



# Futura Languages

## Curriculum Framework



## Languages Curriculum Framework

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### **Intent:**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. At the Futura Learning Partnership, we aim to foster pupils' curiosity and deepen their understanding of the world. We strongly believe that languages are a skill for life, and something that pupils should enjoy and find rewarding. Through learning foreign language, students also develop literacy and oracy in their own language as well as resilience and problem-solving skills.

Language learning should provide the foundation for learning further languages. We hope to expand students' cultural knowledge whilst developing their language skills.

Through language learning, pupils gain a sound understanding of the structure of their **own** language, leading to effective communication in the foreign language. Students of all abilities can benefit from learning a foreign language, supporting and enhancing their literacy learning across the curriculum.

The Languages curriculum caters for students with varied previous language learning. It enables students to build upon prior knowledge or language learning skills.

Students are well-prepared at the end of each key stage to tackle the next steps in language learning but equally, should they choose not to continue their formal language learning, they are equipped with the skills and knowledge to use in the workplace or for leisure or to further their learning.

**Inclusion:** Our curriculum is ambitious for all and strives to address inclusion and disadvantage in its intent and implementation

**Aims:** Underpinning the intent are key **substantive concepts**

<b>Listening (comprehension)</b>	<p>To be able to listen attentively and respond to familiar spoken words and phrases.</p> <p>To identify key points in a new context and understand simple facts and opinions, with increasing complexity, in spoken sources.</p>
<b>Speaking (production)</b>	<p>To build up communication skills year on year until students are able to use spoken language, with increasingly accurate pronunciation and intonation</p> <p>To initiate and sustain conversations on familiar topics and to describe incidents based on their own experiences.</p> <p>To be able to read aloud from a given text with good expression.</p> <p>To understand and be able to use transactional language.</p> <p>To give a description e.g of a town, geographical features in a country.</p> <p>To seek clarification of meaning.</p>
<b>Reading (comprehension)</b>	<p>To read in groups, simple playscripts, poems etc.</p> <p>To read and understand the main points and key details from a short written passage.</p> <p>To read and understand increasingly detailed texts in terms of vocabulary and structure and length.</p>
<b>Writing (production) and Grammar</b>	<p>To write sentences and construct texts first by using a model and then from memory using knowledge of words, text and structure.</p> <p>To use adjectives to add interest and detail to a description.</p> <p>To understand the basic grammar appropriate to the language being studied; verbs – begin to use the past/future tense, adverbs.</p> <p>To be able to identify and manipulate tenses from a selection of sentences written in the present, past and future tense.</p>

<b>Independence - Using reference materials</b>	To be able to use reference materials (eg dictionaries) in order to check, edit, improve and manipulate vocabulary.
<b>Cultural Awareness and Understanding</b>	To promote mutual respect for and tolerance of different cultures and those speaking other languages. To have an appreciation of the historical context of linguistic spread.

**Disciplinary concepts:**

It becomes obvious that Languages is distinct from other subjects because it is not a discipline, there is nothing but 'substantive knowledge' to study and learn.

**Year 3:**

**Substantive Knowledge:**

<b>Listening</b>	<b>Speaking</b>	<b>Reading</b>	<b>Writing/Grammar</b>
<p>Listen and respond to familiar spoken words and phrases.</p> <p>Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.</p> <p>Recognise numbers 1-20 and begin to understand numbers from 20 – 31.</p> <p>Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p>	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are.</p> <p>Ask and answer simple questions about self, e.g. name and age, birthday.</p> <p>Express simple likes and dislikes e.g. food and drink.</p>	<p>Recognise and understand some familiar written words and phrases in short texts.</p> <p>Read short texts and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p>	<p><b>Writing:</b> Write some familiar simple words using a model and some from memory.</p> <p>Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal or object or something drawn/made – e.g. a black cat. • Complete a simple gapped text such as a party invitation or passport.</p>

To take part in class/group activities	Demonstrating a developing vocabulary		<p>Begin to write a few familiar words from memory and know that all attempts will be valued.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied.</p> <p>Begin to recognise the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Use visual scaffolds to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. I don't like chocolate.</p>
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**Suggested key topics or suitable scheme to cover the skills outlined above e.g. Salut Sophie or Language Angels**  
**Core Vocabulary and Phonetics to be repeated once in each year group.**

<p>Fruits/Foods  <b>A story in French: La Chenille Qui Fait des Trous</b>  Days of the week  What is the Date?</p>	<p>Greetings (Unit 1 Light bulb languages)  Salutations (Language Angels)  Numbers (1-10)  Age</p>	<p>Where do you live?  Rooms in the house  Chez Moi (Language Angels)  <b>Story: Le roi tete en l'air</b></p>	<p>Musical Instruments (Language Angels)  <b>French story: Le petit chaperon rouge (Little Red Riding Hood)</b></p>	<p>Les Animaux (Language Angels)  <b>Story: Les Trois Cabris</b></p>	<p>Les Glaces (Language Angels)</p>

(Language Angels)	Christmas	Numbers (11-31)			
Recap 1st and 3 persons of verb with 'Je mange' and 'il / elle mange' No capitalisation for days and months	Introduce concept of 'j'ai' with age as well as possession.	Adjectival agreement and position	Adjectival agreement and position 1st and 3rd persons of verb introduced ('Je joue and 'il / elle joue)	Je joue Du/de la etc	Imperatives (listen for the 'ez' sound)

### Key Vocabulary

Use words and phrases such as:

<p>Je m'appelle J'ai ..... ans. J'habite à..... Comment t'appelles tu? Ca va? Quel âge as tu? Les numéros 1 – 31 Les couleurs: rouge, bleu, jaune, vert, orange, violet, rose, noir, gris, marron Jours de semaine: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Joyeux Noël Le Père Noël Un cadeau Un bonhomme de neige Le sapin</p>	<p>Asseyez-vous Taisez-vous Levez-vous Répétez Ecoutez Regardez-moi</p> <p>Les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>Les animaux: un chien un poisson un chat un cochon d'Inde un oiseau un serpent un lapin une tortue une souris</p>	<p>Les fruits: Une pomme Une poire Une banane Une fraise Une pêche Des raisins</p> <p>Ma famille: La mère La grandmère La sœur La cousine Le père Le grandpère Le frère Le cousin</p>	<p>J'aime Je n'aime pas J'adore Je déteste Je préfère</p> <p>Jouer du violon Jouer du piano Jouer du saxophone Jouer de la batterie Jouer de la flute Jouer de la trompette</p>
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	une araignée	
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**Year 4:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Listen for specific phonemes, words and phrases</p> <p>Pick out phonemes, words and phrases in songs, stories, rhymes and short texts.</p> <p>Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole?</p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p> <p>Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences and pick out key words or phrases.</p> <p>Read a wider range of words, phrases and sentences aloud.</p> <p>Follow text while listening and reading at the same time.</p> <p>Understand key points in simple texts using familiar language e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris? Follow a text</p>	<p><b>Writing:</b> Write a few simple sentences using either a word bank or model to describe for example a sports star e.g. .... lives in London. She is 22 years old. She likes dancing. Experiment with writing new words.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: Begin to match correctly definite/indefinite article to singular and plural familiar nouns.</p>

Respond to a wider range of classroom instructions e.g. Open the window/door, I'd like 2 volunteers, put your hand up .....	in the classroom e.g. Can you say that again please, I don't understand. Express preference about what they like e.g. food, animals, colours	such as a song or poem whilst listening to it at the same time. With support, begin to link phrases to make a sentence e.g. When it rains, you need an umbrella. Use strategies to work out meaning of new words.	Place familiar adjectives e.g. size and colour in correct order. Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions, Do you like cheese? Yes I like...
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**Suggested key topics or suitable scheme to cover the skills outlined above:**

Presenting myself (Language Angels) Birthdays	Numbers up to 69 The Classroom <b>Story: Eric a faim</b>  Christmas	Seasons (Language Angels)	Hobbies (in infinitive with opinions / 'je sais') Recap opinion verbs  <b>Story: Antoine le Paresseux</b>	Prepositions  <b>Story: La pièce perdue</b>	Colours Body parts <b>Story: Va-t'en-grand monstre vert</b>
				Recap opinions Recap adjectival position and agreement Prepositions	Recap adjectival position and agreement

## Key Vocabulary

Use words and phrases such as:

<p>Les numéros 1-69</p> <p>Les mois: janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>Les saisons: L'hiver = Winter Le printemps = Spring L'été = Summer L'automne = Autumn</p> <p>La météo: Quel temps fait-il? Il pleut                    Il fait chaud Il fait froid                Il y a du vent Il fait beau                Il y a du soleil</p> <p>Joyeux Noël    Le Père Noël    Un cadeau Le sapin        Un bonhomme de neige</p>	<p>Les animaux: un chien un poisson un chat un cochon d'Inde un oiseau un serpent un lapin une tortue une souris une araignée</p> <p>Hobbies: Je joue: au tennis au football au volleyball aux cartes avec mon ordinateur J'écoute de la musique Je regarde la télé</p>	<p>Ma famille: La mère La grandmère La sœur La cousine Le père Le grandpère Le frère Le cousin</p> <p>Je fais: de la natation du vélo</p> <p>J'aime Je n'aime pas</p>	<ul style="list-style-type: none"> <li>• La tête.</li> <li>• La poitrine.</li> <li>• La jambe.</li> <li>• Le bras.</li> <li>• Le dos.</li> <li>• La main.</li> <li>• Le pied.</li> <li>• Le visage</li> </ul> <p>Les couleurs: rouge, bleu, jaune, vert, orange, violet, rose, noir, gris, marron</p>
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**Year 5:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
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<p>Listen attentively and understand more complex phrases.</p> <p>Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers from 70 –100 with support e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them</p>	<p>Take part in short conversations using familiar structures and vocabulary.</p> <p>Seek help and clarification e.g. I don't understand, can you repeat that, how is that written?</p> <p>Give simple instructions and directions e.g. a recipe, directions to a place, the route to school ensuring comprehension of listeners.</p> <p>Begin to understand and express future intentions e.g. I am going swimming on Wednesday.</p> <p>Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk.</p> <p>With support refer to experiences or interests.</p>	<p>Read a variety of short simple texts in different formats and in different contexts Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud. Begin to pick out a range of facts and/or opinions from a short text.</p> <p>Begin to use a dictionary or glossary to work out the meaning of unfamiliar vocabulary.</p> <p>Practise reading aloud a poem to perform in assembly demonstrating increased confidence. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</p>	<p><b>Writing:</b> Write simple sentences and short texts using a model. Use a dictionary to check the spelling of words.</p> <p>Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. • Change elements in a given text e.g. ingredients, colour and size of a planet.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied: gender – masculine, feminine, neuter.</p> <p>Begin to know how to form the near future tense e.g. I am going swimming on Wednesday; tomorrow it is going to rain. Begin to see how possessive articles e.g. my, his, her change according to gender e.g. Jane is my sister.</p> <p>Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.</p>
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Suggested key topics or suitable scheme to cover the skills outlined above:

Year 5 will repeat the same stories from Year 3 and will innovate with additions, substitutions, alterations, change of viewpoint, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.

<p>Recap number to 69 Numbers 70- 100 Food revision. <b>Story: La chenille qui fait de trous</b> <b>(Innovated to include adjectives or other foods)</b></p>	<p>At the Café (Language Angels)  Christmas vocabulary French Christmas songs</p>	<p>Les animaux Unusual animals/ pets Plurals Colours Agreement of colours and adjectives J'aime / je déteste/ J'adore/ je n'aime pas  <b>A story in French: Les Trois Cabris</b> <b>(Innovated by changing the animals, including adjectives)</b>  Spring Traditions Revision of weather</p>	<p>Family (Language Angels) Brothers and Sisters (Masculine and Feminine)</p>	<p>A l'école – different locations in a school  <b>A Story in french: Le Roi tête en l'air</b>  <b>(Innovated: e.g. The head teacher loses his/her glasses and searches different rooms around the school.)</b></p>	<p>Clothes and fashion show (Language Angels)</p>
<p>J'aime +infinitive Connectives (et and mais)</p>	<p>Je voudrais + du /de la/des Opinions with 'parce que</p>	<p>Recap adjectival agreements</p>	<p>Il y a / Il n'y a pas de Recap: Je suis / Je ne suis pas J'ai / Je n'ai pas de J'aime / Je n'aime pas Il / Elle a / Il / Elle n'a pas de... Il / Elle est / Il / Elle n'est pas... Je</p>	<p>Recap prepositions</p>	<p>Recap 'il y a'</p>

## Key Vocabulary

Use words and phrases such as:

Les numéros 1-100

Au café:

Qu'est ce que vous prenez?

Je voudrais...

Un chocolat chaud

Une limonade

Un coca

Un jus d'orange

Une tranche de pizza

Une portion de frites

Un sandwich au jambon

Les animaux:

un chien

un poisson

un chat

un cochon d'Inde

un oiseau

un serpent

un lapin

une tortue

une souris

une araignée

Les animaux:

Un canard

Un cochon

Un mouton

Un cheval

Une vache

Une chèvre

Une poule

Personalities:

Je suis... sympa, sage, timide, égoïste, cool.

Ma famille:

La mère

La grandmère

La sœur

La cousine

Le père

Le grandpère

Le frère

Le cousin

Les vêtements:

Un pantalon

Un maillot de bain

Un pull

Un tee shirt

Un manteau

Un short

Une robe

Une cravate

Une écharpe

Une jupe

Une veste

**Year 6:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing/Grammar
<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</p> <p>Listen to longer texts. NB In Y6, children should be listening to texts read by people other than their teacher.</p> <p>Understand numbers in context e.g. the year, 24 hour clock, quantities.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience including some opinions.</p> <p>Understand and use numbers in context e.g. saying the year, 24- hour clock, quantities. Understand and use transactional language e.g. in a café.</p> <p>Give a description e.g. of a town, geographical features in a country</p> <p>Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly?</p> <p>Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather.</p> <p>Express and justify opinions e.g. I like netball because it's fun.</p>	<p>Read aloud from a text with good expression and with confidence.</p> <p>Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts or simple newspaper article.</p> <p>Use the context of a sentence or translation dictionary to work out the meaning of new words.</p>	<p><b>Writing:</b> Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure. Use dictionaries to check spelling of words.</p> <p>Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email.</p> <p>Use knowledge of grammar to enhance or change the meaning of phrases.</p> <p><b>Grammar:</b> Understand some basic grammar appropriate to the language being studied:</p>

	Be understood with little or no difficulty.		<p>verbs –begin to use the past tense, reinforce understanding of future tense.</p> <p>Adverbs</p> <p>Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat.</p> <p>Identify tenses from a selection of sentences written in the present, past and future tense</p>
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**Suggested key topics or suitable scheme that covers skills outlined above:**

**Year 6 will repeat the same stories from Year 4 and will innovate with additions, substitutions, alterations, change of viewpoint, demonstrating progression of knowledge in their use of adjectives, conjunctions, plurals, gender etc.**

<p>The Classroom <b>Story: Eric a faim</b></p>	<p>Verbs and Grammar (Language Angels)</p> <p>Write acrostic poems on a Christmas theme, using a model.</p> <p>St. Nicholas &amp; French Christmas traditions.</p>	<p>Mes Passions Likes and dislikes Giving opinions Sports and activities Free time and opinions</p> <p><b>French story: (to innovate)</b> <b>Antoine le paresseux</b></p>	<p>A L'école (Language Angels)</p>	<p><b>French story: La pièce perdue</b> (To be innovated)</p>	<p>Moi dans le monde (Language Angels) The French speaking world (links with Geography) French through film (French speaking Africa): Kirikou</p> <p>La belle Paris</p> <p>Paris and monuments</p>

Au = à +le Recap il y a	-er verbs in 1st person	Questioning (tu veux jouer au foot?)  Responding (oui, je veux... / non je ne veux pas)		Prepositions	Recognition of cognates Recap 'il y a' etc
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### Key Vocabulary

Use words and phrases such as: All of the vocabulary from previous years to revise in preparation for transition to KS3.

Les planètes:

Mercure  
La Terre  
Venus  
Mars  
Saturne  
Pluton  
Le soleil  
La lune

## Key Stage 3

Year 7:

Substantive Knowledge:

Listening	Speaking	Reading	Writing
<p>Recognise familiar key words in familiar contexts in sentences. Understand familiar grammar.</p>	<p>Use familiar vocabulary Vary speaking frames or models. Respond with short phrases. Copy phrases. Reproduce pronunciation of letter strings and accents. Be aware of intonation and use it to distinguish between questions and responses. Use linking words to extend sentences. Apply familiar grammatical rules in guided tasks.</p>	<p>Understand familiar words in short passages. Identify which words need to be checked in a dictionary. Use dictionary to find meaning of individual words. Understand familiar grammar</p>	<p>Reproduce spelling. Vary writing frames or models. Use linking words to extend sentences. Use familiar vocabulary. Apply familiar grammatical rules in guided tasks. Use a dictionary to vary vocabulary (nouns)</p>

Suggested key topics or suitable scheme that covers skills outlined above:

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• French Phonics and French Alphabet</li> <li>• School subjects</li> <li>• Time</li> <li>• Likes and Dislikes with reasons</li> <li>• School Equipment</li> <li>• Numbers</li> </ul>	<ul style="list-style-type: none"> <li>• Countries and Nationalities</li> <li>• New Year's Resolutions</li> <li>• Technology</li> <li>• Physical Descriptions of people</li> <li>• Characteristics and Personality</li> <li>• House</li> </ul>

- Dates
- Colours
- Christmas
- Places in Town

- Bedroom

**Suggested grammar content by end of Yr 7**

- subject pronouns
- indefinite article
- use of numbers for age and date
- definite article
- avoir
- adjectival agreement – m, f, pl
- possessives, mon, ma, mes
- plural nouns
- être
- present tense 'er' verbs
- il y a & c'est
- asking questions
- difference tu / vous
- opinions
- imperative via classroom commands
- intensifiers
- conjunctions
- faire
- finite verb + infinitive – combining verbs
- aller + infinitive for near future
- aimer + infinitive

**Year 8:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing
<p>Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Understand familiar grammar.</p>	<p>Reproduce pronunciation of letter strings, accents and other characters in unfamiliar, common vocabulary. Use intonation to express mood. Vary speaking frames or models. Use range of linking words to extend sentences giving opinions and reasons. Produce short phrases across a range of topics, using familiar structures.</p>	<p>Recognise familiar key words and structures in familiar contexts in short passages across a range of topics. Begin to deduce meaning of unfamiliar words using context. Use glossaries, for new vocabulary.</p>	<p>Use familiar words, phrases and structures to produce short passage. Vary writing frames or models. Use range of linking words to extend sentences giving opinions and reasons. Use glossaries independently.</p>

**Suggested key topics or suitable scheme that covers skills outlined above:**

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• Daily Routine</li> <li>• Time</li> <li>• Family</li> <li>• Getting along with people</li> <li>• Physical Descriptions of people</li> <li>• Characteristics and Personality</li> <li>• Weather</li> <li>• Countries</li> <li>• Holidays</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas Shopping</li> <li>• New Year's Resolutions</li> <li>• House</li> <li>• Bedroom</li> <li>• Leisure &amp; TV</li> <li>• Going out</li> </ul>

- Food
- Cafe and Restaurant

**Suggested grammar content by end of Yr 8**

- reflexive verbs
- using –er verbs
- the negative
- masculine and feminine nouns
- Être and avoir
- depuis+ present tense
- aller
- faire
- complex sentences
- -ir verbs
- -re verbs
- perfect tense with avoir & être
- irregular past participles
- c'était
- à + place
- vouloir
- modal verbs
- pouvoir
- devoir
- negative with modals
- adjectival position
- ce/cette/ces
- near future

- comparative & superlative
- using definite article after aimer
- using partitive article
- il faut + infinitive
- de with quantities
- dialogues
- prepositions à and en
- question words
- opinions
- asking open questions
- perfect tense practice
- comparative adjectives
- ne.... jamais
- varied adjectives
- near future
- conditional mood

**Year 9:**

**Substantive Knowledge:**

Listening	Speaking	Reading	Writing
<p>Understand familiar words in new contexts and the gist of longer passages across a range of topics.</p> <p>Deduce meaning of unfamiliar words using context as a matter of course.</p> <p>Understand familiar grammar.</p>	<p>Maintain pronunciation of letter strings, accents and other characters in extended speaking.</p> <p>Use intonation to express meaning.</p> <p>Vary and extend speaking frames or models.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks.</p>	<p>Understand familiar words in new contexts and the gist of longer passages across a range of topics.</p> <p>Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context.</p> <p>Use dictionary independently to find meaning of individual words.</p> <p>Understand familiar grammar.</p>	<p>Vary and extend writing frames or models to produce extended passages.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks.</p> <p>Use a dictionary independently</p>

**Suggested key topics or suitable scheme that covers skills outlined above:**

Suggested key topics or suitable scheme that covers skills outlined above	Additional suggested topics
<ul style="list-style-type: none"> <li>• Environment</li> <li>• Healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• – climate change, flooding, plastic pollution, the seas, organic farming, global warming, endangered species</li> <li>• Film and TV</li> <li>• A Trip to Paris – holiday plans, landmarks, geography, transport, accommodation</li> <li>• Weekend Plans</li> <li>• Role play – shopping, eating out, health</li> <li>• Youth culture</li> </ul>

	<ul style="list-style-type: none"> <li>• Work and future plans</li> <li>• Holidays</li> <li>• Me in the world</li> </ul>
<p><b>Suggested grammar content by end of Yr 9</b></p> <ul style="list-style-type: none"> <li>• avoir and être</li> <li>• present tense</li> <li>• aller</li> <li>• perfect tense;</li> <li>• À + definite article</li> <li>• il faut</li> <li>• partitive article</li> <li>• future tense</li> <li>• two tenses together</li> <li>• near future</li> <li>• common irregular verbs</li> <li>• masculine and feminine nouns</li> <li>• modal verbs</li> <li>• asking questions</li> <li>• forming questions with question words</li> <li>• using the conditional</li> <li>• using reflexive verbs</li> <li>• using perfect tense</li> <li>• expressions with avoir</li> <li>• possessive adjectives</li> <li>• three tenses together</li> <li>• infinitives to mean ‘-ing’</li> </ul>	

## Key Stage 4

### Year 10 & 11

#### Substantive Knowledge:

Listening	Speaking	Reading	Writing
<p>Understand familiar words in new contexts and process longer passages with an increasing level of detail across a range of topics within the themes.</p> <p>Deduce meaning of unfamiliar words using context as a matter of course.</p> <p>Understand familiar grammar and tenses and how these alter meaning and understanding.</p> <p>Develop their ability to understand clearly articulated, standard speech at near normal speed.</p>	<p>Maintain pronunciation of letter strings, accents and other characters in extended speaking.</p> <p>Use intonation to express meaning. Vary and extend speaking frames or models, with a variety of tenses.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks, including a variety of tenses.</p> <p>Develop ability to communicate confidently and coherently with native speakers, conveying what they want to say with increasing accuracy.</p>	<p>Understand familiar words in new contexts and process longer passages across a range of topics with increasing accuracy.</p> <p>Use knowledge of word families and affixes to deduce meaning of unfamiliar words using context.</p> <p>Use dictionary independently to find meaning of individual words.</p> <p>Understand familiar grammar, including a variety of tenses.</p> <p>Acquire new knowledge, skills and ways of thinking through the ability to understand and respond to authentic written material, adapted and abridged, as appropriate, including literary texts.</p>	<p>Vary and extend writing frames or models to produce extended passages with increasing accuracy.</p> <p>Use wide range of linking words to extend sentences, give opinions and justified reasons.</p> <p>Use familiar vocabulary in a variety of contexts across a range of topics.</p> <p>Apply familiar grammatical rules in guided tasks, including a variety of tenses.</p> <p>Use a dictionary independently.</p> <p>Develop ability to communicate confidently and coherently with native speakers in written form, conveying what they want to say with increasing accuracy.</p>

# KS4 Specification Topics, applying the above substantive knowledge

Following the AQA specification for GCSE French <https://www.aqa.org.uk/subjects/languages/gcse/french-8658>

Yr 10	<b>Term 1:</b> Identity and Culture	<b>Term 2:</b> Identity and Culture	<b>Term 3:</b> Identity and culture	<b>Term 4:</b> Identity and Culture	<b>Term 5:</b> Local, national, international and global areas of interest	<b>Term 6:</b> Local, national, international and global areas of interest
	Me, my family & friends - relationships with family and friends - Marriage/partnership  <b>Assessment – Listening/Reading (week 7)</b>	Technology in everyday life - Social media - Mobile technology  <b>Assessment – Listening/Reading &amp; Writing (week 15)</b>	Free-time activities - Music - Cinema and TV - Food and eating out - Sport  <b>Assessment – Listening/Reading &amp; Writing (week 22)</b>	Customs and Festivals  <b>Assessment – Speaking (week 27)</b>	Home, town, neighbourhood and region	Social issues - Charity/voluntary work - Healthy/unhealthy living  <b>Assessment – Internal exam – Listening, reading &amp; writing (week 35) Internal speaking exam (week 38)</b>
<b>Yr 10 Grammar Content</b>	Reflexive verbs Direct object pronouns The future tenses	Present tense of regular and irregular verbs	Perfect tense Developing sentences Demonstrative pronouns Pronouns y & en	Reflexive verbs in the perfect tense Perfect infinitive Imperfect tense	Negatives Conditional mood Possessive pronouns	Vouloir que+subjunctive Imperfect tense
	<b>Term 1:</b> Local, national, international and global areas of interest	<b>Term 2:</b> Local, national, international and global areas of interest	<b>Term 3:</b> Current and future study and employment	<b>Term 4:</b> Current and future study and employment	<b>Term 5:</b> Exam preparation	<b>Term 6:</b> Exam preparation
	Global issues - Environment - Poverty/homelessness  <b>Assessment – Writing (week 7)</b>	Travel and Tourism  <b>Assessment – Internal exam (weeks 11&amp;12)</b>	My studies, life at school & college	Education post 16, jobs, career choice & ambitions		

			<b>Assessment – Internal speaking exam (week 19)</b>	<b>Assessment – Ebacc internal exams (week 23). Exam prep, focus on speaking</b>		
<b>Yr 11 Grammar Content</b>	Si + present Verbs of possibility Subjunctive Pluperfect tense (higher)	Revision of three tenses	Modal verbs Perfect Tense Conditional Mood	Quand + future tense Passive voice in present tense Avoiding the passive voice		