



French Year 7 Long-Term Plan

Rationale: The Year 7 French curriculum is designed to give students a grounding in the language so that they are able to have short conversations in the target language, to talk about themselves and discuss their interests. There is a structured focus on speaking the language and the teaching of phonics so that students develop an understanding of the different sounds. This enables students to sound authentic when they speak, to become more confident in their use of the language and also to improve their listening and decoding skills.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn 1	<p>Introductory module French is easy!</p> <p>Unit 0 – Register routine: Saying how you are.</p> <p>Unit 1 – How to introduce yourself & talk about your age and siblings’.</p>	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills -How to express how you are feeling and how you are -How to introduce yourself. -Talking about your age and siblings. -A range of common French names. -How to say if you have siblings. - Introducing yourself & - Saying when your birthday is. -Numbers from 1-15. <p>GRAMMAR:</p> <ul style="list-style-type: none"> -Conjugate “être” present tense. -conjugate “avoir” present tense. -Name & age (1st & 3rd person sing) 	<p>Listening, Speaking, Reading, Writing, Dictation, Translation</p> <p>Vocabulary, Grammar Phonics</p> <p>Skills focus:</p> <p>Memorising</p> <p>Using cognates and near cognates</p> <p>Listening + Reading strategies</p> <p>Reading aloud & dictation</p> <p>Recycling and adapting language</p> <p>Understanding language chunks and patterns</p>	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds -Sound patterns (accents on “e”, “a”, “u” + “c”) -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi / ou / ui / re / er / i / u / a / o / ouill / qu</p> <p>in / im / an / un / on / silent “h” / “th”</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Autumn 2	<p>Unit 2 – Saying when your birthday is.</p> <p>Unit 3 – How to say where you live and where you are from.</p>	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills -Where you & another person are from. -When your birthday is. -Numbers from 15 to 31 / dates & months. 	<p>Listening, Speaking, Reading, Writing, Dictation, Translation</p> <p>Vocabulary, Grammar Phonics</p> <p>Skills focus:</p>	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds



		<ul style="list-style-type: none"> -Where you live. -Names of French speaking locations. -Where you live & where you are from. -What type of accommodation (house/flat). -What your accommodation looks like. -Where it is located. -Renowned cities & countries in the Francophone world. <p>GRAMMAR:</p> <ul style="list-style-type: none"> -Review "être" in present indicative tense. -Use "en, au, à la, aux" + nouns 	<ul style="list-style-type: none"> Memorising Using cognates and near cognates Listening + Reading strategies Reading aloud & dictation Recycling and adapting language Understanding language chunks and patterns 	<ul style="list-style-type: none"> -Sound patterns (accents on "e", "a", "u" + "ç") -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi / ou / ui / re / er / i / u / a / o / ouill / qu in / im / an / un / on / silent "h" / "th"</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
<p style="text-align: center;">Spring 1</p>	<ul style="list-style-type: none"> Unit 4 – How to talk about school subjects & teachers. Unit 5 – How to talk about free time – likes / dislikes. 	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills -Which subjects you study. -Which subjects you like / dislike and why -Adjectives to describe people & activities -Justify opinions -Adjectival agreement. -What sports & activities you do in your free time. -Opinion verbs + infinitives « j'aime + vb » -Activities using key verbs: faire / jouer / aller - Different places you can go to. -Who you do the activities with. -Opinions and reasons. <p>GRAMMAR:</p> <ul style="list-style-type: none"> -Conjugate "er" verbs in the present indicative. - Use opinion verbs + infinitive (aimer, adorer, détester). 	<ul style="list-style-type: none"> Listening, Speaking, Reading, Writing, Dictation, Translation Vocabulary, Grammar Phonics <p>Skills focus:</p> <ul style="list-style-type: none"> Memorising Using cognates and near cognates Listening + Reading strategies Reading aloud & dictation Recycling and adapting language Understanding language chunks and patterns 	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds -Sound patterns (accents on "e", "a", "u" + "ç") -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi / ou / ui / re / er / i / u / a / o / ouill / qu in / im / an / un / on / silent "h" / "th"</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet

<p>Spring 2</p>	<p>Unit 6 – How to talk about family members.</p> <p>Unit 7 – Describing hair & eyes.</p>	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills -How many people in your family & who they are. -How you get on with them. -Family members and their age. -Numbers from 31 to 100. -Describe what a person’s hair and eyes are like. -Describe details about appearance (beard, glasses) -colours -Using the verb to wear. GRAMMAR: -Review of "être" / Using possessive adjectives (my,your,his,her). - Review of "avoir" + adjectives in plural form. 	<p>Listening, Speaking, Reading, Writing, Dictation, Translation</p> <p>Vocabulary, Grammar Phonics</p> <p>Skills focus:</p> <p>Memorising</p> <p>Using cognates and near cognates</p> <p>Listening + Reading strategies</p> <p>Reading aloud & dictation</p> <p>Recycling and adapting language</p> <p>Understanding language chunks and patterns</p>	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds -Sound patterns (accents on “e”, “a”, “u” + “ç”) -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi /ou / ui / re / er / i / u / a / o /ouill / qu</p> <p>in / im / an / un / on / silent “h” / “th”</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
<p>Summer 1</p>	<p>Unit 8 – Describing yourself and another person, physical and personality.</p> <p>Unit 9 – Comparing people’s appearance and personality.</p>	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills - What your immediate family members are like. -Adjective to describe people. -3rd person of the verb “être” present tense. -How to describe physical and personality traits. -Verb “avoir” – all persons’ present tense. -How to use comparatives: more / less / as ...as -Adjectives to describe people. GRAMMAR: -Review of "être" + adjectival agreement + possessive adjectives + s'entendre. - Use comparatives ("plus /moins/aussi ...que"). 	<p>Listening, Speaking, Reading, Writing, Dictation, Translation</p> <p>Vocabulary, Grammar Phonics</p> <p>Skills focus:</p> <p>Memorising</p> <p>Using cognates and near cognates</p> <p>Listening + Reading strategies</p> <p>Reading aloud & dictation</p> <p>Recycling and adapting language</p>	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds -Sound patterns (accents on “e”, “a”, “u” + “ç”) -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi /ou / ui / re / er / i / u / a / o /ouill / qu</p> <p>in / im / an / un / on / silent “h” / “th”</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks



			Understanding language chunks and patterns	-Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Summer 2	<p>Unit 10 – Describing your teachers.</p> <p>Unit 11 – Saying what you & others do in your free time:</p>	<ul style="list-style-type: none"> -French phonics and key sounds -Decoding language - Language Learning Skills -How to say which teachers you like / dislike & why. -Describing teachers: adjectival agreement. -Review school subjects. -How to describe positive / negative behaviours. -What activities you do & when. -The verbs: “jouer”, “faire”, “aller » in the present tense. - Other free time activities. <p>GRAMMAR:</p> <ul style="list-style-type: none"> -Review of "être"+adjectival agreement+opinion verbs ("adorer, aimer"). - Conjugate "jouer, aller, faire" in the present indicative. 	<p>Listening, Speaking, Reading, Writing, Dictation, Translation</p> <p>Vocabulary, Grammar Phonics</p> <p>Skills focus:</p> <p>Memorising</p> <p>Using cognates and near cognates</p> <p>Listening + Reading strategies</p> <p>Reading aloud & dictation</p> <p>Recycling and adapting language</p> <p>Understanding language chunks and patterns</p>	<p>SSC – sound symbol correspondence</p> <ul style="list-style-type: none"> -Silent letters / final consonant at end of words -syllable structures – sound patterns – double vowel sounds -Sound patterns (accents on “e”, “a”, “u” + “ç”) -highlighting sound patterns <p>Key sounds:</p> <p>eu / au / ai / ie / oi / ou / ui / re / er / i / u / a / o / ouill / qu</p> <p>in / im / an / un / on / silent “h” / “th”</p> <ul style="list-style-type: none"> - Sentence Builders / Knowledge map chunks -Deepening vocabulary knowledge through work with challenging texts -skimming, scanning, in-depth reading - Online tasks – Language gym, sentence builder site, Seneca, Memrise / Quizlet
Assessment format	<p>High stake calendared assessments</p> <p>Medium stake progress check points</p> <p>Low stake regular knowledge quizzes - mixed word class vocabulary sets / "Show What You Know" - midpoint retrieval practice tests.</p> <p>T/F/ NG questions and MCQ</p> <p>T/F/NG= True/False/Not Given or mentioned</p> <p>MCQ= Multiple choice question</p>			