

Y7 French

End Point	Key Knowledge	Key Skills	Reading & Oracy	Key Vocabulary	Numeracy	Common Misconceptions
Y7 T1 All about me	Using <i>j'aime</i> and contrasting <i>je n'aime pas</i> . Talking about another person, using 3rd person. Emphasis on phonics & correct pronunciation.	7.1 understand familiar chunks in listening & reading. 7.2 pronounce phonics correctly, 7.3 understand and use a range of opinions	Term 1 Knowledge Organiser. Parallel text, 14 phrases in English & French. Reading in French & English is required every lesson. Reading High 5 scheme. Recognition of common cognates Say a simple sentence expressing an opinion and a noun. Extracting an opinion.	Basic range of opinions, all French vocabulary listed in Knowledge Organiser. -opinion -pronoun -phonic -cognate -pronunciation	Numbers 1-12 Simple sums	Phonic errors, Sounding an S or H. car = because Use of avoir with age; j'ai onze ans

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Y7 T2 My school	Use of 1st person verbs to express opinion. Developing responses with <i>car/parce que</i> , giving a reason and using adjectives. Simple idea of adjectival agreements.	<p>7.2 pronounce phonics correctly</p> <p>7.6 understand & use some sequencers and or/time phrases</p> <p>7.7 say write and translate sentences from memory</p>	Term 2 - Knowledge Organiser. Reading time and matching skills through reading. Reading some French handwriting. Reading High 5 scheme. Give a statement about likes/dislikes at school.	<p>School vocabulary. Numbers 1-30 to facilitate time, within Knowledge Organiser</p> <p>-opinion</p> <p>-verb</p> <p>-adjective</p> <p>-sixième</p> <p>-pronoun</p>	<p>Telling the school time</p> <p>Analog clock.</p> <p>At 8.30...</p> <p>Working with digital numbers 1-60.</p>	<p>Correct inclusion of <i>c'est</i> in sentence.</p> <p>Use of <i>heures</i> in time phrases.</p> <p>Concept of collège. Cognate confusion.</p>

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Y7 T3 Free time	Expansion of 3rd person verb forms (regular) and with negative, <i>il n'aime pas</i> . Infinitive constructions, <i>il aime jouer, elle déteste faire</i> . Introduction to <i>quand</i> with more complex structures	<p>7.3 understand & use a range of opinions</p> <p>7.5 Understand and use adjectives to give reasons for opinions</p> <p>7.6 understand & use some sequencers and or/time phrases</p>	<p>Term 3- Knowledge Organiser.</p> <p>Reading grids and longer sentences.</p> <p>Reading High 5 scheme.</p> <p>Recognition of previous time phrases & connectives and opinions.</p> <p>Extracting detail. Extended reading exercises in KO.</p> <p>Answer a question to describe what your hobby is.</p>	<p>Opinion verbs on freetime & sports vocabulary. - Weather, in extended sentences, using a sub-ordinate clause.</p> <p>-idiomatic phrases (le top)</p> <p>-infinitive verb</p> <p>-pronoun (3rd person)</p>	Dates in French (1-31)	<p>Il fait/il est in weather.</p> <p>Faire de</p> <p>Jouer à</p> <p>Mon frère j'aime l'équitation/la natation</p>

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Y7 T4 Where I live	Use <i>on peut</i> and <i>il ya /il n'y a pas de</i> . Basic use of the conditional to say what you would like to have in your town, <i>j'aimerais</i> . Contrasting opinions and of objects/towns. Continued use of sequencers.	7.1 understand familiar chunks in listening & reading. 7.3 understand & use a range of opinions 7.5 understand & use adjectives to give reasons for opinions	Term 4 Knowledge Organiser. Parallel text, 8 chunks in English & French. Reading in French & English is required every lesson. Reading High 5 scheme. Recognition of common cognates in town. Reading activities based on gathering information from/ answering questions from written texts (KO) State what is in your town & what is not.	Vocabulary around a town with extended sentences. within Knowledge Organiser -verb - tense change -conditional tense -idiomatic phrase -pronoun Places in Paris, proper nouns.		Written errors around “il y a” and the negative form On peut + 2nd verb La gare (meaning)

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Y7 T5 You're cool! TV cinema and music	Correct noun/adjective word order. les films romantiques revisiting adjectives and simple agreements. Contrasting opinions and use of jamais . Extending sentences and developing ideas.	7.2 pronounce phonics correctly 7.5 understand & use adjectives to give reasons for opinions 7.6 understand & use some sequencers and or/time phrases	Term 5 Knowledge Organiser. Parallel text, 16 chunks in English & French. Reading High 5 scheme. Reading from several grids in KO. Constructing sentences via reading. Recognition of common cognates in film/TV genres. Answer questions around what you & your family like to watch.	Vocabulary around film/TV genres with extended sentences. within Knowledge Organiser -verb - structure -connective -adjective -pronoun -contrast		Mon père j'aime Word order Spelling; d'habitude, horreur De; les films de..
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Y7 T6	Listening, reading and speaking skills,	7.1 understand familiar chunks in	Term 6 Sentence builder to	Vocabulary around pets and their	Numbers	genders(animals) and adjectives.

Pets	listening for information & detail. Conditional, <i>je voudrais</i> . Cultural theme, pets and at home.	listening & reading. 7.5 understand & use adjectives to give reasons for opinions 7.7 say write and translate sentences from memory	construct sentences. Reading High 5 scheme. Constructing a paragraph, with correct punctuation about a pet.	physical/character traits. Using negative to say what pets are not and what they do not have.		Pas + de (removal of indefinite article) conjunction-qui
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Y8 French

End Point	Key Knowledge	Key Skills	Reading & Oracy	Key Vocabulary	Numeracy	Common Misconceptions
Y8 T1 Les Vacances (Holidays)	Introduction of future tense. Questioning in the present and future tenses. Comparing the present and the future tense. Stating opinions and using a range of time phrases and	8.2 Predict pronunciation of new words. 8.4 Understand and use present and near future tense in familiar chunks.	Term 1. Knowledge Organiser parallel text. Reading High Five. Answer questions about present and future holiday plans and experiences.	Questioning. Present and Future tense conjugation. Range of opinions and using a range of sequencers and time phrases and connectives and vocabulary listed in Knowledge Organiser.		Future vs Present tense e.g. Je vais = I go / I'm going Je vais aller = I'm going to go

	connectives in two time frames.	8.6 Understand and use sequencers and time phrases effectively.		-opinion -sequencers -time phrases -connectives		
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Y8 T2 Bonnes Fêtes! (Celebrations)	Continue understanding and using future tense. Continuation of comparison of present tense and future tense. Further opinions. Use of a range of sequencers, connectives and time phrases in two time frames.	8.1 Understand familiar chunks in new contexts, demonstrate previous knowledge. 8.4 Understand and use present and near future tenses in familiar chunks. 8.6 Understand and use sequencers and time phrases effectively.	Parallel Text and narrow reading texts in the KO using Bexhill High Five reading strategies. Class speaking tasks describing present and future celebrations.	The near future tense. Near future tense time phrases. Present tense. Present tense time phrases. Opinion phrases. Sequencers.	Birth dates.	When to use 'C'est' and 'Ça va être'.

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Y8 T3 <i>En Pleine Forme</i> (Healthy Living)	Talking about current eating habits and near future resolutions to lead a healthier lifestyle in the future. Using <i>j'aime / je n'aime pas</i> . Using <i>ma sœur aime</i> and <i>il/elle n'aime pas</i> . Using adverbs of frequency and sequencers.	8.3 Understand and describe opinions of others. 8.5 justify opinions using a subordinate clause.	Parallel Text and narrow reading texts in the KO using Bexhill High Five reading strategies. Sentence Builders 1 & 2 and class speaking tasks describing other's opinions.	Present tense. Near future tense. Verb infinitives. Negative expressions. Opinions. Justification. Adverbs of frequency. Sequencers.		Understanding 'plus de' & 'moins de' in a sentence to get an accurate translation. To understand when to use 'Je vais' + infinitive & 'Ça va être' to describe what one is going to do and what it's going to be like.
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Y8 T4 <i>Mon Héro</i>	To discuss the characteristics of celebrities we admire	8.1 Understand familiar chunks in new contexts,	Parallel Text and narrow reading texts in the KO	Present tense. Near future tense.		Not all adjectives need to change to agree with who

(Describing A Role Model)	<p>in the present tense and introduce the conditional to discuss wanting to meet them in real life.</p> <p>Using the verb <i>il/elle a</i> to describe others physical traits. Using the conditional <i>je voudrais/ j'aimerais</i> and <i>ce serait</i>. Using <i>puisque</i> to form a subordinate clause.</p>	<p>demonstrate previous knowledge.</p> <p>8.5 Justify opinions using a subordinate clause.</p>	<p>using High 5 reading strategies.</p> <p>Sentence Builders 1 & 2 and class speaking tasks describing the positive characteristics of a role model.</p>	<p>Verb infinitives. The conditional. Personality descriptions. Physical descriptions. Justification. Sequencers. Time phrases. Connectives.</p>		<p>they are describing; Eg 'rigolo' & 'drôle'</p>
End Point	Key Knowledge	Key Skills	Reading & Oracy	Key Vocabulary	Numeracy	Common Misconceptions
<p>Y8 T5</p> <p>La Technologie (Technology)</p>	<p>To discuss the use of technology during free-time in the present tense as well as future intentions in regard to the use of technology, complete with time phrases and opinions.</p>	<p>8.3 Understand & describe the opinions of others.</p> <p>8.7 Say, write & translate sentences using two tenses from memory.</p>	<p>Parallel Text and model answers texts in the KO using Bexhill High Five reading strategies.</p> <p>Sentence Builder 1 and class speaking tasks describing what we do with</p>	<p>Core questions. Present tense. Near future tense. Verb infinitives. Time phrases. Reasons. Justification. Connectives.</p>		<p>Present vs near future tense - to help students understand that there are 3 parts to forming the near future tense (eg Je vais + verb infinitive) and only two to form the present tense (the pronoun & the</p>

			technology.			conjugated form of the verb)
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Y8 T6 Ma famille (My family)	To be able to talk about how many members of our family there are and how we get on with a variety of members of the family with reasons. We will be looking at adjective agreement and word order.	8.1 understand familiar chunks in new contexts, demonstrate previous knowledge. 8.3 understand & describe the opinions of others	Bexhill High Five reading strategies. Sentence Builder 1 and class speaking tasks describing members of the family.	Present tense. Opinions. Reasons. Adjectives. Masculine / Feminine		Adjective Agreement - to address the misconception that adjectives in French work like they do in English, in that they don't change for masculine & feminine nouns.
Y9 French						
End Point	Key Knowledge	Key Skills	Reading & Oracy	Key Vocabulary	Numeracy	Common Misconceptions
Y9 T1 Ma Zone (My Area)	<i>Je vais faire /jouer /voir/aller</i> <i>J'ai fait/joué/vu / Je suis allé(e)</i> <i>Il y a/il n'y a pas de &</i> other negative structures. Use of three time frames.	9.2 read aloud with confidence 9.4 understand and use present past and near future tenses in	SB 1 - Past and future tense. SB 2 - Present tense and opinions. Talk about what you are going to	Present tense/ past tense/ near future tense. Time phrases. Infinitive phrases. Opinion phrases. Reasons		Mis-understanding of time phrases to form the future and past tense phrases. Thinking short sentences are enough.

		familiar chunks with some ambiguity 9.5 understand and give developed responses involving opinions in (at least) two time frames	do and what you did in your area with opinions.			
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Y9 T2 <i>Mon Lycée</i> (My School)	To give and justify opinions on school subjects. To talk about the school day in three tenses.	9.6 understand and use sequencers and time phrases in different tenses 9.7 say, write and translate sentences using three tenses from memory	SB1 - Opinions on school subjects. SB2 - Talking about the school day in 3 tenses using 3 pronouns. Narrow reading Spot how many Who...?	Time phrases & sequencers. Adjectives & reasons. Preferences. Pronouns: I, He, She, We. Tenses: Present Past (Imperfect) Near future		Negatives in French (using ne ... pas)
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						Misconceptions
Y9 T3 Au Bahut (The World of Work)	To describe our strengths in terms of our character and personality and how this will lead to which job we are going / would like to do (using the conditional 'je voudrais' / 'j'aimerais').	9.1 understand familiar chunks in new contexts, demonstrate previous knowledge in some longer texts. 9.5 understand and give developed responses involving opinions in two time frames.	SB1 Bexhill High Five reading strategies. Narrow reading questions, Find someone who, Read aloud, Response cards	Character / Personality descriptions Jobs Reasons Future wishes		Using the indefinite article in French (as in English) when talking about what job you are going / would like to do, eg writing 'Je voudrais être un pilote' rather than 'Je voudrais être pilote'
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Y9 T4 Un Monde Vert (The Environment)	Present tense verbs using a range of pronouns. Using time phrases to specify when. Infinitive structures. Using 3 tenses.	9.3 understand and describe what others do using contrast 9.7 say, write and translate sentences using three tenses from memory	Narrow reading in 3 tenses, Bexhill High Five reading strategies. Spot the differences.	Things you can recycle, switch off, do to look after the environment. Time phrases, 3 tenses, reasons, connectives.		Past vs present tense - three parts to forming the past tense, two parts to form the present tense.

			Speaking: reading aloud, pyramid translation, Delayed repetition			
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Y9 T5 Qui Suis-Je? (Character & Physical Descriptions)	-Hair, eyes, facial hair etc -Character, including negatives -Adjective agreement	9.1 understand familiar chunks in new contexts, demonstrate previous knowledge in some longer texts 9.2 read aloud with confidence 9.3 understand and describe what others do, using contrast	Sentence builder 1 Sentence Builder 2 Sentence Builder 3 Talk about your own and others' physical characteristics and personality traits. Be able to use the verbs ' <i>être</i> ' and ' <i>avoir</i> ' in the present tense.	-Conjugation -Opinion -Connectives -Adjective agreement -Negatives		Adjective Agreement Word Order
Y9 T6 Chez moi (At home)	Describe where we live,	9.1 understand familiar chunks in new contexts.	SB1 Bexhill High Five	Likes/Dislikes, Masculine/ Feminine		Correct use of the indefinite article - unlike in English,

	The rooms in our building, What there is in each room.	9.2 read aloud with confidence	reading strategies. Delayed repetition, Mind reader, Delayed dictation	indefinite article, Adjectives in masculine & feminine form		nouns are either masculine or feminine and need the correct indefinite article.
Y10 French						
End Point	Key Knowledge	Key Skills	Reading & Oracy	Key Vocabulary	Numeracy	Common Misconceptions
Y10 T1.1 On s'entend bien <i>Relationships with others.</i>	-getting on with friends and family -qualities of a good friend -why we argue	Steps to Success, Expected and Exceeding. Reflexive verbs.	Language Gym reading exercises Speaking Booklet Section 1 Answer 3 key questions (3 tenses)	Sentence builder 1 - les qualités d'un bon ami Sentence builder 2 - saying why I get along with people		Misuse of reflexive pronouns When and how
Y10 T1.2 Ma techno <i>Use of technology and social media.</i>	-phones, use of internet and social media -advantages and dangers of social media	Steps to Success, Expected and Exceeding. Modal verbs.	Answer 3 key questions Narrow reading Language gym reading	Sentence builder 3 My technology, Sentence builder 4 avantages et inconvenients		
Y10 T2.1		Steps to Success,	Answer three key	Sentence builder 7		Matching time

<p>Bon voyage!</p> <p><i>Holidays, range of tenses.</i></p>	<p>-holidays in three time frames -where I would like to visit</p>	<p>Expected and Exceeding. Conditional.</p>	<p>questions seneca practice</p>	<p>en vacances</p>		<p>frame / tense / opinion</p>
<p>Y10 T2.2</p> <p>Ma ville</p> <p><i>Describing where you live.</i></p>	<p>-describing my town and region -where I would prefer to live and why</p>	<p>Steps to Success, Expected and Exceeding. Comparative & superlative.</p>	<p>Answer 3 key questions Narrow reading - the conditional</p>	<p>Sentence builder 6 Dans ma ville (adjectives) Steps to success/expected</p>		<p>Adjectival agreement and comparisons Use of y</p>
<p>Y10 T3</p> <p>C'est injuste!</p> <p><i>School life and studies</i></p>	<p>-school subjects and opinions -opinions of teachers -school rules -uniform -usual school routine -ideal school</p>	<p>Steps to Success, Expected and Exceeding. Modal verbs 2 complex opinions with reasons.</p>	<p>Exam past paper reading questions, strategies discussed in class, demonstrated and practised. (ID/WD/YD)</p>	<p>Sentence builders 8: a typical school day Sentence builder 9: School subjects and opinions</p>		<p>An opinion and reason is simple and unsophisticated.</p>
<p>Y10 T4</p> <p>Au bahut</p> <p><i>Household chores, part time jobs and future plans.</i></p>	<p>-what I do to help at home -what others do (or not) -part time jobs -career ambitions and reasons</p>	<p>Steps to Success, Expected and Exceeding. avoir phrases using the imperfect tense</p>	<p>Exam style reading and listening questions (listening requiring pre-reading and annotation)</p>	<p>Sentence builder 10: Helping at home, present & opinions SB11: Helping at home, present and past</p>		<p>I need to understand everything to answer a listening question.</p>

Y10 T5 EoY EXAM Ce qui me concerne le plus <i>Social issues, environment, transport</i>	-environmental issues and solutions (transport) -social issues, volunteering -exam skills	Steps to Success, Expected and Exceeding. Modal verbs in the conditional	Exam style reading and listening questions (listening requiring pre-reading and annotation)	SB12: Environment present SB13: Environment solutions present (Higher: Future)		I have to understand everything to answer a reading question.
Y10 T6.1 Exam skills	-rubric practice -planning speaking and writing -extending speaking and writing -revision skills	Steps to Success, Expected and Exceeding. TRACTORS Planning and revision.	Reading and Listening papers, translation.	Revision of all this year's material, to include specific questions in preparation for speaking exam.		
Y11 French						
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Y11 T1	Vocabulary all	Steps to Success,	Reading and	All themes and		Multiple choice is

<i>Exam skills: prep for mock 1 C2, 3 & 4</i>	themes Exam rubrics False friends Tenses Extending answers, TRACTORS	Expected and Exceeding.	Listening papers, writing rubric	sentence builders		easy.
Y11 T2 <i>Exam skills: prep for mock speaking</i>	Focus on Theme 1: Lifestyle Theme 2: France and french speaking countries Theme 3: Current study -role plays -question forms -picture description -conversation skills -speaking in three time frames -extending answers	Writing a 'good' answer Preparation and revision techniques Dealing with unpredictable questions 12 minute prep Asking questions	Speaking rubrics, practising choral answers, individual answers. Speaking to a friend / family member / teacher.	All themes and sentence builders.		Reading it over the day before is enough.
Y11 T3 Exam skills: prep for Mock 2	Vocabulary all themes Exam rubrics False friends Tenses Extending answers, TRACTORS	Reading and listening skills	Reading and Listening papers, writing rubric	All themes and sentence builders.		
Y11 T4 Speaking exam	All themes. -role plays -question forms	Writing a 'good' answer Preparation and revision				

	<ul style="list-style-type: none"> -picture description -conversation skills -speaking in three time frames -extending answers -giving complex opinions -using sophisticated structures 	techniques Dealing with unpredictable questions 12 minute prep Asking questions Rescue techniques Accuracy of tenses, range of tenses				
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