

**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**  
**24-25**  
**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**

	<b>Term 1</b> <b>All about me</b> Personal Information	<b>Term 2</b> <b>All about me</b> What I look like / who am I	<b>Term 3</b> <b>All Around Me</b> My School	<b>Term 4</b> <b>All Around Me</b> My House & My Local Area	<b>Term 5</b> <b>My Progress</b> What I have learnt	<b>Term 6</b> <b>Food I eat</b> What I Like and Dislike
<b>W1</b>	Introduction, say your name, Greetings, how you feel  Say where you live- countries + Understand where someone else lives	Describe yourself (physically -eyes and hair)  + Understands someone else describing themselves	Learn school subjects  Express opinion on school subjects using adjectives	<b>Progress Check</b>	<b>Progress Check Term 4</b>	End of Year Assessment  Reading Assessment (+introduction of food)
<b>W2</b>	Phonics  Nationality, language you speak + Understand someone else's nationality and language they speak	Describe your personality  + Understands someone else describing themselves	Say what your favourite subject is and justify  Understand and design your timetable, say what subject you have / study	Say what house you live in and what area	Consolidation of Knowledge EOY Assessment	FAR + Understand what people eat and drink  Understand opinions about food and drink
<b>W3</b>	<b>Checkpoint</b>  Consolidation of knowledge and skill	<b>Checkpoint</b>  Consolidation of knowledge and skill	<b>Checkpoint</b>  Consolidation of knowledge and skill	Describe your house - rooms	Consolidation of Knowledge EOY Assessment	Say what you eat and drink for breakfast  Say what you eat and drink for lunch and dinner
<b>W4</b>	Learn numbers  Say your age + Understands someone else's age	Understand description of others and describe someone else (family member/ friend/ best friend)  *marked HL	Compare school subjects	Consolidation of knowledge and skill	Consolidation of Knowledge EOY Assessment	<b>Midterm (vocab test)</b> Express opinions on French specialities  Design your own take away meal and advertise it
<b>W5</b>	Learn months  Say when your birthday is + Understands someone else's birthday *marked HL	Say if you have a pet Describe your pet – learn colours and apply adjectives Recognise animal sounds	Say what you studied <b>yesterday</b>	<b>Checkpoint</b>  Describe your town – places, include negative structures		Discuss restaurant preferences  Order food in a restaurant
<b>W6</b>	Consolidation of knowledge and skill	<b>Progress Check</b>	Consolidation of knowledge and skill  Learn differences between school in France and in England	Describe your town - adjectives		ICT – writing on meals / take away meal
<b>W7</b>	<b>Progress Check</b>	Feedback and reteach  Culture <b>Christmas in France and around the world</b>		Consolidation of knowledge and skill		Culture: Bastille Day Culture: French Film: <i>Le petit Nicolas</i>
<b>W8</b>	Feedback and reteach Culture- <b>Halloween in France and around the world</b>					

<p><b>Key Vocab</b></p>	<p><b>Key verbs ('I'form only)</b> Je m'appelle/J'ai les yeux/les cheveux) / J'habite/Je parle Je suis /J'ai/Mon anniversaire est... <b>avoir</b> in je/il-elle forms for age and for hair and eyes. <b>adjectival agreement</b> for nationalities. <b>Word order</b> – adjective comes after noun for hair and eye colour <b>HAP:</b> 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 –<b>agreement</b> <b>Word order</b> (hair/eye) être in all verb forms so students can start to use / understand grammar independently e.g. she is kind / funny.  <b>HAP</b> : 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)  <b>HAP:</b> 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  <b>HAP:</b> speaking spontaneously and at length  <b>See SOL Term 5</b></p>
<p><b>Connected knowledge</b></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><b>Skills acquired at the end of the tern</b></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>

<b>Literacy – including reading</b>	<b>Writing:</b> - Spelling of key words - Accurate use of words in a sentence - Writing paragraphs - Translation into French <b>Grammar</b> - verbs conjugation - negative structure	<b>Reading</b> - From key words to sentence - From sentence to paragraph - Different skills (true/false – multiple choice -who says what – answer in English - Translation in English	<b>Listening</b> - Recognising words to sentence - Understanding sentence to paragraph - Identifying who speaks, negative structures, opinions, tenses - Gap fill task - True or False or not mentioned - Dictation, from words to sentences to paragraph	<b>Speaking</b> - Pronunciation of words/combination of letters <b>PHONICS</b> - Reading out loud - Expressing and justifying opinions		
<b>Spiritual, Moral, Social and cultural.</b>	The topic will expose students to different countries and their flags (geograohy)  Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen each other  Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen each other  They will understand and appreciate differences in various school settings  Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen each other  They will understand and appreciate different places where people might leave  Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will develop confidence when talking in a different language, talking in pairs and in front of the class	Students will learn to respect and listen each other  They will understand and appreciate different meal routine, specialities  They will share their opinions on what makes a balanced diet  Students will develop confidence when talking in a different language, talking in pairs and in front of the class
<b>British Values</b>	Throughout the course our students will develop <b>tolerance and respect</b> by learning about different customs/routine/habits/way of living. They will be respectful of other students' point of view and lifestyles ( <b>democracy</b> )					
<b>Cultural Capital</b>	This topic will develop student's knowledge of the French Speaking world, focus on countries  Students will learn about Halloween around the world with a focus on 'Dias de los Muertos'	This topic will develop student's knowledge of the French Speaking world, focus on language/origin of words/phonics  Students will learn about Christmas around the world, focus on French traditions	This topic will develop student's knowledge of the French Speaking world, focus on school systems/routines in different French speaking countries	This topic will develop student's knowledge of the French Speaking world, focus on places where people live  Students will gain an insight on different way of living	This topic will develop student's knowledge of the French Speaking world,	This topic will develop student's knowledge of the French Speaking world, focus food/traditions/specialities/routine
<b>Starting point: NC-KS2</b> 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 <b>End point: NC-KS3 y7</b> 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						