

INTENT:

- To develop students 'self-efficacy
- To be able to communicate spontaneously in spoken and written form in different time frames
- To develop students' listening and reading skills

IMPACT:

Assessments show progress over the course of the year. Written and spoken output is more detailed and show a variety of structures and tenses.

Bilton School Curriculum
23-24
YEAR 7 FRENCH

AO1: **Listening** – understand and respond to different types of spoken language.

AO2: **Speaking** – communicate and interact effectively in speech.

AO3: **Reading** – understand and respond to different types of written language.

AO4: **Writing** – communicate in writing.

IMPLEMENTATION

	Term 1 ALL ABOUT ME Personal Information+ Physical Description	Term 2 MY WORLD Personality/Family/Friend/Pets	Term 3 All Around Me My School	Term 4 All Around Me My Local Area	Term 5 My routine Food and Drink	Term 6 Consolidation of knowledge
W1	Introduction, say your name, Greetings, how you feel Say where you live- countries + Understand where someone else lives	Review of learning Term 1 Family and friends - vocabulary	Learn school subjects Express opinion on school subjects using adjectives	Progress Check Term 3	Describe your town - adjectives	Express opinions about food and drink Understand someone else's choices
W2	Alphabet / consolidation of knowledge Nationality, language you speak + Understand someone else's nationality and language they speak	Describe your personality – Adjectives and negative structures	Say what your favourite subject is and justify Understand and design your timetable, say what subject you have / study	Say where you live + type of houses	Consolidation of knowledge and skill	Consolidation of knowledge and skill
W3	Learn numbers Say your age + Understands someone else's age	Checkpoint Understand description of others and describe someone else (family member/ friend/ best friend)	Checkpoint Compare school subjects	Describe your house - rooms	Progress Check Term 4	Checkpoint Say what you eat and drink Input Flooding
W4	Checkpoint Learn months Say when your birthday is + Understands someone else's birthday	Say if you have a pet Describe your pet – learn colours and apply adjectives Recognise animal sounds	Say what you studied yesterday Consolidation of knowledge and skill	Consolidation of knowledge and skill	Consolidation of Knowledge EOY Assessment	
W5	Describe yourself (physically - eyes and hair) + Understands someone else describing themselves	Consolidation of knowledge and skill Include term 1 vocabulary	Consolidation of knowledge and skill Learn differences between school in France and in England	Checkpoint Describe your town – places, include negative structures	Consolidation of Knowledge EOY Assessment	Discuss restaurant preferences Order food in a restaurant French Specialities F T
W6	Consolidation of knowledge and skill	Progress Check	ICT		Consolidation of Knowledge EOY Assessment	Checkpoint Culture Bastille Day
W7	Progress Check	Culture Christmas in France and around the world Design			EOY Assessment	Culture: French Film: Le petit Nicolas
W8	Culture- Halloween in France and around the world					
Assessment						

<p>Key Vocab</p>	<p>Key verbs ('I'form only) Je m'appelle/J'ai les yeux/les cheveux) / J'habite/Je parle Je suis /J'ai/Mon anniversaire est... avoir in je/il-elle forms for age and for hair and eyes. adjectival agreement for nationalities. Word order – adjective comes after noun for hair and eye colour HAP: use he and she and connectives (et/aussi/de plus)</p>	<p>Reinforce 'je suis' 'j'ai' Introduce il/elle est Adjective agreement Possessive adjectives Opinions Negatives Intensifiers Gender (animals) Colours –agreement Word order (hair/eye) être in all verb forms so students can start to use / understand grammar independently e.g. she is kind / funny. HAP : understand and use negative structures and intensifiers + il/elle and the use of depuis</p>	<p>Opinion verbs (4) + school subjects Negative structure New adjectives Verb to study Reference to the past (I studied) HAP: writing task: conveying at least 5 facts in (full sentences containing connectives, intensifiers and at least one opinion and one negative structure. Reading task: introduced to longer texts/authentic texts</p>	<p>House types Rooms. Places in town New structure - Il y a ... and Il n'y a pas de ... HAP: adding more details to description, writing spontaneously. Reading longer text out loud</p>	<p>Adjectives Verb 'est'</p>	<p>-Use Key verbs: manger et boire (present tense) - Manger in the past tense (with je) -Je voudrais + noun/verb -Partitive article (some) -Negative structures -Key verbs + INF j'aime/j'adore/je n'aime pas/je déteste HAP: speaking spontaneously and at length See SOL Term 5</p>
<p>Connected knowledge</p>	<p>Note that some students might not have studied a language in primary school. Key vocabulary on the shared area + independent study working on linguascope.com 'elementary section'.</p>	<p>Term 1- Verb 'je suis' and 'j'ai' Progress check will include language learnt in term 1 and term 1</p>	<p>Term 1 – 'J'ai' Term 2- -adjectives Progress check will include language learnt in term 1 and term 2</p>	<p>Term 1 'J'habite' Term 2- adjectives agreement and possessive agreement. + word order Progress check will include language learnt in term 1 and term 3</p>	<p>Term 2,3,4 opinion verbs + adjectives Verb 'est' Progress check will include language learnt in term 1 and term 4</p>	
<p>Skills acquired at the end of the tern</p>	<p>-Recognise sound patterns -use different memorisation strategies -Ask and answer questions in the TL (answers: key words or full sentences with or without prompt) -Show good pronunciation and intonation. -Speak in sentences in front of an audience. -Understand basic grammar – using different verb with 'je' and using correct word order for adjectives – after noun for eyes and hair</p>	<p>-Recognise sound patterns in new words -Apply effectively new reading strategies -Use new memorisation strategies -Use transferable language (avoir et être) -Use adjectives - Ask and answer questions in the TL (answers: full sentences with or without prompt) -Speak in sentences or paragraph in front of an audience, for example description of a member of the class and pupils must guess who it is.</p>	<p>-Recognise sound pattern in new words and learning new sounds -Apply new reading and translation skills (relying on cognates and previous language) -Apply new Writing skills (writing in sentences and starting to link their ideas) -Include adjectives (with correct agreement) and key verbs -Express opinions and justify -refer to the past tense / pronounce accent -Write from memory short or longer sentences Use a verb in the past tense: étudier.</p>	<p>-Describe your house/ places in town -Express opinions and justify short or longer sentences -Consolidate Writing skills</p>	<p>-Express opinions and justify - Write from memory short or longer sentences -Consolidate Writing skills -Write a detailed paragraph about the town where they live.</p>	<p>-Use two new verbs -Understand negative structures and use them in their answers (spoken and written) -Use frequency words in their writing. -Express opinions and justify -Refer to present and past</p>

Starting point: NC-KS2

Students should -have awareness of sounds and pattern/show good pronunciation and intonation/ask and answer questions/ express opinions/ speak in sentences/write phrases from memory/describe people and places/understand basic grammar

End point: NC-KS3 y7

Students -have awareness of sounds and pattern/show good pronunciation and intonation/ask and answer questions spontaneously/ express opinions and justify them/ speak in sentences or paragraph in front of an audience/write phrases or short paragraph from memory/ understand information from different types of texts/ understand basic grammar/use a variety of verbs / refer to past events/express a wish