

French at King's Academy Ringmer

At KAR, we want our pupils to develop a love of languages, by celebrating and welcoming differences in our world. As teachers of MFL, our aim is to inspire a love of languages as part of their lifelong journey of learning. With the ever changing economic situation, we will open the students' eyes on how learning French or Spanish will be even more important to British companies looking to recruit candidates with language skills and extend links with EU countries and therefore will improve their career prospects and income.

Students will develop listening, speaking, reading and writing skills. Learning a language will help to stimulate and encourage children's curiosity, confidence, social skills and self awareness through the exploration of another language.

At key stage 3, students will learn the foundations of the language and phonics, including grammar and vocabulary linked to topics such as personal description, hobbies, holidays and school. They will learn how to express and justify opinions about current topics as well as developing cultural awareness of the countries that speak the respective language.

At key stage 4, students will build on the foundations from prior years of language learning and apply more complex structures to their work. They will be given opportunities to go on school trips and link with other schools to celebrate the cultural and linguistic elements of the language.

End point	Knowledge acquired	Skills acquired
YEAR 7 Following National Centre for Excellence in Languages Programme (NCELP) Scheme Of Work		
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 	<ul style="list-style-type: none"> ● •Be able to introduce yourself: name, age, interests and nationality ● Gain an awareness of how french sounds; which letters are silent? How are the vowel sounds different?

	<p>(-e)</p> <ul style="list-style-type: none"> •subject pronouns il/elle meaning 'it' •Numbers 1-20 	
<p>Term 2</p> <ul style="list-style-type: none"> •Saying what people do •Saying what we do •Saying what others do (they) • •Saying 'you' (singular and plural) 	<p>Using FAIRE to mean 'do' and 'go'</p> <ul style="list-style-type: none"> •-ER verbs (used with simple present and present continuous meaning) <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 	<p>Phonics:</p> <ul style="list-style-type: none"> •Revisit 'ou' •Revisit SFE (Silent Final 'e') •Revisit 'é (-er, -ez) •Revisit 'en' / 'an', 'on' •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) 	<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 	<p>Phonics:</p> <ul style="list-style-type: none"> •Revisit 'eu' •Revisit 'e' •Revisit 'u', 'eau', 'o' •Revisit 'u' •Revisit Liaison (t- and s-)

	<ul style="list-style-type: none"> •To have, having – AVOIR •To do, doing – FAIRE •possessive adjectives (mon, ma, mes, ton, ta, tes) 	<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 question words •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) 	<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"> •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 	<p>T5</p> <ul style="list-style-type: none"> •ALLER + infinitive (future intention) •Modal verbs - VOULOIR, 	<p>Phonics:</p> <ul style="list-style-type: none"> •Revisit SSC 'qu' •Revisit SSC 'j' •Revisit SSC '-tion'

<p>something</p> <ul style="list-style-type: none"> • Describing things and people 	<p>POUVOIR and DEVOIR</p> <ul style="list-style-type: none"> • 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 ‘-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 • 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 	<p>T6</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 	<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"> • 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

	-RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR	deliberate practice (savoir vs pouvoir) •To be able to refer to future events
YEAR 8		
<p>Term 1</p> <ul style="list-style-type: none"> -Comparing British and French / Francophone schools -Learning to talk about what you study and give your opinions -Comparing rules, timetables and uniform 	<p>Learn vocabulary around: school subjects Clothes Days of the week</p> <p>Opinion verbs</p> <p>Routine verbs .e.g I leave the house I study I eat I play</p>	<p>Having studied the fundamental concepts of French word order, pronunciation and gender rules in year 7, we now move to studying a topic. We can apply the rules to the topic of school.</p> <p>Phonics</p>
<p>Term 2</p> <ul style="list-style-type: none"> •Talking about what you do in your free time Sports and leisure When to use jouer and when to use faire Adding in frequency to enhance communication Giving opinions about different hobbies 	<ul style="list-style-type: none"> •present tense - full paradigm •partitive article for distinguishing between parts and wholes and after 'faire' with sports •quel, quelle, quels, quelles Online hobbies and opinions 	<ul style="list-style-type: none"> •Building the verb lexicon and increasing vocabulary •Regular revisiting of Y7 vocabulary for consolidation
<p>Term 3</p> <p>Family members,</p>	<ul style="list-style-type: none"> •partitive article (du, de la, des, de l') with 	<ul style="list-style-type: none"> •Building the verb lexicon and increasing vocabulary •Regular revisiting of Y7 vocabulary for consolidation

<p>personal description Discussing relationships and reflexive verbs customs around food and festivals</p>	<p>uncountable nouns and unspecified 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>Term 4 Places in a town Saying what your town has / has not got Talking about a typical weekend Arranging to meet someone</p>	<ul style="list-style-type: none"> •verbs like il y a (singular/plural) •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), 	<ul style="list-style-type: none"> •Building the verb lexicon and increasing vocabulary •Regular revisiting of Y7 vocabulary for consolidation

	<p>plusieurs</p> <ul style="list-style-type: none"> •positioning of multiple adjectives •adverb placement in two-verb structures 	
<p>Term 5</p> <p>Holidays and talking about the future</p> <p>Countries</p> <p>The difference between I go and I am going to go</p>	<p>en/au/aux prepositions with countries</p> <p>Full verb of aller</p> <p>Weather</p> <p>Focus on Paris and gathering knowledge of this capital city</p>	<ul style="list-style-type: none"> •Future tense with aller + infinitive <p>Regular revisiting of Y7 vocabulary for consolidation</p> <ul style="list-style-type: none"> •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.
<p>Term 6</p> <p>Consolidation of year 8 and preparation for year 9</p> <p>Working towards end of year exam, practising all topics and increasing fluency in speaking , writing, reading and listening</p>	<p>Increase in speed of response through practice.</p> <p>End of year exam and reflection and reteach</p>	<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 (Introduction GCSE course)</p> <p>We begin with the most accessible topics, and use Free Time and Family to introduce more grammar. Past tense is taught in year 9, and Future tense is practised throughout. We get students used to the tasks that they will be examined on, namely Reading Aloud, Taking dictation, reading and listening for meaning, taking part in spontaneous speech and writing from a prompt.</p>		

<p>Term 1 - Free time in the present tense</p> <ul style="list-style-type: none"> *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 *Translate short passages into the target language *Increase vocabulary knowledge of high frequency phrases and vocabulary around free time. 	<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> <ul style="list-style-type: none"> *To introduce past (perfect) tense *Take part in longer conversations *Translate short passages into the target language (covering 3 tenses and some complex structures) *Increase vocabulary knowledge of free time topic 	<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> <ul style="list-style-type: none"> *To use 4 tenses (present, preterite , imperfect and near future) plus the simple future and conditional tenses *Express opinions with reasons, justifications, details and reference to 	<p>Develop fluency with high frequency language and expand into low frequency language</p>	<ul style="list-style-type: none"> ● Using three tenses together

<p>three time frames (present, future and past)</p> <ul style="list-style-type: none"> * 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 		
<p>Term 5 and 6</p> <p>Consolidation of grammar and free time topic</p> <p>Prepare for 3 minute speaking conversation on all elements of free time topic</p> <p>Celebrate French culture by enjoying a Target language film and writing a review</p> <p>Explore techniques to write longer essays based on free time topic</p>	<ul style="list-style-type: none"> ● Role play vocabulary: clothes shopping and going out with your friends <p>Celebrate French festival of Bastille Day and understand historical and contemporary significance</p>	<p>Vocabulary around celebrations and festivals</p>
<p>YEAR 10 (GCSE course)</p>		
<p>Terms 1 + 2 School</p>	<p>Subjects</p> <p>Describing teachers</p> <p>Advantages of certain subjects</p> <p>Uniform</p> <p>Rules</p> <p>Cultural differences</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 la directrice, je changerais ...
<p>Term 3</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 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 • Future tense • Si j'étais riche, j'irais...
<p>Term 5 and 6 Global and international dimension</p> <p>*Use combinations of different tenses</p>	<p>T3 and T4 Units:</p> <ul style="list-style-type: none"> • Environment • Being eco friendly 	<ul style="list-style-type: none"> • Use of 4 different tenses • Modal verbs pouvoir / falloir / vouloir + infinitive

<p>(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>	<ul style="list-style-type: none"> ● Healthy lifestyle ● Global issues ● International events 	<ul style="list-style-type: none"> ● si clauses ● Conditional ● j'aimerais + infinitive
<p>YEAR 11 (GCSE course)</p>		
<p>Term 1 and 2: Future plans, study and work</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>T1 and T2 Units:</p> <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</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

<p>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</p>		<ul style="list-style-type: none"> ● 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