Subject	French		Year Group		Year 7		

Purpose of Scheme	Phonics – paced, explicit teaching of new sound-symbol correspondences (SSC) initially in Y7, followed by integrated revisiting and consolidation throughout KS3 Vocabulary – teaching of ten new words, on average, per week, in sets of words from different parts of speech, including the most common verbs, and selected on the basis of word frequency and additionally informed by scrutiny of the awarding body vocabulary lists. Grammar – no more than one new grammatical function every two weeks.

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Scheme title	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose of half term learning	To enable pupils to use the essential verbs in a variety of contexts with confidence. To demonstrate what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. To enable pupils to demonstrate clear understanding of the SSC focused on within this term.	To consolidate and extend vocabulary relevant to the given contexts. To help pupils develop a verb lexicon (-ER regular verbs) To enable pupils to deepen vocabulary knowledge through work with a challenging text.	To revisit essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) To enable pupils to feel confident in recognising and forming plural nouns and adjectives	To revisit essential verbs in new contexts (ALLER) To further develop the verb lexicon (-ER verbs) To deepen vocabulary and grammar knowledge through work with a challenging text.	To revisit essential verbs in new contexts (ALLER) To develop questionning	To develop a verb lexicon To develop the use of modal verbs, including with negation To deepen vocabulary and grammar knowledge through work with a challenging text. To enable pupils to infer semantic complexities addressed through deliberate practice (savoir vs pouvoir)
Knowledge in sequence	**Context / purpose of language use** Describing a thing or a person [1] Describing a thing or a person [2] Saying what people have Distinguishing between having and being Talking about a thing or person Talking about doing and making things.	**Context / purpose of language use** Extended reading Saying what people do Saying what other people do (one and more than one other person) Distinguishing between 'you' meaning one person and 'you' meaning more than one person	Saying how many there are Describing people Saying what people have Saying what people do Talking about what belongs to you and what belongs to someone else	Saying where people go [1] Saying where people go [2] Extended reading Saying where people go [3] Talk about yourself, to and about someone else	**Context / purpose of language use** Asking questions Using question words Saying people do not do something Saying people do not do something [2] Describing things and people	**Context / purpose of language use** Expressing future intentions Saying what you want to do and what you must / have to do Saying what you can / can't do and what you know how to / don't know how to do Extended reading
Skills	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading) Structured, supported meaningful production (speaking and writing) Building up to freer production in which learners recall and manipulate a wider range of language to communicate meaning.
Key words	High-frequency vocabulary relevant to given context. Essential verbs (1st, 2nd, 3rd persons singular) To be, being - ÊTRE (c'est) To have, having - AVOIR To do, doing - FAIRE	High-frequency vocabulary relevant to given context. Essential verbs (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) FAIRE - (meaning to go) -ER verbs Preposition - à	High-frequency vocabulary relevant to given context. Il y a - There is Essential verbs (1st, 2nd, 3rd persons plural) To be, being - ÊTRE To have, having - AVOIR To do, doing - FAIRE possessive adjectives (mon, ma, mes, ton, ta, tes)	Essential verbs (1st, 2nd, 3rd persons singular) To go, going - ALLER Present tense - ER ver à - (au / à la / à l' / aux) meaning 'to' à - meaning 'to' and 'in' with towns and cities en - meaning 'to' and 'in' with countries (f) chez	High-frequency vocabulary relevant to given context. Ne...pas negation with single-verb structures Ne...pas de negation with nouns Pre-modifying adjectives Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR	High-frequency vocabulary relevant to given context. Future tense - ALLER + infinitive (future intention) Modal verbs - VOULOIR, POUVOIR and DEVOIR To know (how to) - SAVOIR + infinitive Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR
End point of half term	Pupils will be able to use the essential verbs in a variety of contexts with confidence. Pupils will be able to demonstrate what it means to know a word from recognition, to pronunciation, spelling and using the word in a sentence. Pupils will be able to demonstrate clear understanding of the SSC focused on within this term.	Pupils will have consolidated and extended vocabulary relevant to the given contexts. Pupils will have developed a verb lexicon (-ER regular verbs) Pupils will have deepened vocabulary knowledge through work with a challenging text.	Pupils will have revisited essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) Pupils will be confident in recognising and forming plural nouns and adjectives	Pupils will have revisited essential verbs in new contexts (ALLER) Pupils will be able to recognise and use question words Pupils will have developed the verb lexicon (-ER verbs) Pupils will have deepened vocabulary and grammar knowledge through work with a challenging text.	Pupils will have revisited essential verbs in new contexts (ALLER) Pupils will be confident in recognising and using question words.	Pupils will have developed a verb lexicon Pupils will have developed the use of modal verbs, including with negation Pupils will have deepend vocabulary and grammar knowledge through work with a challenging text. Pupils will be able to infer semantic complexities addressed through deliberate practice (savoir vs pouvoir)
End point of scheme	Phonics – confidence in understanding and producing the key SSC by the end of KS3. Vocabulary – 360 words approx. per year at KS3 and KS4. Grammar – high-frequency grammar functions taught and revisited several times over KS3 and KS4, in particular features for persons, subjects, tenses and aspect and a range of key syntax (word order and relations between words).
Assessment Methods	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS.	Assessment week This week includes separate, short achievement tests in phonics, vocabulary and grammar.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mini-test recorded on SIMS.	**Assessment week** This week includes separate, short achievement tests in phonics, vocabulary and grammar and applying your knowledge tests in reading, writing, listening and speaking.