



**MODERN FOREIGN LANGUAGES (FRENCH) COMPOSITE KNOWLEDGE COVERAGE  
KEY STAGE 4**

**Intent:**  
To build on learnt prior language. To develop pupil's enjoyment, understanding and communication skills within a new language, linked to their interests and own life.

		CYCLE A - 2023-2024	CYCLE B - 2024-2025	Running throughout each cycle
<b>A u t u m n</b>	1	Theme – Writing/Reading: Greetings and communicating personal details. <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	Theme – Writing/Reading: Me, My family and friends <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	<p><b>Numbers, alphabet, days &amp; months should be taught throughout, as starters and mini activities.</b></p> <p>Throughout each cycle pupils will be taught to: Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary (When developmentally ready) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>
	2	Theme – Speaking/Listening: Education and Employment <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	Theme – Speaking/Listening; Technology and Social media. <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	
<b>S p r i n g</b>	1	Theme – Writing/Reading – Social Activities <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	Theme – Writing/Reading – Social and global issues (the environment and healthy/unhealthy food) <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	
	2	Theme – Speaking/Listening – Travel and Tourism (in French Speaking countries) <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	Theme – Speaking/Listening – Free time activities <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	
<b>S u m m e r</b>	1	Theme – Writing/Reading – Food and Eating out <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	Theme – Writing/Reading – My home and town – Where I live <b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b>	

	2	<p>Theme – Speaking/Listening – Festivals and celebrations</p> <p><b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b></p>	<p>Theme – Speaking/Listening – Current and future studies, including jobs, careers choices and ambitions.</p> <p><b><i>National Curriculum (practical communication) coverage to be taught at differentiated Developmental steps.</i></b></p>	<p>Describe people, places, things and actions orally and in writing.</p> <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English (When developmentally ready at Step 17)</p>
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