

French at King's Academy Ringmer

End point	Knowledge acquired	Skills acquired
YEAR 7 Following NCELP SOW		
Term 1 <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 • Understand the value of language learning. Know about geography and culture of Target country 	<ul style="list-style-type: none"> • Essential verbs (1st, 2nd, 3rd persons singular) • To be, being - ÊTRE (c'est) • To have, having - AVOIR • 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) • subject pronouns il/elle meaning 'it' • Numbers 1-20 	Phonics: <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-) Vocabulary <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. • Be able to introduce yourself: name, age, interests and nationality
Term 2 <ul style="list-style-type: none"> • Saying what people do • Saying what we do • Saying what others do (they) • . 	T2 <ul style="list-style-type: none"> • Using FAIRE to mean 'do' and 'go' • -ER verbs (used with simple present and present continuous meaning) 	Phonics: <ul style="list-style-type: none"> • Revisit 'ou' • Revisit SFE (Silent Ffnal 'e') • Revisit 'é (-er, -ez) • Revisit 'en' / 'an', 'on'

<ul style="list-style-type: none"> •Saying 'you' (singular and plural) 	<p>(1st, 2nd, 3rd persons singular, 1st and 3rd persons plural</p> <ul style="list-style-type: none"> •Preposition à with certain verbs meaning at /to •Intonation questions •Two-verb structures with aimer 	<ul style="list-style-type: none"> •Revisit 'on' <p>Vocabulary</p> <ul style="list-style-type: none"> •Revisiting essential verbs in new contexts (ALLER) •Question words •Developing the verb lexicon (-ER verbs) •Deepening vocabulary and grammar knowledge through work with a challenging text. <p>To be able to talk about what you normally do on holiday</p>
<p>Term 3</p> <ul style="list-style-type: none"> •Saying how many there are, numbers •Describing people (family) •Saying what people have •Saying what people do (sports) 	<p>T3</p> <ul style="list-style-type: none"> •Il y a •Plural indefinite article 'des' •Plural adjective agreement •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) 	<p>Phonics:</p> <ul style="list-style-type: none"> •Revisit 'eu' •Revisit 'e' •Revisit 'u', 'eau', 'o' •Revisit 'u' •Revisit Liaison (t- and s-) <p>Vocabulary:</p> <ul style="list-style-type: none"> •Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) •Plural nouns and adjectives •To be able to describe your family
<p>Term 4</p> <ul style="list-style-type: none"> •Saying where people go (places) •Saying where people go (countries) •Asking questions •Using question words •Talking about yourself, to and about someone else 	<p>T4</p> <ul style="list-style-type: none"> •Essential verbs (1st, 2nd, 3rd persons singular) •To go, going – ALLER •à – (au / à la / à l' / aux) meaning 'to' •Intonation questions with 	<p>Phonics:</p> <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' <p>Vocabulary:</p>

	<p>question words</p> <ul style="list-style-type: none"> • Essential verbs (1st, 2nd, 3rd persons plural) • 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"> • 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) • To be able to refer to future events
<p>Term 5</p> <ul style="list-style-type: none"> • Asking questions • Using question words • Saying people do not do something • Describing things and people 	<p>T5</p> <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 	<p>Phonics:</p> <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' <p>Vocabulary</p> <ul style="list-style-type: none"> • Revisiting essential verbs in new contexts (ALLER) • Question words • To take part in a role play to practise asking and answering questions
<p>Term 6</p> <ul style="list-style-type: none"> • Asking questions • Expressing future intentions 	<p>T6</p> <ul style="list-style-type: none"> • ALLER + infinitive (future intention) 	<p>Phonics:</p> <ul style="list-style-type: none"> • Revisit SSC 'qu' • Revisit SSC 'j'

<ul style="list-style-type: none"> •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"> •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 '-tion' •Revisit SSC '-ien' •Revisit Silent Final Consonant (SFC) •Revisit 'a' <p>Vocabulary:</p> <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) •To be able to refer to future events
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YEAR 8

<p>Term 1</p> <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 •What happens and doesn't happen 	<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 •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 	<p>Vocabulary</p> <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"> •Essential verbs are revisited in new contexts (ÊTRE, AVOIR) •Number construction 13-31 <p>Phonics</p> <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
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	<ul style="list-style-type: none"> •possessive adjectives (son, sa, ses, notre, nos) 	<ul style="list-style-type: none"> •em/am •aim/ain •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
<p>Term 2</p> <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 time and where you do it •Talking about parts and wholes 	<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 •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"> •Building the verb lexicon •Regular revisiting of Y7 vocabulary for consolidation <p>Words with multiple meanings are taught cumulatively</p> <ul style="list-style-type: none"> •Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families •Consolidation of question words and question formation <p>Phonics</p> <ul style="list-style-type: none"> •-gn- •r •oen eu/œu •closed o/ô •open o •-s- •th • <p>Revisiting the below:</p> <ul style="list-style-type: none"> •eu, eau/au
<p>Term 3</p> <ul style="list-style-type: none"> •Talking about nouns you can't count •What is it like? 	<ul style="list-style-type: none"> •partitive article (du, de la, des, de l') with uncountable nouns and unspecified 	<ul style="list-style-type: none"> •Building the verb lexicon •Regular revisiting of Y7 vocabulary for consolidation

<ul style="list-style-type: none"> •Saying what you do or did in a typical day •Talking about what groups of people do •Formal and informal situations: Talking to people you do and don't know 	<p>quantities</p> <ul style="list-style-type: none"> •partitive article de/d' in the negative and with expressions of quantity •boire (je, tu, il/elle) •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' 	<p>Phonics</p> <ul style="list-style-type: none"> •[-ill-/ille] •-aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -œill-/œil), -ouill-/ouil •oy <p>Revisiting the below:</p> <ul style="list-style-type: none"> •[è/ê], [ou], [a], [i], open eu/œu, oi •all new SSCs learned in Y8 so far
<p>Term 4</p> <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 •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 	<ul style="list-style-type: none"> •Building the verb lexicon •Mixed word sets <p>Phonics</p> <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 <p>ai, i, ain/in, em/am, e, a, en/an h</p>
<p>Term 5</p> <ul style="list-style-type: none"> •What is it like? Comparing things •Talking about how groups of people do things 	<ul style="list-style-type: none"> •feminine adjective agreement rules -l → -lle and -n → -nne •comparative forms of adjectives 	<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

<ul style="list-style-type: none"> •Comparing how people do things •Communicating in other languages 	<ul style="list-style-type: none"> •verbs like prendre (present) (nous, vous, ils/elles) •comparative forms of adjectives and adverbs •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) 	<p>verbs) in present and perfect, with verbs reused in different contexts.</p> <p>Phonics</p> <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 <p>(-ueill/-ueil, -œill/-œil), -ouill/-ouil, -ill-/ille, -ien, open eu/œu, eu, r, um/un, u, om, on</p>
<p>Term 6</p> <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) •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) 	<p>Phonics</p> <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> <p>Vocabulary</p> <ul style="list-style-type: none"> •Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families
<p>YEAR 9 (Intro GCSE course)</p>		

<p>Term 1 - Free time in the present tense</p> <p>*To reinforce present tense, er re and ir endings.</p> <p>*Express opinions with reasons, justifications, details</p> <p>* Describe free time activities in more detail</p> <p>*Take part in longer conversations</p> <p>*Translate short passages into the target language</p> <p>*Increase vocabulary knowledge of high frequency phrases and vocabulary around free time.</p>	<p>Knowledge of verb endings</p> <p>Fluency with irregular high frequency verbs</p>	<ul style="list-style-type: none"> • Revision Present tense(full paradigm) • Revision of regular –re, -er, and –ir verbs • More complex structures “Pendant mon temps libre, quand je peux, à mon avis • Frequency words • Time expressions • Weather • Revisit être and avoir for present and to prepare for next term’s past tense
<p>Term 2</p> <p>*To introduce past (perfect) tense</p> <p>*Take part in longer conversations</p> <p>*Translate short passages into the target language (covering 3 tenses and some complex structures)</p> <p>*Increase vocabulary knowledge of free time topic</p>	<p>Revision Free time activities</p> <ul style="list-style-type: none"> • Music-Tv- films • Social media • Hobbies • Sports • What is trendy (intro perfect tense) • Role models • Festivals • Special days 	<p>Introduction Perfect tense with avoir</p> <p>Introduction of irregular verbs</p> <p>Introduction of perfect tense with être</p>
<p>Term 3 and 4</p> <p>*To use 4 tenses (present, preterite , imperfect and near future) plus the simple future and conditional tenses</p> <p>*Express opinions with reasons,</p>	<p>Develop fluency with high frequency language and expand into low frequency language</p>	<ul style="list-style-type: none"> • Using three tenses together

justifications, details and reference to three time frames (present, future and past) * Describe places and people in more detail *Take part in longer conversations *Translate short passages into the target language (covering 3 tenses and some complex structures) *Increase vocabulary knowledge of different topics		
Term 5 and 6 Consolidation of grammar and free time topic Prepare for 3 minute speaking conversation on all elements of free time topic Celebrate French culture by enjoying a Target language film and writing a review Explore techniques to write longer essays based on free time topic	<ul style="list-style-type: none"> • Role play vocabulary: clothes shopping and going out with your friends Celebrate French festival of Bastille Day and understand historical and contemporary significance	Vocabulary around celebrations and festivals
YEAR 10 (GCSE course)		
Term 1 - Free time in the present tense *To reinforce present tense, er re and ir endings. *Express opinions with reasons, justifications, details * Describe free time activities in more detail *Take part in longer conversations	Knowledge of verb endings Fluency with irregular high frequency verbs Revision Free time activities Music-Tv- films Social media	Revision Present tense(full paradigm) Revision of regular –re, -er, and –ir verbs More complex structures “Pendant mon temps libre, quand je peux, à mon avis Frequency words Time expressions Weather Revisit être and avoir for present and to prepare for next term’s past tense

<p>*Translate short passages into the target language</p> <p>*Increase vocabulary knowledge of high frequency phrases and vocabulary around free time.</p> <p>*To introduce past (perfect) tense</p> <p>*Take part in longer conversations</p> <p>*Translate short passages into the target language (covering 3 tenses and some complex structures)</p> <p>*Increase vocabulary knowledge of free time topic</p>	<p>Hobbies</p> <p>Sports</p> <p>What is trendy (intro perfect tense)</p> <p>Role models</p> <p>Festivals</p> <p>Special days</p>	<p>Introduction Perfect tense with avoir</p> <p>Introduction of irregular verbs</p> <p>Introduction of perfect tense with être</p>
<p>Term 2</p> <p>To be able to talk about our free time using the past, present, future and conditional tenses.</p>	<ul style="list-style-type: none"> • Hobbies • Plans for next weekend • Description of past events • Wishes for the future • Role models 	<ul style="list-style-type: none"> • Present tense reflexive verbs • Using modal verbs + infinitive • Revision of comparisons and superlatives • Other expressions followed by infinitive verbs • Using four time frames • Conditional tense with j'aimerais • Using 4 tenses together
<p>Term 3 and 4</p> <p>Describing home town and region, talking about a past and future holiday</p> <p>*Deeper vocabulary knowledge of a wider range of topics</p> <p>Awareness of French geography</p> <p>Cultural awareness of pros and cons of different kinds of travel</p>	<p>Places in a town</p> <p>Holiday activities</p> <p>Opinions and justification</p>	<ul style="list-style-type: none"> • Adjective Agreement revision • Comparisons and superlatives • Use of 4 different tenses • Use of articles before nouns • Complex opinions • Direct object pronouns • Possessive adjectives • Expressions followed by infinitive • Revision of past tenses and irregular verbs. • Future expressions

		<ul style="list-style-type: none"> • Future tense • Si j'étais riche, j'irais...
Terms 5 and 6 Describing your school	Subjects Describing teachers Advantages of certain subjects	<ul style="list-style-type: none"> • Adjective Agreement revision • Comparisons and superlatives • Use of 4 different tenses • Use of articles before nouns • Complex opinions • Direct object pronouns • Possessive adjectives • Expressions followed by infinitive • Revision of past tenses and irregular verbs. • Future expressions • Future tense • Si j'étais la directrice, je changerais ...
YEAR 11 (GCSE course)		
Term 1 and 2: Future plans, study and work *Use combinations of different tenses (present, preterite, future, imperfect, perfect, pluperfect, subjunctive...) *Initiate, develop, sustain and expand longer conversations and discussions independently. *Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures. *Deeper vocabulary knowledge of a wider range of topics and use of uncommon words	T1 and T2 Units: <ul style="list-style-type: none"> • Jobs • Pocket money • Work experience • Use of languages outside the school • Applying for Jobs-CV • Future plans • Gap year 	<ul style="list-style-type: none"> • Use of 4 different tenses • Infinitive constructions • Infinitive of reflexive verbs • past continuous • Subjunctive • use of lo in lo que and lo + adjective • Si clauses with present and future • Double verb structures (tener la intención de/tener ganas de/tener el derecho de) • Perfect tense + desde hace • Use of quisiera to express ambitions

<p>Term 3 and 4: Global and international dimension</p> <p>*Use combinations of different tenses (present, preterite, future, imperfect, perfect,pluperfect,subjunctive...)</p> <p>*Initiate, develop, sustain and expand longer conversations and discussions independently.</p> <p>*Translate into the target language longer passages containing a range of less common vocabulary and more complex grammatical structures.</p> <p>*Deeper vocabulary knowledge of a wider range of topics and use of uncommon words</p>	<p>T3 and T4 Units:</p> <ul style="list-style-type: none"> • Environment • Being eco friendly • Healthy lifestyle • Global issues • International events 	<ul style="list-style-type: none"> • Use of 4 different tenses • Modal verbs deber/tener que/hay que + infinitive • si clauses • Conditional • querer + infinitive • Subjunctive (querer que, para que) • Imperfect continuous • Si +subjunctive imperfect + conditional (si fuera.../si tuviera que...) • Es importante que + subjunctive • Verbs of emotion + subjunctive (me preocupa que/me molesta que)
<p>Term 5 Revision and preparation for assessment: Multi theme</p>	<p>T5 Units:</p> <ul style="list-style-type: none"> • Exam techniques • Revision all themes 	<ul style="list-style-type: none"> • Revision of key verbs in different tenses • Use of 4 different tenses • Complex structures • Idioms