

## Year 7 French. Scheme of Learning – Overview

In year 7 our curriculum aims at enthusing pupils with a love for the language and to firmly establish its basics (phonics, vocabulary and grammar) in their long-term memories. There is a special emphasis on developing the ability to express and justify opinions and to equip pupils with language learning strategies that will serve them well now and in the future.

### Unit 1 – The basics

**About the unit:** In this unit pupils are introduced to the basics of the language, including phonetic and spelling patterns, basic grammar such as agreements and word order, and key vocabulary such as numbers and dates. They develop their ability to understand classroom commands and to use basic classroom language among themselves and with the teacher appropriately. Teachers and learners' use of the target language is carefully considered.

Pupils develop the ability to introduce themselves, ask others about personal information and to express what activities they usually do. They begin to develop their ability to express opinions and preferences.

**No prior learning is expected but the teacher can draw upon words and facts pupils might already know about the French language and French speaking people and places. Some pupils might have studied French at KS2 or have been exposed to the language in various ways prior to joining year 7. Where this is the case, the department and teacher would adapt this overview to ensure appropriate transition.**

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
Introduction to the French speaking world and to Phonics	<ul style="list-style-type: none"><li>• Introduction to the French speaking world in its diversity (cultural focus, D&amp;I)</li><li>• Introduction of phonetics and transcription of sounds. Alphabet, spelling work, dictation, emphasis on some high frequency cognates (how to recognise them in listening as well as reading).</li></ul> <p>With the help of NCELP resources, SSCs are introduced and practised in a series of short (approx. 10 minute) slots per lesson. For highly frequent vowels, two SSCs are introduced per week. Then, each SSC will be introduced on a weekly basis, with some closely related SSCs or key contrasts introduced together (e.g., 'i, eu'; 'ai, oi').</p>

	<p>There will be plenty of opportunities to revisit and further practise these and to assess them with Achievement tests.</p>
<p>1.1.1 <u>Bonjour, Ça va?</u>  1.1.2 <u>Dans la salle de classe</u>  1.1.3 <u>Quel âge as-tu ?</u>  1.1.4 <u>Où habites-tu? Quelle est ta nationalité?</u></p>	<ul style="list-style-type: none"> <li>• Classroom commands such as: regardez, écoutez et répétez; ouvrez/fermez le livre; regardez le tableau; silence; asseyez-vous/levez-vous; levez la main; à deux...</li> <li>• Classroom requests: Est-ce que je peux...; j'ai besoin d'un/d'une...; j'ai/je n'ai pas; comment dit-on ... en français?, etc. And all other Target Language chunks that the teacher will expect pupils to regularly use in lessons.</li> <li>• Greetings, responses and quantifiers: Ça va? + answers</li> <li>• Numbers up to 19</li> <li>• Small selection of countries (to represent class origins, some European and Francophone countries)</li> <li>• Small selection of nationalities/languages: je suis... je parle...; Je veux parler...</li> <li>• Introductions: Comme t'appelles-tu? Je m'appelle...; Quel âge as-tu? J'ai... ans; Où habites-tu? J'habite à...; Quelle est ta nationalité? Je suis...</li> <li>• Introducing a third person</li> <li>• Present tense of être and avoir</li> <li>• Simple connectives/conjunctions</li> <li>• Sounds and symbols: Ç, é(er, ez), a</li> </ul>
<p><u>1.2 Quelle est la date de ton anniversaire?</u></p>	<ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Months and seasons</li> <li>• Numbers up to 31</li> <li>• Quelle est la date de ton anniversaire? Mon anniversaire est le...</li> <li>• Sounds and symbols: silent final consonant</li> </ul>
<p><u>1.3 Qu'est-ce que tu aimes faire/n'aimes pas faire?</u></p>	<ul style="list-style-type: none"> <li>• Activities</li> <li>• Simple opinions with aimer (and similar verbs: adorer, détester, etc.) + infinitive (make it explicit for pupils what the infinitive is and that in French there are 3 possible endings/conjugations -er, -ir, -re, - "I like <u>to eat</u>"= j'aime (bien) manger).</li> <li>• Negatives: je <u>n'</u>aime <u>pas</u></li> </ul>

	<ul style="list-style-type: none"> <li>• Simple justifications: parce que c'est+adjectives (including superlatives and quantifiers) such as: vraiment amusant, barbant, très génial, impressionnant, passionnant...</li> <li>• Préférer + infinitive</li> <li>• Sounds and symbols: j(g),</li> </ul>
<u>1.4.1 Qu'est-ce que tu fais quand il fait chaud?</u>	<ul style="list-style-type: none"> <li>• Weather expressions</li> <li>• Time expressions such as: avant/après le collège, le matin, l'après-midi, le weekend</li> <li>• jouer à + a sport ; faire de + a sport/activity</li> <li>• regular -er verbs</li> <li>• Using together likes/dislikes that are followed by the infinitive AND present tense conjugated verbs to explain what we usually do</li> <li>• Si/quand</li> <li>• Sounds and symbols: i, an(en)</li> </ul>
<u>1.4.2 Qu'est-ce que tu fais pendant ton temps libre ?</u>	

**Extended writing:** script for an oral presentation about yourself (name, age, birthday, where you come from, where you live, languages you speak or would like to speak, what you like doing and what you do regularly at the weekend/after school). There is a video lesson available in the CW guiding pupils through preparing an oral presentation in French.

### **Suggested Assessments:**

#### **Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' recognition of changes in morphology to signify present tense and identify the subject.

**Proficiency tests:** End of unit test (listening and speaking)

## Unit 2: Family

### About the unit

In this unit pupils develop their ability to describe people and animals and express simple opinions about family members and preferences about colours and animals.

### Prior learning

- Unit 1

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<u>2.1 Parle-moi de ta famille</u>	<ul style="list-style-type: none"><li>• Family members, their names and ages, what they like doing (using verbs like aimer in the third person singular followed by infinitive such as “Mon père qui s’appelle Dan, aime+inf.”)</li><li>• Il y a / il n’y a pas</li><li>• Il/elle a ... ans</li><li>• Numbers up to 100</li><li>• Sounds and symbols : è(ê), un(um)</li></ul>
<u>2.2.1 Tu es comment?</u> <u>2.2.2 Décris ton père/ta tante...</u>	<ul style="list-style-type: none"><li>• Physical description with être (feminine and plural forms too)</li><li>• Physical description with avoir</li><li>• Emphasis on getting agreements right</li> <li>• Character description including some less obvious adjectives and including quantifiers and superlatives</li><li>• Sounds and symbols : eu, ch</li></ul>
<u>2.3 Qu’est-ce que tu aimes faire? Qu’est-ce qu’il/elle aime faire?</u>	<ul style="list-style-type: none"><li>• What you and others (1<sup>st</sup> and 3<sup>rd</sup> person singular and plural) like doing (revisiting) Likes/dislikes and opinions followed by infinitive</li><li>• sounds and symbols: qu, eu(œu)</li></ul>
<u>2.4.1 As-tu des animaux? Décris ton animal</u>	<ul style="list-style-type: none"><li>• Pets</li></ul>

2.4.2 Quels animaux préfères-tu/veux-tu?

À l'avenir, est-ce que tu veux avoir...?

- Colours
- Description of pets (physical and personality) (revisiting)
- Expressing preferences including justifications: mon animal préféré est le... parce que...; je préfère les... car... ils sont + adj.
- Expressing future wishes using je veux + infinitive: À l'avenir...
- Sounds and symbols : ien, in(ain)

**Extended writing answering:**

- What your family is like
- Describing a member of your family including what they like doing
- What your personality is like
- What animals you would like to have in the future

**Suggested Assessments:**

**Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions.

**Proficiency tests:** End of unit test (reading and writing)

## Unit 3: School

### About the unit

In this unit pupils develop their ability to express preferences and justify them, to discuss their school routine including times and the facilities at their school.

### Prior learning

- Units 1-2

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
<p><u>3.1.1 Le lundi, quelles matières as-tu?</u></p> <p><u>3.1.2 Quelle matière aimes-tu? Pourquoi?</u></p> <p>Quelle est ta matière préférée?</p>	<ul style="list-style-type: none"><li>• Subjects</li><li>• Time and timetable</li><li>• Revision of days of the week</li><li>• Using “on” to express we with avoir</li><li>• Expressing likes/dislikes and preferences and justifying them, increasing or consolidating previously learnt quantifiers, connectives, etc.</li><li>• New descriptive vocabulary such as: trop difficile, nul, marrant, etc. On a beaucoup de devoirs.</li><li>• Simple comparisons</li><li>• Sounds and symbols: further practice of all covered this year so far. Assessment: achievement tests (dictation and reading aloud)</li><li>• Sounds and symbols :on, oi</li></ul>
<p>3.2 <u>Décris-moi tes profs</u></p>	<ul style="list-style-type: none"><li>• Physical and character description 3<sup>rd</sup> person: revisiting</li><li>• Development on giving personal opinions: je pense, je crois, il me semble que, etc.</li><li>• New required vocabulary (present tense third person singular): expliquer, aider, crier/hurler, doner...</li></ul>

<p>3.3 <u>Décris ton collègue</u> Qu'est-ce que tu voudrais dans ton collègue?</p>	<ul style="list-style-type: none"> <li>• Facilities</li> <li>• Il y a / il n'y a pas (revisiting)</li> <li>• Je voudrais + noun: une autre cantine, meilleure nourriture, une nouvelle salle de gym... (revisiting)</li> <li>• sounds and symbols: silent final e, th</li> </ul>
<p>3.4 <u>Qu'est-ce que tu vas faire après l'école aujourd'hui?</u></p>	<ul style="list-style-type: none"> <li>• Immediate future (revision of activities in the infinitive). Assessment: achievement tests on the immediate future</li> <li>• the partitive article (du, de la, de l', des)</li> <li>• vouloir + infinitive</li> <li>• sounds and symbols: u(ou)</li> </ul>
<p>3.5 <u>Qu'est-ce que tu fais pendant la récré?</u> Qu'est-ce que tu fais après le collègue/généralement?</p>	<ul style="list-style-type: none"> <li>• Revisiting present tense from unit 1 (1<sup>st</sup> person. Introducing we and on). Assessment: achievement tests on the present tense</li> <li>• Revisiting weather</li> <li>• Times: revisiting. Assessment: achievement tests on times and weather expressions</li> <li>• Break/co-curricular/after school activities including food</li> <li>• Sounds and symbols: ai</li> </ul>

**Extended writing answering:**

- **what is your favourite subject and why?**
- **what do you think about your school?**
- **what you normally do during break?**
- **what are you going to do when you get home today?**

**Assessment:** Achievement tests as before. **Proficiency tests:** End of unit test (reading and speaking)

## Unit 4 – Where I live

### About the unit

In this unit pupils further develop their ability to establish comparisons and express their opinions including some justification. They develop their ability to describe houses and locations and express preferences, including where they would like to live in the future.

### Prior learning

- Units 1-3

Suggested Enquiry questions	Suggested learning objectives: Phonics, Vocabulary and Grammar. Culture.
4.1.1 <u>Où est ta maison?</u> Où habites-tu ? 4.1.2 <u>Décris ta maison</u> Qu'est-ce qu'il y a ...?	<ul style="list-style-type: none"><li>• Key locations: côte, montagne, ville, campagne... plus : close to/near and far from</li><li>• Points of compass</li><li>• Expressing preference and justifying it (some new vocabulary will be required for the justifications): because there are opportunities, it is quiet, peaceful, exciting...</li><li>• Types of house</li><li>• General description of house</li><li>• Rooms of the house</li><li>• sounds and symbols: gn, h(silent)</li></ul> Assessment: achievement tests vocabulary
4.2 <u>Décris ta chambre</u> Qu'est-ce qu'il y a ...?	<ul style="list-style-type: none"><li>• Simple items of furniture</li><li>• Adverbs and prepositions of place</li><li>• il y a .../il n'y a pas de</li><li>• Sounds and symbols :e</li></ul>
4.3.1 <u>Décris ta ville ou ton village</u> Qu'est-ce qu'il y a ...? 4.3.2 <u>Qu'est-ce qu'on peut faire à ...?</u>	<ul style="list-style-type: none"><li>• il y a .../il n'y a pas de (revisiting)</li><li>• Town facilities</li><li>• pouvoir + infinitive</li><li>• Sounds and symbols: tion</li></ul>



<p>4.4.1 <u>Tu aimes habiter ici?</u> <u>Pourquoi/pourquoi pas ?</u></p> <p>4.4.2 <u>Où vas-tu habiter plus tard ?</u></p>	<ul style="list-style-type: none"> <li>• Expressing preference using vouloir + infinitive to express future wishes (revisiting)</li> <li>• Developing justifications including comparisons</li> <li>• Some new vocabulary that might be required: bruit, pollution, embouteillages, problèmes de stationnement, opportunités, travail, activité, air pur, nature, etc.</li> <li>• Revisiting the immediate future</li> <li>• Revisiting countries</li> <li>• Sounds and symbols : au</li> </ul>
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**Extended writing answering:**

- **where you live (house+area)**
- **where you would like to live in the future and why**

**Suggested Assessments:**

**Achievement tests:**

- **Phonics:** dictation of some of the lexical items covered, including short sentences. Reading aloud including words that might not be familiar to pupils yet but that include the key sounds covered under this Unit.
- **Vocabulary:** traditional vocabulary test including elements covered in the unit (focus on accurate spelling and pronunciation as well as speed of recall), ensuring there is no lexical inferencing or help via cognate awareness.
- **Grammar:** gap filling or similar where knowledge is demonstrated not drawing only on pre-learned lexical items or chunks of language. For example: a test to check pupils' accuracy in production, expressing future wishes with infinitive constructions.

**Proficiency tests:** End of unit test (listening and writing). **End of Year Assessments (listening, reading and writing):** **mandatory for all Academies.**