

# KS3 French

## Curriculum Intent 2023-2024

### Core intent of French at Key Stage 3

Firstly, learning French is the pleasure of learning a beautiful, rich, melodious language. French is also an analytical language that structures thought and develops critical thinking, which is a valuable skill for discussions and negotiations. France is the world's top tourist destination and attracts more than 87 million visitors a year. The ability to speak even a little French makes it so much more enjoyable to visit Paris and all the regions of France, and offers insights into France's culture and way of life. French also comes in handy when travelling to French-speaking parts of the world.

Another reason to learn French is that France operates the biggest international network of cultural institutes, which run French-language courses for close on a million learners. It offers challenging opportunities and personal development. The ability to speak French and English is an advantage on the international job market. Inspirational and motivational aspects of acquiring a knowledge of French are that it opens the doors of French companies in France but also in England, for example Airbus in Chester or Michelin tyres in Stoke-on-Trent. French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. French is the language of the three cities where the EU institutions are headquartered: Strasbourg, Brussels and Luxembourg. This shows how important it is to be able to speak this language. It really does prepare you for the future!

Furthermore, French is the international language of cooking, fashion, theatre, the visual arts, dance and architecture. A knowledge of French offers access to great works of literature in the original French, as well as films and songs. French is the language of Victor Hugo, Molière, Edith Piaf and Zinedine Zidane or Thierry Henry! At school, you will be able to apply your speaking skill by taking part in the Inter House Languages competition where you will be involved with the local primary school and whole community as pupils watch your plays. If you can speak another language other than English, you will have the opportunity to become a Language Ambassador and work on specific language related tasks. Furthermore, in Years 8 and 9, you will be able to go on a French trip to the north of France in the Château du Broutel, where you will be able to apply some of the vocabulary you have learnt in the local market and much more. This will allow you to get involved in a different community but also make you realise the lifelong effect of learning French when you will be able to go on the exchange during Year 10. You will also study a couple of French films which will demonstrate some strong cultural differences within France.

Speaking French opens up opportunities to study at renowned French universities and business schools, ranked among the top higher education institutions in Europe and the world. We have had students who have studied French at GCSE then A level leading to studying in Paris for their degree.

For all these reasons, we feel that through your French journey you will be prepared to access a much broader world. The curriculum provides breadth and depth and you will be able to study topics such as holidays, local environment or new technology. As the course goes on, you will develop a greater understanding of the French language as well as different aspects of French culture. You will develop a knowledge and achieve something which will make

you different from other pupils. The topics have been chosen based on the appropriate specification and we have strategically planned out when to teach them and how long to dedicate to each of them, allowing plenty of time for revision and future preparation for the exams.

It would not be fair or true to say that learning French is easy; language learning takes time, effort and dedication. The acquisition of vocabulary and grammar knowledge is relentless, but we make no apology for this! The rewards for perseverance are enormous; you never know which doors might just open for you because of your language skills. Employers and universities recognise that learning a language shows resilience and tenacity and will respect and value you for this. Your teachers will guide you safely through the course, preparing you for the exams and beyond, but this is your grade for a reason. Spending just five minutes a day reading through your class notes, revisiting grammar points or learning vocabulary is worth more than half an hour once a week. The dividend for trawling meticulously through your written pieces, to correct and improve them will come when you sit your writing exam and can tackle any essay question with ease and confidence. You will be able to develop resilience that will help you in the future. Making links to a whole host of related words from one word you've just discovered, will train your brain to find connections and break down words more easily, keeping your brain firing on all cylinders (you're welcome).

### **Assessment**

All year groups undertake a fortnightly vocabulary test. They should adopt the 'little and often' approach, when it comes to learning vocabulary if it is to become embedded in their long-term memory.

All groups also undertake a formalised assessment at key points during the year.

### **Homework**

Homework is set weekly and is either learning vocabulary for the fortnightly test, or something set by the teacher as appropriate. Homework tasks such as reading, listening and online tasks, research and grammar exercises, are some of the possible homework activities.

### **Clubs and/or intervention**

Different clubs and intervention groups are run throughout the year – students should listen out for messages in form time.

### **Parental/Carer support**

As a parent or carer, you provide much of the support that your child needs in becoming a linguist. Even if you do not speak the language, you can help by testing them on vocabulary, and reminding them to revise little and often. At Brine Leas, we like to work in partnership with parents and carers, so please do get in touch via the office, if you need any advice on how to support your child.

### **Helpful sources of information**

Memrise, Quizlet and Seneca are all great websites / apps which help with revision. The BBC Bitesize website has some activities and videos for languages. The Open University offers lots of free courses too, including some language courses.

### **Connections to future pathways**

To be able to communicate in another language, is something much bigger than this space. Just a few of the transferable and invaluable skills are:

- Communication skills
- Adaptability/resilience /resourcefulness
- Independent learner
- Cultural development
- Global awareness

### Career options

Jobs / sectors which are directly related to languages:

- Interpreter
- Secondary school teacher
- Translator
- Import/export
- Travel industry

Jobs where your languages would be useful include:

- Broadcast journalist
- Detective
- Diplomatic service officer
- Education consultant
- English as a foreign language teacher
- Import/export
- International aid/development worker
- IT
- Logistics and distribution manager
- Marketing executive
- Patent examiner
- Public relations
- Private tutor
- Project manager
- Sales executive
- Solicitor

- Tour manager
- Writer

Significant local employers include:

- Bet 365
- Sony
- EA Games
- Müller yoghurt
- Bentley
- Networld Sports
- The Hut Group
- Ineos
- Air Products
- Eurocamp
- Ecolab
- Accenture
- Aldi

Degree courses where languages are required/useful to gain entry:

- Classical Studies – useful
- Economics or Business-related degrees - useful
- English - sometimes essential, always useful
- European Studies - essential, 2 languages even more useful
- Film Studies – useful
- French - essential, 2 languages even more useful
- German - essential, 2 languages even more useful
- History - useful
- History of Art - useful
- Italian - essential, 2 languages even more useful
- Law – useful
- Leisure and Tourism – very useful
- Philosophy - useful

- Spanish - essential, 2 languages even more useful
- Speech Therapy - useful
- Teacher Training - essential in some cases, useful in all
- many scientific journals are written in German

Language graduates work for a huge variety of employers and sectors, including:

- business services
- charity work
- engineering
- global concerns such as UN / NATO
- gaming
- government departments
- media
- museums and libraries
- politics
- public administration
- scientific research
- teaching
- tourism
- transport and logistics

### Curriculum pathway of French at Key Stage 3

Here at Brine Leas, we base our Key Stage 3 curriculum on NCELP. There is a heavy focus on phonics, to allow greater autonomy and confidence in pronouncing unfamiliar vocabulary. The content is paced in such a way as to allow the language and grammatical structures to become embedded before moving on. The topics are varied and cater for a variety of interests.

### Year 7

| Term               | Context | Grammar | PHONICS<br>SSC - Sound-symbol<br>correspondence | Vocabulary | Homework |
|--------------------|---------|---------|---|------------|----------|
| <b>AUTUMN TERM</b> |         |         |   |            |          |

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|---|---|---|--|---|--|
| 1.1   | <ul style="list-style-type: none"> <li>Describing a thing or person</li> <li>Saying what people have</li> <li>Describing things</li> <li>Distinguishing between having and being</li> <li>Talking about a thing or person</li> <li>Talking about doing and making things</li> </ul> | <ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)<br/>(To be, being - <b>ÊTRE (c'est)</b><br/>To have, having - <b>AVOIR</b><br/>To do, doing – <b>FAIRE</b>)</li> <li>Adjective agreement (as complement to verb)</li> <li>Indefinite, singular articles and gender</li> <li>Definite articles (le, la, l', les)</li> <li>Regular plural nouns (-s)</li> <li>Yes/no questions with raised intonation</li> <li>feminisation of job titles (-e)</li> <li>subject pronouns il/elle meaning 'it'</li> </ul> | <ul style="list-style-type: none"> <li>Silent final consonant (SFC)</li> <li>SSC 'a'</li> <li>SSC 'i' and 'eu'</li> <li>SSC 'e' and 'au (eau)'</li> <li>Contrast SSC 'u' and 'ou'</li> <li>Silent final 'e' and 'é' (-er, -ez)</li> <li>SSC 'en' / 'an', 'on'</li> <li>SSC "-ain' / '-in', 'è' / 'ê'</li> <li>Liaison (t- and s-)</li> </ul> | <ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 1.2   | <ul style="list-style-type: none"> <li>Saying what people do</li> <li>Saying what we do</li> <li>Saying what others do (they)</li> <li>Saying 'you' (singular and plural)</li> </ul>  | <ul style="list-style-type: none"> <li>Using <b>FAIRE</b> to mean 'go'</li> <li><b>-ER verbs</b> (used with simple present and present continuous meaning)<br/>(1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> and 3<sup>rd</sup> persons plural)</li> <li>Preposition à with certain verbs meaning at /to</li> <li>Intonation questions</li> <li>Two-verb structures with <i>aimer</i></li> </ul>   | <ul style="list-style-type: none"> <li>SSC 'ai' and 'oi'</li> <li>SSC 'ch', 'ç' (and soft 'c')</li> <li>SSC 'qu', 'j' (and soft 'g')</li> <li>SSC '-tion', '-ien'</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> <li>Revisit 'i'</li> </ul>   | <ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Developing a verb lexicon (-ER regular verbs)</li> <li>Deepening vocabulary knowledge through work with a challenging text.</li> </ul>  | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| <p><b>Assessment:</b> Final week 1<sup>st</sup> half Spring Term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.</p> |   |   |  |   |  |
| <p><b>SPRING TERM</b></p>   |   |   |  |   |  |
| 2.1   | <ul style="list-style-type: none"> <li>Saying how many there are, numbers</li> <li>Describing people (family)</li> <li>Saying what people have</li> <li>Saying what people do (sports)</li> </ul>   | <ul style="list-style-type: none"> <li>Il y a</li> <li>Plural indefinite article 'des'</li> <li>Plural adjective agreement</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)<br/>To be, being – <b>ÊTRE</b><br/>To have, having – <b>AVOIR</b><br/>To do, doing – <b>FAIRE</b></li> <li>possessive adjectives (mon, ma, mes, ton, ta, tes)</li> </ul>  | <ul style="list-style-type: none"> <li>Revisit 'eu'</li> <li>Revisit 'e'</li> <li>Revisit 'au', 'eau', 'o'</li> <li>Revisit 'u'</li> <li>Revisit Liaison (t- and s-)</li> </ul>  | <ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ÊTRE, AVOIR, FAIRE</b>)</li> <li>Plural nouns and adjectives</li> </ul>   | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 2.2   | <ul style="list-style-type: none"> <li>Saying where people go (places)</li> <li>Saying where people go (countries)</li> <li>Asking questions</li> </ul>   | <ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) To go, going – <b>ALLER</b></li> <li>à – (au / à la / à l' / aux ) meaning 'to'</li> </ul>   | <ul style="list-style-type: none"> <li>Revisit 'ou'</li> <li>Revisit SFE (Silent Ffinal 'e')</li> <li>Revisit 'é (-er, -ez)</li> </ul>   | <ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> <li>Developing the verb lexicon (-ER verbs)</li> </ul>  | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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| <ul style="list-style-type: none"> <li>Using question words</li> <li>Talking about yourself, to and about someone else</li> </ul> | <ul style="list-style-type: none"> <li>Intonation questions with question words</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)<br/>To go, going – <b>ALLER</b></li> <li>à - meaning 'to' and 'in' with towns and cities</li> <li>en - meaning 'to' and 'in' with countries (f)</li> <li>chez</li> <li>Present tense (-ER verbs)</li> </ul> | <ul style="list-style-type: none"> <li>Revisit 'en' / 'an', 'on'</li> <li>Revisit 'on'</li> </ul> | <ul style="list-style-type: none"> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul> |  |
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**SUMMER TERM**

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| 3.1 | <ul style="list-style-type: none"> <li>Asking questions</li> <li>Using question words</li> <li>Saying people do not do something</li> <li>Describing things and people</li> </ul>  | <ul style="list-style-type: none"> <li>Subject-verb inversion questions (single and two-verb structures)</li> <li>Subject-verb inversion questions with question words (single-verb structures)</li> <li>ne...pas negation with single-verb structures</li> <li>ne...pas de negation with nouns</li> <li>Adjectives in front of the noun</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)<br/>– <b>PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR</b></li> </ul> | <ul style="list-style-type: none"> <li>Revisit -ain/-in</li> <li>Revisit SSC è/ê</li> <li>Revisit SSC 'ai'</li> <li>Revisit SSC 'oi'</li> <li>Revisit SSC 'ch'</li> <li>Revisit SSC 'ç' (and soft 'c')</li> </ul>       | <ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> </ul>  | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 3.2 | <ul style="list-style-type: none"> <li>Asking questions</li> <li>Expressing future intentions</li> <li>Saying what you <i>want to, can</i> and <i>must</i> do</li> <li>Saying what you <i>don't want to, can't</i> and <i>don't have</i> to do</li> <li>Saying what you <i>know how</i> to do</li> </ul> | <ul style="list-style-type: none"> <li><b>ALLER</b> + infinitive (future intention)</li> <li>Modal verbs - <b>VOULOIR, POUVOIR</b> and <b>DEVOIR</b></li> <li>Modal verbs in the negative</li> <li>Subject-verb inversion questions with question words (two-verb structures)</li> <li>To know (how to) - <b>SAVOIR</b> + infinitive</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)<br/>– <b>PARTIR</b></li> </ul>  | <ul style="list-style-type: none"> <li>Revisit SSC 'qu'</li> <li>Revisit SSC 'j'</li> <li>Revisit SSC '-tion'</li> <li>Revisit SSC '-ien'</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> </ul> | <ul style="list-style-type: none"> <li>Developing a verb lexicon</li> <li>Developing the use of modal verbs, including with negation</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Semantic complexities addressed through deliberate practice (savoir vs pouvoir)</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

**Assessment:** 2<sup>nd</sup> half of the summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes.  
 Additional (optional) holistic, proficiency assessments. Total assessment time: 45 minutes.

## Year 8

| Term               | Context  | Grammar   | PHONICS<br>SSC - Sound-symbol<br>correspondence   | Vocabulary   | Homework   |
|--------------------|--|---|---|--|--|
| <b>AUTUMN TERM</b> |  |   |   |  |  |
| 1.1                | <ul style="list-style-type: none"> <li>Asking how to say and write new words in French</li> <li>Distinguishing between being and having</li> <li>Talking about jobs</li> <li>Talking about what, when, where and why you celebrate</li> <li>Talking about how people celebrate</li> <li>What happens and doesn't happen</li> </ul>                           | <ul style="list-style-type: none"> <li>il(s)/elle(s) meaning 'it'/'they'</li> <li>intonation (SV), inversion (VS) and est-ce que questions (single-verb structures)</li> <li>article use with être + profession</li> <li>feminine adjective agreement rules -x → -se</li> <li>feminine noun formation rule -eur → -rice</li> <li>construction rule for numbers 13-31</li> <li>question word + est-ce que</li> <li>pronoun 'on' with impersonal meaning 'people, you, one'</li> <li>construction rule for dates</li> <li>possessive adjectives (son, sa, ses, notre, nos)</li> </ul> | <ul style="list-style-type: none"> <li>In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited.</li> <li>stress syllabification</li> <li>liaison (-t, -s, -x, -on)</li> <li>h</li> <li>em/am</li> <li>aim/ain</li> <li>om</li> <li>um/un</li> <li>Revisiting the below:</li> <li>en/an, im /in, on, e, a, ain/in</li> <li>Year 7 SSCs</li> </ul> | <ul style="list-style-type: none"> <li>We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).</li> <li>Essential verbs are revisited in new contexts (ÊTRE, AVOIR)</li> <li>Number construction 13-31</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 1.2                | <ul style="list-style-type: none"> <li>Talking about what you are doing today vs what you did yesterday</li> <li>Sharing past experiences</li> <li>People and places in the past</li> <li>Asking about what happened in the past</li> <li>Talking about what you do in your free time and where you do it</li> <li>Talking about parts and wholes</li> </ul> | <ul style="list-style-type: none"> <li>present vs perfect (with past simple equivalent in English)</li> <li>past participle formation: faire, dire, -ER verbs (taking avoir)</li> <li>intonation (SV) questions with question words (present vs perfect)</li> <li>ce, cet, cette, ces</li> <li>il y a vs il y avait</li> <li>intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle)</li> </ul>   | <ul style="list-style-type: none"> <li>-gn-</li> <li>r</li> <li>oen eu/œu</li> <li>closed o/ô</li> <li>open o</li> <li>-s-</li> <li>th</li> <li>Revisiting the below:</li> <li>eu, eau/au</li> </ul>  | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 vocabulary for consolidation</li> <li>Words with multiple meanings are taught cumulatively</li> <li>Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> </ul>  | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>negation: ne...pas de (present vs perfect)</li> <li>prepositions taking de</li> <li>contraction of definite article after à and de</li> <li>verbs with à and de before a noun</li> <li>partitive article for distinguishing between parts and wholes and after 'faire' with sports</li> <li>quel, quelle, quels, quelles</li> </ul>  |   | <ul style="list-style-type: none"> <li>Consolidation of question words and question formation</li> </ul>                                   |  |
| <b>Assessment:</b> Fourth week 1 <sup>st</sup> half Spring Term (Week 2.1.4). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes. |  |   |   |  |  |
| <b>SPRING TERM</b>   |  |   |   |  |  |
| 2.1  | <ul style="list-style-type: none"> <li>Talking about nouns you can't count</li> <li>What is it like?</li> <li>Saying what you do or did in a typical day</li> <li>Talking about what groups of people do</li> <li>Formal and informal situations: Talking to people you do and don't know</li> </ul> | <ul style="list-style-type: none"> <li>partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities</li> <li>partitive article de/d' in the negative and with expressions of quantity</li> <li>boire (je, tu, il/elle)</li> <li>adverb positioning (single-verb structures)</li> <li>verbs like sortir (present) (nous, vous, ils/elles)</li> <li>verbs like venir (present) (nous, vous, ils/elles)</li> <li>sans + infinitive</li> <li>vous as formal 'you'</li> <li>on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'</li> </ul> | <ul style="list-style-type: none"> <li>[-ill-/ille]</li> <li>-aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -œill/-œil), -ouill-/ouil</li> <li>oy</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>[è/ê], [ou], [a], [i], open eu/œu, oi</li> <li>all new SSCs learned in Y8 so far</li> </ul> | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 vocabulary for consolidation</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 2.2  | <ul style="list-style-type: none"> <li>Talking about what you and others do at school</li> <li>Talking about what you are doing this week and what you do every week</li> <li>What is it like? Describing things</li> </ul>  | <ul style="list-style-type: none"> <li>verbs like choisir (all persons)</li> <li>present with future meaning</li> <li>use of definite article with days of the week to express habitual actions</li> </ul>  | <ul style="list-style-type: none"> <li>[y]</li> <li>liaison/elision with h</li> <li>[em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel</li> </ul> <p>Revisiting the below:</p>   | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Mixed word sets</li> </ul>                                       | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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|                    | <ul style="list-style-type: none"> <li>Talking about what you can, must, will and want to do</li> </ul>   | <ul style="list-style-type: none"> <li>plural noun formation rules -au/-eu → -aux/-eux and -al → -aux</li> <li>plural adjective formation rules no change with -s or -x and -al → -aux</li> <li>même(s), autre(s), plusieurs</li> <li>positioning of multiple adjectives</li> <li>adverb placement in two-verb structures</li> </ul>  | <ul style="list-style-type: none"> <li>Stress syllabification</li> <li>ai, i, ain/in, em/am, e, a, en/an, h</li> </ul>  |   |  |
| <b>SUMMER TERM</b> |   |   |   |   |  |
| 3.1                | <ul style="list-style-type: none"> <li>What is it like? Comparing things</li> <li>Talking about how groups of people do things</li> <li>Comparing how people do things</li> <li>Communicating in other languages</li> </ul> | <ul style="list-style-type: none"> <li>feminine adjective agreement rules -l → -lle and -n → -nne</li> <li>comparative forms of adjectives</li> <li>verbs like prendre (present) (nous, vous, ils/elles)</li> <li>comparative forms of adjectives and adverbs</li> <li>verbs like entendre (present) (je, tu, il/elle)</li> <li>verbs like lire (present) (je, tu, il/elle)</li> <li>verbs like écrire (present) (je, tu, il/elle)</li> <li>tout, toute, tous, toutes</li> <li>verbs like entendre (present) (nous, vous, ils/elles)</li> </ul> | <ul style="list-style-type: none"> <li>om/on before a vowel</li> <li>[um]/[un] before a vowel</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>-aill/-ail, -eill/-eil, -euill/-euil (-ueill/-ueil, -œill/-œuil), -ouill/-ouil, -ill/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on</li> </ul> | <ul style="list-style-type: none"> <li>Regular revisiting of Y7 vocabulary for consolidation</li> <li>Y8 vocabulary revisited throughout in different contexts</li> <li>Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| 3.2                | <ul style="list-style-type: none"> <li>Communicating in other languages</li> <li>Talking about the environment</li> <li>Asking and answering questions about what people did and have done</li> </ul>                       | <ul style="list-style-type: none"> <li>verbs like lire (present) (nous, vous, ils/elles)</li> <li>verbs like écrire (present) (nous, vous, ils/elles)</li> <li>present vs perfect (with past simple and present perfect equivalent in English)</li> <li>inversion (VS) questions (perfect)</li> <li>specified vs unspecified times in the past</li> <li>adverb placement (present vs perfect)</li> <li>past participle formation: verbs like prendre, dit, fait, bu, eu</li> </ul>  | <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy</li> </ul> <p>Revisiting all Y7 and Y8 SSCs</p>  | <ul style="list-style-type: none"> <li>Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> </ul>   | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>intonation (SV) and <i>est-ce que</i> questions in the perfect (did? vs have/has?)</li> <li>intonation (SV) questions with question words (perfect)</li> </ul> |  |  |  |
| <b>Assessment:</b> 2 <sup>nd</sup> half of the summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes. Additional (optional) holistic, proficiency assessments. Total assessment time: 45 minutes. |  |   |  |  |  |

## Year 9

| Term               | Context  | Grammar  | PHONICS<br>SSC - Sound-symbol<br>correspondence   | Vocabulary   | Homework   |
|--------------------|--|--|---|--|--|
| <b>AUTUMN TERM</b> |  |  |   |  |  |
| I.1                | <ul style="list-style-type: none"> <li>Talking about identity [I]: describing self and others</li> <li>Cultural events [I]: Le festival de Dieppe</li> <li>Motivations and goals</li> <li>Following instructions at work</li> <li>Talking about what, where, and who you know</li> <li>Things that always, sometimes and never happen</li> </ul> | <ul style="list-style-type: none"> <li>two-verb structures with <i>est-ce que</i> questions with/without question words</li> <li>gender-neutral pronouns</li> <li>modal verbs (present) (<i>nous, vous, ils/elles</i>)</li> <li><i>il faut/il ne faut pas</i> + infinitive</li> <li>feminine adjective agreement: -f → -ive</li> <li><i>connaître</i> (present) (<i>je, tu, il/elle</i>)</li> <li>use of <i>à</i> with masculine countries</li> <li><i>ne...jamais</i> in single-verb structures (present)</li> </ul> <p>Revisiting:</p> <ul style="list-style-type: none"> <li><i>être</i> (present), <i>ne...pas</i> (single-verb and two-verb structures), adjective agreement, -ER verbs (present), <i>pour</i> and <i>sans</i> + infinitive, questions with single-verb and two-verb structures, with and without question words (intonation, <i>est-ce que</i>), <i>on</i> with impersonal meaning ('people, you, one'), adverb positioning, <i>aller</i> + infinitive (future intention) (all persons), modal verbs (present) (<i>je, tu, il/elle</i>), use of <i>à</i> and <i>en</i> with</li> </ul> | <ul style="list-style-type: none"> <li>SFC and SFe with m/f adjective forms.</li> <li>SSCs [é/-er/-ez] and SFE with -ER verb endings)</li> <li>SSCs [en/an] and [on/om] with word pattern: adverbial suffix -ment</li> <li>s-liaison</li> <li>SSCs [ou] and [u] with plural modal verbs)</li> <li>SSC [i] with English -ive → French -if)</li> <li>SSCs [ai] and [é]with forms of <i>connaître</i>)</li> <li>SSC [e] with <i>ne</i> and <i>re-</i></li> </ul> | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>Mixed word sets</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>Cognates: English word + -e</li> <li>Suffixes: English '-ly' → French '-ment'</li> <li>Suffixes: English '-ive' → French '-if'</li> <li>Prefixes: re- + verb (to do again)</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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|   |  | cities and feminine countries, verbs like <i>entendre</i> (present) (all persons)  |  |  |  |
| 1.2   | <ul style="list-style-type: none"> <li>Travel activities in France</li> <li>Talking about identity [2]: nationality and religion</li> <li>Staying in a hotel</li> <li>Senegal</li> <li>Talking about your day</li> <li>Noël</li> </ul> | <ul style="list-style-type: none"> <li>infinitive used as a noun</li> <li>feminine noun formation (-en → -enne)</li> <li>plural noun formation (no change with -s, -x)</li> <li>article use with <i>être</i> + religion</li> <li>possessive adjectives (<i>votre, vos, leur, leurs</i>)</li> <li>uses of <i>avoir</i> and <i>être</i> (present) to talk about feelings</li> <li>construction rule for numbers 32-69</li> <li>impersonal verbs: <i>il est</i> + time</li> </ul> <p>Revisiting:</p> <ul style="list-style-type: none"> <li>use of infinitive after <i>aller, aimer</i>, modal verbs, and prepositions <i>pour</i> and <i>sans</i>, inversion (VS) questions in single- and two-verb structures, with and without question words, <i>croire</i> (<i>je, tu, il/elle</i>), feminine and plural noun formation, article use with <i>être</i> + nationality, verbs like <i>venir</i> (all persons), possessive adjectives, register: <i>tu</i> vs. <i>vous</i>, partitive articles for distinguishing between parts and wholes and with uncountable nouns, use of <i>de</i> after expressions of quantity, <i>boire</i> (present) (<i>je, tu, il/elle</i>), adjective positions (pre- and post-nominal; multiple adjectives), comparative structures (adjectives and adverbs)</li> </ul> | <ul style="list-style-type: none"> <li>SSC [qu] with English -c, -ck, -k, or -cal → French -que</li> <li>SSCs [ien] and [è/ê] with m/f noun forms</li> <li>SSCs open [eu/œu] before r with possessive adjective <i>leur</i></li> <li>s-liaison</li> <li>SSCs [en/an] and [in/ain] with -ante suffix</li> <li>General SSC revision</li> </ul> | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>Consolidation of question words and question formation</li> <li>Number construction 32-69</li> <li>Text exploitation to extend vocabulary</li> <li>Cognates: English -c, -ck, -k or -ical → French -que)</li> <li>Noun and adjective pairs: adjective + article → noun (+/- capital letter)</li> <li>English '-or/-our' → French '-eur'</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
| <b>Assessment:</b> 2 <sup>nd</sup> half autumn term (Week 1.2.5). Separate phonics, vocabulary and grammar assessments. |  |  |  |  |  |
| <b>SUMMER TERM</b>  |  |  |  |  |  |
| 2.1   | <ul style="list-style-type: none"> <li>La Révolution française</li> </ul>  | <ul style="list-style-type: none"> <li>negation: <i>ne ... jamais</i> (perfect)</li> </ul>   | <ul style="list-style-type: none"> <li>-tion (link to word pattern and context)</li> </ul>   | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> </ul>  | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests</li> </ul>                         |

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|     | <ul style="list-style-type: none"> <li>• Where you went and what you did</li> <li>• What has happened (1): Accidents and emergencies</li> <li>• Text exploitation: J'ai cherché</li> <li>• What you do in your free time</li> <li>• What has happened (2): Crime</li> </ul> | <ul style="list-style-type: none"> <li>• -ER verbs taking être vs avoir (je, tu, il/elle/on) (perfect)</li> <li>• -ER verbs taking être vs avoir (nous, vous, ils/elles) (perfect)</li> <li>• use of relative pronoun qui in subject relative clauses</li> <li>• use of emphatic pronouns moi and toi after prepositions</li> </ul> <p>Revisiting:<br/>present vs perfect (with past simple and present perfect equivalent in English) (all persons), past participle formation: -ER verbs, verbs like prendre, dit, fait, bu, eu,</p> <p>intonation (SV) and est-ce que questions with and without question words (perfect), adverb positioning (present and perfect), negation (ne...pas) (perfect), perfect (with past simple and present perfect equivalent in English) (all persons), 'present vs perfect (with past simple and present perfect equivalent in English) (all persons), use of definite article with body parts, adverb placement (perfect), register: tu vs vous, on vs nous, contraction of definite article after à and de, verbs with à and de before a noun, verbs like entendre and écrire (je, tu, il/elle/on, nous, vous, ils/elles)</p> | <ul style="list-style-type: none"> <li>• e   è/ê   a</li> <li>• When is 'e' pronounced like 'è/ê'? (link to grammar point: auxiliary a/as vs es/est)</li> <li>• hard and soft [s]; liaison (-s) (link to grammar point: nous sommes, vous êtes, ils sont, elles sont)</li> <li>• y   i   oy</li> <li>• au (link to grammar point: au, aux)</li> <li>• oi (link to grammar point: emphatic pronouns)</li> </ul> | <ul style="list-style-type: none"> <li>• Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>• Mixed word sets</li> <li>• Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>• Cognates: -tion: French word is feminine; cross-linguistic pronunciation difference (revolution → la révolution)</li> <li>• Cognates: Words with a circumflex in French and an 's' in English: (la forêt → forest)</li> <li>• Text exploitation to extend vocabulary</li> </ul> | <p>and a teacher set task.</p>   |
| 2.2 | <ul style="list-style-type: none"> <li>• Describing how things are and now and how they used to be [1]: French school system</li> <li>• Describing how things are and now and how they used to be [2]: Childhood memories</li> </ul>  | <ul style="list-style-type: none"> <li>• -ER verbs in the imperfect tense (habitual events with 'used to' equivalent in English) (je, il/elle/on)</li> <li>• verbs like prendre, venir, sortir, entendre, lire, choisir and écrire in the imperfect tense vs present tense (habitual events with 'used to' and present</li> </ul>   | <ul style="list-style-type: none"> <li>• [x-] and [s-] before a vowel (link to word pattern: ordinal number endings)</li> <li>• ou   u [revisited]</li> <li>• When is [ai] pronounced like 'é'? (link to grammar point: imperfect vs perfect verb forms)</li> </ul>  | <ul style="list-style-type: none"> <li>• Building the verb lexicon</li> <li>• Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>• Suffixes: cardinal number + -ième → ordinal number (deux → deuxième)</li> <li>• English '-el' → French '-al'</li> <li>• Text exploitation to extend vocabulary</li> </ul>   | <ul style="list-style-type: none"> <li>• Alternate between vocabulary tests and a teacher set task.</li> </ul> |

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|---|--|---|---|--|--|
| <ul style="list-style-type: none"> <li>Gender identity and expression: Drag montréalaise</li> <li>What happened once vs all the time</li> <li>What people did and what they used to do</li> </ul> |  | <p>continuous equivalent in English) (je, tu, il/elle/on)</p> <ul style="list-style-type: none"> <li>Regular verbs in the imperfect vs perfect tense (habitual events with 'used to' equivalent in English vs specific events) (je, tu, il/elle/on)</li> <li>intonation questions (imperfect)</li> </ul> <p>Revisiting:<br/>gender-neutral pronouns, ne...jamais (perfect); -ER verbs taking être in the perfect tense; feminine and plural past participle agreement; emphatic pronouns moi and toi after prepositions; relative pronoun qui with subordinate clauses, gender-neutral pronouns</p> | <ul style="list-style-type: none"> <li>ill-/ille. -ail/-aille, -eil/-eille, -euil/-euille, ouil/ouille</li> </ul> |  |  |
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**Assessment:** 2<sup>nd</sup> half spring term (Week 2.2.5). Separate phonics, vocabulary and grammar assessments.

### SUMMER TERM

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| 3.1 | <ul style="list-style-type: none"> <li>Talking about what you read</li> <li>Helping each other at school</li> <li>Shopping</li> <li>Making decisions about the future</li> <li>Discussing government policy and ideas on the environment</li> <li>Concorde</li> </ul> | <ul style="list-style-type: none"> <li>direct object pronouns (<i>me, te</i>) (preverbal position) with -ER verbs (present)</li> <li>contraction of pronouns (<i>me</i> → <i>m'</i>, <i>te</i> → <i>t'</i>) before a vowel or h muet</li> <li>direct object pronouns (<i>le, la, l'</i>) (preverbal position) with -ER verbs (present)</li> <li>contraction of pronouns (<i>le/la</i> → <i>l'</i>) before a vowel or h muet</li> <li>verbs with <i>à</i> and <i>de</i> before an infinitive</li> <li>impersonal verbs in phrases (<i>il est difficile/facile/interdit de</i> + infinitive)</li> </ul> <p>Revisiting:<br/>subject pronouns <i>il/elle</i> meaning 'it' and <i>ils/elles</i> meaning 'they', verbs like <i>prendre</i> and <i>lire</i> (present) (all persons), <i>faire</i> (all persons), verbs with direct objects, <i>quel, quels, quelle, quelles, ce, cet, cette, ces</i>, verbs like <i>sortir, choisir</i> and <i>venir</i> (present) (all persons), indefinite adjectives: <i>chaque, plusieurs,</i></p> | <ul style="list-style-type: none"> <li>'SFC   SFe (link to word pattern and grammar point - m/f adjectives)</li> <li>h- (link to contraction of pronouns)</li> <li>th</li> <li>ç/soft c (link to demonstrative adjectives)</li> <li>a   au (link to word pattern and grammar point - sing/pl masc adjectives)</li> <li>'tion (link to word pattern and vocab set)</li> </ul> | <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>Mixed word sets</li> <li>Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>'Adding -r or -er to English verbs ending in -ate (accuser, organiser)</li> <li>Noun and adjective pairs: noun root + -al as adjective (mondial, familial, national)</li> <li>Noun and verb pairs: verb stem + -ion/-ation as noun</li> </ul> | <ul style="list-style-type: none"> <li>Alternate between vocabulary tests and a teacher set task.</li> </ul> |
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|-----|---|---|--|--|--|
|     |   | <i>même(s), tout, toute, tous, toutes, autre(s)</i>   |  |  |  |
| 3.2 | <ul style="list-style-type: none"> <li>• Refugees in France</li> <li>• Travelling in time: voyage into French history</li> <li>• Talking about what you do to yourself</li> <li>• Talking about what someone else does to themselves</li> <li>• Describing historical figures</li> <li>• Talking about things that happened at the same time</li> <li>• Text exploitation 3: Excerpts from <i>Kiffe Kiffe Demain</i> and two poems</li> </ul> | <ul style="list-style-type: none"> <li>• past participle formation: verbs like <i>sortir</i> and <i>choisir</i></li> <li>• past participle formation: verbs like <i>venir</i> and <i>attendre</i></li> <li>• inversion (VS) questions with and without question words (perfect)</li> <li>• reflexive use of verbs (present) (<i>je, tu</i>)</li> <li>• preverbal position of singular reflexive pronouns (<i>me, te</i>)</li> <li>• reflexive use of verbs (<i>il/elle</i>) (present)</li> <li>• preverbal position of singular reflexive pronouns (<i>se</i>)</li> <li>• <i>être</i> in the imperfect (with 'was' + adjectival complement equivalent in English)</li> <li>• <i>avoir</i> in the imperfect (with 'had' and 'was' equivalents in English)</li> <li>• imperfect vs perfect (ongoing events with 'BE + -ing' equivalent in English vs specific events)</li> <li>• <i>aller, faire</i> in the imperfect (<i>je, tu, il/elle</i>)</li> <li>• indefinite adjectives: <i>chaque, plusieurs, même(s), tout(e)(s)/tous, autre(s)</i></li> </ul> <p>Revisiting:<br/>present vs perfect (with past simple and present perfect equivalent in English) with verbs taking <i>avoir</i> and verbs taking <i>être</i> (all persons), <i>est-ce que</i> questions with and without question words (perfect), <i>il (n') y a (pas de)</i> vs <i>il (n') y avait (pas de)</i>, inversion (VS) questions with question words (single-verb structures)</p> | <ul style="list-style-type: none"> <li>• j/soft g</li> <li>• um/un</li> <li>• ch</li> <li>• closed o/ô vs open o</li> <li>• open eu/œu   closed eu/œu (link to word pattern)</li> <li>• r</li> <li>• gn</li> <li>• [oin]   [oi]</li> </ul> | <ul style="list-style-type: none"> <li>• Building the verb lexicon</li> <li>• Regular revisiting of Y7 and Y8 vocabulary for consolidation</li> <li>• Consolidation of question words and question formation</li> <li>• 'English '-or, -er' → French '-eur'</li> <li>• Text exploitation to extend vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Alternate between vocabulary tests and a teacher set task.</li> </ul> |

