

	Year 7	Year 8	Year 9
<p>Autumn half term 1 Sequential knowledge and skills</p>	<p>C'est parti!</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introducing myself and using greetings ○ How are you feeling and classroom instructions / language. ○ numbers 1-12 and age ○ alphabet and spelling your name. ○ months and numbers to 31 <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense for some irregular verbs – avoir / être ↻ / faire ○ Classroom instructions and request for permission using modal verbs. ○ Question words. ○ Indefinite articles / definite articles ○ Plurals. ○ First and third person singular and third person plural of regular (ER verbs) verbs ○ possessive adjectives ○ agreement of adjectives ○ intensifiers ○ numbers 1-31 <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ a / é-er-es-ez-et / an-am-en-em / oi / gn 	<p>Ma ville, c'est genial!</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to places of interest in my town ○ Descriptions of buildings / places - revision of adjectives. ↻ ○ Introducing verb <i>aller</i> and where I go in town. ○ Directions and getting around. <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Revision of il y a and vous trouverez ↻ ○ Aller in the present tense ○ À, au, à la, aux ○ Using the imperative ↻ ○ Weather and quand / si ○ The near future <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ -oi, -au, -ais, -ez ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p>	<p>Moi, ma famille et la technologie</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Revision avoir and être ↻ ○ Family members ↻ ○ Adjectives ↻ ○ Physical descriptions ↻ ○ Who you get on with using s'entendre and se disputer ○ Marriage pros and cons <ul style="list-style-type: none"> ○ Describing the technology we have / use ○ Regular verbs -ER (jouer / garder / partager etc) ↻ ○ Using negatives to say what you don't do online ○ Introducing adverbs of frequency to talk about technology ○ Social networks pros and cons <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present tense for some irregular verbs – avoir / être ↻ ○ Placement of adjectives in a sentence ↻ ○ agreement of adjectives / opinions ↻ ○ Indefinite articles / definite articles ○ Plurals. ↻ ○ Reflexive verbs ↻ <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules.

	<ul style="list-style-type: none"> ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ je / j'ai ○ je suis / j'ai ___ ans ○ cinq / quinze / vingt ○ ça va ? / ça s'écrit comment? ○ ils / eux s'appellent 	<ul style="list-style-type: none"> ○ Gauche / droite ○ Supermarché, bibliothèque ○ Piscine, au, aux, 	<ul style="list-style-type: none"> ○ How accents affect pronunciation ○ a / é-er-es-ez-et / an-am-en-em / oi / / gn ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ je / j'ai ○ je suis / j'ai ___ ans ○ je m'entends bien ○ ils / elles s'appellent
Autumn assessment	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>
Autumn half term 2 Sequential knowledge and skills	<p>C'est parti!</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Countries and nationalities ○ Brothers and sisters 	<p>Ma ville, c'est genial!</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ What I like to do at home / in my area ↻ 	<p>Moi, ma famille et la technologie</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Describing the technology we have / use

- Introducing other family members
- introduction of pets with colours
- physical descriptions (hair and eyes) ↻

GRAMMAR

- Present Tense for some irregular verbs – avoir / être ↻
- Classroom instructions and request for permission using modal verbs.
- Question words.
- Indefinite articles / definite articles
- Plurals. ↻
- First and third person singular and third person plural of regular (ER verbs) verbs
- possessive adjectives
- agreement of adjectives ↻
- intensifiers

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- a / é-er-es-ez-et / an-am-en-em / oi / gn / è ↻
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- je / j'ai
- je suis / j'ai ___ ans ↻
- cinq / quinze / vingt
- allemagne / espagne
- les yeux / les cheveux
- ils / ells s'appellent

- Introduction of the weather with verbs / activities / time.
- What I do when the weather is good / bad.
- Introduction to the near future – what I am going to do in my town this weekend.

GRAMMAR

- Aller in the present tense ↻
- À, au, à la, aux ↻
- Using the imperative ↻
- Weather and quand / si
- The near future

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- -oi, -au, -ais, -ez
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Supermarché, bibliothèque
- Piscine, au, aux,
- Chaud, froid
- Quand

- Regular verbs -ER (jouer / garder / partager etc) ↻
- Using negatives to say what you don't do online
- Introducing adverbs of frequency to talk about technology
- Social networks pros and cons

GRAMMAR

- Present tense for some irregular verbs – avoir / être ↻
- Placement of adjectives in a sentence ↻
- agreement of adjectives / opinions ↻
- Indefinite articles / definite articles
- Plurals. ↻
- Reflexive verbs ↻

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- a / é-er-es-ez-et / an-am-en-em / oi / -age
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Avantage / désavantage
- Loisirs / devoirs / fois

Continuous assessment	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)
Spring half term 3 Sequential knowledge and skills	<p>Ma vie au collège</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ In my school bag / in my pencil case ○ School items with colours ○ School subjects ○ Opinions of school subjects ○ School timetable ○ Describing my teachers ☺ ○ School uniform, colours ☺ ○ My school day <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present tense for some irregular verbs – avoir / être ☺ ○ Placement of adjectives in a sentence ☺ ○ Gender of subjects ○ agreement of adjectives / opinions ☺ ○ Indefinite articles / definite articles ○ Plurals. ☺ ○ First and third person singular and third person plural of regular (ER verbs) verbs ☺. Introduction of étudier ○ Irregular verbs - faire <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ a / é-er-es-ez-et / an-am-en-em / oi / 	<p>Une vie saine</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to food and drink items ○ What I eat / drink during the day ○ Introduction to near future to say what I will eat / drink this evening / this weekend. <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Gender of food and drink items ○ Revision of ER verbs (manger, aimer, adorer) ☺ ○ Revision of opinions ☺ ○ À, au, à la, aux ☺ ○ Present Tense of – avoir / être ☺ ○ Irregular verb - boire <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ -ai, é, è ☺ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p>	<p>Les loisirs et les fêtes</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Genres of TV show, film and music ☺ ○ Musical instruments we play (jouer du / de la) ☺ ○ Introduction to the past tense of regular verbs (ER, IR and RE) ○ Introduction to quantities of food ○ Food and drink items ☺ ○ Saying what my favourite meal is and why ○ Giving my opinions of food and drink with reasons ○ Sports and hobbies with jouer and faire using present and past ☺ ○ Saying when and where I do sports ○ Giving my opinion on different sports and hobbies ☺ ○ Introduction to different celebrations ○ Describing Christmas in detail ○ Describing a recent celebration ○ Introduction to MRS VAN DE TRAMP ○ Celebrations across the world <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ The past tense of ER, IR and RE verbs ○ Du, de la, au à la ☺ ○ Revision of opinions and adjectival agreement ☺ ○ Present Tense of – jouer, faire ☺

	<ul style="list-style-type: none"> ○ / gn / è ↻ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Histoire ○ Education ○ J'aime / je n'aime pas ○ Ennuyeux / intéressant / facile / difficile 	<ul style="list-style-type: none"> ○ Céréales, déjeuner, dîner ○ J'aime, je n'aime pas ↻ ○ Parce que ↻ 	<p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ -ai, é, è ↻ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Un pot de, cent ○ J'aime, je n'aime pas ↻ ○ Parce que ↻ ○ Equitation, la voile ○ La musique ○ La guitare, le violon
Spring assessment	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>
Spring half term 4 Sequential knowledge and skills	<p>Ma vie au collège</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ School timetable 	<p>Une vie saine</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ If I am healthy / unhealthy and why 	<p>Les loisirs et les fêtes</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to different celebrations

- Describing my teachers ☺
- School uniform, colours ☺
- My school day

GRAMMAR

- Present Tense for some irregular verbs – avoir / être ☺
- Placement of adjectives in a sentence ☺
- Gender of items of clothing
- agreement of adjectives / opinions ☺
- Indefinite articles / definite articles
- Plurals. ☺
- First and third person singular and third person plural of regular (ER verbs) verbs ☺.
- Irregular verbs - faire

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- a / é-er-es-ez-et / an-am-en-em / oi / / gn / è ☺
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Histoire
- Moins le quart
- Heure
- Les cheveux / les yeux ☺
- Je me lève / habille / réveille

- Parts of the body
- Pains and illnesses

GRAMMAR

- Gender of food and drink items
- Revision of ER verbs (manger, aimer, adorer) ☺
- Revision of opinions ☺
- À, au, à la, aux ☺
- Present Tense of – avoir / être ☺
- Irregular verb – boire
- Using avoir mal

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- -ai, é, è ☺
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Céréales, déjeuner, dîner
- J'aime, je n'aime pas ☺
- Parce que ☺
- Doigt, œil, épaule, main

- Describing Christmas in detail
- Describing a recent celebration
- Introduction to MRS VAN DE TRAMP
- Reflexive verbs in the present and past tense
- Celebrations across the world

GRAMMAR

- The past tense of ER, IR and RE verbs ☺
- Verbs that take être in the past tense
- Making verbs agree in the past tense
- Reflexive verbs in the present tense ☺

PHONICS

- Pronunciation rules.
- How accents affect pronunciation
- -ai, é, è, -oi ☺
- **Letters will be underlined to show students that we don't pronounce them.**
- **Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.**

PHONICS – some potential pitfalls

- Des rois
- Chandeleur
- Juillet ☺
- Religieux

Continuous assessment	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)	Formative Assessment made up of the following: Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary , grammar and phonics (at least 2 per half term)
Summer half term 5 Sequential knowledge and skills	<p>Chez moi</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> Where I live - type of house / area Describing my home and my rooms What's on each floor A description of my bedroom Describing exactly where furniture is Chores to help around the house <p>GRAMMAR</p> <ul style="list-style-type: none"> Present Tense of ER verbs (habiter) ↻ Placement of adjectives in a sentence ↻ Gender of rooms Using il y a / vous trouverez agreement of adjectives / opinions ↻ Indefinite articles / definite articles Plurals. ↻ <p>PHONICS</p> <ul style="list-style-type: none"> Pronunciation rules. How accents affect pronunciation é è ↻ Letters will be underlined to show students that we don't pronounce them. Some words / parts of words will be 	<p>Mes loisirs</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> Introduction to hobbies and passtimes Using faire and jouer ↻ Musical instruments – jouer à / jouer de Types of music we like and why <p>GRAMMAR</p> <ul style="list-style-type: none"> Gender of nouns ↻ (sports and hobbies) Revision of ER verbs and Faire ↻ Revision of opinions ↻ À, au, à la, aux, du, de la, des <p>PHONICS</p> <ul style="list-style-type: none"> Pronunciation rules. How accents affect pronunciation - a / é-er-es-ez-et / oi / / gn / è ↻ Letters will be underlined to show students that we don't pronounce them. Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> Equitation, la voile 	<p>Bienvenue à Paris</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> Introduction to monuments of Paris Describing the monuments using simple and more complex adjectives ↻ Using modal verb <i>Pouvoir</i> Buying train tickets and making reservations. Using the past tense to describe a recent visit to Paris ↻ <p>GRAMMAR</p> <ul style="list-style-type: none"> Verbs that take être and avoir in the past tense ↻ Using on peut + infinitive Adjectival agreements <p>PHONICS</p> <ul style="list-style-type: none"> Pronunciation rules. How accents affect pronunciation Importance of é when using the past tense ↻ Letters will be underlined to show students that we don't pronounce them. Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected.

	<p>displayed in a different colour to show students that they are pronounced differently from expected.</p> <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Cuisine, bains, lit, armoire ○ Il y a ○ Dans ↻ 	<ul style="list-style-type: none"> ○ La musique ○ La guitare, le violon 	<p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Je suis allé ○ Eiffel ○ Les Champs-Elysees ○ Haut ○ Les victoires ○ construire
<p>Continuous assessment</p>	<p>Formative Assessment made up of the following:</p> <p>Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>	<p>Formative Assessment made up of the following:</p> <p>Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)writing, translation into TL.</p>	<p>Formative Assessment made up of the following:</p> <p>Key writing tasks (2 per half term) Knowledge organiser (1 per half term) Key homework tasks practicing vocabulary, grammar and phonics (at least 2 per half term)</p>
<p>Summer half term 6 Sequential knowledge and skills</p>	<p>Chez moi</p> <p>VOCABULARY (see Y7 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ A description of my bedroom ○ Describing exactly where furniture is ○ Chores to help around the house <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense of ER verbs (habiter) ↻ ○ Placement of adjectives in a sentence ↻ ○ Gender of furniture ○ Using il y a / vous trouverez ○ agreement of adjectives / opinions ↻ ○ Indefinite articles / definite articles ○ Using prepositions à côté de, derrière ○ Plurals. ↻ ○ Revision of Faire ↻ 	<p>Mes loisirs</p> <p>VOCABULARY (see Y8 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Introduction to genres of TV shows and films ○ Introduction to technology we use ○ When we use technology ○ How we are going to use technology this weekend (near future ↻) <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Present Tense of – avoir / être ↻ ○ Adjectives and colours ↻ ○ Aller + infinitive (near future) ↻ <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ - a / é-er-es-ez-et / oi // gn / è ↻ 	<p>GCSE bridging topic, Identity and culture</p> <p>VOCABULARY (see Y9 vocab booklet for exact words)</p> <ul style="list-style-type: none"> ○ Describing my ideal partner ○ Introduction to GCSE exam style questions from the reading and listening papers ○ Responding to a photo card question and a role play task ○ Using 2 tenses (present and imperfect) to compare things now to previously <p>GRAMMAR</p> <ul style="list-style-type: none"> ○ Revision of physical descriptions and adjectives to describe personality ↻. ○ Conditional tense ○ Revision of present tense ↻ ○ Imperfect tense <p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation ○ - a / é-er-es-ez-et / oi // gn / è ↻ ○ Letters will be underlined to show

	<p>PHONICS</p> <ul style="list-style-type: none"> ○ Pronunciation rules. ○ How accents affect pronunciation é è ↻ ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Cuisine, bains, lit, armoire ○ Il y a ○ À côté de, devant, dans 	<ul style="list-style-type: none"> ○ Letters will be underlined to show students that we don't pronounce them. ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Portable, télévision ○ La musique, un feuilleton ○ Dessin animé 	<p>students that we don't pronounce them.</p> <ul style="list-style-type: none"> ○ Some words / parts of words will be displayed in a different colour to show students that they are pronounced differently from expected. <p>PHONICS – some potential pitfalls</p> <ul style="list-style-type: none"> ○ Je préférerais ○ Je préfère ○ Regarde / joue / mange ○ Maintenant / avant ○ Aujourd'hui
Summer Exam	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>	<p>Summative Assessment made up of some or all the following:</p> <p>VOCABULARY listening comprehension, reading comprehension, translation into English, translation into TL.</p> <p>GRAMMAR Testing of adjectives, verbs / tenses, gender of articles, prepared writing</p> <p>PHONICS Transcription, prepared speaking, identifying sounds and silent letters.</p>