



## French Curriculum Plan

### Year 7

	Autumn	Spring	Summer
Unit/Topics	<p><b>Tout sur Moi (All about me)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Meeting &amp; greeting people.</li> <li>Classroom instructions.</li> <li>Days of the week, months and numbers up to 31.</li> <li>School equipment.</li> <li>Classroom objects.</li> <li>Colours.</li> <li>Age and birthday.</li> <li>Personality.</li> <li>Where I live.</li> <li>What I like.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The indefinite articles: “<i>un, une, des</i>”.</li> <li>Using plurals.</li> <li>The definite articles: “<i>le, la, l’, les</i>”.</li> <li>Adjective agreements.</li> <li>The verb “avoir”: “<i>je/tu</i>”.</li> <li>The verb “être”: “<i>je/tu</i>”.</li> <li>Asking questions.</li> <li>Intensifiers (“<i>très, assez</i>”).</li> <li>The negative forms.</li> <li>-ER verbs in the present tense.</li> <li>Connectives (<i>et, mais, car/ parce que</i>).</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<p><b>Ma famille (My family)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Pets.</li> <li>Family.</li> <li>Physical description.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The indefinite articles.</li> <li>The verbs “avoir” and “être” : “<i>Je, tu, il, elle</i>”.</li> <li>Negative forms.</li> <li>Adjective agreements.</li> </ul> <p><b>Au collège (At school)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>School subjects.</li> <li>Opinions and reasons.</li> <li>Time (12-hour clock).</li> <li>School activities.</li> <li>Food at the canteen.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The definite articles.</li> <li>Asking questions.</li> <li>-ER verbs in the present tense: “<i>Je, tu, il, elle, nous</i>”.</li> <li>Negative forms.</li> <li>The partitive articles: “<i>du, de la, de l’, des</i>”.</li> <li>Intensifiers (“<i>trop, un peu</i>”).</li> </ul> <p><b>Cultural content:</b> School in France.</p> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<p><b>Mes passe-temps (My free-time activities)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Sports.</li> <li>Other free-time activities.</li> <li>Technology.</li> <li>Adverbs of frequency.</li> <li>Opinions and reasons.</li> <li>Weather.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The definite articles.</li> <li>The verb “jouer”: “<i>Je, tu, il, elle, nous</i>”.</li> <li>The verb “faire”: “<i>Je, tu, il, elle, nous</i>”.</li> <li>Negative forms.</li> <li>Aimer + the infinitive.</li> <li>Complex sentences beginning with “<i>Quand</i>”.</li> </ul> <p><b>En ville (In town and on holiday)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Places in a town.</li> <li>Weekend activities.</li> <li>The verb “aller”: “<i>Je, tu, il, elle, nous</i>”.</li> <li>À + a location.</li> <li>Drinks and food.</li> <li>Holiday plans.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The indefinite articles.</li> <li><i>Il y a / il n’y a pas de...</i></li> <li>The near future tense.</li> </ul> <p><b>Cultural content:</b> Map of France.</p> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>

<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A writing assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A speaking assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>An End of Y7 assessment.</b></li> </ul>
<b>Why is it studied?</b>	<p><b>It is worth noting that not all Year 7 students have studied the same language at KS2.</b></p> <p>This first unit “Tout sur Moi” gives our Year 7 students the skills to introduce themselves in French.</p>	<p>The first unit “Ma famille” allows students to build on their previous learning in the Autumn term. Students should be able to talk about themselves and then someone else.</p> <p>The second unit “Au collège” gives students the opportunity to develop their sentences with the introduction of the present tense for -ER verbs and opinions/reasons.</p>	<p>These two units allow students to further develop the complexity of their sentences by learning the irregular verbs “faire” and “aller”, practising sentences with “<i>quand</i>” and the introduction of the near future tense.</p>



**Year 8**

	Autumn	Spring	Summer
Unit/Topics	<p><b>Ce que j’aime faire (What I like to do)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Introducing yourself and other people.</li> <li>TV programmes &amp; films.</li> <li>The internet.</li> <li>Activities in the past.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The verbs “avoir” and “être” : “Je, tu, il, elle”.</li> <li>Adjective agreements.</li> <li>-ER verbs in the present tense : “Je, tu, il, elle, nous”.</li> <li>The verbs “faire” and “aller” : “Je, tu, il, elle, nous”.</li> <li>Negative forms (“ne... plus / ne ... jamais”).</li> <li>Connectives (“ou, aussi, comme”).</li> <li>Complex sentences with “quand/si”.</li> <li>The perfect tense (regular -ER verbs).</li> <li>Expressions of time (“D’abord, ensuite, après, puis, avant de, plus tard”).</li> </ul> <p><b>A Paris</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Activities in Paris.</li> <li>Opinions about a visit.</li> <li>Means of transports.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>“On peut” / “j’aime” + infinitive.</li> <li>The perfect tense (regular -ER verbs).</li> <li>The perfect tense (irregular verbs).</li> <li>The perfect tense with “être”.</li> <li>Negative sentences in the perfect tense.</li> </ul>	<p><b>Chez moi (At home)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Different types of accommodation and landscapes.</li> <li>Rooms in a house/flat.</li> <li>Food and drinks.</li> <li>Celebrating special occasions.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Adjective agreements.</li> <li>Comparative adjectives.</li> <li>Je voudrais + the infinitive.</li> <li>Prepositions (location)</li> <li>Il y a / il n’y a pas de...</li> <li>-RE verbs in the present tense.</li> <li>The partitive articles: “du, de la, de l’, des”.</li> <li>The near future tense.</li> <li>Combining 3 tenses.</li> </ul> <p><b>Cultural content:</b> French food.</p> <p><b>Mon style</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Items of clothes and different styles.</li> <li>Colours.</li> <li>Genres of music.</li> <li>Activities (last weekend).</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Adjective agreements.</li> <li>The near future tense.</li> <li>The perfect tense (all verbs).</li> <li>Negative sentences in all tenses.</li> <li>Time expressions (“en general, normalement, ce week-end, le week-end dernier”).</li> <li>Using 3 tenses.</li> </ul>	<p><b>Les voyages (Travels)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>School holidays.</li> <li>Holiday activities.</li> <li>Transports.</li> <li>Future trips.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Verbs “être” and “avoir”.</li> <li>Perfect tense of regular and irregular verbs.</li> <li>Perfect tense with “être”.</li> <li>Negative sentences in the perfect tense.</li> <li>Opinions in the perfect tense.</li> <li>Near future.</li> </ul> <p><b>Cultural content:</b> Asterix et Obelix. (Theme Park and comic books).</p> <p><b>Résumé de l’année</b> (Retrieval of key knowledge and skills)</p> <ul style="list-style-type: none"> <li>Mon interview par vidéo: Speaking skills.</li> <li>Une drôle de famille: Writing skills.</li> <li>Mon voyage extraordinaire: Listening and reading skills.</li> <li>Normalement, Hier et demain: Writing skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Expressions of time (<i>"D'abord, ensuite, après, puis, finalement"</i>)</li> <li>• Intensifiers (<i>"très, assez, un peu"</i>).</li> <li>• Time expressions (<i>"hier, la semaine dernière, l'année dernière"</i>).</li> </ul> <p><b>Cultural content:</b> The city of Paris.</p> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A writing assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>A speaking assessment.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>A mid-term assessment</b> (multi-choice questions, listening, reading and translation tasks).</li> <li>- <b>An End of Y8 assessment.</b></li> </ul>
<b>Why is it studied?</b>	These units have been carefully sequenced to introduce the perfect tense and to develop it throughout the whole term. The tenses are an essential part of learning a language.	This term, we are developing the use of three tenses together (the present, the perfect and the near future tenses). This constitutes the foundation of the GCSE in languages.	



**Year 9**

	Autumn	Spring	Summer
Unit/Topics	<p><b>Ma vie d’ado (My life as a teenager)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Physical description and personality.</li> <li>Relationships.</li> <li>Technology.</li> <li>Adverbs of frequency.</li> <li>Arranging to go out.</li> <li>Genres of films.</li> <li>A special day.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The verbs “avoir” and “être”.</li> <li>Adjective agreements.</li> <li>Negative sentences.</li> <li>Direct object pronouns.</li> <li>Intensifiers /qualifiers.</li> <li>Reflexive verbs.</li> <li>Adverbs of frequency.</li> <li>The near future tense.</li> <li>The perfect tense.</li> </ul> <p><b>Cultural content:</b> French TV programmes and films.</p> <p><b>La forme (Healthy living)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Sport.</li> <li>Reasons.</li> <li>Healthy eating.</li> <li>Making Plans for the future.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>“Il faut” + the infinitive.</li> <li>“Jouer” and “faire”.</li> <li>Depuis.</li> <li>The imperfect tense. (“avant ... maintenant ...”)</li> <li>The partitive articles : “du, de la, de l’, des”.</li> <li>The future tense (all verbs including the irregular verbs “aller, faire, être, avoir”.</li> <li>Negative sentences in the future tense.</li> </ul>	<p><b>Les Vacances (Holidays)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Holiday destinations and activities.</li> <li>Past holidays and disasters.</li> <li>Dream holidays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Asking questions using inversion and question words.</li> <li>The perfect tense.</li> <li>Opinions with “quel/quelle”.</li> <li>The conditional tense (“je voudrais / j’aimerais...”)</li> <li>Giving opinions in the conditional tense.</li> <li>Combining different tenses.</li> </ul> <p><b>Cultural content:</b> Tourist attractions in France or French speaking countries.</p> <p><b>Moi dans le monde (Me in the world)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Food and eating habits.</li> <li>What is important to me.</li> <li>The environment.</li> <li>Changing the world.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>The partitive articles : “du, de la, de l’, des”.</li> <li>Comparative adjectives.</li> <li>A variety of negative sentences.</li> <li>Referring to different time frames.</li> <li>The conditional tense (“je voudrais / j’aimerais...”)</li> <li>including opinions and negative sentences.</li> </ul>	<p><b>Projets d’avenir (Future plans)</b></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Earning money.</li> <li>Jobs and reasons.</li> <li>Future plans in general.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Modal verbs : “devoir, pouvoir and vouloir”.</li> <li>“Pour” + the infinitive.</li> <li>Masculine and feminine forms of nouns.</li> <li>The near future tense and/or the future tense.</li> <li>Complex sentences with “si” and the conditional tense.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p> <p><b>Résumé de l’année</b> (Retrieval of key knowledge and skills)</p> <ul style="list-style-type: none"> <li>- A la découverte d’une nouvelle région: Writing skills.</li> <li>- La santé des jeunes: Listening and reading skills.</li> <li>- Mes vacances de Rêve: Speaking skills.</li> <li>- La fête de la Musique: Listening and Reading skills.</li> <li>- Profil d’un inventeur ou inventrice: Writing skills.</li> </ul>



	<ul style="list-style-type: none"> <li>• Using the different tenses together.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>A listening and reading assessment</b> (including a translation task).</li> <li>- <b>A speaking assessment.</b></li> </ul>		<ul style="list-style-type: none"> <li>- <b>A listening and reading assessment</b> (including a translation task).</li> <li>- <b>An End of Y9 assessment.</b></li> </ul>
<b>Why is it studied?</b>	The topics chosen at the beginning of Y9 allow a review of key knowledge and skills in French such as the verbs “avoir” and “être” and a variety of tenses. It is an opportunity to introduce the imperfect tense. The vocabulary has been selected to increase the motivation of Y9 students.	The sequence of these two topics has been thoroughly planned as it allows students to develop their knowledge and skills further with the conditional tense.	Before Key Stage 4, it is important to look at the modal verbs more in depth and to ensure that tenses are well understood. The topic of “future plans” perfectly fits with the reality of Y9 students moving on to Y10 and thinking about what they are going to do next.



**Year 10**

	Autumn	Spring	Summer
<b>Unit/Topics</b>	<p><b>Theme 1 – Identity and Culture.</b></p> <p><u>Me, my family and friends.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Introducing myself.</li> <li>• Family members and friends.</li> <li>• Personality.</li> <li>• Relationships.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The verbs “avoir” and “être”.</li> <li>• Possessive adjectives.</li> <li>• Adjective agreements.</li> <li>• Reflexive verbs.</li> <li>• The imperfect tense.</li> <li>• Referring to the present and past.</li> </ul> <p><u>Free-time activities and technology in everyday life.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Internet and social media.</li> <li>• Free time activities.</li> <li>• Sports.</li> <li>• TV and cinema.</li> <li>• Reading.</li> <li>• Making arrangements to go out.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The present tense.</li> <li>• “Depuis”.</li> <li>• Direct object pronouns.</li> <li>• Opinion phrases.</li> <li>• The verbs “jouer” and “faire”.</li> <li>• The comparative.</li> <li>• The superlative.</li> <li>• The perfect tense.</li> <li>• The imperfect tense.</li> <li>• The near future tense.</li> <li>• Negative sentences.</li> <li>• Connectives.</li> <li>• Time phrases (expressions of frequency and sequencers).</li> </ul>	<p><b>Theme 1 – Identity and Culture.</b></p> <p><u>Customs and festivals in Spanish-Speaking countries.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Daily routine.</li> <li>• Food and drinks.</li> <li>• Buying clothes.</li> <li>• Festivals and celebrations.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Reflexive verbs.</li> <li>• The verbs “pouvoir” and “devoir”.</li> <li>• Partitive articles.</li> <li>• Adjective agreements.</li> <li>• Demonstrative adjectives.</li> <li>• Using the pronoun “en”.</li> <li>• “Venir de” + the infinitive.</li> <li>• Using a combination of tenses.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Home, town, neighbourhood and region.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Places in a town/city.</li> <li>• Shops.</li> <li>• Shopping for clothes.</li> <li>• Problems in a town/city.</li> <li>• Plans for tomorrow.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• “Il y a”.</li> <li>• The definite and indefinite articles.</li> <li>• Negative sentences.</li> <li>• The pronoun “y”.</li> <li>• Adjective agreements.</li> <li>• The superlative.</li> <li>• “je voudrais/j’aimerais” + the infinitive.</li> </ul>	<p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Social and Global issues.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Healthy living.</li> <li>• The environment.</li> <li>• Global issues.</li> <li>• Charity work.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• The imperative.</li> <li>• Adverbs.</li> <li>• “Ce qui/que”.</li> <li>• Indirect object pronouns.</li> <li>• Emphatic pronouns.</li> <li>• Using a variety of tenses.</li> <li>• “Pouvoir” and “devoir” in the conditional tense.</li> <li>• The passive.</li> <li>• The pluperfect.</li> </ul> <p><b>Exam techniques and preparation for End of Y10 assessments.</b></p>



	<p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	<ul style="list-style-type: none"> <li>• Using “si” clauses.</li> <li>• Using a variety of tenses together.</li> <li>• Connectives.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>	
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A writing assessment.</b> (Me, my family and friends): it includes a translation task, English to French.</li> <li>- <b>A speaking assessment.</b> (Free-time activities and technology in everyday life).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages).</li> <li>- <b>A listening and reading assessment.</b> (all Theme 1): it includes a translation task, English to French.</li> <li>- <b>A writing assessment.</b> (Home, town, neighbourhood and region).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b></li> <li>- <b>End of Year 10 assessments: A listening and reading assessment.</b> (all Theme 1 and Theme 2 apart from Travel &amp; Tourism) and a writing assessment including a translation task, English to French)</li> </ul>
<b>Why is it studied?</b>	<p><b>It is worth noting that the French GCSE is changing from September 2024.</b></p> <p>We are following the 3 themes provided by the exam board (AQA). A relevant and logical sequencing of the topics within each theme has been planned to ensure that the range and complexity of vocabulary and grammatical features increase over the time. There are many opportunities to revisit the foundation content learnt at KS3.</p> <p>The topics chosen for Term 1 create a relevant transition between KS3 and KS4.</p> <p>Within each topic, students are practising their comprehension (listening and reading) and productive skills (speaking and writing).</p>	<p>It seems logical to complete Theme 1 first.</p> <p>During this term, the complexity of grammatical and lexical contents increases.</p> <p>Students are systematically working on their comprehension (listening and reading) and productive skills (speaking and writing) for each topic.</p>	<p>“Social and Global Issues” is surely the most challenging topic studied at KS4 due to the specific vocabulary and grammatical concepts introduced (such as the pluperfect and the passive).</p>





**Year 11**

	Autumn	Spring	Summer
Unit/Topics	<p><b>Theme 2 – Local, national, international and global areas of interest.</b></p> <p><u>Travel and Tourism.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Holiday activities.</li> <li>• Weather.</li> <li>• Transport.</li> <li>• Accommodation.</li> <li>• Problems.</li> <li>• Dream holidays.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• “On peut”, “Avant de” + the infinitive.</li> <li>• Negative sentences.</li> <li>• The comparative.</li> <li>• Demonstrative adjectives and pronouns.</li> <li>• Reflexive verbs in the perfect tense.</li> <li>• Using “en” + present participle.</li> <li>• The pluperfect.</li> <li>• A variety of tenses.</li> <li>• “Si” clauses.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Theme 3 – Current and future study and employment.</b></p> <p><u>My studies and life at school.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• School subjects.</li> <li>• School facilities.</li> <li>• School day.</li> <li>• School uniform and colours.</li> <li>• School rules.</li> <li>• Clubs and achievements.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• “Il y a” and “il n’y a pas de”.</li> <li>• Opinion phrases.</li> <li>• Direct object pronouns.</li> <li>• Adjective agreements.</li> </ul>	<p><b>Theme 3 – Current and future study and employment.</b></p> <p><u>Education post-16 and Jobs, Career choices and ambitions.</u></p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Future studies.</li> <li>• Pocket money.</li> <li>• Work experience.</li> <li>• Jobs.</li> <li>• Future plans in life.</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Noun agreements.</li> <li>• Irregular adjectives (comparative/superlative)</li> <li>• Direct object pronouns in the perfect tense.</li> <li>• Verbs followed by “à” or “de”.</li> <li>• A variety of tenses.</li> <li>• Negative sentences.</li> <li>• The subjunctive.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p> <p><b>Preparation for Speaking Prep examination</b> (Role-play, photo card and discussion practice).</p>	<p><b>Exam techniques and preparation for Speaking examination. (Role-play cards and photocards, discussion).</b></p> <p><b>Exam practice for listening, reading and writing examinations.</b></p>

	<ul style="list-style-type: none"> <li>• The comparative/superlative.</li> <li>• A variety of tenses.</li> <li>• Negative sentences.</li> <li>• Using phrases followed by the infinitive.</li> <li>• Connectives.</li> <li>• Time phrases and sequencers.</li> </ul> <p><b>Phonics</b> are taught in an embedded approach in all stages of the learning journey.</p>		
<b>Key Assessment</b>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages)</li> <li>- <b>A writing assessment.</b> (Travel and Tourism).</li> <li>- <b>Y11 prep examinations</b> (Listening, reading and writing papers).</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Vocabulary tests built in the curriculum.</b> (Learning vocabulary is crucial for students to become proficient in languages)</li> <li>- <b>A listening and reading assessment.</b> (all Theme 3): it includes a translation task, English to French.</li> <li>- <b>Speaking prep examination.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Speaking GCSE examination.</b> (April)</li> <li>- <b>Listening and Reading GCSE Examinations.</b></li> <li>- <b>Writing GCSE Examination</b></li> </ul>
<b>Why is it studied?</b>	<p>Whilst planning the curriculum, we make sure that the learning experience is relevant to students. It is easier to talk or write down about holidays after the summer break.</p> <p>Then, we move on to the last theme. Complex features such as direct object pronouns and the imperfect tense are revisited.</p>	<p>Once again, as Year 11 are deciding what they will be doing after their GCSE, it seems logical to talk or write down about jobs and future plans in French.</p> <p>This unit gives students an opportunity to revisit some very difficult features of the language and to achieve the highest grades.</p>	