

Subject	French	Year Group	Year 9			
Purpose of Scheme	<p>This is the final year in the KS3 learning journey</p> <p>To provide a rounded curriculum which will allow all students to develop, deepen and consolidate KS3 language and skills throughout a wide range of topics.</p> <p>To continue to strengthen the foundation of skills (reading, writing, listening and speaking) and concepts (phonics, vocabulary and grammar) upon which pupils can build future language learning throughout KS4 for those who opt to do so.</p> <p>Within the approach, skill starts as structured, supported understanding (listening and reading) and meaningful production (speaking and writing), and gradually builds to freer production, in which learners recall and manipulate a wider range of language to communicate meaning.</p>					
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Scheme title	Qui suis-je?	Moi et ma vie	Où j'habite	En vacances	Mes projets	Je revois et je consolide.
Purpose of half term learning	To allow pupils to deepen their description of the people and places around them by providing more details. To revisit essential verbs from Year 7 and Year 8 in the present tense. To build the -er verb lexicon. To use their knowledge of 'aller' in the present tense to indicate future plans.	To allow pupils to speak about their daily life but also their special celebrations. To introduce and allow practice of partitive articles and irregular present tense verbs. To consolidate regular present tense verbs (including aller with future) To continue to build the -er verb lexicon.	To enable pupils to speak about where they live, what there is there and what they can do. To introduce and allow practice of the imperative tense with directions. To explain and demonstrate informal and formal registers.	To allow pupils to build upon vocabulary (relevant to holidays) from Year 8. To strengthen grammar (past tense) from Year 8 and compare with present tense. To allow pupils to describe in further depth their holidays (where, how, with whom, accommodation) To strengthen spoken language in the real life situation of booking accommodation.	To enable pupils to speak about jobs and attributes of others. To allow pupils to discuss their preferences and explore potential future plans. To strengthen grammar (present tense irregular (être)) from Year 8. To allow pupils to form the conditional tense to express desire.	To lead pupils to reflect upon the benefits of their spaced retrieval practice from this year. To help pupils develop or maintain effective language and general revision skills going forward. To allow analysis retrieval data to allow reflective planning for the KS4 SOWs to target weaker areas and avoid reteaching of well-stored knowledge.
Knowledge in sequence	Describing what there is in a town/city with prepositions. Using present tense (aller) to say where you are going. Recognising and producing present tense time phrases. Using near future (with aller) to say where you are going to go. Using present tense (regular -er verbs) to talk about what makes a good friend.	Describing what they and their family eat. Using the partitive article to say some with food. Using -er regular verbs (manger) and irregular present tense verbs (boire and prendre). Using adverbial phrases to describe routine. Using -er regular verbs (porter) to describe what they wear. Revisit adjective agreement to describe clothes. Revisit near future (with aller) to say what they are going to wear.	Describing where they and others live. Establishing a pattern for using different ways to say 'in'. Describing what you can do there. Describing what there is there. Describing what there isn't (with de)	Establishing a pattern for using different ways to say 'to' with countries. Recapting past tense of 'aller, voyager, longer' in the je and nous form. Introducing and practicing question inversion. Reading and understanding accommodation adverts. Gathering relevant holiday accommodation vocabulary. Using newly acquired vocabulary to practice booking a hotel room.	Recapting present tense (-er verbs) with travailler. Building the -er verb lexicon (travailler, voyager, aimer). Building the irregular verb lexicon (servir, vendre, vouloir). Recapting present tense être (suis, est). Establishing a pattern for feminisation of job roles. Introducing and practicing the conditional tense with voudrais and aimerais.	Reflection on language performance for pre- and post- lesson knowledge checks. Demonstration of the benefits of spaced practice with evidence. Identification of general AND individualised areas of weakness to inform future planning.
Skills	Structured, supported understanding (listening and reading). Structure, supported meaningful production (speaking and writing). Freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structure, supported meaningful production (speaking and writing). Freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structure, supported meaningful production (speaking and writing). Freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Structured, supported understanding (listening and reading). Structure, supported meaningful production (speaking and writing).	Structured, supported understanding (listening and reading). Structure, supported meaningful production (speaking and writing). Freer production in which learners recall and manipulate a wider range of language to communicate meaning.	Reflection of efficient learning. Continued implementation of efficient learning and retrieval.
Key words	Vocabulary relevant to given context Il y a - There is, there are Prepositions - dans, derrière, entre, devant Essential verbs Aller (to go, going) Regular -er verbs retrouver travailler habiter passer discuter manger regarder	High-frequency vocabulary relevant to given context. Adverbial phrases D'habitude, à midi, comme casse-croûte, le soir, comme dessert. Essential verbs manger (to eat, eating) boire (to drink, drinking) prendre (to take/eat, taking/eating) porter (to wear, wearing) aller (to go, going) Partitive articles - du, de la, des, de l'	High-frequency vocabulary relevant to given context. On peut + infinitive (you can) Dans, ou, à la, en (all meaning in) Essential verbs manger (to eat, eating) boire (to drink, drinking) prendre (to take/eat, taking/eating) porter (to wear, wearing) aller (to go, going) Pronouns (tu and vous) to mark register	High-frequency vocabulary relevant to give context. En, au, aux (to) with countries Essential regular verbs (loger, voyager) in the present tense AND past tense (je, nous) Essential irregular verb (aller) in the past tense AND present tense (je, nous) Question words, où, comment, qui (where, how, who)	High-frequency vocabulary relevant to give context. Essential verbs être, travailler, voyager in the present tense. J'aimerais/J'aimerais (I would like) + infinitive Relative pronoun qui (which/that) + verb	Spaced practice Long-term memory Retrieval practice Forgetting
End point of half term	Pupils will have deepened their description of the people and places around them by providing more details. Pupils will use time phrases and present tense aller to indicate where they are going. Pupils will be able to use their knowledge of aller to form the near future tense. Pupils will have developed their -er verb lexicon.	Pupils will be able to speak about their daily life but also their special celebrations. Pupils will be able to recognise and accurately select a partitive article to mean some with food. Pupils will be able to use the irregular present tense verbs boire and prendre. Pupils will have further practiced regular present tense verbs (including aller with future) Pupils will have added to their -er verb lexicon.	Pupils will be able to speak about where they live, what there is there and what they can do. They will recognise and have practiced using the imperative tense with directions. They will be able to choose an appropriate register and use the correct conjugation to indicate this.	Pupils will be able to draw upon previously learnt vocabulary (relevant to holidays) from Year 8, to describe in more detail their holiday routines. Pupils will be able to identify past tense and present tense within a text to understand. Pupils will have the skills to use two tenses to compare and contrast. Pupils will have used their developed speaking skills to book a hotel room in French.	Pupils will be able to describe a person's attributes and preferences with reference to their job. Pupils will be able to express desire for future plans using the conditional tense. Pupils will have developed further confidence with the use of être in the first and third person (suis, est) (am, are)	Pupils will be able to see benefits of their spaced retrieval practice from this year through evidence of their learning. Pupils will have had the opportunity to make effective learning strategies a routine to take with them through KS4. Teachers will have identified areas that are indicated to have been encoded and stored poorly to allow reflective planning for the KS4 SOWs.
Assessment Methods	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. Mid-point and end-point assessments recorded on SIMS.	Regular, low-stakes knowledge checks, supported by strategic use of Computer Assisted Language Learning (CALL) tools, pre- and post-lesson. End of year assessment covering learning throughout KS3.	