

Subject	French Components		
	What new knowledge/content do we introduce?		
	Year 7 Je me présente/ This is me	Year 8 Mes loisirs et mon temps libre / My hobbies and free time	Year 9 'La technologie, Paris et mon mode de vie' Technology, a trip to Paris and my lifestyle
Intent Statement	<p>By the end of year 7, our aim for an IGS French student will be to develop their linguistic knowledge and above all their confidence in manipulating the dynamics of language learning and have fun in doing so. We aim for them to have an understanding and appreciation for the need to seek and give basic information about themselves in the target language. They will use the <b>powerful knowledge of the language of learning via cognates and phonics</b> to give them confidence to deduce the meaning of unfamiliar words when reading or listening and have a go at pronouncing new and unfamiliar words correctly when reading aloud or speaking. Their <b>cultural capital</b> knowledge will be heightened by producing a video piece on describing their school for a French audience. Languages Festival and Christmas activities also provides them with the opportunity to explore similarities and differences in Francophone society compared to their own cultural background.</p>	<p>By the end of year 8, our aim for an IGS French student will be able to <b>expand on their linguistic powerful knowledge and gain more confidence in manipulating the language via spotting patterns and applying the basic skills acquired in Year 7.</b> Students will retrieve vocabulary from Year 7 and continue to build on this and their grammar acquisition, so they <b>learn more and know more with increasing confidence and enjoyment.</b> They will be able to speak and write with growing complexity via many opportunities to communicate in the target language and find reading and listening opportunities easier to deduce meaning from as they build on their bank of powerful knowledge (vocabulary and grammar). Their ability to express opinions and ask questions will grow in complexity with some ease. Their cultural awareness will grow via opportunities during languages festival week as well as learning about the importance of Easter in France. Cultural awareness is interweaved throughout the course, so students are given ample opportunity to celebrate differences.</p>	<p>By the end of year 9, our aim for an IGS French student will be able to expand upon their string foundation of powerful knowledge in grammar structures and vocabulary learning in Year 7 &amp; 8. They will be able to confidently manipulate this knowledge and apply it to different situations with increasing depth and complexity. They will have <b>further opportunities</b> to write and speak in French and to read and listen to responses that helps them become confident and informed French linguists as they begin to play with the language in a way that celebrates their appreciation and understanding of the language. They will gain a string foundation that prepares them competently for the skill that they will require and retrieve at KS4 &amp; into 5. Their cultural awareness will grow via opportunities during languages festival week as well as learning about French art and artists. Cultural awareness is interweaved throughout the course, so students are given ample opportunity to celebrate differences.</p>
Autumn	<ul style="list-style-type: none"> <li>• Basic greetings and introductions in French.</li> <li>• Cognates and phonics and the sounds of words.</li> <li>• Alphabet, numbers, days, months,</li> <li>• Understanding and responding to basic questions and classroom instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about activities they do with their mobile phone/other technology</li> <li>• Re-visiting and building on present tense time phrases</li> <li>• Re-visiting and building confidence with the verb 'jouer' and 'faire'.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about their preferences for TV programmes / books / cinema / internet</li> <li>• Introduction to Present tense of all 'ER, IR and RE' verbs in French plus key irregulars.</li> <li>• Timeframes of frequency</li> </ul>

	<ul style="list-style-type: none"> <li>• Classroom items, survival kit items and colours.</li> <li>• Opinion verbs 'I like/ I hate/ I love/ I don't like etc) introduced.</li> </ul>	<ul style="list-style-type: none"> <li>• Focusing on building confidence with opinion + infinitive constructions</li> <li>• Sport verbs (jouer à/faire de) and using these verbs more confidently in the full paradigm of the verb.</li> <li>• Introduction to 'aller' as a key irregular in the present tense and integral to the formation of the near future.</li> <li>• Introduction to the near future.</li> <li>• Introduction to future time phrases and re-capping expressions of frequency.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary of technology appliances</li> <li>• More complex opinions to justify liking/disliking technology/types of films/books/TV programmes</li> <li>• Understanding and giving information about others' interests</li> <li>• Re-visiting the near future and conditional tense</li> <li>• Introduction to the passé composé with avoir (regular verbs)</li> <li>• Giving basic opinions in the past (imperfect)</li> <li>• Working in 3 tenses</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Introduction of family members</li> <li>• Intro' to basic key verbs (<i>to be/ to have/ to wear/ to be called</i>) to describe physical descriptions (hair/ eyes/ physical build).</li> <li>• Lexical introduction of the conditional tense to say what you would like to be like/ have.</li> <li>• Adjectives describing personality.</li> <li>• Introduction of the Present tense of 'ER' verbs.</li> <li>• Recap of family members to say who you do activities with</li> <li>• Introduction to timeframes of frequency</li> </ul>	<ul style="list-style-type: none"> <li>• Places in your town/ city/ local area vocabulary</li> <li>• Describing what is and isn't in your town (il y a / il n'y a pas de)</li> <li>• Opinions and adjectives to describe what there is in your town/ city</li> <li>• Use of more complex adjectives/extended reasons for liking/disliking your town</li> <li>• Introduction to 'on peut' + infinitives and activities that one can do in a town</li> <li>• Introduction to comparative structures (plus...que, moins...que, aussi...que) to compare different cities.</li> <li>• Re-visiting the verb aller + à to describe where you and others go</li> <li>• Re-visiting 'aller' and the near future formation to describe what you are going to be in your town next weekend</li> <li>• Re-visiting the conditional and being introduced to the full paradigm of the verb to describe what your town would ideally be like</li> <li>• Lexical introduction of a range of 'si+imperfect+conditional' clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a week in Paris</li> <li>• Cultural introduction to the topic of Paris</li> <li>• Re-visiting the formation of regular verbs with avoir in the passé composé</li> <li>• Introduction to key irregulars with avoir</li> <li>• Developing confidence with emphasis on the je, nous and il/elle form of the verb</li> <li>• Introduction to the perfect tense with être verbs</li> <li>• Re-visiting and building confidence with understanding and giving opinions in the past</li> <li>• Re-visiting and building confidence with the near future to describe what you are going to pack for a future trip</li> <li>• Re-visiting and building confidence with the conditional to talk about an ideal trip. Developing a wider range of si+imperfect+conditional clauses.</li> <li>• Transactional vocabulary for ordering at a restaurant/going on a date</li> </ul>

		<ul style="list-style-type: none"> <li>• Transactional language: Asking and understanding directions</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to food vocabulary including French delicacies</li> <li>• Discussion of cultural differences between meal times in France/England</li> <li>• Opinion verbs for food</li> </ul>
Summer	<ul style="list-style-type: none"> <li>• Intro to school subjects</li> <li>• Adjectives to describe school subjects</li> <li>• Opinions re-introduced plus a few more to help build their knowledge bank plus adjectives to describe teachers</li> <li>• Intro of school facilities and describing what we do in different classrooms/ subjects</li> <li>• Introduction of 'IR' verbs</li> <li>• How to tell the time</li> <li>• Understanding a timetable</li> <li>• Food and opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to holidays</li> <li>• Re-visiting the verb 'aller' in the present tense and expressions of frequency</li> <li>• Countries and cities in French</li> <li>• Revision of regular -er verbs e.g. habiter/parler</li> <li>• Re-visiting comparatives (more..than/ Less..than/ as..as) to compare and contrast different holiday experiences</li> <li>• Re-visiting justified opinions and building a wider repertoire of complex opinions to talk about yours and others' preferences of holiday activities.</li> <li>• Use of reflexive verbs to describe your daily routine on holiday</li> <li>• Retrieval of prior learning via revisiting the Near Future and saying where you are going to go</li> <li>• Future timeframes</li> <li>• Retrieval of prior learning via revisiting the Conditional tense to describe an ideal holiday and building greater mastery of the tense including more irregulars</li> <li>• Transactional vocabulary: Ordering a hotel room/re-visiting directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Healthy Living</li> <li>• Building a wider vernacular for food vocabulary to being able to learn about healthy eating and describe food habits</li> <li>• Recap of time frames of frequency</li> <li>• Re-visiting on modal verbs e.g. on peut and being introduced to a wider range of modal verbs (on doit/il faut/on devrait) to talk about healthy living choices.</li> <li>• Re-visiting near future for describing your resolutions for the future</li> <li>• Introduction to the simple future to describe what you will do to get fit (regulars and high-frequency irregulars)</li> <li>• Describing levels of fitness and focusing on become more secure in 3-time frames (3 tenses and potentially 6 tenses)</li> </ul>

<p>Rationale for these specific components</p> <p><b>WHY THIS and WHY NOW</b></p>	<p><b>AUTUMN TERM: WHY THIS &amp; WHY NOW</b></p> <p>The skills acquired in knowing the alphabet, numbers, days and months provides students with the confidence to interact with each other and native speakers in asking and answering fundamental basic questions based around name, age, date, birthday, how their name is spelt and the birthdays of their friends, family members etc.</p> <p><b>Using the dynamics of language learning</b></p> <p><b>‘Cognates’</b> instils them with the skills to later deduce meaning of higher order words that link to similar higher order words in English. It helps them to deduce meaning from unknown words that appear in unknown and authentic texts.</p> <p><b>This is a thread that is used throughout their learning journey in French.</b></p> <p>Use of <b>Phonics</b> and instilling the importance of this also helps give students the confidence at having a go at pronunciation and having a French accent which makes the acquisition of any new/ unknown words much easier as they move up the curriculum in French.</p> <p>It also helps them to seek and give this information to their peers in a <b>non-threatening way to build their confidence to speak in the Target Language.</b></p> <p>The Alphabet also leads to an initial lesson on <b>phonics</b> and how to pronounce key sounds and letters in different words in French (e, é, ent, ai, an etc) this will be repeated to differing degrees as they move through the curriculum in French at each key stage.</p> <p>Also, they begin to understand simple instructions in the classroom and respond to them effectively which helps them understand more complex instructions as they move</p>	<p><b>AUTUMN TERM: WHY THIS &amp; WHY NOW</b></p> <p>Students are given the opportunity to build on their use of opinions whilst applying it to new vocabulary based around where they live and their home and local area. This again allows them to feel safe and confident describing familiar things that they can identify with and relate to. Again, they are seeking and providing information from their peers in the target language.</p> <p>They <b>retrieve and consolidate their knowledge of ‘Adjectival agreement’</b> applying the same formulas that help consolidate this grammar rule which is a <b>golden thread that runs throughout their learning journey.</b> They are now given the opportunity to apply and manipulate this knowledge to another topic/ scenario. This <b>helps build their confidence further in understanding the why and what for in language learning, spotting the patterns of the mechanics of language learning.</b></p> <p>Their increased knowledge of complex opinions and adjectives enables them add further complexity to opinions along with their increased mastery of complex opinions and a wider range of adjectives. This is powerful knowledge and complex grammar that they will revisit and must retrieve through KS3 and into KS4 with growing complexity and authenticity.</p> <p>The introduction of the Near Future tense is tantamount to them becoming confident in manipulating tenses and grammar structures as it will allow them to use familiar and prior learning plus new knowledge and apply it to different timeframes. The knowledge of the Near Future tense will be revisited and consolidated throughout their French journey from Novice to Expert at KS5 and beyond. This is also the case for retrieving the</p>	<p><b>AUTUMN TERM: WHY THIS &amp; WHY NOW</b></p> <p>Students are given the opportunity to build on their use of opinions whilst applying it to new vocabulary based around technology/free time activities. This again allows them to feel safe and confident describing familiar things that they can identify with and relate to. Again, they are seeking and providing information from their peers in the target language using ‘Qu’est-ce que tu aimes lire et pourquoi? Quelles sont tes émissions préférées et pourquoi?’</p> <p>They <b>retrieve and consolidate their knowledge of ‘Adjectival agreement’</b> applying the same formulas that help consolidate this grammar rule which is a <b>golden thread that runs throughout their learning journey.</b> They are now given the opportunity to apply and manipulate this knowledge to another topic/ scenario. This <b>helps build their confidence further in understanding the why and what for in language learning, spotting the patterns of the mechanics of language learning.</b></p> <p>They revisit and apply their knowledge of comparatives helps them to add further complexity to opinions linked to different forms of media. This is powerful knowledge and complex grammar that they will revisit and must retrieve through KS3 and into KS4 with growing complexity and authenticity.</p> <p>They are given an introduction to cinema, TV and reading, which extends into KS4 and is one of the first concepts they will revisit and have to retrieve in Year 12 with added complexity and eloquence and thus good linguistic foundations and powerful vocabulary are introduced here for that reason. This concept will be revisited and consolidated throughout their French</p>
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through the curriculum. It helps provide routine also and they feel safe in their classroom environment as they are familiar with common, basic instructions and expectations from the outset.

They will start to explore **the importance of 'Adjectival Agreement'** through the learning of 'Pencil case items' alongside 'colours' that these items must agree in gender and number and they will start to make these links as they move through the curriculum. The application of this mechanics of grammar is the case for all combination of 'Noun + adjective' in sentences across all schemata.

They also start to understand the importance of giving **simplistic opinions**, an important **golden thread** that gets more and more complex via adding justifications and then more complex structures such as 'je voudrais/j'aimerais + infinitive' and 'si j'avais le choix/idéalement' later in Key Stage 3 and into GCSE. This structure is a common thread through all themes and topics later at KS3 and then into GCSE and A level. So, **opinions** are a fundamental need for any language learner as this is the **powerful knowledge** that **allows them to become expert language learners** as their language becomes more complex but has it's foundations in learning and consolidating it in this, **their novice stage**.

**SPRING TERM: WHY THIS & WHY NOW?**

Learning family members allows them to seek and share more information with their peers and native speakers. Being able to describe things they are familiar with gives them comfort

conditional tense and manipulating it with growing confidence and applying it to a new context.

**SPRING TERM: WHY THIS & WHY NOW?**

They acquire new knowledge via the introduction of places in the city/ town and **apply prior knowledge** via combining this vocab **with opinion verbs and adjectives to describe** these places. The re-application of the grammar rule and golden thread of the need for 'Adjectival agreement' is consolidated as this is a skill that only seems to become absolutely secure in spoken language at KS5 when they automatically begin to connect the dots without thinking.

They retrieve the verb 'Il y a/il n'y a pas de / There is/isn't' to talk about what there is and isn't in their town/ city. They will have met this when talking about pencil case items/survival kit items and classroom items in Year 7. Their new knowledge of the modal verb 'on peut/on ne peut pas' enables them to give more complex opinions. They will go on to use this structure at KS4 in more complex structures to give advice about healthy living/ideal town/school rules when they meet 'on peut/the full paradigm of the verb 'pouvoir' + a much wider range of modal verbs'

They move from using 'J'aime/ I like' into higher tier opinion verbs such as 'Je ne supporte pas/ I can't stand/ bear' which is the type of language they will hear more readily in French texts and in spoken French. This, thus, adds complexity and depth to their knowledge of French in recognising it and applying it to different concepts/ topics as they progress through into year 9 and most useful again at GCSE.

This is also the case for retrieving the use of the higher tier structure 'on peut'/ 'one can' to add

journey from Novice to Expert at KS5 and beyond.

**SPRING TERM: WHY THIS & WHY NOW?**

Revisiting the verb avoir and être from Year 7 as well as high frequency verbs such as 'regarder', 'acheter' 'visiter' and understanding how this can be used to form the passé compose accurately sets them up with a good recall of familiar vocabulary and allows them to consolidate this within a new tense. Then what follows is logical as they will have used these free time activities to learn the golden thread rule of 'Verb Conjugation' via the present tense but now they will use the very same concepts and apply this prior knowledge to help form the Past tense whilst acquiring new knowledge along the way plus an additional timeframe. The re-application of the grammar rule and golden thread of the need for 'Adjectival agreement' is consolidated as this is a skill that only seems to become absolutely secure in spoken language at KS5 when they automatically begin to connect the dots without thinking.

They again revisit how to ask more complex questions that require seeking and giving information using 'c'était comment?' 'How was it?' and 'Qu'est-ce que tu as fait?'/ 'What did you do?' which increases, not only complexity but also authenticity in their use of the French language. They will consolidate and reapply this powerful knowledge when they talk about 'Holidays' at KS4 and in real life scenarios in their use of the French language in writing and speaking.

in talking about familiar things in the learning climate.

This allows the **introduction of key verbs that are imperative to their acquisition of the language.** They will use these key basic verbs in EVERY topic that they meet throughout the French Curriculum (avoir – to have/ être – to be/ s’appeller – to be called). They will build on this bank of key verbs as they cover more and know more.

What they will know is that these key verbs are important and later they will find out that they quite commonly are ‘irregular’ in their conjugation when they start to acquire new tenses later on in Year 9 and into GCSE.

They will start to further **consolidate the golden thread of ‘Adjectival Agreement’** ensuring that adjectives of physicality and personality must agree in gender and number with the person, persons or nouns they are describing. This links to previous learning in the Autumn term whereby they had to make colours agree with the pencil case item in gender and number as per the **learning and consolidation of the basic mechanics and powerful knowledge of French Grammar.**

They have their first lexical introduction to a new tense ‘the Conditional Tense’ to say what they WOULD like to look like/ have/ be. They will then start to recognise this tense using different opinions and verbs by spotting the patterns of how you can change, I like (j’aime) into I would like (j’aimerais) and thus link this knowledge to be able to change I love (j’adore) into I would love (j’adorerais) and thus seeing patterns and giving them confidence to apply this to similar verbs and structures.

complexity in extended sentences which they will meet repeatedly again interwoven into resources and explicitly re-visited in the rest of KS3+4. The topic of town and local area is further repeated, consolidated, and built upon under the KS4 schemata in Year 11. Thus, **giving them a strong grammatical foundation which they can manipulate to many differing topics.** Increasing their confidence in their use of the language alongside showing an ability to retrieve more and know more.

#### **SUMMER TERM: WHY THIS & WHY NOW?**

As per last term, we further consolidate their use of the grammar concept of the near future, comparatives, on peut and adjectival agreements and give them opportunity to show their understanding of this golden grammar thread, manipulate it and apply it now to the concept of holidays.

To add further complexity to opinions they are introduced to the mechanics of reflexive verbs, a wider range of complex opinions and a wider paradigm of the formation of the conditional in increase their security in describing past and future holidays. This is important as they will be asked to retrieve this knowledge later and apply it to different situations most notably in KS4 when studying Theme 2: Travel and Tourism but in fact these skills will be re-visited in every topic moving forward in their journey to developing mastery in the past, present and future time frames. Re-visiting and consolidation of tenses helps to secure **the formulaic nature of grammar and apply this with increasing confidence.**

They retrieve knowledge on the near future, conditional tense and opinion phrases seen in Y8 and earlier in Y9 and add complexity and additional higher order vocabulary. Students are then challenged to recall this prior learnt knowledge and apply it to a new context. This concept of travel/important monuments in Paris filters through into KS4 and even into KS5 when they are asked to discuss the theme of Travel and Tourism and have extensive knowledge of the culture of Francophone society. Transactional vocabulary discussing what you are going to pack and ordering at a restaurant/going on a date, further contextualises the importance of being able to communicate when challenged with a real-life conversational scenario. This all helps to increase their confidence in their use of the language alongside showing an ability to retrieve more and know more.

#### **SUMMER TERM: WHY THIS & WHY NOW?**

As per last term, we further consolidate their use of the grammar concept of ‘Adjectival Agreement’, present tense verbs, passé composé, near future and previously learnt modal verbs such as ‘on peut’ first covered in Y8 and give them opportunity to show their understanding of these golden grammar threads, manipulate and apply them now to lifestyle choices in the past, present and future. To add further complexity to opinions they are **introduced to the mechanics of a wider range of modal verbs and the simple future.** This is important as they will be asked to retrieve this knowledge later and apply it to different situations (eg KS4 types of holidays/ school

They are introduced to the concept of the present tense and how to 'conjugate' regular ER & IR & recognise key RE verbs in French (apprendre/faire) as well as key irregulars throughout. This very concept of 'Conjugation of verbs' is the very essence of their language learning and forms the foundations of the mechanics of verb and tense manipulation. Most especially when they do free time later in year 9 as they learn more and know more by applying this powerful knowledge to the conjugation of the near future in Y8 and perfect tense in Y9.

**SUMMER TERM: WHY THIS & WHY NOW?**

As per above the knowledge of school subjects allows them to feel comfortable giving and seeking basic information that is familiar and relevant to them. They again consolidate the powerful knowledge of 'Adjectival Agreement' (school subjects/teachers + adjective + opinion verbs)

They will then start making extended sentences agree accurately, or with more complexity, with confidence. There may be errors here at this stage but the repetition and retrieval of these practices and the mechanics of the language and accuracy will start to become clear. This also gives them their first awareness of the importance of talking about school studies and future plans and employment at KS4.

Exposure to the topic of holidays so close to their actual holidays helps to contextualise the theme for our students.

They then have an opportunity to retrieve their knowledge of the Near Future tense and apply it to the topic of Holidays, thus gaining further confidence and a chance to practice their understanding of how to build this tense made up of 3 component parts. When learning transactional vocabulary, students are then challenged to recall prior learnt knowledge of numbers from Year 7 and apply it to being able to understand and give information in transactions at a café at the beach. They are introduced to prepositions here to say where they will meet someone to go out and use increasingly complex question structures moving from 'je voudrais' into Tu voudrais?, so that they can use more complexity in conversing with peers and native speakers when seeking and asking for information, which was first touched upon in the Y8 topic of town.

They use timeframes and apply it to the grammar of the near future and the conditional tense, so they are able to communicate in spoken and written form in 3 tenses. The idea of asking a question is paramount to becoming an expert linguist as they must do so in spoken elements during their GSCE speaking exam and during their KS5 orals. Yet most importantly asking questions is a skill that allows them to converse in real life scenarios in the Francophone world and they must adapt to multiple scenarios and in unexpected scenarios.

subjects/ KS5 use of the internet and mobile technology/ political movements etc). Use of modal verbs and a wider range of tenses within three time-frames is powerful knowledge that will help them increase the complexity and understand the formulaic nature of grammar and apply this with increasing confidence.

They then have an opportunity to retrieve their knowledge of the past tense applying and manipulating the verbs of food and sport thus gaining further confidence and a chance to practice their understanding of how to build this tense and consolidate it further. They use timeframes and apply it to the grammar of the past tense, near future and conditional now in relation to lifestyle choices. Therefore, they can communicate in spoken and written form in 6 tenses. The idea of talking about lifestyle choices (sport/food/daily life) is paramount to becoming an expert linguist as they must do so in spoken elements during their GSCE speaking exam. Yet most importantly asking questions and discussing food is a skill that allows them to converse in real life scenarios in the Francophone world and they must adapt to multiple scenarios and in unexpected scenarios.

**Composites**

What do students do with this knowledge ?

- They begin to **apply the mechanics of language learning** as per above and understand these are **golden threads that underpin their ability to seek and give information on many themes and topics** in the grand schemata of the language.
- Recognise and **apply the need for Adjectival agreement** (noun + adjective agreements in gender and number)
- **Give opinions from simple to increasingly more complex** with extended sentences as they move from Novice to Advanced to Expert language learners.
- Give **justifications of their opinions** using connectives to extend their language knowledge
- Prepares them for **retrieval of these basic grammar mechanics and apply to all future composites and schemata** throughout KS3 up to KS5.
- Allows them to **spot patterns on how to form basic tenses** and verbs and talk in more than one timeframe.

- They are **further manipulating their understanding of the 'Adjectival Agreement' golden thread** and applying it here to 3 different situations
- They are beginning to **understand the use of grammar and tense formation to be able to communicate in different timeframes for different situations**
- Their opinions from Year 7 are being built upon and being able to communicate to a more near native degree in terms of their use of higher tier opinions combined with 'on peut + infinitive' which they revisit time and time again as they make their transition into GCSE French.
- They will **begin to spot patterns by understanding how questions are formed from statements** they may have given in the use of 'Tu voudrais...' and replying with 'Je voudrais' increasing their ability to ask for increasingly more complex information. It is also **giving them confidence to be able to converse with their peers in a foreign language using transactional everyday language** and scenarios.
- They are also able to converse asking questions and giving answers to real life situations: asking someone to go out with them or meet them somewhere for example.
- They are now able to use 3 different tenses: present, near future and conditional tense.

- They are **further manipulating their understanding of the 'Adjectival Agreement' golden thread**
- They are beginning to **understand the use of grammar and tense formation to be able to communicate in different timeframes for different situations especially in the past tense.**
- Their opinions from Year 7 are being built upon and being able to communicate to a more near native degree in terms of their use of higher tier opinions which they revisit time and time again as they make their transition into GCSE French.
- They will **begin to spot patterns by understanding how questions are formed from statements** in the past tense. This is increasing their ability to ask for increasingly more complex information. It is also **giving them confidence to be able to converse with their peers in a foreign language using transactional everyday language** and scenarios.
- They are also able to converse asking questions and giving answers to real life situations: asking someone to go out with them or meet them somewhere for example.
- They are now able to use 6 different tenses: present, passé compose, imperfect (opinions), near future, conditional tense (with greater security), simple future (lexically/at beginner level).



<p>Links to previous learning</p>	<p><b>Key Stage 2:</b> Where students have learnt French in their feeder school or simply on holiday they may have knowledge of how to say their name, numbers, simple greetings and possibly the words for animals. They may also, having had experience of cultural capital via family holidays in France or another Francophone country.</p>	<p><b>Year 7</b> Adjectival agreement rule Adjectives and opinion words Opinion + infinitive constructions Numbers Faire/aller Re-visiting the formation of regular -er verbs Je voudrais/j'aimerais + infinitive Asking questions Phonics (especially qu, é, ent, en, an,in) Conditional tense (taught lexically)</p>	<p><b>Year 7/ 8</b> Adjectival agreement rule Adjectives and opinion words Opinion + infinitive constructions Giving and understanding other people's opinions Numbers Faire/aller Re-visiting the formation of regular -er verbs Je voudrais/j'aimerais + infinitive Asking questions Phonics (especially qu, é, ent, en, an, in) Conditional tense Recognition of 'si+ imperfect + conditional clauses) Near future (talking about what you and other are going to do with increased confidence)</p>
<p>How is challenge embedded in the Key Stage 3 curriculum</p>	<ul style="list-style-type: none"> <li>• The idea of Adjectival Agreement is pushed to show that sometimes not all nouns are masculine or feminine. Students asked to spot patterns.</li> <li>• They are challenged to find the patterns in how to form the conditional tense changing I would like and applying it to say I would love as described above.</li> <li>• There are always given extension tasks with every activity.</li> <li>• They are introduced to new, unfamiliar words via original and authentic materials (video and magazine extracts) and asked to try and deduce meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Every task has 3 levels of challenge and an extension activity to stretch and challenge using traffic light challenges</li> <li>• Students are having to manipulate more complex questioning structures and apply it to their own role play scenarios of asking for directions and responding.</li> <li>• They are being asked to extend their understanding of more complex or interesting adjectives</li> <li>• Using on peut + comparatives in extended sentence is something that may be a difficult concept to master also and so they will revisit this again and again in their learning journey</li> <li>• Striving to be able to use the full paradigm of the near future, including being able to give opinions in this tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Every task has 3 levels of challenge and an extension activity to stretch and challenge using traffic light challenges</li> <li>• Students are having to manipulate more complex questioning structures and apply it to their own role play scenarios of asking someone to go out with them and also ordering at a restaurant.</li> <li>• They being asked to extend their understanding of complex opinions phrases and are challenged to include more idiomatic structures</li> <li>• The passé composé is complex due to the amount of irregular verbs and rules that apply and so students are encouraged to explore more complex irregulars and be able to use both avoir and être verbs.</li> </ul>

			<ul style="list-style-type: none"> <li>The simple future is also complex due to the amount of irregulars. Students will be encourage to recognise this tense and use it with high-frequency regular and irregular verbs.</li> </ul>
Cultural Capital	<p><b>European Day of Languages (Sept):</b> they are exposed to basic greetings in other languages. They are also asked to produce a cake that celebrates the theme of another European Country or that of their language class (French or French)</p> <p><b>Autumn term:</b> They are exposed to what Christmas is like in France or Francophone countries and create cards.</p> <p><b>Spring Term:</b> When describing themselves and others we use current French role models and introduce them to them. <b>Summer term, Language’s festival:</b> They make models of famous monuments from European countries. They also learn about ‘Bastille Day’ in France and about significant monuments to celebrate this traditional joyous festival.</p>	<p><b>European Day of Languages (Sept):</b> they are exposed to basic greetings in other languages. They are also asked to produce a cake that celebrates the theme of another European Country or that of their language class (French or French)</p> <p><b>Autumn term:</b> They are exposed to what Christmas is like in France or Francophone countries and create cards.</p> <p><b>Spring Term:</b> When describing their town/ city they are exposed to the different types of buildings and places, which always entails a short ‘culture vulture’ mini explanation of how French lifestyle differs in terms of past times and cultural activities.</p> <p><b>Summer term, Language’s festival:</b> Talking about ordering food at a café and doing role plays enables them to build the skills for asking and ordering food in a café/restaurant. Students complete a big cultural interactive quiz and a real-life treasure hunt as part of their Languages Festival week.</p>	<p><b>Autumn term:</b> When describing free time activities (reading, TV, Cinema, social media) they learn about book titles in French, Cannes festival and which apps are popular in the Francophone world. They are exposed to what Christmas is like in France or Francophone countries via quizzes.</p> <p><b>Spring Term:</b> When talking about a week in Paris, students are exposed to a wide range of cultural facts about Paris and its most celebrated monuments in the target language.</p> <p><b>Summer term:</b> Talking about food and learning about typical French dishes as well as discussing lifestyle choices, gives them an insight into some of the cultural differences surrounding food/sport in France/England.</p> <p><b>Language’s festival:</b> They recreate murals and posters of the famous French piece of art by Henri Matisse and learn about its history and influences as well as further details about the life of the renowned artist via videos and interactive games plus hands on recreation of some of his world-famous pieces of French art.</p>
WIDER READING	<ul style="list-style-type: none"> <li>Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival.</li> <li>Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival</li> </ul>	<ul style="list-style-type: none"> <li>Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival.</li> <li>Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival agreement often applying words to sentence level.</li> </ul>	<ul style="list-style-type: none"> <li>Mary Glasgow magazines which they are often gifted as best prizes for their efforts during European day of languages and languages festival.</li> <li>Duolingo: fun application for them to acquire new words and vocab, practice spelling and learning adjectival</li> </ul>

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