

What will I learn in French at Penwortham Priory Academy?



YEAR 9

Talking about how things used to be using the imperfect tense

Talking about events of the past using être verbs

Negation ne...Jamais using the perfect tense

Text Exploitation: Dejeuner du matin Jacques Prévert

Text Exploitation: Quand j'étais petite

Using the context of work experience to talk about past activities

Talking about experiences using 're' verbs

Comparing experiences using adverbs e.g., Je parle rapidement

Using possessive adjectives in the context of people and places

Talking about expectations using Il faut or Il ne faut pas

Describing an accident using Irregular past participles

Talking about the weather using faire

Making comparisons using adjectives

Using pre-nominal and post nominal adjectives

Talking about other free time activities using faire + partitive article

Saying 'without' + Infinitive e.g., sans parler

Talking about a school exchange and what groups of people do (sortir/venir)

Talking about plurals And applying formation rules e.g., les journaux

Talking about free time using 'play' Jouer + à Jouer + de

Using prepositions

Talking about eating and drinking using unspecified quantities

Using days of the week to talk about habitual actions

Talking about plurals And applying formation rules e.g., les journaux

Text Exploitation: Une Recette

Intonation questions with question words in the past tense

Using possessive adjectives to talk about how people celebrate

Using months and numbers to talk about celebrations

Text Exploitation: L'homme qui te ressemble

Use modal verbs to talk about what you want to do and have to do

Talking about holidays and what you didn't do

Talking about today V yesterday using regular 'er' verbs

Using the pronoun 'on' to talk about how people celebrate

Using être or avoir in context of jobs

Expressing a negative using the future Intention 2 verb structures Je ne vais pas

Making plans for the weekend using future Intention Aller + Infinitive

Saying what you and others do using 're' verbs e.g. comprendre

Saying what you and others do using 'ir' verbs e.g sortir

Stating what isn't there Il n'y a pas de parc

YEAR 8

Asking questions in and out of school using Inversion

Talking about people's lives using 'er' verbs

Saying where other people go in the world using

Using negatives (ne...pas) to talk about what people don't do

Describing places using pre-nominal adjectives

Using key question words Qui? Quoi? Où? Pourquoi?

Talking about where you go in town using

Using prepositions: Chez à + city en + country

Text Exploitation: Familiale

Talking about places to go on holiday using prepositions

Talking about belongings using possessive adjectives

Saying what we do Saying what others do using: Je Tu Il Elle

National Reading Week

Saying how many there are 1234 5678 90

Saying 'you' do, and more than one person does: Vous Ils /elles

Describing other people using être e.g. family members

Saying what other people have and do using avoir and faire

Talking about doing things on a trip using faire

Using articles correctly: definite and indefinite

Saying what people have using

Describing a thing or person

Text Exploitation: Les Sept Couleurs Magiques

Talking about doing or making things at home using the verb 'faire'

faire le ménage

Asking questions using Intonation

Using regular adjectives to describe people

YEAR 7

Talking about doing or making things at home using the verb 'faire'

Asking questions using Intonation

Using regular adjectives to describe people

The French Curriculum at Penwortham Priory Academy

Year 7				
	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
	<ul style="list-style-type: none"> • Describing a thing or person • Saying what people have • Describing things • Distinguishing between having and being • Talking about a thing or person • Talking about doing and making things 	<ul style="list-style-type: none"> • Essential verbs (1st, 2nd, 3rd persons singular) • To be / being • To have /having • To do / doing • Adjective agreement (as complement to verb) • Indefinite, singular articles and gender • Definite articles (le, la, l', les) • Regular plural nouns (-s) • Yes/no questions with raised intonation • feminisation of job titles (-e) 	<ul style="list-style-type: none"> • Silent final consonant (SFC) • SSC «a» • SSC «i» and «eu» • SSC «e» and «au (eau)» • Contrast SSC «u» and «ou» • Silent final «e» and «é» (-er, -ez) • SSC «en»/ «an» «on» • SSC «-ain»/ «in» «è»/ «ê» • Liaison (t- and s-) 	<ul style="list-style-type: none"> • Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. • High-frequency vocabulary relevant to given context. • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.

		<ul style="list-style-type: none"> • subject pronouns il/elle meaning 'it' 		
	<ul style="list-style-type: none"> • Saying what people do • Saying what we do • Saying what others do (they) • Saying «you»(singular and plural) 	<ul style="list-style-type: none"> • Using FAIRE to mean «go» • -ER verbs (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) • Preposition à with certain verbs meaning at /to • Intonation questions • Two-verb structures with <i>aimer</i> 	<ul style="list-style-type: none"> • SSC «ai»and «oi» • SSC «ch», «ç»(and soft 'c») • SSC «qu», «j»(and soft 'g») • SSC «tion», «ien» • Revisit Silent Final Consonant (SFC) • Revisit «a» • Revisit «i» 	<ul style="list-style-type: none"> • Consolidation and extension of vocabulary relevant to the given contexts. • Developing a verb lexicon (-ER regular verbs) • Deepening vocabulary knowledge through work with a challenging text.

<ul style="list-style-type: none"> • Saying how many there are, numbers • Describing people (family) • Saying what people have • Saying what people do (sports) 	<ul style="list-style-type: none"> • Il y a • Plural indefinite article «des» • Plural adjective agreement • Essential verbs (1st, 2nd, 3rd persons plural) <ul style="list-style-type: none"> • To be, being ✓ ÷TRE • To have, having ✓ AVOIR • To do, doing ✓ FAIRE • possessive adjectives (mon, ma, mes, ton, ta, tes) 	<ul style="list-style-type: none"> • Revisit «eu» • Revisit «e» • Revisit «au», «eau», «o» • Revisit «u» • Revisit Liaison (t- and s-) 	<ul style="list-style-type: none"> • Revisiting essential verbs in new contexts (÷TRE, AVOIR, FAIRE) • Plural nouns and adjectives
<ul style="list-style-type: none"> • Saying where people go (places) • Saying where people go (countries) • Asking questions 	<ul style="list-style-type: none"> • Essential verbs (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> • To go, going ✓ ALLER 	<ul style="list-style-type: none"> • Revisit «ou» • Revisit SFE (Silent Ffinal «e») • Revisit «é (-er, -ez) 	<ul style="list-style-type: none"> • .Revisiting essential verbs in new contexts (ALLER) • Question words

	<ul style="list-style-type: none"> Using question words Talking about yourself, to and about someone else 	<ul style="list-style-type: none"> à √ (au / à la / à l' / aux) meaning <to> Intonation questions with question words Essential verbs (1st, 2nd, 3rd persons plural) <ul style="list-style-type: none"> To go, going √ ALLER à - meaning <to> and <in> with towns and cities en - meaning <to> and <in> with countries (f) chez Present tense (-ER verbs) 	<ul style="list-style-type: none"> Revisit <en>/ <an> <on> Revisit <on> 	<ul style="list-style-type: none"> Developing the verb lexicon (-ER verbs) Deepening vocabulary and grammar knowledge through work with a challenging text.
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YEAR 8

	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
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	<ul style="list-style-type: none"> • Asking questions • Using question words • Saying people do not do something • Describing things and people 	<ul style="list-style-type: none"> • Subject-verb inversion questions (single and two-verb structures) • Subject-verb inversion questions with question words (single-verb structures) • ne...pas negation with single-verb structures • ne...pas de negation with nouns • Adjectives in front of the noun • Essential irregular √ RE/-IR verbs (1st, 2nd, 3rd persons singular) √ PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR 	<ul style="list-style-type: none"> • Revisit -ain/-in • Revisit SSC è/ê • Revisit SSC ⟨ai⟩ • Revisit SSC ⟨oi⟩ • Revisit SSC ⟨ch⟩ • Revisit SSC ⟨ç⟩(and soft 'c)⟩ 	<ul style="list-style-type: none"> • Revisiting essential verbs in new contexts (ALLER) • Question words
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<ul style="list-style-type: none"> • Asking questions • Expressing future intentions • Saying what you <i>want to, can</i> and <i>must</i> do • Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do • Saying what you <i>know how to</i> do 	<ul style="list-style-type: none"> • ALLER + infinitive (future intention) • Modal verbs - VOULOIR, POUVOIR and DEVOIR • Modal verbs in the negative • Subject-verb inversion questions with question words (two-verb structures) • To know (how to) - SAVOIR + infinitive • Essential irregular √ RE/-IR verbs (1st, 2nd, 3rd persons singular) √ PARTIR 	<ul style="list-style-type: none"> • Revisit SSC «qu» • Revisit SSC «j» • Revisit SSC «tion» • Revisit SSC «ien» • Revisit Silent Final Consonant (SFC) • Revisit «a» 	<ul style="list-style-type: none"> • Developing a verb lexicon • Developing the use of modal verbs, including with negation • Deepening vocabulary and grammar knowledge through work with a challenging text. • Semantic complexities addressed through deliberate practice (savoir vs pouvoir)
<ul style="list-style-type: none"> • Asking how to say and write new words in French • Distinguishing between being and having • Talking about jobs • Talking about what, when, where and why you celebrate • Talking about how people celebrate 	<ul style="list-style-type: none"> • il(s)/elle(s) meaning 'it'/'they' • intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) • article use with être + profession • feminine adjective agreement rules -x → -se 	<p>In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited.</p> <ul style="list-style-type: none"> • stress syllabification • liaison (-t, -s, -x, -on) • h • em/am • aim/ain 	<p>We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).</p>

	<ul style="list-style-type: none"> • What happens and doesn't happen 	<ul style="list-style-type: none"> • feminine noun formation rule -eur → -rice • construction rule for numbers 13-31 • question word + est-ce que • pronoun 'on' with impersonal meaning 'people, you, one' • construction rule for dates • possessive adjectives (son, sa, ses, notre, nos) 	<ul style="list-style-type: none"> • om • um/un <p>Revisiting the below:</p> <ul style="list-style-type: none"> • en/an, im /in, on, e, a, ain/in • Year 7 SSCs 	<ul style="list-style-type: none"> • Essential verbs are revisited in new contexts (≠TRE, AVOIR) • Number construction 13-31
	<ul style="list-style-type: none"> • Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Talking about what you do in your free 	<ul style="list-style-type: none"> • present vs perfect (with past simple equivalent in English) • past participle formation: faire, dire, -ER verbs (taking avoir) • intonation (SV) questions with question words (present vs perfect) • ce, cet, cette, ces • il y a vs il y avait 	<ul style="list-style-type: none"> • -gn- • r • oen eu/– u • closed o/ô • open o • -s- • th <p>Revisiting the below:</p> <ul style="list-style-type: none"> • eu, eau/au 	<ul style="list-style-type: none"> • Building the verb lexicon • Regular revisiting of Y7 vocabulary for consolidation Words with multiple meanings are taught cumulatively • Text exploitation to extend vocabulary, aid recognition of cognates, and learners»knowledge of word families

	<p>time and where you do it</p> <ul style="list-style-type: none"> Talking about parts and wholes 	<ul style="list-style-type: none"> intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle) negation: ne° pas de (present vs perfect) prepositions taking de contraction of definite article after à and de verbs with à and de before a noun partitive article for distinguishing between parts and wholes and after 'faire' with sports quel, quelle, quels, quelles 		<ul style="list-style-type: none"> Consolidation of question words and question formation
	<ul style="list-style-type: none"> Talking about nouns you can't count What is it like? Saying what you do or did in a typical day Talking about what groups of people do Formal and informal situations: Talking to 	<ul style="list-style-type: none"> partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities partitive article de/d' in the negative and with expressions of quantity boire (je, tu, il/elle) 	<ul style="list-style-type: none"> [-ill-/ille] -aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -ill-/il), -ouill/-ouil oy <p>Revisiting the below:</p> <ul style="list-style-type: none"> [è/ê], [ou], [a], [i], open eu/ u, oi 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 vocabulary for consolidation

	<p>people you do and don't know</p>	<ul style="list-style-type: none"> • adverb positioning (single-verb structures) • verbs like sortir (present) (nous, vous, ils/elles) • verbs like venir (present) (nous, vous, ils/elles) • sans + infinitive • vous as formal 'you' • on with impersonal meaning 'people, you, one' and with impersonal meaning 'we' 	<ul style="list-style-type: none"> • all new SSCs learned in Y8 so far 	
	<ul style="list-style-type: none"> • Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing things • Talking about what you can, must, will and want to do 	<ul style="list-style-type: none"> • verbs like choisir (all persons) • present with future meaning • use of definite article with days of the week to express habitual actions • plural noun formation rules -au/-eu → -aux/-eux and -al → -aux 	<ul style="list-style-type: none"> • [y] • liaison/elision with h • [em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel <p>Revisiting the below:</p> <ul style="list-style-type: none"> • Stress syllabification • ai, i, ain/in, em/am, e, a, en/an, h 	<ul style="list-style-type: none"> • Building the verb lexicon • Mixed word sets

		<ul style="list-style-type: none"> • plural adjective formation rules no change with -s or -x and -al → -aux • même(s), autre(s), plusieurs • positioning of multiple adjectives • adverb placement in two-verb structures 		
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YEAR 9

	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
	<ul style="list-style-type: none"> • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages 	<ul style="list-style-type: none"> • feminine adjective agreement rules -l → -lle and -n → -nne • comparative forms of adjectives • verbs like prendre (present) (nous, vous, ils/elles) • comparative forms of adjectives and adverbs 	<ul style="list-style-type: none"> • om/on before a vowel • [um]/[un] before a vowel <p>Revisiting the below:</p> <ul style="list-style-type: none"> • -aill-/ -ail, -eill-/ -eil, -euill-/ -euil (-ueill/ -ueil, -ill/ -il), -ouill/ -ouil, -ill/ -ille, -ien, open eu/ → u, eu, r, um/ un, u, om, on 	<ul style="list-style-type: none"> • Regular revisiting of Y7 vocabulary for consolidation • Y8 vocabulary revisited throughout in different contexts • Developing the verb lexicon √ highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.

		<ul style="list-style-type: none"> • verbs like entendre (present) (je, tu, il/elle) • verbs like lire (present) (je, tu, il/elle) • verbs like écrire (present) (je, tu, il/elle) • tout, toute, tous, toutes • verbs like entendre (present) (nous, vous, ils/elles) 		
	<ul style="list-style-type: none"> • Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done 	<ul style="list-style-type: none"> • verbs like lire (present) (nous, vous, ils/elles) • verbs like écrire (present) (nous, vous, ils/elles) • present vs perfect (with past simple and present perfect equivalent in English) • inversion (VS) questions (perfect) • specified vs unspecified times in the past 	<p>Revisiting the below:</p> <ul style="list-style-type: none"> • closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy <p>Revisiting all Y7 and Y8 SSCs</p>	<ul style="list-style-type: none"> • Text exploitation to extend vocabulary, aid recognition of cognates, and learners»knowledge of word families

		<ul style="list-style-type: none"> • adverb placement (present vs perfect) • past participle formation: verbs like prendre, dit, fait, bu, eu • intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) • intonation (SV) questions with question words (perfect) 		
<ul style="list-style-type: none"> • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages 	<ul style="list-style-type: none"> • feminine adjective agreement rules -l → -lle and -n → -nne • comparative forms of adjectives • verbs like prendre (present) (nous, vous, ils/elles) • comparative forms of adjectives and adverbs • verbs like entendre (present) (je, tu, il/elle) 	<ul style="list-style-type: none"> • om/on before a vowel • [um]/[un] before a vowel <p>Revisiting the below:</p> <ul style="list-style-type: none"> • -aill-/-ail, -eill-/-eil, -euill-/-euil (-ueill/-ueil, -ill-/-il), -ouill-/-ouil, -ill-/-ille, -ien, open eu/ u, eu, r, um/un, u, om, on 	<ul style="list-style-type: none"> • Regular revisiting of Y7 vocabulary for consolidation • Y8 vocabulary revisited throughout in different contexts • Developing the verb lexicon √ highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts. 	

		<ul style="list-style-type: none"> • verbs like lire (present) (je, tu, il/elle) • verbs like écrire (present) (je, tu, il/elle) • tout, toute, tous, toutes • verbs like entendre (present) (nous, vous, ils/elles) 		
	<ul style="list-style-type: none"> • Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done 	<ul style="list-style-type: none"> • verbs like lire (present) (nous, vous, ils/elles) • verbs like écrire (present) (nous, vous, ils/elles) • present vs perfect (with past simple and present perfect equivalent in English) • inversion (VS) questions (perfect) • specified vs unspecified times in the past • adverb placement (present vs perfect) 	<p>Revisiting the below:</p> <ul style="list-style-type: none"> • closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy <p>Revisiting all Y7 and Y8 SSCs</p>	<ul style="list-style-type: none"> • Text exploitation to extend vocabulary, aid recognition of cognates, and learners»knowledge of word families

		<ul style="list-style-type: none"> • past participle formation: verbs like prendre, dit, fait, bu, eu • intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) • intonation (SV) questions with question words (perfect) 		
	<ul style="list-style-type: none"> • La Révolution française • Where you went and what you did • What has happened (1): Accidents and emergencies • Text exploitation: J'ai cherché • What you do in your free time • What has happened (2): Crime 	<ul style="list-style-type: none"> • negation: ne ° jamais (perfect) • -ER verbs taking être vs avoir (je, tu, il/elle/on) (perfect) • -ER verbs taking être vs avoir (nous, vous, ils/elles) (perfect) • use of relative pronoun qui in subject relative clauses • use of emphatic pronouns moi and toi after prepositions <p>formation: -ER verbs, verbs like prendre, dit, fait, bu, eu,</p>	<ul style="list-style-type: none"> • -tion (link to word pattern and context) • e è/ê a • When is 'e' pronounced like 'è/ê'? (link to grammar point: auxiliary a/as vs es/est) • hard and soft [s]; liaison (-s) (link to grammar point: nous sommes, vous êtes, ils sont, elles sont) • y i oy • au (link to grammar point: au, aux) 	<ul style="list-style-type: none"> • Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Mixed word sets • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Cognates: -tion: French word is feminine; cross-linguistic pronunciation difference (revolution → la révolution) • Cognates: Words with a circumflex in French

		<p>intonation (SV) and est-ce que questions with and without question words (perfect),</p>	<ul style="list-style-type: none"> oi (link to grammar point: emphatic pronouns) 	<p>and an 's' in English: (la forêt → forest)</p> <ul style="list-style-type: none"> Text exploitation to extend vocabulary
	<ul style="list-style-type: none"> Describing how things are and now and how they used to be [1]: French school system Describing how things are and now and how they used to be [2]: Childhood memories Gender identity and expression: Drag montréalaise What happened once vs all the time What people did and what they used to do 	<ul style="list-style-type: none"> -ER verbs in the imperfect tense (habitual events with 'used to' equivalent in English) (je, il/elle/on) verbs like prendre, venir, sortir, entendre, lire, choisir and écrire in the imperfect tense vs present tense (habitual events with 'used to' and present continuous equivalent in English) (je, tu, il/elle/on) Regular verbs in the imperfect vs perfect tense (habitual events with 'used to' equivalent in English) 	<ul style="list-style-type: none"> [x-] and [s-] before a vowel (link to word pattern: ordinal number endings) ou u [revisited] When is [ai] pronounced like 'é'? (link to grammar point: imperfect vs perfect verb forms) ill-/-ille. -ail-/aille, -eil/-eille, -euil/-euille, ouil/ouille 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation Suffixes: cardinal number + -ième → ordinal number (deux → deuxième) English '-el' → French '-al' Text exploitation to extend vocabulary

		<p>vs specific events) (<i>je, tu, il/elle/on</i>)</p> <ul style="list-style-type: none"> intonation questions (imperfect) 		
	<ul style="list-style-type: none"> Talking about what you read Helping each other at school Shopping Making decisions about the future Discussing government policy and ideas on the environment Concorde 	<ul style="list-style-type: none"> direct object pronouns (<i>me, te</i>) (preverbal position) with -ER verbs (present) contraction of pronouns (<i>me → m», te → t») before a vowel or h muet</i> direct object pronouns (<i>le, la, l») (preverbal position) with -ER verbs (present)</i> contraction of pronouns (<i>le/la → l») before a vowel or h muet</i> verbs with <i>à</i> and <i>de</i> before an infinitive 	<ul style="list-style-type: none"> 'SFC SFe (link to word pattern and grammar point - m/f adjectives) h- (link to contraction of pronouns) th ç/soft c (link to demonstrative adjectives) a au (link to word pattern and grammar point - sing/pl masc adjectives) 'tion (link to word pattern and vocab set) 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation Mixed word sets Regular revisiting of Y7 and Y8 vocabulary for consolidation 'Adding -r or -er to English verbs ending in <i>√ate</i> (accuser, organiser) Noun and adjective pairs: noun root + -al as adjective (mondial, familial, national)

		<ul style="list-style-type: none"> impersonal verbs in phrases (<i>il est difficile/facile/interdit de</i> + infinitive) 		<ul style="list-style-type: none"> Noun and verb pairs: verb stem + -ion/-ation as noun
	<ul style="list-style-type: none"> Refugees in France Travelling in time: voyage into French history Talking about what you do to yourself Talking about what someone else does to themselves Describing historical figures Talking about things that happened at the same time Text exploitation 3: Excerpts from <i>Kiffè Kiffè Demain</i> and two poems 	<ul style="list-style-type: none"> past participle formation: verbs like <i>sortir</i> and <i>choisir</i> past participle formation: verbs like <i>venir</i> and <i>attendre</i> inversion (VS) questions with and without question words (perfect) reflexive use of verbs (present) (<i>je, tu</i>) preverbal position of singular reflexive pronouns (<i>me, te</i>) reflexive use of verbs (<i>il/elle</i>) (present) 	<ul style="list-style-type: none"> j/soft g um/un ch closed o/ô vs open o open eu/↔ u closed eu/↔ u (link to word pattern) r gn [oin] [oi] 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation Consolidation of question words and question formation 'English '-or, -er' → French '-eur' Text exploitation to extend vocabulary

		<ul style="list-style-type: none"> • preverbal position of singular reflexive pronouns (<i>se</i>) • <i>être</i> in the imperfect (with «was' + adjectival complement equivalent in English) • <i>avoir</i> in the imperfect (with «had» and 'was' equivalents in English) • imperfect vs perfect (ongoing events with 'BE + -ing' equivalent in English vs specific events) • <i>aller, faire</i> in the imperfect (<i>je, tu, il/elle</i>) • indefinite adjectives: <i>chaque, plusieurs, même(s), tout(e)(s)/tous, autre(s)</i> 		
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Please note the Key Stage 4 GCSE course is currently under construction for teaching in September 2024