

## Longcroft School Curriculum Overview French



# LONGCROFT

—SCHOOL AND SIXTH FORM COLLEGE—

### Longcroft School Mission Statement

Longcroft strives to be a positive, warm and welcoming school where pupils aim to do their very best and, with great heart, thought and vision, take pride in their achievements and those of our community. By constantly challenging our pupils to excel, we nurture aspiration and strive to cultivate a lifelong love of learning in our young people. We provide a creative, safe, inclusive and caring environment where every child is known and cared for as an individual. In this climate, every young person has the opportunity to thrive as they develop in personality, character and intellect and become a highly successful learner and individual.

# Longcroft School Curriculum Overview

## French

### Introduction

This document outlines the curriculum and key considerations including:

- Aims and purpose
- Alignment with the whole school provision and curriculum intent
- A summary programme of study which includes sequencing of taught content

### We use the National Curriculum as our statutory foundation and broadly share its principles and aims including:

- ‘To provide pupils with an introduction to the essential knowledge that they need to be educated citizens. To introduce pupils to the best that has been thought and said; and help engender an appreciation of human creativity and achievement’.
- To prepare students to be confident in themselves, to have a fulfilled and successful life beyond our school - one where they contribute positively to society.
- Our statutory curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond statutory specifications.
- Provision of a framework of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.
- The wider school curriculum includes an extensive range of opportunities and activities that are routinely available to students, are inclusive and reflect our diverse community.

### Inclusion

In accordance with our school curriculum statement, teachers will set high expectations for every pupil. They should plan stretching work for all pupils, including those whose attainment is significantly above the expected standard. There is an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Evidence based approaches must be taken to respond to specific needs including students with special educational needs and those for whom English is not their first language; and be regularly reviewed. Teachers must at all times take account of their duties under equal opportunities legislation and act consistently with our vision and values.

### Numeracy and literacy

Teachers should take opportunities to develop pupils’ mathematical fluency, spoken language, reading, writing and vocabulary within their specific discipline and in line with the expectations laid out in our school curriculum statement.

### Purpose of study

‘Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.’ *Adapted from National Curriculum, DfE, 2014.*

### Aims

The Longcroft School and Sixth Form curriculum for languages aims to ensure that all pupils:

- understand and respond to **spoken and written language** from a **variety of authentic sources**
- **speak with increasing confidence, fluency and spontaneity**, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can **write at varying length, for different purposes and audiences**, using the **variety of grammatical structures** that they have learnt

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- discover and develop an **appreciation of a range of writing** in the language studied.
- are prepared to **effectively articulate their knowledge and skills** in the way that best represents these in statutory assessments such that they have the requisite outcomes to enable the widest access of opportunity.

### **Subject Curriculum Vision**

At Longcroft we will empower all our students to develop a global perspective. We provide the language skills, cultural knowledge and understanding to enrich our students' experience and to provide opportunities for our students to pursue their own talents and interest on the global stage. MFL lessons are engaging and well resourced. We aim to foster a lifelong passion for other languages and cultures and an appreciation of diversity.

*'You live a new life for every new language you speak. If you know only one language, you live only once'. Czech Proverb.*

*'One language sets you in a corridor for life. Two languages open every door along the way'. (Linguist Frank Smith)*

Our curriculum reflects our core school values of Great Heart, Great Thought and Great Vision:

#### Great Heart

The MFL curriculum delivers a rich linguistic and cultural experience. Students develop an acceptance and understanding of other cultures, whilst enjoying the unique celebrations and festivals of the French speaking world. Our curriculum engenders a tolerance and curiosity of other peoples and nations whilst developing a pride in their own sense of identity and place in the world.

#### Great Thought

*'He who knows no foreign language know nothing of his own'. (Goethe)*

MFL lessons challenge all pupils through an enriching and engaging curriculum delivered by a team of experienced and enthusiastic practitioners whose love of language learning shines through in every lesson. We firmly believe that learning a foreign language develops a deeper and richer understanding of the students' mother tongue. Languages offer deep social and cultural capital across the curriculum.

#### Great Vision

Our curriculum fosters opportunity and promotes aspiration and social mobility. Travel broadens student minds and provides unforgettable experiences. Having another language opens doors and provides opportunities for students to change their lives for the better, improving employment and Further Education prospects. Former students and language professionals visit Longcroft to share their experiences of using languages in their lives and careers.

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### Key subject skills

AO1	AO2	AO3	AO4
<p><b>Listening - understand and respond to different types of spoken language</b></p> <ul style="list-style-type: none"> <li>➤ demonstrate general and specific understanding of different types of spoken language</li> <li>➤ follow and understand clear standard speech using familiar language across a range of specified contexts</li> <li>➤ identify the overall message, key points, details and opinions in a variety of short and longer spoken passages, involving some more complex language, recognising the relationship between past, present and future events</li> <li>➤ deduce meaning from a variety of short and longer spoken texts, involving some complex language and more abstract material, including short narratives and authentic material addressing a wide range of contemporary and cultural themes</li> <li>➤ recognise and respond to key information, important themes and ideas in more extended spoken text, including authentic sources, adapted and abridged, as appropriate, by being able to answer questions, extract information, evaluate and draw conclusions.</li> </ul>	<p><b>Speaking - communicate and interact effectively in speech</b></p> <ul style="list-style-type: none"> <li>➤ communicate and interact effectively in speech for a variety of purposes across a range of specified contexts</li> <li>➤ take part in a short conversation, asking and answering questions, and exchanging opinions</li> <li>➤ convey information and narrate events coherently and confidently, using and adapting language for new purposes</li> <li>➤ speak spontaneously, responding to unexpected questions, points of view or situations, sustaining communication by using rephrasing or repair strategies, as appropriate</li> <li>➤ initiate and develop conversations and discussion, producing extended sequences of speech</li> <li>➤ make appropriate and accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, with reference to past, present and future events</li> <li>➤ make creative and more complex use of the language, as appropriate, to express and justify their own thoughts and points of view</li> <li>➤ use accurate pronunciation and intonation to be understood by a native speaker</li> </ul>	<p><b>Reading - understand and respond to different types of written language</b></p> <ul style="list-style-type: none"> <li>➤ understand and respond to different types of written language</li> <li>➤ understand general and specific details within texts using high frequency familiar language across a range of contexts</li> <li>➤ identify the overall message, key points, details and opinions in a variety of short and longer written passages, involving some more complex language and recognising the relationship between past, present and future events</li> <li>➤ deduce meaning from a variety of short and longer written texts from a range of specified contexts, including authentic sources involving some complex language and unfamiliar material, as well as short narratives and authentic material addressing relevant contemporary and cultural themes</li> <li>➤ recognise and respond to key information, important themes and ideas in more extended written text and authentic sources, including some extracts from relevant abridged or adapted literary texts</li> <li>➤ demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw inferences in context and recognise implicit meaning where appropriate</li> <li>➤ translate a short passage from French into English.</li> </ul>	<p><b>Writing - communicate in writing</b></p> <ul style="list-style-type: none"> <li>➤ communicate effectively in writing for a variety of purposes across a range of specified contexts</li> <li>➤ write short texts, using simple sentences and familiar language accurately to convey meaning and exchange information</li> <li>➤ produce clear and coherent text of extended length to present facts and express ideas and opinions appropriately for different purposes and in different settings</li> <li>➤ make accurate use of a variety of vocabulary and grammatical structures, including some more complex forms, to describe and narrate with reference to past, present and future events</li> <li>➤ manipulate the language, using and adapting a variety of structures and vocabulary with increasing accuracy and fluency for new purposes, including using appropriate style and register</li> <li>➤ make independent, creative and more complex use of the language, as appropriate, to note down key points, express and justify individual thoughts and points of view, in order to interest, inform or convince</li> <li>➤ translate sentences and short texts from English into French to convey key messages accurately and to apply grammatical knowledge of language and structures in context.</li> </ul>

### Building on prior learning - *What can students do by the end of KS2?*

By the end of KS2, students should be able to do the following in relation to each of the following main strands highlighted in the national Key Stage 2 Framework for Languages:

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<p><b><u>Oracy:</u></b></p> <ul style="list-style-type: none"> <li>➤ Listen to and understand the main points and some detail from a short, spoken passage</li> <li>➤ Give a presentation in a clear audible voice</li> <li>➤ Converse briefly without prompts</li> <li>➤ Enjoy listening and speaking confidently</li> </ul> <p><b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>➤ Read aloud with confidence, enjoyment and expression, in chorus or individually</li> <li>➤ Read and understand the main points and some detail from a short, written passage</li> <li>➤ Write several sentences from memory</li> <li>➤ Develop a short text using a model</li> </ul> <p><b><u>Intercultural Understanding:</u></b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate understanding of and respect for cultural diversity</li> <li>➤ Present information about an aspect of another country</li> </ul>	<p><b><u>Knowledge about Language:</u></b></p> <p>a) <b><u>Oracy:</u></b></p> <ul style="list-style-type: none"> <li>➤ Recognise the importance and significance of intonation.</li> <li>➤ Use knowledge of language to present information and personal ideas.</li> <li>➤ Notice and manipulate agreements.</li> <li>➤ Use knowledge of words, text and structure to make meaning, using simple language spontaneously.</li> </ul> <p>b) <b><u>Literacy:</u></b></p> <ul style="list-style-type: none"> <li>➤ Use knowledge of form including, where appropriate, plurals and notions of gender to improve access to a range of texts</li> <li>➤ Apply knowledge of word order and sentence construction to support the understanding of written text.</li> <li>➤ Use knowledge of the language features, style and layout of different texts to support understanding.</li> <li>➤ Apply knowledge of words and text conventions to build meaningful sentences and short texts.</li> </ul> <p>c) <b><u>Intercultural Understanding:</u></b></p> <ul style="list-style-type: none"> <li>➤ Devise questions for authentic use.</li> <li>➤ Recognise that languages have different ways of expressing social relationships.</li> <li>➤ Create spoken and written language using simple sentences.</li> </ul>	<p><b><u>Language Learning Strategies:</u></b></p> <p>a) <b><u>Planning, analysing and evaluating ways of learning:</u></b></p> <ul style="list-style-type: none"> <li>➤ Discuss language learning</li> <li>➤ Discuss and try out different learning strategies</li> <li>➤ Plan and prepare themselves for a language activity</li> <li>➤ Analyse what they need to know in order to carry out a task</li> <li>➤ Use knowledge of English or other languages to help learning and understanding</li> <li>➤ Direct all their attention to what they need in order to understand a spoken or written text</li> </ul> <p>b) <b><u>Communicating: understanding and being understood:</u></b></p> <ul style="list-style-type: none"> <li>➤ Use gesture or mime to show they understand</li> <li>➤ Recognise words which the teacher mouths silently</li> <li>➤ Ask someone to clarify or repeat</li> <li>➤ Use grammatical knowledge to help understand someone speaking</li> <li>➤ Pick out key words when listening</li> </ul> <p>c) <b><u>Practising language:</u></b></p> <ul style="list-style-type: none"> <li>➤ Practise saying new words under their breath</li> <li>➤ Practise saying words aloud</li> <li>➤ Record themselves</li> <li>➤ Practise with a friend</li> <li>➤ Answer in their heads questions asked to other people</li> <li>➤ Try to use the language outside of the classroom</li> <li>➤ Write down words, phrases and sentences</li> </ul> <p>d) <b><u>Memorising:</u></b></p> <ul style="list-style-type: none"> <li>➤ Use a physical response</li> <li>➤ Use a mental association to help to remember words</li> <li>➤ Remember rhyming words</li> <li>➤ Say words to a rhythm</li> <li>➤ Play games to help to remember</li> <li>➤ Read and memorise words</li> <li>➤ Learn a short text by gradually blocking out the words</li> <li>➤ Compare techniques for memorising words</li> <li>➤ Analyse and compare language in English and another language(s)</li> <li>➤ Write things down</li> </ul> <p>e) <b><u>Applying prior knowledge:</u></b></p> <ul style="list-style-type: none"> <li>➤ Apply previous knowledge and clues to help understanding</li> <li>➤ Decode and make meaning based on previous knowledge, language and other cues</li> <li>➤ Sort words into categories</li> <li>➤ Apply known rules when creating new language</li> <li>➤ Integrate new language into previously learnt language</li> <li>➤ Pronounce/read aloud unknown words</li> <li>➤ Use the context of what they see/read to determine some of the meaning</li> <li>➤ Use a word or phrase known in one context or topic in a different topic or context</li> </ul> <p>f) <b><u>Dictionary Skills:</u></b></p> <ul style="list-style-type: none"> <li>➤ Understand why there are two parts to a bilingual dictionary</li> <li>➤ Put words in dictionary order using the first letter of the word and then the first and second letters of the word</li> <li>➤ Use a dictionary to look up spellings and find the meaning of new words</li> </ul>
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Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- listen and read for key details in and understand the gist of short passages, though there may be some mistakes made with this.</li> <li>- transcribe short phrases containing some unknown words by combining phonics</li> <li>- write and speak using sentences joined together with some connectives and extending beyond the minimum.</li> <li>- give some opinions in responses, with justifications at times.</li> <li>- demonstrate solid pronunciation, with key messages clear.</li> <li>- demonstrate the ability to use 1 tense successfully.</li> <li>- produce simple sentences and structures accurately on the whole, though there may still be errors with spelling, verb forms and adjective agreements</li> <li>- translate a range of short sentences on familiar topics, incorporating a variety of different verb forms, into and from English.</li> <li>- use some strategies to work out unknown vocabulary, but find this challenging at times.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- listen and read for key details in and understand the gist of passages containing 2 tenses, though there may be mistakes made with this at times.</li> <li>- transcribe and/or identify the meaning of phrases containing unknown words at times using strategies</li> <li>- respond well using simple structures and sometimes attempt more detailed spoken and written responses successfully</li> <li>- use a variety of opinions and justifications.</li> <li>- make regular correct reference to 2 tenses, though at times these are formed incorrectly.</li> <li>- display sound pronunciation and intonation which allows fairly clear communication.</li> <li>- translate a short text (35 words) containing simple structures and 2 tenses on familiar topics into and from English.</li> <li>- translate sentences which include 'l' forms of verbs in 2 tenses to and from English fairly confidently</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- understand the gist of a lot of what is heard / read, but understanding is not always accurate.</li> <li>- adopt some strategies to work out the meaning of questions and answers to them</li> <li>- understand shorter passages on familiar topics comfortably, though longer passages or unfamiliar topics prove more challenging.</li> <li>- ask questions and give mostly developed spoken and written answers</li> <li>- use past, present &amp; future tenses with a good level of accuracy.</li> <li>- demonstrate fairly good pronunciation and intonation</li> <li>- use justified opinions regularly in my spoken and written language</li> <li>- translate a short text (35 words) containing simple structures, 3 tenses and vocabulary on familiar topics to and from English.</li> <li>- translate sentences which include 'l' forms of verbs in 3 tenses into and from English fairly confidently.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- pick out the main points in long spoken and written passages, giving sound answers in English and sometimes in French.</li> <li>- listen and read for gist fairly confidently, adopting some listening and reading strategies to work out answers to questions.</li> <li>- use a variety of opinions, justifications and some complex structures in my writing / speaking</li> <li>- ask questions and give detailed answers in spoken/ written language.</li> <li>- refer to 3 time frames in my speaking / writing.</li> <li>- demonstrate good pronunciation and intonation</li> <li>- translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar topics with a good level of accuracy into and from English</li> <li>- translate sentences that include different verb forms in 3 tenses to and from English, with occasional errors with spellings, adjective agreements and verb formation.</li> </ul>	<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>- readily understand longer passages. infer answers and work out the meaning of new words from context</li> <li>- identify and understand idiom and expressions</li> <li>- give detailed and accurate answers in both French and English.</li> <li>- respond spontaneously to spoken questions with very good pronunciation &amp; a nice accent.</li> <li>- use a wide variety of grammar, vocabulary (including a range of connectives) and at least 3 time frames correctly with occasional errors.</li> <li>- narrate and develop points fully using clear explanations and justifications.</li> <li>- structure points logically, narrating and developing them fully using clear opinions, explanations and justifications.</li> <li>- translate a text (50 words) containing some complex structures, a variety of tenses and vocabulary on familiar and unfamiliar topics fairly accurately into and from English</li> <li>- work out the meaning of some unknown vocabulary through the use of a range of strategies.</li> <li>- translate complex sentences using different verb forms in 3 tenses into and from English, with occasional errors</li> </ul>

Year	AUTUMN			SPRING			SUMMER		
	Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links	Topics and grammar	Assessment	Future preparation and past links
7	<p><b>Dynamo 1 Module 1: La rentrée - Start of the school year</b> (GCSE theme: Identity and culture) <i>Mon autoportrait</i> Predicting the pronunciation of unfamiliar words / Pronunciation of nasal sounds Different meanings of <i>comment</i> ('how' and 'what')</p> <p><i>Tu est comment? - What are you like?</i> Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (<i>assez, très, trop, un peu</i>) Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences</p> <p><i>As-tu des frères et sœurs? - Do you have any brothers or sisters?</i> Pronunciation of silent 's' on the end of words Using the indefinite article: <i>un, une</i> Using the grave accent Using the singular forms of <i>avoir</i> Recapping letters of the alphabet, including accented letters</p> <p><i>Mon anniversaire - my birthday</i> Giving the date Pronouncing key sounds: <i>qu, r, é, an, on, in</i></p> <p><i>As-tu un animal? - Do you have any pets?</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will start at single word/short phrase level and build to longer, extended sentences including opinions and reasons towards the end of the term.</p> <p>Past links: Builds on any French students may have studied in KS2 (eg: numbers, age, pets, family etc)</p>	<p><b>Dynamo 1 Module 2: En classe - At school</b> (GCSE theme: Current and future study and employment) <i>Point de départ Module 2 (telling the time/school day)</i> Pronunciation of silent 'h' in <i>heures</i> and silent 's' at the end of words Differences between <i>il est neuf heures</i> and <i>à neuf heures</i></p> <p><i>Qu'est-ce que tu penses de tes matières? - What do you think of your school subjects?</i> Using a range of verbs to express opinions: <i>aimer, adorer, détester / Using ne ... pas</i> with <i>aimer</i> Pronunciation of <i>j'aime</i> and <i>tu aimes</i> Using <i>parce que</i> to give reasons for your opinions Using <i>et, mais</i> and <i>parce que</i> to join sentences Using qualifiers to give more detailed opinions (<i>très, vraiment, trop</i>) Starting sentences with <i>Personnellement ...</i> or <i>Moi, perso ...</i> <i>Qu'est-ce que tu portes? - What do you wear?</i> Using <i>on</i> to mean 'we' Position and agreement of colour adjectives Nouns that are singular in French but plural in</p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.</p> <p>Past links: Numbers Connectives Negatives</p>	<p><b>Dynamo 1 Module 5: En ville - In town</b> (GCSE theme: Local, national, international and global areas of interest) <i>Point de départ Module 5</i> Using <i>il y a un / une / des ...</i> and <i>il n'y a pas de ...</i> Learning about the euro</p> <p><i>Où vas-tu le weekend? - Where are you going at the weekend?</i> The conjugation of <i>aller / Using on va</i> and <i>nous allons</i> to say where you go with friends Using <i>aller à +</i> the definite article to say where you go: <i>au / à la / à l' / aux</i> Using the definite article <i>le</i> to convey 'at' (<i>le weekend</i>) and 'on' (<i>le samedi après-midi</i>) Understanding the difference between <i>ou</i> and <i>où</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. All this language is transferable to future topics.</p> <p>Past links: Present tense and key present tense verbs Time expressions Revisiting <i>avoir</i> and <i>être</i>. Sequencers</p>

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<p>Forming the plural of nouns (-s and -x)</p> <p><i>Tu aimes ça ? - Do you like it?</i> Pronunciation of nasal sounds Using the singular forms of <i>aimer</i> + the definite article / Using <i>aimer</i> in negative sentences Using connectives (<i>et, mais, aussi</i>) and word order with <i>aussi</i> Using intonation when asking questions</p> <p><b><u>Dynamo 1 Module 3:</u></b> <b><u>Mon temps libre - My free time</u></b> (GCSE theme: Identity and culture) <i>Qu'est-ce que tu fais ? - What do you do?</i> Reading for gist Recognising and understanding infinitives of -er verbs Translating French infinitives using the gerund in English Using possessive adjectives: <i>mon, ma, mes</i></p> <p><b><u>Point de départ module 3</u></b> Pronouncing the letter <i>g</i> (hard and soft sounds) Predicting the pronunciation of unfamiliar vocabulary</p> <p><i>Tu es sportif/sportive ? - Are you sporty?</i> Pronouncing cognates correctly Conjugation of <i>jouer</i> Using <i>jouer à</i> + the definite article Listening for negatives Position and agreement of adjectives (colours)</p> <p><i>Qu'est-ce que tu fais ? - What do you do?</i> Conjugation of <i>faire</i></p>		<p>English, e.g. <i>un pantalon</i> = trousers Pronunciation of silent 's' at the end of words, e.g. <i>noir / noirs</i></p> <p>Pronunciation of masculine and feminine forms of adjectives, e.g. <i>vert / verte</i></p> <p><i>Un collège super cool ! - A super-cool school!</i> Using <i>Il y a ...</i> and <i>Il n'y a pas de / d' ...</i> Agreeing and disagreeing in French (<i>Je suis d'accord, etc.</i>) Using <i>combien de</i> Using questions to structure a longer piece of writing and finding ideas in other texts Checking work for accuracy</p> <p><i>Ta journée scolaire est comment ? - What is your school day like?</i> Conjugation of -er verbs Working back to the infinitives (from the <i>je</i> or <i>on</i> form) with a list of nine verbs Questions: <i>Qu'est-ce que tu ... ? / Tu ... à quelle heure?</i> Using words in a question to help you start your answer Using sequencers: <i>d'abord, ensuite, puis, après</i></p> <p><i>C'est comment, un collège français ? - What is a French school like?</i> Reading for gist Reading for detail Translation skills: word order is sometimes</p>		<p><i>Tu veux aller au café ? - Do you want to go to the cafe?</i> The conjugation of <i>vouloir</i> Pronouncing words correctly: the silent ending -x / Pronunciation of <i>aujourd'hui</i> / Using intonation when asking questions</p> <p><i>Vous désirez ? - What would you like?</i> Using the correct word for 'you': <i>tu</i> and <i>vous</i> / Being polite Paying attention to pronouns and verb endings and pronouncing them correctly: <i>ils / elles mangent / boivent ...</i></p> <p><i>Qu'est-ce que tu vas faire ? - What are you going to do?</i> Using sequencers: <i>d'abord, puis, ensuite, après</i> Using the near future tense (present tense of the verb <i>aller</i> + an infinitive) Using logic to predict what you might hear in a listening passage</p>	
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<p>Using <i>faire de</i> + the definite article / Using <i>faire de</i> in negative sentences Asking questions with <i>Est-ce que ...?</i> and <i>Qu'est-ce que ...?</i></p> <p><i>Le sport dans les pays francophones - Sport in French-speaking countries</i> Predicting the pronunciation of cognates Using context to work out the meaning of unfamiliar vocabulary Using <i>jouer à</i> and <i>faire de</i> + the definite article</p> <p><i>Tu aimes faire ça? - Do you like doing that?</i> Understanding and recognising infinitives Using <i>aimer</i>, <i>adorer</i> and <i>détester</i> + the infinitive of another verb</p>			<p>different in French and English Listening for cognates which sound different due to French pronunciation</p> <p><b><u>Dynamo 1 Module 4:</u></b> <b><u>Ma vie de famille - My family life</u></b></p> <p><b>(GCSE theme: Identity and culture) (Use Module 1 Unit 4 for Week 3)</b></p> <p><i>Décris-moi ta famille - Describe your family to me</i> Writing complex numbers Using possessive adjectives: <i>mon, ma, mes</i> and <i>ton, ta, tes</i></p> <p><i>Tu est comment? - What are you like?</i> Working out the meaning of unfamiliar vocabulary by looking for cognates Adjective agreement (masculine and feminine singular) Using qualifiers with adjectives (<i>assez, très, trop, un peu</i>) Using the singular forms of <i>être</i> / Using <i>être</i> in negative sentences</p> <p><i>Où habites-tu? - Where do you live?</i> Checking written work for accuracy Using the pronoun <i>nous</i> with regular <i>-er</i> verbs</p>			<p>Reading the questions to help predict the answers before reading a text</p> <p><i>Je vais visiter Paris! - I am going to visit Paris!</i> Using the present and near future tenses together Using time phrases as an indicator of the time frame Pronouncing verb endings that sound the same: <i>-ais, -ait, -er, -é</i> / Pronouncing the liaison: <i>-s</i> at the end of a word followed by a vowel Peer assessment of tenses and pronunciation</p>		
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# Longcroft School Curriculum Overview

## French

			<p><i>On fait la fête!</i> - <i>Let's celebrate!</i> Using strategies to work out the meaning of unfamiliar vocabulary / Using the glossary to look up vocabulary / Looking up the infinitive of verbs The <i>nous</i> form of -<i>er</i> verbs Using the <i>ils</i> and <i>elles</i> form of -<i>er</i> verbs Listening out for pronouns and verb endings Paying attention to pronouns (<i>nous</i> and <i>ils/elles</i>) in reading texts</p> <p><i>Une drôle de famille</i> - <i>A funny family</i> Adapting texts by substituting words / Paying attention to verb forms and adjectival agreement when changing nouns and personal pronouns Checking written work for accuracy: verb forms, adjective agreement, spelling</p>				
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## Longcroft School Curriculum Overview French

<b>8</b>	<p><b><u>Dynamo 2 Vert Module 1: Vive les vacances! - Long live holidays!</u></b> (GCSE theme: Local, national, international and global areas of interest)</p> <p><i>Point de départ, Talking about school holidays</i> The verb <i>avoir</i> The verb <i>être</i></p> <p><i>Qu'est-ce que tu as visité? - What have you visited?</i> The perfect tense of regular -er verbs (<i>visiter</i>) Pupils use opinion adjectives and qualifiers to talk about their holiday</p> <p><i>Qu'est-ce que tu as fait pendant les vacances? - What have you done during the holidays?</i> The perfect tense of regular -er verbs</p> <p><i>Qu'est-ce que tu as fait? - What have you done?</i></p> <p>The perfect tense of irregular verbs Negative sentences in the perfect tense</p> <p><i>Tu es allé(e) où? - Where did you go?</i> Using the perfect tense of verbs which take <i>être</i> Saying 'to' or 'in' with countries (<i>en, au, aux, à</i>)</p> <p><b><u>Dynamo 2 Vert Module 3: À loisir - free-time/hobbies</u></b></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. Students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Present tense common verbs Opinions Qualifiers Sequencers Adjective agreements Places in a town Perfect tense Family members Asking questions Telling the time Negatives Near future tense Hobbies</p>	<p><b><u>Dynamo 2 Vert Module 2: J'adore les fêtes! - I love celebrations!</u></b> (GCSE theme: Identity and culture)</p> <p><i>Point de départ, Understanding dates</i></p> <p><i>C'est carnaval! - It's Carnival!</i> The present tense of regular -er verbs</p> <p><i>La fête de la musique - Music festival</i> The present tense of regular -ir and -re verbs</p> <p><i>Et avec ça? - And with that?</i> Different ways of expressing quantity</p> <p><i>Qu'est-ce que tu vas manger? - What are you going to eat?</i> The partitive article: 'some'</p> <p>The near future tense</p> <p><b><u>Dynamo 2 Vert Module 4: Le monde</u></b></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. At this stage, students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Numbers Opinions + inf Opinion adjectives Time expressions Weather Using TRAPS strategies Pronunciation Food vocab Near future tense Transport vocab Sequencers Modal verbs Family members Telling the time</p>	<p><b><u>Dynamo 2 Vert Module 5: Le sport en direct - live sport</u></b> (GCSE theme: Identity and culture / Local, national, international and global areas of interest)</p> <p><i>Point de départ Talking about sports</i> Using <i>jouer à</i> and <i>faire de</i> (with masculine nouns) Present tense paradigms of <i>jouer</i> and <i>faire</i></p> <p><i>C'est plus amusant! - It's more fun!</i> Adjective agreement Using the comparative (<i>plus que</i>)</p> <p><i>Pour aller au stade? How do I get to the stadium?</i> Asking the way, using <i>pour aller à</i> (+ definite article) Using the imperative (<i>vous</i> form)</p> <p><i>Qu'est-ce qu'il faut faire? - What do you have to do?</i> Using <i>il faut</i> and <i>il ne</i></p>	<p>At the end of every module of work, students will complete either a listening or a reading activity and a translation activity. Whilst translation activities act as a written task, student may also complete a piece of writing from memory. Speaking assessments may be appropriate for an end of year assessment.</p>	<p>AO1-4 covered in lessons and assessments. The listening or reading assessment will develop skill of dealing with unpredictable language.</p> <p>Various GCSE-style activities included in lessons to prepare students for prospect of studying a GCSE language.</p> <p>Students will be able to understand and create longer, more complex sentences using a range of opinion phrases and adjectives. At this stage, students can also use/understand 3 time frames. All this language is transferable to future topics.</p> <p>Past links: Sports and leisure <i>Jouer à</i> and <i>faire de</i> TRAPS strategies M/F nouns Qualifiers Adjective agreements Adjectives of opinion Places in a town Near future tense Present tense Perfect tense <i>Il faut</i></p>
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## Longcroft School Curriculum Overview French

<p>(GCSE theme: Identity and culture)</p> <p><i>Point de départ, Talking about TV programmes, actors and actresses</i> Adjective agreement</p> <p><i>Ma vie numérique - my digital life</i> Asking questions (question word + <i>est-ce que</i> + <i>tu</i> form of the verb)</p> <p><i>On va au ciné? Shall we go to the cinema?</i> The near future tense</p> <p><i>Quels sont tes loisirs? What are your hobbies?</i> Negatives (<i>ne ... pas, ne ... jamais, ne ... rien</i>) Possessive adjectives: <i>son, sa, ses</i></p> <p><i>Tu as fait des achats? - Have you been shopping?</i> Spotting verbs in the perfect tense (regular - <i>er</i> verbs, irregular verbs, verbs which take <i>être</i>)</p> <p><i>Ça, c'est la question! - That is the question!</i> The present and perfect tenses (regular - <i>er</i> verbs, irregular verbs, verbs which take <i>être</i>)</p>			<p><i>est petit - It's a small world</i> (GCSE theme: Local, national, international and global areas of interest)</p> <p><i>Point de départ, Talking about where you live</i> Pronunciation of silent letters and weather expressions.</p> <p><i>Elle est comment, ta région? - What is your region like?</i> Using the verb <i>pouvoir</i></p> <p><i>Qu'est-ce que tu dois faire à la maison? - What do you have to do at home?</i> Using the verb <i>devoir</i></p> <p><i>Ma routine, ta routine - my routine, your routine</i> Reflexive verbs</p> <p><i>J'ai déménagé! I have moved</i> Irregular adjectives: <i>beau, nouveau</i> and <i>vieux</i></p> <p><i>Bienvenue en Corse - Welcome to Corse</i> Using two tenses together (present and past)</p>		<p>Perfect tense Adjective agreements Reflexive verbs</p>	<p><i>faut pas + infinitive</i></p> <p><i>Vous allez bien? - Are you OK?</i> Near future tense</p> <p><i>Allez les futurs champions! - Come on, the future champions!</i> Recognising key questions in different tenses (present, perfect, near future)</p>		
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## Longcroft School Curriculum Overview French

<b>9</b>	<p>Topics and grammar Half term 1: Me, family and friends Relationships with family and friends(T1) Grammar: avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs se disputer/se fâcher/s’entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns</p> <p>Half term 2 Home, town, neighbourhood and region(T2) Grammar: il y a on a c’est prepositions plural partitive article and de after negative pouvoir + infinitive expressions of quantity</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Family and friends(7/9) Revisit and build on present tense, adjective agreement, comparing, interrogatives. New grammar - DO prons and reflexive verbs in this context.</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of</p>	<p>Topics and grammar Half term 3 My studies - school subjects and opinions(T3) Grammar: devoir + infinitive il faut + infinitive (compulsory subjects) parce que/car to express reasons perfect tense regular avoir verbs (choisir/décider de/laisser tomber - options ) two verbs together eg aimer/aime r mieux/ préférer comparative and superlative in expressing opinions about subjects use of tu and vous in informal/formal exchanges Half term 4 Free-time activities Music Cinema and TV(T1) Grammar: consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir extend range of two verbs together adverbs such as d’habitude/normalement clauses introduced by quand/lorsque and si</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links School subjects(7/9) opinions and comparatives. Much more complex language introduced to talk about opinions and options choices.</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language.</p>	<p>Topics and grammar Half term 5: Free-time activities Food and eating out Sport(T1/2)) Grammar: perfect tense with avoir using regular and common irregular verbs (ce que j’ai fait hier soir/le weekend dernier) •simple opinion statements to express how it was (illustration of the imperfect)</p> <p>Half term 6 Customs and festivals in French-speaking countries/ communities(T1 ) Grammar: perfect of verbs with être + agreement rules</p>	<p>Every half term students will complete a Foundation listening or reading paper. They will also complete a writing and a translation activity.</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: activities, food, sports(7) Perfect tense(last half term)</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links Holidays(8) Past tense and perfect tenses(7/8)</p>
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## Longcroft School Curriculum Overview French

	<p>irregular verbs aller/faire</p> <p>ceux qui + verb</p> <p>s'intéresser à</p> <p>enhancing descriptions using qui/que/dont</p> <p>demonstrative adjectives ce, cet, cette, ces</p>	<p>dealing with unpredictable language.</p> <p>Photo cards (speaking and writing) practised in lessons.</p> <p>Past links: House and town covered yr 7.</p> <p>Develop including neighbourhood and region.</p> <p>il y a, on a c'est , aller, faire and some prepositions (7,8,9)</p>			<p>Photo cards (speaking and writing) practised in lessons.</p> <p>Past links Music, cinema TV (7)</p> <p>Present tense regular verbs(7) irregular verbs(7/8)</p>	<p>reflexive verbs in perfect; perfect and imperfect tenses together</p> <p>describing a past event/festival; actions and opinions</p>		
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## Longcroft School Curriculum Overview French

<b>10</b>	<p>September: Me, family, friends-relationships(T1) Grammar avoir and être present tense possessive adjectives adjective agreement rules reflexive verbs se disputer/se fâcher/s’entendre avec comparatives plus que/moins que adverbs of frequency regular verbs in present tense direct object pronouns October: Home,town neighbourhood and region(T2) Grammar il y a on a c’est prepositions</p> <p>plural partitive article and de after negative pouvoir + infinitive expressions of quantity irregular verbs aller/faire ceux qui + verb s’intéresser à enhancing descriptions using qui/que/dont</p> <p>demonstrative adjectives ce, cet, cette, ces</p> <p>November: My studies(t3) Grammar devoir + infinitiv il faut + infinitive (compulsory subjects) parce que/car to express reasons</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: September: Family , friends, relationships(7/9) Adjective agreement(7/8/9) Present tense(7/8/9)</p> <p>Past links: Home and town (7/9) Neighbourhood and region(new) Hay(7/9) aller/faire(7/8/9 - 3 tenses)</p> <p>il y a on a c’est</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments.</p>	<p><u>Topics and grammar</u> <u>January:</u> Social issues Healthy/ unhealthy living (2) Grammar partitive articles with food items recap on devoir/il faut and introduce conditional forms - affirmative and negative il vaut mieux/il vaudrait mieux negativene...jamais previous health habits using imperfect tense</p> <p><u>February:</u> Life at school/ college transfer devoir/pouvoir/il faut/vouloir to school rules context (see si clauses using imperfect and conditional quantity words beaucoup/trop/assez /pas assez + de (including with plurals) perfect tense with avoir using regular and common irregular verbs (ce que j’ai fait comme devoirs)</p> <p><u>March</u> Customs and festivals in French-speaking countries/communities(T1) Grammar perfect of verbs with être + agreement rules reflexive verbs in perfect; perfect and</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Food(8/9) devoir (7/8/9)</p> <p>Past links: School (7/9)</p> <p>devoir/pouvoir (8/9) Perfect tense( school options term 1 yr 10)</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments.</p>	<p>Topics and grammar April: See end of spring term. May Education post-16(T) Grammar: ce qui/ce que ... c’est... sentence pattern building on si clauses with present and future more complex two verb structures (avoir l’intention de/avoir envie de/avoir le droit de)</p> <p>June Mocks</p> <p>June/July Transition to Year 2: Me, my family and friends Marriage/partnership(T1) Grammar: revisiting adjectives to describe and use of qui, que, dont</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>	<p>Future preparation and past links: Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons.</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language.</p>
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## Longcroft School Curriculum Overview French

<p>perfect tense regular avoir verbs (choisir/décider de/laisser to mber - options) • two verbs together eg aimer/aimer mieux/préférer comparative and superlative in expressing opinions about subjects use of tu and vous in informal/formal exchanges</p> <p>December: Free time - music, cinema, TV, food, eating out Sport(T1) Grammar consolidation of present tense including irregular verbs sortir, prendre, mettre, voir, vouloir</p> <p>extend range of two verbs together future tense introduced for eg weekend plans adverbs such as d'habitude/normalement clauses introduced by quand/lorsque and si</p>		<p>The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons.</p> <p>Past links School subjects and opinions (7/9)</p> <p>Future preparation and past links: AO1-4 covered in lessons and assessments. The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons. Past links: Music, cinema TV food and sport(7/8/9) Present tense(7/8/9) - developed here with more irregular verbs Future tense(7/8/9) Other grammar new.</p>	<p>imperfect tenses together describing a past event/festival; actions and opinions</p> <p><u>April</u> Travel and tourism Grammar: consolidation of perfect and imperfect tenses sequencing words, expressions and phrases avant de/après avoir etc/pendant que/depuis/venir de developing greater complexity in spoken and written accounts of past events or experiences weather expressions with faire</p>		<p>The listening or reading paper will develop skill of dealing with unpredictable language. Photo cards (speaking and writing) practised in lessons.</p> <p>Past links Festivals(Y9) Perfect(8/9) être (7/8/9) Opinions(7/8/9)</p> <p>Past links: Holidays(yr 8) Preterite tense(7/8/9)</p>	<p>to describe idea l partner and enhance descriptions en + present participle revision of future tense to outline future plans direct and indirect object pronouns</p>		<p>Photo cards (speaking and writing) practised in lessons.</p> <p>Past links: Family and friends(yr7/9) adjectives to describe people(7/8/9) Future tense(7/9)</p>
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## Longcroft School Curriculum Overview French

11	<p>Topics and grammar September Global issues Environment (T2) Grammar modal verbs linked to behaviours (must do/can do/should do/could do etc) past tense for effects of behaviours on environment si sentences revised for outlining consequences of actions pluperfect tense perspective</p> <p>October Social issues Charity/ voluntary work(T2)</p> <p>Grammar vouloir + infinitive vouloir que + subjunctive il est possible que + subjunctive</p> <p>November Career choices and ambitions(T3) Grammar enhanced statements of possibility including permettre de</p> <p>December Technology in everyday life Social media Mobile techn(T1) Mock exam Grammar revision of past tenses to recount how social media have been used; or life before technology grâce à/sans/avec enhanced statements of possibility including permettre de il est possible que + subjunctive</p>	<p>Assessment Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term. Students will also complete a mock around Christmas.</p>	<p>Future preparation and past links The most challenging subtopics vocabulary , grammar and content wise have been left until yr 11. Past links: verbs with infinitives perfect tense(pluperfect) Present tenses(si)</p> <p>Past links: vouloir present tense(to help with forming the subjunctive)</p> <p>Past links: Jobs/subjects</p> <p>Past links: Mobile phones(yr8)</p>	<p><u>Topics and grammar</u> <u>January:</u> See December February Global issues Poverty/ homelessness Grammar: si j'étais ... à la place de ... with conditional completions il faut + infinitive and il faut que + subjunctive</p> <p><u>March onwards</u> Revisionà la place de ... with conditional completions il faut + infinitive and il faut que + subjunctive</p> <p>March onwards Revision</p>	<p>Assessment: Every half term students will complete a past listening or reading paper at foundation or higher level. They will also complete an appropriate writing activity relevant to the topics studied that half term</p>				
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Longcroft School Curriculum Overview  
French

Enrichment Opportunities

Key stage	
KS3	<p>Use of technology to encourage out of lesson learning</p> <p>Professionals and former students come in to talk to students before options</p>
KS4	<p>P6/lunchtime revision</p> <p>Small group support/intervention with targeted students</p> <p>Use of technology to encourage out of lesson learning</p>
KS5	<p>A level students working with KS 4 pupils to improve speaking skills</p> <p>A level students working with KS 3 classes to support pupils</p> <p>Use of technology to encourage out of lesson learning</p>