In addition, by supporting students in gaining a qualification in a Modern Foreign Language, we are building their communication and literacy skills and preparing them for a globalised world of work.</p>					
Subject Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p>Context</p> <p>Local, national, international and global areas of interest Global issues: The environment</p>	<p>Context</p> <p>Local, national, international and global areas of interest Social issues: Charity/Voluntary work</p>	<p>Context</p> <p>Local, national, international and global areas of interest Social issues: Homelessness/Poverty</p>	<p>Context</p> <p>Current and future study and employment Careers choices and ambitions</p>	<p>End of course examination focus Exam skills and practice</p>	<p>End of course examination focus Exam skills and practice</p>
	<p>Grammar -modal verbs linked to behaviours (must do/can do/should do/could do etc) -<i>si</i> clauses using imperfect and conditional -<i>si</i> sentences revised for outlining consequences of actions</p>	<p>Grammar -<i>vouloir</i> + infinitive -<i>vouloir que</i> + subjunctive -il est possible que + subjunctive</p>	<p>Grammar -<i>si j'étais...</i> -à la place de... with conditional completions -<i>il faut</i> + infinitive and -<i>il faut que</i> + subjunctive</p>	<p>Grammar -enhanced statements of possibility including <i>permettre de</i> -pluperfect tense perspective</p>		



	Vocabulary -Ma ville, mon environnement -Les problèmes de l'environnement	Vocabulary -Les associations caritatives -Mon travail bénévole	Vocabulary -Des problèmes sociaux -Les inégalités	Vocabulary -L'avenir -Comment obtenir un emploi		
Skills	-Reusing known words and phrases -Making use of social and cultural context when listening	-Using a glossary or bilingual dictionary -Using verbal context when listening (number, age of speakers/tone of voice/length and type of recording)	-Justifying answers -Agreeing and disagreeing in a discussion to increase fluency and spontaneity	-Using exclamations to further emphasise opinions -Coping strategy: Using <i>qui</i> and <i>que</i> to help you refer to something (describing instead of giving forgotten correct word)		
Subject Impact	Students will have a grasp of a range of higher level structures for both foundation and higher level which they will use throughout written and spoken assessments with increased confidence.	Read, Listen and understand the main points in written or spoken French which incorporates past, present or future tenses and opinions more confidently.	-Hold a spoken conversation on a range of familiar topics for 5 to 6 minutes (depending on ability), with varying levels of support - Demonstrate knowledge of at least 100 key verbs in French and how to change regular and many irregular verbs into Past, present and future tenses as well	-Write at least 90-150 words (depending on ability) more accurately from memory on a range of topics demonstrating use of 3 tenses and justifying opinions. Higher students will demonstrate more confident and greater use of imperfect and conditional tenses and greater fluency and high-level language in writing.		



			as imperfect and conditional more accurately (depending on ability)			
Assessment	Vocabulary testing Foundation/Higher Speaking (Role-play) Foundation/Higher Question 3- (Translation) Listening past paper	PPE1 All papers	Vocabulary testing Foundation/Higher Speaking (Photo-card) Listening past paper Foundation/Higher Question3-(Translation)	PPE2 All papers	Intensive past paper practice	End of course examination