

# French

*Our vision in the Modern Foreign Languages department is that all language learners develop the skills and confidence to consider themselves as “World Citizens” contributing to a multicultural, mutually respectful world. The department is committed to developing strong, lifelong linguistic skills and to encourage students to become curious and interested in the world. Ultimately, we want our students to have a love of languages.*

## Key Stage 3 and 4

The French curriculum has been built around the following procedural concepts: Communication and Comprehension (Vocabulary acquisition and phonics), Grammar and language structure and Cultural Awareness.

<b>Communication and comprehension (Vocabulary and Phonics (SSCs Sound Symbol Correspondence))</b>	<b>Grammar and language structure</b>	<b>Cultural awareness</b>
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Overall by the end of the Key Stage, students should be able to:

- Understand and respond to spoken and written language from a variety of sources.
- Speak with increasing confidence, fluency and spontaneity in a variety of situations.
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of French culture.

The table below shows you what the students will study in Key Stage 3

	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
<b>Year 7</b>	<b>Communication and Comprehension</b> <ul style="list-style-type: none"> <li>• Introducing themselves (name, age, birthday)</li> <li>• Letters of the alphabet</li> <li>• Talking about likes and dislikes</li> <li>• Talking about what they have in their bag</li> <li>• Describing themselves and others</li> </ul>	<b>Communication and Comprehension</b> <ul style="list-style-type: none"> <li>• Talking about school subjects</li> <li>• Giving opinions and reasons</li> <li>• Describing the timetable and using the 12 hour clock</li> <li>• Describing the school day</li> </ul>	<b>Communication and Comprehension</b> <ul style="list-style-type: none"> <li>• Talking about sport</li> <li>• Talking about hobbies</li> <li>• Saying what you like doing</li> <li>• Talking about where you live</li> <li>• Saying what you can do in town</li> </ul> <b>Phonics</b>

	<p><b>Phonics</b>          Silent final consonant (SFC)          SSC 'a'          SSC 'i' and 'eu'          SSC 'e' and 'au(eau/o)          Contrast SSC 'u' and 'ou'          Silent Final 'e' and 'é' (-er, -et)          SSC 'en' / 'an', 'on'          SSC '-ain' / '-in', 'è' / 'ê'          SSC 'ai' and 'oi'          SSC 'ch', 'ç' (and soft 'c')          SSC 'qu', 'j' (and soft 'g')          SSC '-tion', '-ien'</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>Essential verbs in the present tense:              To be, being - <b>ÊTRE (c'est)</b>              To have, having – <b>AVOIR</b>              To do, doing - <b>FAIRE</b></li> <li>Adjective agreement (as complement to verb)</li> <li>Indefinite, singular articles and gender</li> <li>Definite articles (le, la, l', les)</li> <li>Regular plural nouns (-s)</li> <li>Yes/no questions with raised intonation</li> <li>Using <b>FAIRE</b> to mean 'go'</li> <li><b>ER verbs</b> (used with simple present and present continuous meaning)</li> <li>Ne pas negation</li> </ul> <p><b>Cultural awareness</b>          Christmas in France</p>	<ul style="list-style-type: none"> <li>Talking about food</li> </ul> <p><b>Phonics</b>          Revisit Silent Final Consonant (SFC)          Revisit 'a'          Revisit 'i'          Revisit 'eu'          Revisit 'e'          Revisit 'au', 'eau', 'o'          Revisit 'u'</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li><b>-ER verbs</b> (used with simple present and present continuous meaning)</li> <li>Il y a</li> <li>Plural indefinite article 'des'</li> <li>Plural adjective agreement</li> <li>Essential verbs</li> </ul> <p>To be, being – <b>ÊTRE</b>          To have, having – <b>AVOIR</b>          To do, doing – <b>FAIRE</b></p> <ul style="list-style-type: none"> <li>Plural nouns and adjectives</li> </ul> <p><b>Cultural awareness</b>          French schools</p>	<p>Revisit 'ou'          Revisit SFE (Silent Final 'e')          Revisit 'é (-er, -et)          Revisit 'en' / 'an', 'on'          Revisit 'on'          Revisit -ain/-in          Revisit SSC è/ê          Revisit SSC 'ai'          Revisit SSC 'oi'          Revisit SSC 'ch'          Revisit SSC 'ç' (and soft 'c')          Revisit SSC 'qu'          Revisit SSC 'j'          Revisit SSC '-tion'          Revisit SSC '-ien''          Revisit Silent Final Consonant (SFC)</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>To go, going – ALLER</li> <li>The near future tense</li> <li>à – (au / à la / à l' / aux ) meaning 'to'</li> <li>question words 'comment', 'où' and 'quand'</li> <li>en - meaning 'to' and 'in' with countries (f)</li> <li>chez</li> <li>Subject-verb inversion questions</li> <li>ne...pas negation</li> </ul> <p><b>Cultural awareness</b>          Le petit Nicolas film project</p>
<p><b>Year 8</b></p>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>Talking about TV programmes</li> <li>Talking about films</li> <li>Talking about reading</li> <li>Talking about the internet</li> <li>Saying what you did in Paris</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>Understanding information about a tourist attraction</li> <li>Saying where you went and how</li> <li>Talking about music</li> <li>Clothes you will wear to events</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>Describing where you live</li> <li>Describing your home</li> <li>Talking about meals</li> <li>Talking about an event</li> </ul> <p><b>Phonics</b>          th – thé/maths sympathique</p>

	<ul style="list-style-type: none"> <li>Saying when you did things</li> </ul> <p><b>Phonics</b>  Closed o/ô photo/infos/météo  R rue horreur préféré  Um/un un/lundi  oy envoyer , voyage, moyen  Gn ligne gagner Allemagne  Ill/ille fille famille</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>Present tense of er / ir / re verbs</li> <li>Present tense of avoir and être</li> <li>aller and faire</li> <li>Perfect tense with avoir (regular verbs)</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>French TV and film</li> <li>Paris</li> </ul>	<ul style="list-style-type: none"> <li>Talking about your passions</li> </ul> <p><b>Phonics</b>  - s( z when followed by a vowel)  magasin visité  Eu/œu –  ennuyeux/fabuleux/sœur/cœur/jeune/neuf/erreur  silent h – histoire  heure/hôtel/horreur  Em/am followed by consonant  –temps/camp  Èê après  Eil/eill œil/Meilleur/soleil  Ouill/ouill débrouillard  Aill/ail taille  Om nom/comprendre/tomber  Open o  d'accord/porte/école/poste  Y -style/système/rythme  Oy moyenne  Euil/euill fauteuil</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>Perfect tense with irregular verbs</li> <li>C'était</li> <li>Perfect tense with être</li> <li>Asking questions in the perfect tense</li> <li>Agreeing and disagreeing</li> <li>Near future</li> <li>Past, present and future tenses</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>Paris</li> <li>Music in France</li> </ul>	/theatre/ méthode aim/im faim/impossible
<p><b>Year 9</b></p>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>Talking about what you do online</li> <li>Saying what you do to stay active</li> <li>Viewing habits</li> <li>Making plans to go out</li> <li>Talking about last weekend</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>Weekend routine</li> <li>Family and friendships</li> <li>Discussing positive role models</li> <li>Talking about different celebrations</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>School subjects and school life</li> <li>Talking about language learning</li> <li>Talking about school events in the past</li> </ul>

	<p><b>Phonics</b>  ain/in - copain dessin  oi - moi j'aime  é- télé  tion- animation  i - film ville  ai - fait(feh)  u - vu  u - jus  ou  SFC  on – jambon  oi boîte  Un</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>● Present tense of regular and irregular verbs</li> <li>● Forming and answering questions</li> <li>● Perfect tense</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>● Events in the francophone world.</li> </ul>	<p><b>Phonics</b>  i - MIS difficile  eu - généreux  u-MIS- tu  ou MIS- jaloux  SFE MIS grande/timide  an-10 ans, enfant  on-MIS mos/ton/son  è - frère mère  oi- MIS moi, toi  ch-chat  len-bien  ain-MIS copain  ai(eh)-irai vais  er - on er verb infinitive</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>● Reflexive verbs</li> <li>● Sequencers</li> <li>● Conjunctions</li> <li>● Adjectives</li> <li>● Direct object pronouns</li> <li>● Perfect, present and near future tenses</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>● French role models</li> </ul>	<p><b>Phonics</b>  a- Ça  SFC MIS( je) contacte  I MIS souris , tactile  eur- ordinateur eu sound but longer and r sound  au MIS nouveau  ou- pour  é- Éteindre dépendant  an- dépendant  qu- quel  ien- ancien</p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>● Giving opinions with reasons</li> <li>● Adjectives (Comparative)</li> <li>● Perfect tense MIS</li> <li>● Future tense (MIS)</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>● School life in francophone countries</li> </ul>
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Having developed their knowledge of the key concepts throughout Key Stage 3, the aim of Key Stage 4 is to ensure that students are able to apply their understanding of these concepts to new topics where they will widen their vocabulary and extend and deepen their grammatical understanding. We follow the Pearson Edexcel GCSE course.

The table below shows you what pupils will study throughout Key Stage 4:

	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
<b>Year 10</b>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>● Talking about your identity</li> <li>● Talking about weekend activities</li> <li>● Discussing friendship</li> <li>● Talking about what people look like</li> <li>● Talking about positive role models</li> <li>● Discussing celebrations</li> <li>● School subjects and school life</li> <li>● Talking about language</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>● Talking about meals and mealtimes</li> <li>● Discussing mental wellbeing</li> <li>● Describing illnesses and accidents</li> <li>● What you will do to improve your life</li> <li>● Lifestyle changes</li> <li>● Ideal holiday</li> <li>● Activities on holiday</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>● Festivals</li> <li>● Reviewing and booking holiday accommodation</li> <li>● Talking about staycation activities</li> </ul> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>● Perfect and imperfect tenses together</li> </ul>

	<p>learning</p> <ul style="list-style-type: none"> <li>• Talking about school events in the past</li> </ul> <p><b>Phonics – the SSCs will be revisited throughout the KS4 course</b></p> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>• Present tense of reflexive verbs</li> <li>• Sequencers</li> <li>• Connectives</li> <li>• Adjectival agreement</li> <li>• Comparative adjectives</li> <li>• Expressing positive and negative opinions</li> <li>• Perfect, present and future tenses</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>• French role models</li> </ul>	<p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>• Perfect tense with irregular verbs</li> <li>• Impersonal verbs + infinitives</li> <li>• Partitive article</li> <li>• Modal verbs(devoir, vouloir, pouvoir)</li> <li>• Perfect, present and future tenses</li> <li>• Conditional</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>• Holiday accommodation in France</li> </ul>	<ul style="list-style-type: none"> <li>• Relative pronouns</li> <li>• Modal verbs in perfect tense</li> <li>• Si+ present+ simple future</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>• Festivals in francophone countries</li> </ul>
<b>Year 11</b>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Describing town and village</li> <li>• Directions</li> <li>• Shopping for clothes</li> <li>• Ideal home</li> <li>• Future plans and hopes</li> <li>• Earning money and travelling</li> <li>•</li> </ul> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>• Y</li> <li>• Depuis</li> <li>• De to indicate possession</li> <li>• Si clauses</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>• French towns / villages</li> <li>• French homes</li> <li>• For Sale / To Rent adverts</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Future career paths</li> <li>• Jobs</li> <li>• Geography and climate</li> <li>• Environmental problems and solutions</li> <li>• New technologies</li> <li>•</li> </ul> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>• Apres avoir + past participle</li> <li>• Perfect tense with etre</li> <li>• Infinitives used as nouns</li> <li>• Verbs followed by a or de</li> <li>• Revision of perfect, present and future tenses</li> </ul> <p><b>Cultural awareness</b></p> <ul style="list-style-type: none"> <li>• Job opportunities in France</li> <li>• Madagascar</li> </ul>	<p><b>Communication and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Revision of all modules using a range of resources</li> </ul> <p><b>Grammar and Language Structure</b></p> <ul style="list-style-type: none"> <li>• Revision of grammatical structures covered in years 10 &amp; 11</li> </ul> <p><b>Cultural awareness</b></p>

## Key Stage 5

The aims and objectives of this Key Stage are to enable students to:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of France
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- Develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- Mediate between cultures and between speakers of the language and speakers of English
- Foster their ability to learn other languages
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- Develop their capacity for critical and analytical thinking through the language of study
- Develop as independent researchers through the language of study.

The table below shows you the topics pupils will study throughout Key Stage 5:

	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
<b>Year 12</b>	<ul style="list-style-type: none"> <li>● Changes in family structure</li> <li>● Education</li> <li>● The world of work</li> <li>● Grammar course</li> </ul>	<ul style="list-style-type: none"> <li>● Music</li> <li>● The media</li> <li>● Grammar course</li> <li>● La haine (film)</li> </ul>	<ul style="list-style-type: none"> <li>● Festivals and traditions ,</li> <li>● Positive impact of immigration in France</li> <li>● The challenges of immigration and integration in France</li> <li>● La haine</li> </ul>
<b>Year 13</b>	<ul style="list-style-type: none"> <li>● The Far right</li> <li>● Occupied France, the Vichy regime</li> <li>● No et moi (text)</li> </ul>	<ul style="list-style-type: none"> <li>● The Resistance</li> <li>● Revision and exam practice</li> <li>● No et moi</li> </ul>	<ul style="list-style-type: none"> <li>● Revision and exam practice</li> </ul>