

## FRENCH

### Curriculum intent:

Our aim is to develop competent, confident and enthusiastic language learners who are culturally sensitive and aware and have a curiosity for the wider world. Students acquire a lifelong skill which opens doors and opportunities in their future for work, study, travel and culture beyond their own.

*'If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.'* Nelson Mandela.

### Literacy/Reading/Oracy opportunities:

Language learning builds upon the foundations of literacy, reading, oracy and communication. Every lesson offers opportunities for all pupils, irrespective of ability, to hear, speak, read and write French with increasing confidence, fluency and spontaneity.

| Curriculum rationale<br>Year 7 - 11 | Autumn   | Spring  | Summer   |
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| Year 7                              | <p>The basics- key sounds and phonics, the French alphabet, numbers 1-31, dates, talking about self and asking about others. Expressing simple opinions, positive and negative.</p> <p>Plus: introduction of singular conjugation of <i>avoir</i> and <i>être</i>, genders of nouns, definite and indefinite article, adjectival agreement, <i>-er</i> verb infinitives.</p> | <p>Further phonics/sounds, telling the time, colours, school subjects and opinions, clothes, larger numbers, weather, sports.</p> <p>Cultural Content of basic comparison of French and UK schools.</p> <p>Plus: introduction of concept of cognates. Connectives and qualifiers are taught to make more sophisticated opinions and agreeing/disagreeing with others. Extension to singular conjugation of <i>-er</i> verbs plus the negative formation.</p> <p>Pupils learn the skill of describing a picture using <i>il y a</i> and <i>il ny a pas de</i>.</p> | <p>Reinforcement of phonics already encountered and introduction of further sounds/spelling patterns as we seek to increase written output once links between verbal and written French are more secure. <i>Aimer</i> + infinitive verb, <i>faire</i>, family and pets, where you live and asking and answering of questions.</p> <p>Cultural Content of Francophone sports/cultural personalities and National Holiday for Bastille Day.</p> <p>Plus: plural conjugation of <i>-er</i> verbs, use of a conjugated verb and an infinitive together. Gender content</p> |

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|   |  |  | extended to the possessive 'my'. <i>à/au/à la/à l'/aux</i><br>We also look at how to use a glossary for independent work.  |
| <b>Why?</b>                             | This builds the basis for all future language learning in all 4 skill areas, but concentrating mainly on Speaking and Listening and correct pronunciation/phonics. We also aim to reinforce any prior learning from KS2, whilst giving a comprehensive foundation to complete beginners. | This unit extends the work from the first term, joining simple phrases into longer, more complex sentences. Work on schools also offers a relevant insight into the lives of similar aged children in another country.                   | Relatable topics bring together grammar content covered in the first two terms and deepen understanding of the abstract concept of gender. The full verb paradigm and all subject pronouns have now been covered. Knowledge of Bastille Day gives background knowledge of French history and the idea of <i>Liberté, Égalité, Fraternité</i> . |
| <b>How parents / carers can support</b> | Be positive about this new subject and encourage your child to share with you, or teach you/siblings what they have learned. Share words that you may remember yourself. Help them learn spellings, much in the way they did in English at primary school.                               | As Autumn term, but encourage NRW via use of online platforms such as Linguascope, Memrise, ActiveLearn. Duolingo is a free app that many young learners enjoy using. You could also purchase a small, pocket English/French dictionary. | As previous two terms, but perhaps also ask to see your child's book and talk with them about what they have written- book work will be increasing by this stage. Encourage your child's curiosity to look up words in a dictionary or glossary to extend their vocabulary knowledge.  |
|   | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
| <b>Year 8</b>                           | Recap and reinforcement of phonics continues throughout Y8. Places in town, prices, <i>aller + verb infinitive, aller</i> irregular conjugation, buying snacks. <i>Je voudrais</i> routinized use of the Conditional tense.  | Holidays, countries, transport, travel. Cultural Content of popular French holiday destinations and a look at the physical geography of France and Francophone countries around the world.   | Festivals and celebrities, buying food in a market/shop, planning a potential trip to France.<br><br>Cultural Content of famous French people from the present and the past, French food and shopping/eating   |

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|   | <p>Cultural Content of typical French food and mini-project on the famous monuments of Paris.</p> <p>Plus: introduction of modal verb of <i>vouloir</i>, the difference between <i>tu</i> &amp; <i>vous</i> and formal/informal address.</p> <p><i>De/du/de la/des</i> paritive article.</p>          | <p>Plus: revisiting <i>avoir</i> &amp; <i>être</i> prior to introduction of the Perfect (past) tense with regular &amp; irregular verbs, plus verbs of movement.</p>  | <p>habits- 'real-life' French and conversational phrases.</p> <p>Plus: Present tense conjugation of <i>-ir</i> and <i>-re</i> verb infinitives, giving opinions in different tenses, using Past, Present and Future tenses together.</p>   |
| <b>Why?</b>                             | <p>This unit sees the introduction of the near-future tense, using both familiar and unfamiliar vocabulary. It also introduces role-plays and 'real-life' holiday French phrases.</p>   | <p>This is an important unit that sees learners transfer all language acquired so far into three-time frames- a crucial skill for future GCSE work. This is a point in language learning where students are beginning to move towards being able to formulate more language independently of their teacher.</p> | <p>This unit consolidates the previous one, but also contains lighter content of public figures, sportspeople or famous people that they may or may not have come across, enhancing awareness of people beyond the English-speaking world.</p>   |
| <b>How parents / carers can support</b> | <p>Practise role-plays with your child to increase their confidence. Perhaps if there is a local French café/restaurant, take them on a visit to try out their new skills. Paris project deepens knowledge and understanding of French history and builds on Bastille Day work from Summer of Y7.</p> | <p>All suggestions so far, plus your child may need support learning a larger amount of new words. You could help them to make real or online flashcards to support the often-demanding task of learning vocabulary.</p>  | <p>All suggestions so far, and maybe on a shopping trip ask your child to name as many items in the trolley or on the shelves as they can in French. This can be great fun and offers the opportunity to broaden their knowledge beyond that covered in class. Or ask them to translate a shopping list into French.</p> |
|   | <b>Autumn</b>   | <b>Spring</b>   | <b>Summer</b>  |
| <b>Year 9</b>                           | <p>Media and technology, buying tickets for the cinema/events, revision and extension of leisure activities and sports.</p> <p>Cultural Content of watching a French film in class (with English subtitles) and related work.</p>   | <p>Home and local region, recap and extension of the weather to include past references and future forecasts.</p> <p>Helping at home, daily routine.</p> <p>Plus: introduction of irregular adjectives, thus building on previous regular ones, introduction of reflexive</p>                                   | <p>Revisiting and extending sports/activities and use of <i>à/de</i> + definite article.</p> <p>Illness and injury and role-play phrases for pharmacy/doctor/hospital, asking for and giving directions.</p>   |

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|   | <p>Plus: Further use of Past, Present and Near-Future tense together, now extending to the use of the negative formation and with a focus on Spoken language and fluency.</p>  | <p>pronouns and use of another modal verb <i>pouvoir</i> + verb infinitive.</p>  | <p>Plus: extending use of adjectives to the comparative with <i>plus/moins</i>, introduction of abstract <i>il faut</i>+infinitive, question formation in all three tenses.<br/>Focus on translation skills to English and to French</p>   |
| <p>Why?</p>                             | <p>This is another relatable topic and introduces learners to foreign language films and TV, which can massively benefit their cultural appreciation and spark interest in new genres.<br/>Also, more 'real-life' transactional language of making enquiries about events and purchasing tickets, broadening the range of language that could be used on a trip to France. Spoken language is considerably more demanding than written language and necessitates intense practice to develop confidence and spontaneous use of French.</p> | <p>Still building on Past, Present and Near-Future usage in a new context. This unit also revisits previous modal verb construction and extends it and introduces the reflexive pronouns and their complex, abstract word-order rules.</p> | <p>Preparation and readiness for- and work towards GCSE-style skills especially in Speaking and Writing.</p>   |
| <p>How parents / carers can support</p> | <p>Learners can swap the language on their mobile into French for either a short while or long term. Also encourage viewing of age-appropriate TV series or films in French on e.g. Netflix or Amazon.<br/><b>NB: please always check content first before first viewing to ensure suitability in content and language.</b></p>  | <p>As previously. Do encourage your child to talk you through what they are learning- it's an excellent way to deepen their own understanding when they explain it to someone else.</p>  | <p>As previously. If your child is intending to study GCSE French, now would be a good time to invest in a revision or study guide and/or grammar workbook to support their French. It would be helpful to begin preparing for GCSE over the summer holiday by pre-reading what is to be covered in KS4.</p> |

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| <b>Year 10</b>                          | <p>First GCSE sub-topic of family, friends, relationships. Going out, making arrangements, role-models, comparison of life now v life when you were younger.</p> <p>Cultural content of famous French people.</p> <p>Plus: comprehensive revision of reflexive verbs, Present, Perfect, Near-Future tenses plus introduction of the Imperfect.</p> <p>From now on across all GCSE modules, students will work on GCSE style tasks across all four skill areas, both in class and independently at home.</p> | <p>GCSE sub-topic of free-time activities, sport, music, media, technology.</p> <p>Cultural Content of sport and the media in France and French-speaking countries.</p> <p>Plus: Use of all four tenses together, <i>depuis</i>+time, review and extension of the comparative and introduction of the superlative. Use of direct object pronouns in tenses other than the Present.</p> | <p>GCSE sub-topic of home, celebrations/family life, celebratory meals, French traditions. Extension of food/meal vocabulary.</p> <p>Cultural Content of French food traditions and festivals.</p> <p>Plus: all three modals <i>vouloir</i>, <i>pouvoir</i> and now <i>devoir</i> + infinitive verb, the pronouns <i>y</i> and <i>en</i>, <i>venir de</i>+ infinitive, question formation using <i>tu/vous</i> forms and difference of formal/informal situations. Introduction of the Future tense proper.</p> |
| <b>Why?</b>                             | <p>This builds on the KS3 work on this topic and extends to include all time frames.</p> <p>We follow the published Pearson Scheme of Work, which build on previous grammar and vocabulary, whilst extending to more complex structure and a broader lexicon.</p>   | <p>Again, building on the work covered in KS3 but now using it in the context of different time frames. Routinising movement between different time frames and developing construction of more sophisticated French in spoken and written tasks. Extension of adjectival agreement to comparative and superlative forms.</p>   | <p>A focus on linguistic structures that require the use of the infinitive verb-studying several simultaneously helps to embed the structure.</p> <p><i>En y</i> and <i>venir de</i> are tricky, complex structures with word order implications, introduced in a more familiar context to facilitate assimilation.</p>   |
| <b>How parents / carers can support</b> | <p>Continue to support your child with learning vocabulary as the amount will increase in KS4 and much will need to be done independently. Encourage use of online learning apps such as Quizlet.</p>   | <p>All previous suggestions, plus encourage regular reviewing of taught material via use of revision guide or re-reading of class notes to embed new abstract grammatical concepts.</p>  | <p>All previous suggestions, plus encourage regular reviewing of taught material via use of revision guide or re-reading of class notes to embed new abstract grammatical concepts.</p> <p>Encourage your child to use online</p>   |

|         | Autumn   | Spring  | Summer   |
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| Year 11 | <p>GCSE sub-topic of holidays, travel, locations, holiday activities, holiday preferences, dream holidays, future travel aspirations, buying souvenirs, booking a hotel/campsite, writing reviews. Extension of language content covered in KS3.</p> <p>Cultural content of francophone holiday destinations.</p> <p>Plus: reflexive verbs in the past tense, introduction formally of the Conditional tense for all verbs, extension of <i>en</i> to include use of the Present Participle, introduction of the Pluperfect tense.</p> | <p>GCSE sub-topic of school, now extended to also encompass future study and work/career aspirations. Comparison of French and British schooling, focus on 3<sup>rd</sup> person (singular and plural) verb forms and the impersonal <i>il faut/il est interdit de</i>. Jobs and study vocabulary, applying for jobs abroad. Healthy living also revised and extended from KS3 incorporating <i>il faut</i> and <i>il ne faut pas</i>.</p> <p>Cultural content of the French education system and school exchange visits, jobs in the French-speaking world, working abroad.</p> <p>Plus: use of adjectives with better/best/worse/worst construction, use of the Subjunctive voice. Use of direct object pronouns in the past and future tenses.</p> | <p>revision resources eg BBC Bitesize to help with end of year exams.</p> <p>The majority of this term is spent rounding off the course with the most difficult sub-topics of world issues- poverty, homelessness, drugs/alcohol, ethical shopping, global events. Learners are also able to give both positive and negative viewpoints in spoken and written French and justify their views. Pupils will by now be preparing for the final exams in May/June and should expect GCSE-style tasks across all aspects of the specification, not just in isolation but potentially mixed together. Cultural content of world events, charity work and cultural events.</p> <p>Plus: use of modal verbs in the Conditional tense, the Passive voice.</p> |
| Why?    | <p>This topic provides the perfect structure for further tense development so by this stage all tenses on the GCSE specification are covered (Present, Perfect, Imperfect, Pluperfect, Conditional, Future and Near-Future), allowing time across the year to improve accuracy and fluency of use.</p>   | <p>This unit effectively completes the majority of the grammatical content of the GCSE specification, again in a reasonably familiar topic. Students are now more of an age where discussing future study and work aspirations is both more pertinent and relevant to their everyday lives.</p>   | <p>The most challenging topics are left until the very end of the course, by which time the pupil has acquired a wide range of vocabulary and a competent command of a variety of grammatical structures.</p>  |

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|   | Also, intense practice of role-plays in good time for the mock speaking exam.  |  |   |
| <b>How parents / carers can support</b> | <p>All previous suggestions, plus encourage regular reviewing of taught material via use of revision guide or re-reading of class notes to embed new abstract grammatical concepts.</p> <p>Encourage your child to use online revision resources eg BBC Bitesize and any revision guides to help with mock exam preparation. Listening to French radio and/or watching French TV or films will support Listening proficiency and get learners used to French spoken at native or near-native speed. Mastery of Past, Present and Future tenses is essential for a grade 5 or higher.</p> | <p>All previous suggestions, plus encourage regular reviewing of taught material via use of revision guide or re-reading of class notes to embed new abstract grammatical concepts. By this stage, students should be making use of past papers in all four skills, with a particular focus on the Speaking exam.</p> <p>This is often quite a daunting experience and any help with practising questions and answers interactively will benefit your young linguist enormously-even if you don't understand everything they are saying.</p> | <p>Encourage very thorough revision of all topics in good time for the exams. Make good use of vocabulary PowerPoints, revision aids, online resources, apps etc. Little and often is more effective than trying to cram, especially when revising vocabulary. Mastery of Past, Present and Future tenses is essential for a grade 5 or higher.</p> |