OCL French Curriculum: Long Term Plan 2026-2027

Overview of the Year:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	In class	My world	My family, friends and I	My school and studies	Holidays	Film: Une vie de chat
Year 8	My house and home	Sports and leisure	My clothes, my look	At the market	School in the Francophone world	Film: Le petit Nicolas
Year 9	Travel & Holidays	My area	School days	Looking to the future	Customs & Festivals	Film: Les Choristes
Year 10	Free Time, Family & Relationships	Technology	Celebrity Culture	Healthy Living	Holidays & Travel	Festivals & Culture
Year 11	School, Education, Work & Future Plans	Where I live & Environment	Skills & Revision	Revision & Consolidation		

Types of knowledge in MFL:

Type of knowledge:	Definition:	Example:
Substantive knowledge	The core language system that students learn, including vocabulary, grammar and phonics.	*"Je parle français" – saying what I do using subject + verb.*
Disciplinary knowledge	How students use and manipulate the language to communicate meaning across listening, speaking, reading and writing.	Understanding a short text about school and answering questions or asking and responding to questions about daily routine.
Procedural knowledge	The processes and strategies students use to learn, understand and apply language.	Using phonics to decode unfamiliar words, using context to infer meaning, or applying known verb patterns to form new sentences.
Intercultural knowledge	Understanding cultures, perspectives and contexts where the language is used.	Comparing school life in England and France or recognising cultural practices.

Year 7

Brief overview

In Year 7, students build the foundations for learning a new language, drawing on varied Key Stage 2 experience, including phonics, decoding and basic grammatical awareness.
Students develop core vocabulary and grammar to understand and communicate simple personal information, describe familiar topics, and respond to short spoken and written texts. A strong emphasis is placed on phonics, pronunciation, and accurate sentence formation. By the end of the year, students can communicate using simple sentences in the present and near future, express basic opinions, and understand key information across listening and reading tasks.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	**In Class**	**My World**	**My family, friends and I**	**My school and studies**	**Holidays**	**Film: Une vie de chat**
Overview	Introduction to classroom routines, phonics, and the key building blocks of French.	Students describe themselves and others using simple language and questions.	Students describe people and relationships and begin to justify opinions.	Students describe school life, subjects and preferences using extended sentences.	Students describe holidays and future plans.	Students apply language knowledge through film, developing comprehension and cultural awareness.
Substantive Knowledge	**Vocabulary** • Classroom instructions and routines • French alphabet • High-frequency classroom language **Grammar** • Gender of nouns (definite/indefinite articles) • Introduction to infinitive verbs • il y a / il n'y a pas • Simple sentence structure • Introduction to infinitives **Phonics** • Sound–spelling correspondence • Alphabet and pronunciation • Reading aloud accurately	**Vocabulary** • Personal information • Numbers (1–31) • Countries and nationalities **Grammar** • être (je suis / il est) • Present tense (je + verb) • Introduction to adjective agreement • Simple questions (intonation / comment / où) **Phonics** • Reinforcing phoneme–grapheme links • Pronunciation of key sounds	**Vocabulary** • Family members • Physical descriptions • Personality adjectives **Grammar** • Present tense (1st, 2nd, 3rd person) • Adjectival agreement (secure application) • Opinions + parce que • Range of infinitive verbs **Phonics** • Pronouncing longer phrases accurately • Developing fluency	**Vocabulary** • School subjects • Opinions about school • Time expressions **Grammar** • Present tense ER verbs • Negatives (ne…pas) • Questions using intonation • Intensifiers (très / assez) **Phonics** • Recognising sound patterns in longer sentences	**Vocabulary** • Holiday destinations • Activities • Weather **Grammar** • Near future tense • Time reference (recognition) • Time expressions • Conditional structures (e.g je voudrais + infinitive) • Core verbs (aller, faire) • Opinions + reasons **Phonics** • Applying phonics knowledge to decode unfamiliar vocabulary	**Vocabulary** • Characters • Actions (common verbs) • Descriptions **Grammar** • Present tense consolidation • Recognising simple past (il a / elle a) • Opinions about characters and events **Phonics** • Listening to extended authentic speech
Disciplinary Knowledge	• Respond to classroom instructions • Recognise familiar words in speech • Apply phonics knowledge to read aloud • Begin to decode unfamiliar words	• Ask and answer simple questions • Describe self and others • Recognise spoken French phonetically • Understand short written texts	• Describe people in detail • Express and justify opinions • Understand longer spoken phrases • Produce extended simple sentences	• Describe school subjects and preferences • Ask and respond to questions • Understand longer written texts • Write short paragraph responses	• Talk about future plans • Understand short travel descriptions • Write extended responses	• Understand longer spoken extracts • Identify key information • Express opinions about characters and events
Intercultural Knowledge	• Awareness of the French-speaking world	• French-speaking countries	• Family structures in different cultures	• School life in French-speaking countries	• Travel and tourism in French-speaking contexts	• Cultural context of the film • Storytelling traditions

Year 8

Brief overview

In Year 8, students build on the foundational knowledge from Year 7 to develop greater control of vocabulary, grammar and phonics, enabling more independent communication. Students expand their use of present time alongside past and future references, and develop the ability to understand and respond to longer spoken and written texts, including unfamiliar language.
Students increasingly communicate for different purposes and audiences, expressing opinions, justifying ideas and adapting known language to new contexts. By the end of the year, students can use multiple time frames, understand key information from extended texts and produce more complex spoken and written responses.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	**My house and home**	**Sports and leisure**	**My clothes, my look**	**At the market**	**School in the Francophone world**	**Film: Le petit Nicolas**
Overview	Students describe their home environment and use language to give detailed descriptions of where they live.	Students describe hobbies and leisure activities, expressing preferences and opinions in detail.	Students describe appearance and clothing, giving opinions and developing descriptive language.	Students develop transactional language and describe experiences using different time frames.	Students describe school life and compare experiences across contexts.	Students apply language knowledge to authentic material, developing comprehension and interpretation.
Substantive Knowledge	**Vocabulary** • Rooms and areas of the home • Furniture and household items • Places in town **Grammar** • Present tense (1st–3rd person) • il y a / il n'y a pas • Prepositions • Adjectival agreement • Possessive adjectives **Phonics** • Reading and pronouncing longer descriptive sentences • Applying sound–spelling rules to unfamiliar vocabulary	**Vocabulary** • Sports and leisure activities • Frequency expressions • Opinions and intensifiers **Grammar** • Present tense (including plural forms) • jouer à / faire de • Opinion structures + justification (parce que) • Adverbs of frequency **Phonics** • Accurate pronunciation of common verb patterns • Recognising sound patterns in longer sentences	**Vocabulary** • Clothing and personal style • Colours and accessories • Describing appearance **Grammar** • Adjectival agreement (secure use) • Comparatives • Present tense consolidation **Phonics** • Pronouncing extended descriptive phrases • Applying phonics to new vocabulary	**Vocabulary** • Food and drink • Prices and quantities • Shopping language **Grammar** • Partitive articles (du / de la / des) • Using je voudrais • Imperatives (basic exposure) • Questions using intonation and question words • Simple negatives **Phonics** • Applying phonics to unfamiliar transactional language	**Vocabulary** • School subjects and routines • Opinions about school • Describing experiences **Grammar** • Present tense consolidation • Introduction to perfect tense (j'ai + past participle) • Time expressions • Comparisons • Opinions with justification **Phonics** • Reading aloud longer texts accurately	**Vocabulary** • Characters • School and daily life • Actions and events **Grammar** • Present tense consolidation • Recognising past tense forms • Giving opinions about events **Phonics** • Listening to extended authentic speech • Recognising familiar patterns in longer extracts
Disciplinary Knowledge	• Describe places in detail • Understand spoken descriptions of settings • Identify key information in short texts • Translate simple descriptive sentences (French ↔ English) • Infer meaning of unfamiliar words using context	• Describe activities and routines • Express and justify opinions • Understand longer spoken texts • Respond to questions in detail • Translate short phrases accurately • Infer meaning from context	• Describe appearance in detail • Compare people and styles • Understand descriptions in spoken texts • Write extended sentences • Translate descriptive language • Infer meaning of unfamiliar vocabulary	• Understand short transactional exchanges • Ask and answer questions in context • Identify key details in spoken and written texts • Translate simple transactional sentences • Infer unfamiliar vocabulary in context	• Describe school life • Compare different contexts • Identify time frames • Write extended responses	• Understand longer spoken extracts • Identify key ideas, events and opinions • Express and justify views • Translate key information • Infer meaning from unfamiliar language
Intercultural Knowledge	• Different types of housing in French-speaking contexts.	• Popular sports and activities in French-speaking countries	• Fashion and style in different cultures	• Markets and shopping traditions	• School systems in French-speaking countries	• Cultural themes and perspectives

Year 9						
Brief overview						
In Year 9, students consolidate and extend their knowledge of vocabulary, grammar and phonics to communicate with increasing accuracy and independence. Students develop control of present, past and future time frames, and begin to use more complex grammatical structures to express and justify ideas across a range of familiar and unfamiliar contexts. Students refine their ability to understand longer and more complex spoken and written texts, and to respond in detail using extended language. By the end of the year, students can communicate across multiple time frames, translate accurately between French and English, infer meaning and respond confidently to tasks in line with GCSE expectations.						
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Unit Title	**Travel & Holidays**	**My area**	**School days**	**Looking to the future**	**Customs & Festivals**	**Film: Les Choristes**
Overview	Students describe and evaluate holiday experiences using multiple time frames.	Students describe their local area, comparing past and present.	Students describe school experiences and compare systems across contexts.	Students describe future plans and ambitions using different time frames and structures.	Students describe cultural events and experiences using past time frames.	Students apply language knowledge to authentic material, developing interpretation and independent response.
Substantive Knowledge	**Vocabulary** • Travel, transport and locations • Accommodation and holiday activities • Expressing opinions about experiences **Grammar** • Perfect tense (avoir + past participle) • être verbs (aller, partir) • Present and near future revision • Opinions in different time frames **Phonics** • Applying phonics to decode unfamiliar verb forms • Accurate pronunciation of extended sentences	**Vocabulary** • Places in town • Describing environment and facilities • Activities in a town **Grammar** • il y a / il n'y a pas (complex use) • Comparisons (plus… que / moins… que) • Opinions + justification • Using on peut + infinitive **Phonics** • Applying phonics to unfamiliar vocabulary • Recognising sound patterns in longer sentences	**Vocabulary** • School subjects, routines and facilities • Opinions about school **Grammar** • Present and perfect tense • Using depuis • Reflexive verbs • Justified opinions • Comparative structures **Phonics** • Reading and pronouncing texts accurately	**Vocabulary** • Jobs and careers • Future plans and aspirations • Life choices **Grammar** • Future tense (aller + infinitive / simple future intro) • Conditional (je voudrais / j'aimerais) • Linking phrases and sequencing • Time frame switching **Phonics** • Applying phonics to unfamiliar vocabulary • Recognising patterns in longer sentences	**Vocabulary** • Festivals and traditions • Describing events and actions **Grammar** • Present, past and future tense consolidation • Complex opinions (cependant, pourtant) • Descriptive structures • Sequencing events **Phonics** • Applying phonics to unfamiliar cultural vocabulary	**Vocabulary** • Describing characters, events and themes • School Enviornment • Expressing opinions and reactions **Grammar** • Present and past tense consolidation • Narrative structures • Justifying opinions about events • Complex sentence structures **Phonics** • Listening to extended authentic speech • Recognising patterns in longer extracts
Disciplinary Knowledge	• Understand extended spoken descriptions • Identify key details and opinions • Describe experiences across time frames • Translate sentences accurately (French ↔ English) • Infer meaning of unfamiliar words using context	• Describe places in detail • Compare present and past contexts • Understand longer written texts • Translate longer sentences • Infer meaning from unfamiliar language	• Describe and evaluate school life • Compare experiences • Understand longer spoken and written texts • Write extended responses • Translate accurately • Infer meaning from unfamiliar language	• Describe and justify future plans • Express opinions and compare choices • Understand extended texts • Translate longer sentences • Infer meaning from unfamiliar language	• Understand descriptions of events • Identify sequence and detail • Describe past experiences • Translate key information • Infer meaning from unfamiliar language	• Understand extended spoken and written texts • Identify key information and opinions • Express and justify independent views • Translate accurately • Infer meaning from unfamiliar language
Intercultural Knowledge	• Travel and tourism in French-speaking contexts	• Local environments in French-speaking contexts	• School life in French-speaking contexts	• Work and future pathways in French-speaking contexts	• Festivals and traditions in French-speaking countries	• Cultural context and perspectives

Year 10

Brief overview

In Year 10, students consolidate and extend their knowledge from Key Stage 3 through a strategy led GCSE preparation curriculum. Teaching prioritises accuracy, confident retrieval and secure use of high-frequency language over breadth of content. Students repeatedly use core verb phrases and non-negotiables to develop fluency across speaking, reading, writing and listening. They learn that strong GCSE performance comes from mastering a consistent set of routines and strategies, rather than attempting excessive range.

Across the year, students are explicitly taught to:

- apply the 3 time frames, 2 justified opinions, 1 other person (3/2/1) structure
- expand ideas using expansion strategies
- build answers using high-frequency verb phrases
- decode texts using reading and listening strategies (P/N/P+N, WHO/WHEN)
- produce extended responses

By the end of Year 10, students can communicate clearly using multiple timeframes, complete exam-style tasks with accuracy, and respond confidently to speaking prompts such as role play and photo cards.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	**Free Time, Family and Future Plans**	**Technology**	**Celebrity Culture**	**Healthy Living**	**Holidays & Travel**	**Festivals & Culture**
Overview	Students build on KS3 foundations to communicate about free time, relationships and future plans using a strategy led approach focused on accuracy and high frequency language.	Students describe technology and social media habits while developing reading, listening and sentence expansion strategies.	Students communicate clearly about celebrities and role models using high-frequency structures and structured responses.	Students express opinions about healthy lifestyles and give advice using controlled high-frequency structures.	Students develop secure control of past, present and future to describe holidays using GCSE strategies.	Students consolidate all strategies by applying known language to festivals and cultural contexts, developing extended GCSE responses.
Substantive Knowledge	**Vocabulary** • Hobbies and activities • Family, relationships and routines • Future plans **Grammar** • Present tense (je fais, je joue) • Near future (je vais + infinitive) • Infinitive structures • Opinions + justification **Phonics** • Reinforcement of SSCs • Stress patterns in familiar vocab	**Vocabulary** • Mobile phones, social media, apps • Online activities and communication **Grammar** • Present tense consolidation • Revisit future reference • Extended opinions (parce que, cependant, aussi) **Phonics** • Recognition of key sounds in listening • Decoding unfamiliar vocabulary	**Vocabulary** • Celebrities, influencers, social media • Activities and interests **Grammar** • Present tense (être / avoir / faire) • Revisiting past reference (perfect tense recognition/use) **Phonics** • Pronunciation of high-frequency verbs • Fluency in extended phrases	**Vocabulary** • Diet, exercise and lifestyle • Healthy and unhealthy habits • Body parts **Grammar** • Advice structures (il faut / on doit / tu devrais) • Present tense consolidation • Opinion + justification **Phonics** • Accurate reading aloud • Recognition of familiar patterns in longer phrases	**Vocabulary** • Holidays, travel, destinations, activities **Grammar** • Three time frames (present, past, future) • Perfect tense (avoir + past participle) • Time markers • Core verbs (aller, faire) **Phonics** • Pronouncing extended responses • Recognising verb forms	**Vocabulary** • Festivals, traditions, food and celebrations **Grammar** • Multi tense control (past, present, future) • Reuse of core verb phrases **Phonics** • Fluency in extended spoken responses • Accurate pronunciation
Disciplinary Knowledge	• Build sentences using core verb phrases • Expand with expansion strategies • Produce structured 3-sentence responses • Introduce viewpoint (à mon avis, selon moi)	• Identify positive/negative/mixed opinions (P/N/P+N) • Expand using conjunctions • Apply translation routines (chunking) • Develop listening and reading decoding strategies	• Build responses (who → why → detail) • Expand and justify opinions • Transfer information from reading into writing • Apply role play and photocard strategies • Produce structured 90-word responses	• Produce structured responses • Apply reading and translation strategies • Use opinion + justification clearly • Maintain accuracy using controlled language	• Apply full 3/2/1 strategy • Decode texts using WHO/WHEN • Produce structured/extended responses • Apply translation and expansion strategies	• Reuse high frequency language • Develop extended responses (90W → 150W) • Apply speaking strategies (photocard + conversation) • Structure responses across multiple timeframes
Intercultural Knowledge	• Daily life and free time in French-speaking communities	• Technology use in French-speaking and global contexts	• Influence of celebrities in French-speaking cultures	• Health and wellbeing in different cultures	• Travel and tourism in French-speaking countries	• Festivals and traditions in French-speaking countries

Year 11

Brief overview

In Year 11, students consolidate and refine their GCSE performance through a strategy led curriculum focused on accuracy, fluency and confident retrieval. The emphasis is on mastery of core language in various contexts and exam performance.

Students repeatedly apply:

- 3 time frames, 2 justified opinions, 1 other person (3/2/1)
- expansion strategies (parce que, cependant, aussi)
- high-frequency verb phrases

Across the year, students develop the ability to:

- produce clear and accurate 50W, 90W and 150W responses
- complete translation tasks confidently
- decode reading and listening using secure strategies (P/N/P+N, WHO/WHEN)
- respond fluently in speaking tasks

By the end of Year 11, students can communicate clearly and independently across all four skills, demonstrating secure control of multiple tenses, structured responses and accurate use of core language.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Title	**School, Education and Work**	**Where I live & Environment**	**Skills & Revision**	**Revision & Consolidation**		
Overview	Students consolidate knowledge of school and future plans, extending into work and career aspirations using structured and accurate language.	Students describe their local area and environmental issues, developing the ability to express and justify opinions using familiar structures.	Students refine all core GCSE skills through targeted practice across reading, writing, listening and speaking.	Students consolidate knowledge across all GCSE themes, focusing on accuracy, retrieval and exam performance.		
Substantive Knowledge	**Vocabulary** • School subjects and opinions • School routines and rules • Jobs and future careers **Grammar** • Present tense consolidation • Future tense (aller + infinitive / simple future) • Conditional (je voudrais / j'aimerais) • Opinions + justification **Phonics** • Accurate pronunciation of subject vocabulary • Fluency in longer spoken responses	**Vocabulary** • Town, region and local area • Environment and global issues (pollution, recycling) **Grammar** • Present tense consolidation • Future / conditional structures • Complex opinions (cependant, pourtant) • Opinions + reasons **Phonics** • Recognition of key sounds in longer listening texts • Accurate pronunciation of topic vocabulary	**Vocabulary** • High-frequency GCSE vocabulary across all themes • Core verb phrases and non-negotiables **Grammar** • Secure control of present, past, future and conditional • Accurate verb endings and agreement **Phonics** • Fluency and accuracy in reading aloud • Recognition of patterns in listening	**Vocabulary** • Retrieval of all core vocab across topics **Grammar** • Secure multi-tense control • Accurate use of structures across contexts **Phonics** • Secure pronunciation across all topic areas • Fluency in extended spoken responses		
Disciplinary Knowledge	• Produce structured 90-word responses • Apply 3/2/1 strategy consistently • Develop extended answers for speaking • Apply translation routines accurately	• Develop extended paragraphs with justification • Identify P/N/P+N opinions in reading/listening • Apply expansion strategies meaningfully • Maintain accuracy across longer responses	• Apply reading and listening strategies (WHO/WHEN, P/N/P+N) • Produce structured 90W and 150W responses • Develop translation accuracy (EN ↔ FR) • Apply speaking strategies (role play, photocard, conversation)	• Apply full exam strategies across all papers • Produce accurate extended responses under timed conditions • Refine translation and writing accuracy • Improve speaking fluency and spontaneity		
Intercultural Knowledge	• School systems and career pathways in French-speaking countries	• Environmental issues in French-speaking countries	• Revisit cultural knowledge across all themes	• Broad understanding of cultural topics across the French-speaking world		