

Subject	French	Year Group	Year 9
<b>Purpose of Scheme</b>	<p><b>Phonics:</b> To achieve high levels of accuracy in pronunciation and intonation. Pupils will use their phonetic knowledge to transcribe spoken French and refine their listening comprehension.</p> <p><b>Vocabulary:</b> To broaden lexical range to include more sophisticated and thematic vocabulary. There is a strategic focus on "recombination"—teaching pupils how to use previously learned vocabulary in new, more complex contexts and across different topics.</p> <p><b>Grammar:</b> To embed the use of three time frames (Past, Present, and Future) with greater accuracy. The scheme introduces more complex syntax, preparing pupils for the linguistic demands of the GCSE course.</p>		
<b>Scheme title</b>	<b>Module 6:</b> School	<b>Module 7:</b> My town	<b>Module 8:</b> My future
<b>Knowledge in sequence</b>	<ul style="list-style-type: none"> <li>- Describing subjects and teachers</li> <li>- Giving more advanced opinions on subjects and teachers</li> <li>- Describing school rules and opinions</li> <li>- Describing school uniform and clothing</li> <li>- Stating what you would like to wear</li> <li>- Talking about past school activities</li> </ul>	<ul style="list-style-type: none"> <li>- Describing a town/city</li> <li>- Talking about what there is/is not in the town</li> <li>- Asking for directions and giving them</li> <li>- Asking questions in shops and understanding responses</li> <li>- Describing a typical day out in a town/city and what you can do in different places</li> </ul>	<ul style="list-style-type: none"> <li>- Talking about your plans for the future</li> <li>- Creating a job application form and applying for a job</li> <li>- Talking about the reasons for learning languages</li> <li>- Describing what you would do if you won the lottery</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>- Giving more advanced opinions using superlatives (le mieux/le pire)</li> <li>- Impersonal verbs IL FAUT/ON DOIT + infinitive</li> <li>- Using conjunctions to link clauses</li> <li>- Using conditional phrase JE VOUDRAIS + infinitive</li> <li>- Recap of perfect tense with AVOIR</li> <li>- Introduction of irregular past participles</li> </ul>	<ul style="list-style-type: none"> <li>- Use of il y a / il n'y a pas de... / il n'y a ni... ni... with places in the town</li> <li>- Adjective position and agreement recap</li> <li>- Prepositions of place including 'de + definite article'</li> <li>- Forming questions</li> <li>- Forming short answer responses in spoken dialogues</li> <li>- Present tense recap</li> <li>- Use of 'on peut +infinitive'</li> <li>- à + definite article</li> </ul>	<ul style="list-style-type: none"> <li>- Near future tense recap</li> <li>- Future intention verbs je veux/'j'espère + infinitive</li> <li>- On peut + infinitive + adverbs</li> <li>- Si clauses [receptive] and conditional 'je' form only</li> </ul>
<b>End point of module</b>	<ul style="list-style-type: none"> <li>- Describing the subjects we like/dislike and why</li> <li>- Talking about the rules we have at school and our opinions on them</li> <li>- Describing the school uniform and what we would like to wear</li> <li>- Stating activities we did at school in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Describing where we live and what there is/is not</li> <li>- Asking for directions and giving them</li> <li>- Asking questions in shops and understanding the responses</li> <li>- Talking about activities we do in our town on a typical day out</li> </ul>	<ul style="list-style-type: none"> <li>- Describing plans for the future including study, work and life goals</li> <li>- Completing an application form and applying for jobs</li> <li>- Describing the languages we know and the benefits of language learning</li> <li>- Talking about what we would do in a hypothetical future if we won the lottery</li> </ul>
<b>Assessment Methods</b>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Writing</li> <li>- <b>End Point Assessment:</b> Listening</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Reading</li> <li>- <b>End Point Assessment:</b> Speaking</li> </ul>	<ul style="list-style-type: none"> <li>- Regular low-stakes AfL activities, which cover all 4 skill areas (Reading, Writing, Speaking, Listening) across the lessons and overall scheme.</li> <li>- <b>Mid Point Assessment:</b> Writing</li> <li>- <b>End Point Assessment:</b> Reading</li> </ul>