

Subject	French	Year Group	Year 10	
Purpose of Scheme	<p>Phonics: To achieve high levels of phonetic accuracy, enabling pupils to speak with confidence and be understood by native speakers. The focus is on mastering Sound-Symbol Correspondences (SSCs) to tackle the demands of the dictation element of the GCSE, as well as using phonetic knowledge to “decode” and transcribe unfamiliar language in the listening examination.</p> <p>Vocabulary: To broaden and deepen the lexical range across the GCSE themes of study. The curriculum prioritises the top 2,000 high-frequency words, moving pupils toward “lexical agility”—the ability to recognise and use these words across different contexts and in different skill areas (reading, listening, speaking and writing).</p> <p>Grammar: To transition from structured sentence-building to the independent manipulation of the language. Pupils will master the use of multiple time frames (past, present, future, and conditional) and complex syntax, such as modal verbs and subordinate clauses. The goal is “grammatical automatization,” where pupils can apply complex rules spontaneously in speaking and writing to convey nuanced ideas and opinions.</p>			
Scheme title	Module 1 - Tu as du temps à perdre? (Free Time)	Module 2 - Mon clan, ma tribu (People, festivals and celebrations)	Module 3 - Ma vie scolaire (School)	Module 4 - En pleine forme (Healthy living)
Knowledge in sequence	<ul style="list-style-type: none"> - Talking about what you do online - Saying what you do to stay active - Talking about what you watch (TV and film) - Role play interaction (cinema/theatre) - Making plans to go out - Saying what you did in the past 	<ul style="list-style-type: none"> - Talking about your daily routine - Discussing friends and friendship - Talking about what people look like - Describing a photo - Talking about positive role models - Talking about celebrations 	<ul style="list-style-type: none"> - Talking about school subjects and school life - Discussing school rules - Talking about what school used to be like when you were younger - Talking about learning languages 	<ul style="list-style-type: none"> - Talking about meals and mealtimes - Talking about good mental health - Describing illness and injuries - Doctor/pharmacy role play - Saying what you will do to improve your health
Skills	<ul style="list-style-type: none"> - Using present tense of regular -er verbs - C'est + masculine adjectives for simple opinions - Time frequency expressions - Qualifiers - Irregular present tense verbs ALLER/AVOIR/FAIRE/ÊTRE - Using ON to mean 'we' - jouer à + definite article - Negatives ne...pas/ne...jamais/ne...rien - Question words and asking questions with est-ce que + subject/verb - Near future (aller + infinitive) - Telling the time - Perfect tense: regular -er verbs, auxiliary verb être/avoir plus past participle and agreement for être verbs aller/rester 	<ul style="list-style-type: none"> - Reflexive verbs in present tense - on and nous meaning 'we' - Possessives adjectives: mon, ma, mes; ton, ta, tes; son, sa, ses - Extending sentences using sequencers and connectives - Adjective agreement - Position of adjectives - Describing a photo (preparation for photo card description) - Direct object pronouns, singular and plural (le/la/l' before a vowel, les) - Present and perfect tenses contrasted and used together - Using present, perfect and near future tenses - Using tenses and time phrases to tell if someone is referring to the present, past or future 	<ul style="list-style-type: none"> - Comparative adjectival structures: plus + adjective + que, moins + adjective + que - Giving opinions with reasons (including using comparatives) - Use of il faut + infinitive, il ne faut pas + infinitive, il est + adjective, e.g. important / interdit + de + infinitive - Superlatives: le/la/les plus / moins + adjective; le/la/les meilleur(e)(s) / pire(s) + noun - Imperfect tense: habitual or continuous actions ('I used to ...') - Whole paradigm of regular -er verb (regarder); être stem (ét-) - Imperfect, present and near future together - Negative phrases revisited and more negative phrases (ne ... aucun(e), ne ... ni ... ni, ne ... que) 	<ul style="list-style-type: none"> - Partitive articles: du, de la, de l', des meaning 'some'; contraction to de/d' after a negative - Pronoun en with present tense verbs, e.g. j'en mange - Using modal verbs (devoir, vouloir, pouvoir) - à with definite article (au, à la, aux) avoir mal (+ au, à la, aux) - Reflexive verbs in the perfect tense - Role playing (visit to doctor) - Simple future for all persons of the verb for -er verbs - Simple future for first person singular for aller, avoir, être, faire
End point of module	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE themes of Media and Technology and My Personal World, including:</p> <ul style="list-style-type: none"> - What you do online - What you do to stay active - Talking about TV and film preferences - Cinema/Theatre role play interactions - Making plans to go out - Saying what you did in the past 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Personal World, including:</p> <ul style="list-style-type: none"> - Talking about your daily routine - Discussing friends and friendship - Talking about what people look like - Describing a photo - Talking about positive role models - Talking about celebrations 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Studying and My Future, including:</p> <ul style="list-style-type: none"> - Talking about school subjects and school life - Discussing school rules - Talking about what school used to be like when you were younger - Talking about learning languages 	<p>Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Lifestyle and Wellbeing, including:</p> <ul style="list-style-type: none"> - Talking about meals and mealtimes - Talking about good mental health - Describing illness and injuries - Doctor/pharmacy role play - Saying what you will do to improve your health
Assessment Methods	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - Mid Point Assessment: Reading - End Point Assessment: Writing 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - End Point Assessment: Speaking 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - End Point Assessment: Listening 	<ul style="list-style-type: none"> - Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme. - Mid Point Assessment: Y10 EOY Exams (R/W/S/L) - End Point Assessment: Speaking