

Subject	French	Year Group	Year 11				
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 automation", where pupils can apply complex rules spontaneously in speaking and writing to convey nuanced ideas and opinions.</p>						
Scheme title	Module 5 - Numéros vacances (Holidays)	Module 6 - Notre planète (Environment)	Module 7 - Mon petit monde à moi (Town and local area)	Module 8 - Mes projets d'avenir (Future plans)			
Knowledge in sequence	<ul style="list-style-type: none"> Talking about holidays and accommodation Talking about your ideal holiday Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities 	<ul style="list-style-type: none"> Talking about geography and the climate Talking about environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies 	<ul style="list-style-type: none"> Describing your town or village Asking for and understanding directions Talking about shopping for clothes Practising shopping role plays Describing your ideal home 	<ul style="list-style-type: none"> Talking about future plans and hopes Talking about travelling and earning money Buying tickets at a station Talking about possible future career paths Talking about different jobs 			
Skills	<ul style="list-style-type: none"> Conditional in all persons for -er verbs Conditioned with irregular verbs: vouloir, faire, avoir, aller, être Giving advice by using il vaut la peine de, il vaut mieux Forming different types of questions (est-ce que, inversion of subject and verb, rising intonation) It + -ing (ou Burkina Faso, en France, à la Réunion / Martinique) Relative pronouns qui, que to extend sentences Present and imperfect tenses used together to describe what someone was doing when something happened Perfect tense of modal verbs (je soula, j'ai dû, je n'ai pas pu) Negatives (ne... aucun(e), ne... ni... ni... ne... que) revisited It (à + town, au centre-ville, en ville, dans ma chambre / l'hôtel) as a present and simple future tense 	<ul style="list-style-type: none"> Regular comparative and superlative adjectival structures Passive voice in present tense followed by par en + present participle: en jouant, en finissant, en ayant, en sortant Using the perfect and imperfect tenses revisited Using être en train de and venir de 	<ul style="list-style-type: none"> Use of pronoun y before the verb, e.g. j'y habite, on y trouve, on peut y voir (y sans objet) Depuis followed by present tense Prepositions of place Using à and de with the definite article Negatives including ne... plus, ne... personne revisited De to indicate possession Practising shopping role plays Position of adjectives, including adjectives that go in front of the noun (grand, joli, beau, vieux) Si followed by imperfect + conditional to express dreams and wishes, e.g. si j'étais riche, j'habiterais Questions in different forms and in different tenses using est-ce que, où, pourquoi, comment, etc. 	<ul style="list-style-type: none"> Using après avoir + a past participle Using verbal phrases plus infinitive to talk about future plans and wishes, e.g. j'aimerais, j'espère de Verbs that take être in the perfect tense revisited Doing a role play about buying train tickets Nouns for jobs change according to gender, e.g. influenceur, influenceuse Verbs followed by à or de + infinitive 			
End point of module	<ul style="list-style-type: none"> Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Travel and Tourism, including: <ul style="list-style-type: none"> Talking about holidays and accommodation Talking about your ideal holiday Discussing what you can see and do on holiday Talking about festivals Reviewing and booking holiday accommodation Talking about staycation activities 	<ul style="list-style-type: none"> Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Neighbourhood, including: <ul style="list-style-type: none"> Talking about geography and the climate Talking about environmental problems Discussing how we can work together to protect the environment Talking about day-to-day actions to protect the environment Discussing new technologies 	<ul style="list-style-type: none"> Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of My Neighbourhood, including: <ul style="list-style-type: none"> Describing your town or village Asking for and understanding directions Talking about shopping for clothes Practising shopping role plays Describing your ideal home 	<ul style="list-style-type: none"> Receptive understanding (listening/reading) and production (writing/speaking) on topics linked to the GCSE theme of Studying and My Future, including: <ul style="list-style-type: none"> Talking about future plans and hopes Talking about travelling and earning money Buying tickets at a station Talking about possible future career paths Talking about different jobs 			
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. Mid Point Assessment: Listening 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. 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. Practice paper questions on all skills - Reading/Writing/Speaking/Listening 			