

Curriculum Map 2021/2022



YEAR 9 FRENCH

Our curriculum is based on three pillars of language learning knowledge that research indicates are fundamental to progress for beginner language learners in a classroom setting: phonics, vocabulary and grammar. Within this approach, students develop understanding skills (listening and reading) and productive skills (speaking and writing) through carefully structured and supported resources. Students then progress to build freer production in which they recall and manipulate a wider range of language.

	1A	1B	2A	2B	3A	3B
CONTENT <i>Declarative Knowledge</i> <i>'Know What'</i>	Grammar: <ul style="list-style-type: none"> ● -er verbs used with simple present and present continuous meaning (3rd person plural) ● Preposition à with certain verbs to mean at/to ● Intonation questions ● Two-verb structures with 'aimer' ● Il y a ● Plural indefinite article 'des' ● Plural adjective agreement ● Essential verbs <i>être</i>, <i>avoir</i> and <i>faire</i> (1st, 2nd, 3rd persons plural) ● Possessive adjectives (mon, ma, mes, ton, ta, tes) ● Essential verb <i>aller</i> (1st, 2nd, 3rd persons singular) 	Grammar: <ul style="list-style-type: none"> ○ à meaning 'to' and 'in' with towns and cities ○ en meaning 'to' and 'in' with feminine countries ○ chez ○ Subject-verb inversion questions (single and two-verb structures) ○ Subject-verb inversion questions with question words (single-verb structures) ○ Ne...pas negation with single-verb structures ○ Ne...pas negation with nouns ○ Adjectives in front of the noun ○ Essential irregular -re and -ir verbs (1st, 2nd and 3rd persons singular) – prendre, apprendre, dire, sortir, venir, dormir 	Grammar: <ul style="list-style-type: none"> ● Modal verbs (vouloir, pouvoir, devoir) ● Modal verbs in the negative ● Subject-verb inversion questions with question words (two-verb structures) ● To know (how to) – savoir + infinitive ● Intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) ● Feminine adjective agreement rules ● Feminien noun formation rule ● Question Word + est-ce que ● Pronoun 'on' with impersonal meaning 'people, you, one' ● Possessive adjectives (son, sa, ses, notre, nos) 	Grammar: <ul style="list-style-type: none"> ○ Present v perfect (with past simple equivalent in English) ○ Past participle formation: faire, dire, -er verbs which take avoir ○ Intonation (SV) questions with question words (present v perfect) ○ Ce, cet, cette, ces ○ Il y a v il y avait ○ Intonation (SV) and est-ce que questions (present v perfect) – 1st, 2nd and 3rd persons singular ○ Negation: ne...pas de (present v perfect) ○ Prepositions taking 'de' ○ Partitive article for distinguishing between parts and wholes and after 'faire' with sports ○ Partitive article (du, de la, des, de l') with 	Grammar: <ul style="list-style-type: none"> ○ Verbs like sortir and venir (present – 1st, 2nd and 3rd persons plural) ○ Vous as formal 'you' (all persons) ○ Present tense with future meaning ○ Present v perfect (with past simple and present perfect equivalent in English) ○ Past participle formation: verbs like pris, dit, fait, bu, eu ○ Intonation (SV) and est-ce que questions in the perfect (did? v have/has?) Phonics: <ul style="list-style-type: none"> ○ [oy] ○ [y] ○ Liaison and elision with h ○ [em], [am], [en], [an], [aim], [ain], [im], [in], [om], [on], 	Students who have selected French or are on the blue pathway begin French GCSE course: please refer to Unit 1 of GCSE Curriculum Map for what happens in Term 3B.

	<ul style="list-style-type: none"> • À = au/à la/à l'/aux to mean 'to' • Intonation questions with question words <p>Phonics:</p> <ul style="list-style-type: none"> • [tion] and [ien] • Revisit SFC • Revisit [a] • Revisit [i] • Revisit [eu] • Revisit [e] • Revisit [au], [eau], [o] • Revisit [u] • Revisit liaisons t and s • Revisit [ou] <p>Vocabulary:</p> <ul style="list-style-type: none"> • Developing a verb lexicon (-er regular verbs) • Deepening vocabulary knowledge through work with a challenging text • Revisiting essential verbs in new contexts (être, avoir, faire) • Plural nouns and adjectives 	<ul style="list-style-type: none"> ○ Aller + infinitive (future intention) <p>Phonics:</p> <ul style="list-style-type: none"> ○ Revisit SFE ○ Revisit [é], [er] and [ez] ○ Revisit [en], [an] and [on] ○ Revisit [ain] and [in] ○ Revisit [è] and [ê] ○ Revisit [ai] ○ Revisit [oi] ○ Revisit [ch] ○ Revisit [ç] and soft c ○ Revisit [qu] <p>Vocabulary:</p> <ul style="list-style-type: none"> ○ Revisiting essential verbs in new contexts (aller) ○ Question words ○ Developing the verb lexicon (-er verbs) • Deepening vocabulary and grammar knowledge through work with a challenging text 	<p>Phonics:</p> <ul style="list-style-type: none"> • Revisit [j] • Revisit [tion] • Revisit [ien] • Liaison with t, s, x and on • [h] • [em] and [am] • [aim] and [ain] • [om] • [um] and [un] • Revisit SFC, [a], [en], [an], [im], [in], [on], [e], [ain], [in] <p>Vocabulary:</p> <ul style="list-style-type: none"> • Developing a verb lexicon • Developing the use of modal verbs, including with negation • Deepening vocabulary and grammar knowledge through work with a challenging text • Semantic complexities addressed through deliberate practice (savoir v pouvoir) • Common word patterns between French and English • Revisit essential verbs in new contexts (être, avoir) ○ Number construction 13-31 	<p>uncountable nouns and unspecified quantities)</p> <ul style="list-style-type: none"> ○ Partitive article de/d' in the negative and with expressions of quantity ○ Boire (1st, 2nd and 3rd persons singular) <p>Phonics:</p> <ul style="list-style-type: none"> ○ [gn] ○ [r] ○ Open [eu] and [oeu] ○ Closed [o] and [ô] ○ Open [o] ○ [s] ○ [th] ○ [ill] and [ille] ○ [aill], [ail], [eill], [eil], [euill], [euil], [ueill], [ueil], [oeill], [oeil], [ouill] and [ouil] ○ Revisit [eu], [eau], [au], [è], [ê], [ou], [a], [i], open [eu] and [oeu], and [oi] <p>Vocabulary:</p> <ul style="list-style-type: none"> ○ Building the verb lexicon ○ Regular revisiting of Year 7 vocabulary for consolidation ○ Word with multiple meanings are taught cumulatively ○ Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families 	<p>[um] and [un] before a vowel</p> <ul style="list-style-type: none"> ○ Revisit [ai], [i], [ain], [in], [em], [am], [e], [a], [en], [an], [h], [aill], [ail], [eill], [eil], [euill], [euil], [ueill], [ueil], [oeill], [oeil], [ouill], [ouil], [ill], [ille], [ien], open [eu] and [oeu], [eu], [r], [um], [un], [u], [om], [on], closed [o] and [ô], open [o], [eau], [au], [j], soft g, [gn], [th], [qu], [ch], [ç], soft c, [tion], [s] <p>Vocabulary:</p> <ul style="list-style-type: none"> ○ Building the verb lexicon ○ Mixed word sets ○ Regular revisiting of Year 7 vocabulary for consolidation ○ Year 8 vocabulary revisited throughout in different contexts ○ Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verb reused in different contexts. ○ Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families 	
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				<ul style="list-style-type: none"> Consolidation of question words and question formation 		
Skills <i>Procedural Knowledge</i> <i>'Know How'</i>	<p>Listening - Understanding</p> <ul style="list-style-type: none"> Demonstrate understanding of spoken language in extended texts from topics studied, in three time frames. Follow and understand parts of clear standard speech using familiar language from topics studied Identify key points and opinions in a variety of extended passages <p>Reading - Understanding</p> <ul style="list-style-type: none"> Understand and respond to written language from topics studied, in both English and TL. Understand details within texts containing three time frames. Identify key facts, opinions and reasons in texts. Translate a paragraph containing three time frames from TL to English. <p>Speaking - Production</p> <ul style="list-style-type: none"> Communicate in speech to talk about key questions in a general conversation about topics studied In said general conversation, exchange opinions with justifications. Make appropriate and mostly accurate use of vocabulary and grammatical structures previously studied Use accurate pronunciation and intonation to be understood by a native speaker <p>Writing - Production</p> <ul style="list-style-type: none"> Produce an extended paragraph using three time frames. Be able to use a variety of opinions with reasons. Make mostly accurate use of vocabulary and grammatical structures previously studied Translate a set of sentences from English into Spanish, using three time frames. 					
Key Questions	<ul style="list-style-type: none"> Can you say what others do (in the 'they' form)? Can you distinguish between the singular and plural 'you' forms? Can you say how many of something there is? Can you describe your family? Can you say what people have? Can you say what sports people do? 	<ul style="list-style-type: none"> Can you say what countries people go to? Can you ask questions? Can you use question words when asking questions? Can you say what people do not do? Can you describe things or people? Can you express future intentions? 	<ul style="list-style-type: none"> Can you ask questions? Can you say what you want to, can and must do? Can you distinguish between having and being? Can you say what you know how to do? Can you talk about what, when, where and why you celebrate things? 	<ul style="list-style-type: none"> Can you talk about what you are doing today compared to what you did yesterday? Can you share past experiences? Can you talk about people and places in the past? Can you ask about what happened in the past? Can you talk about what you do in your free time and where you do it? 	<ul style="list-style-type: none"> Can you say what you do or did in a typical day? Can you differentiate between formal and informal situations, specifically how to talk to people you do and don't know? Can you talk about what you are doing this week and what you do every week? Can you talk about what something is like? 	<ul style="list-style-type: none">

	<ul style="list-style-type: none"> ○ Can you say what places people go to? 		<ul style="list-style-type: none"> ○ Can you talk about how other people celebrate events? ○ 	<ul style="list-style-type: none"> ○ Can you talk about parts and wholes of things? <p>Can you talk about nouns you can't count?</p>	<ul style="list-style-type: none"> ○ Can you ask and answer questions about what people did and have done? 	
Assessment	<p>Listening to a variety of extended texts on topics studied to illicit key information in both English and the TL. Listening to categorise language into present, past and future events.</p> <p>Reading a range of extended texts written in three tenses, to illicit key information in both English and the TL. Translating a set of sentences in three tenses from TL to English.</p>	<p>Speaking on language studied about a series of general conversation questions in present, past and future tenses.</p> <p>Writing an extended piece of language on topics studied, using three tenses. Translating a paragraph containing two time frames from English to TL.</p>	<p>Listening to a variety of extended texts on topics studied to illicit key information in both English and the TL. Listening to categorise language into present, past and future events.</p> <p>Reading a range of extended texts written in three tenses, to illicit key information in both English and the TL. Translating a set of sentences in three tenses from TL to English.</p>	<p>Speaking on language studied about a series of general conversation questions in present, past and future tenses.</p> <p>Writing an extended piece of language on topics studied, using three tenses. Translating a paragraph containing two time frames from English to TL.</p>	<p>Listening to a variety of extended texts on topics studied to illicit key information in both English and the TL. Listening to categorise language into present, past and future events.</p> <p>Reading a range of extended texts written in three tenses, to illicit key information in both English and the TL. Translating a set of sentences in three tenses from TL to English.</p>	<p>Listening to a variety of extended texts on topics studied to illicit key information in both English and the TL. Listening to categorise language into present, past and future events.</p> <p>Reading a range of extended texts written in three tenses, to illicit key information in both English and the TL. Translating a set of sentences in three tenses from TL to English.</p>