

St Mary's CE High School Curriculum Map 2022-23



Subject: French Year: 7

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>CONTENT</p> <p><i>Declarative Knowledge</i> <i>'Know What'</i></p>	<p>Grammar:</p> <ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) To be, being – ÊTRE (c'est), To have, having – AVOIR, To do, doing – FAIRE Adjective agreement (as complement to verb) Indefinite, singular articles and gender Definite articles (le, la, l', les) Regular plural nouns (-s) Yes/no questions with raised intonation feminisation of job titles (-e) subject pronouns il/elle meaning 'it' <p>Phonics:</p> <ul style="list-style-type: none"> Silent final consonant (SFC) SSC 'a' SSC 'i' and 'eu' SSC 'e' and 'au (eau)' Contrast SSC 'u' and 'ou' Silent final 'e' and 'é' (-er, -ez) SSC 'en' / 'an', 'on' SSC '-ain' / '-in', 'è' / 'é' 	<p>Grammar:</p> <ul style="list-style-type: none"> Using FAIRE to mean 'go' -ER verbs (used with simple present and present continuous meaning) Essential verbs (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) Preposition à with certain verbs meaning at/to Intonation questions Two-verb structures with <i>aimer</i> <p>Phonics:</p> <ul style="list-style-type: none"> SSC 'ai' and 'oi' SSC 'ch', 'ç' (and soft 'c') SSC 'qu', 'j' (and soft 'g') SSC '-tion', '-ien' Revisit Silent Final Consonant (SFC) Revisit 'a' Revisit 'i' <p>Vocabulary:</p> <ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Developing a verb lexicon (-ER regular verbs) 	<p>Grammar:</p> <ul style="list-style-type: none"> Il y a Plural indefinite article 'des' Plural adjective agreement Essential verbs (1st, 2nd, 3rd persons plural) To be, being – ÊTRE, To have, having – AVOIR, To do, doing – FAIRE possessive adjectives (mon, ma, mes, ton, ta, tes) <p>Phonics:</p> <ul style="list-style-type: none"> Revisit 'eu' Revisit 'e' Revisit 'au', 'eau', 'o' Revisit 'u' Revisit Liaison (t- and s-) <p>Vocabulary:</p> <ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) Plural nouns and adjectives 	<p>Grammar:</p> <ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) To go, going – ALLER à – (au / à la / à l' / aux) meaning 'to' Intonation questions with question words Essential verbs (1st, 2nd, 3rd persons plural) To go, going – ALLER à - meaning 'to' and 'in' with towns and cities en - meaning 'to' and 'in' with countries (f) chez Present tense (-ER verbs) <p>Phonics:</p> <ul style="list-style-type: none"> Revisit 'ou' Revisit SFE (Silent Final 'e') Revisit 'é' (-er, -ez) Revisit 'en' / 'an', 'on' Revisit 'on' <p>Vocabulary:</p> <ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words Developing the verb lexicon (-ER verbs) 	<p>Grammar:</p> <ul style="list-style-type: none"> 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 de negation with nouns Adjectives in front of the noun Essential irregular – RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR <p>Phonics:</p> <ul style="list-style-type: none"> Revisit -ain/-in Revisit SSC è/é Revisit SSC 'ai' Revisit SSC 'oi' Revisit SSC 'ch' Revisit SSC 'ç' (and soft 'c') <p>Vocabulary:</p> <ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words 	<p>Grammar:</p> <ul style="list-style-type: none"> ALLER + infinitive (future intention) Modal verbs - VOULOIR, POUVOIR and DEVOIR Modal verbs in the negative Subject-verb inversion questions with question words (two-verb structures) To know (how to) - SAVOIR + infinitive Essential irregular – RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR <p>Phonics:</p> <ul style="list-style-type: none"> Revisit SSC 'qu' Revisit SSC 'j' Revisit SSC '-tion' Revisit SSC '-ien' Revisit Silent Final Consonant (SFC) Revisit 'a' <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

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	<ul style="list-style-type: none"> ● Liaison (t- and s-) Vocabulary: ● Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. ● High-frequency vocabulary relevant to given context. ● Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course. 	<ul style="list-style-type: none"> ● Deepening vocabulary knowledge through work with a challenging text. 		<ul style="list-style-type: none"> ● Deepening vocabulary and grammar knowledge through work with a challenging text. 		<p>work with a challenging text.</p> <ul style="list-style-type: none"> ● Semantic complexities addressed through deliberate practice (savoir vs pouvoir)
<p>Skills <i>Procedural Knowledge</i> <i>'Know How'</i></p>	<p>Listening - Understanding</p> <ul style="list-style-type: none"> ○ Demonstrate general understanding of spoken language ○ Listen to a variety of forms of spoken language to obtain information and respond appropriately ○ Transcribe words and short sentences that they hear with increasing accuracy <p>Reading - Understanding</p> <ul style="list-style-type: none"> ○ Understand and respond to written language ○ Read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material ○ Understand general and some specific details within texts using high frequency familiar language ○ Read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture <p>Speaking - Production</p> <ul style="list-style-type: none"> ○ Communicate in speech to talk about key questions in a short general conversation ○ Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address ○ Express and develop ideas clearly and with increasing accuracy, both orally and in writing ○ Speak coherently and confidently, with increasingly accurate pronunciation and intonation <p>Writing - Production</p> <ul style="list-style-type: none"> ○ Write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language ○ express and develop ideas clearly and with increasing accuracy, both orally and in writing 					

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Key Questions	<ul style="list-style-type: none"> ○ Can you describe a thing or a person? ○ Can you say what people have? ○ Can you distinguish between having and being? ○ Can you talk about doing and making things? 	<ul style="list-style-type: none"> ○ Can you say what people do? ○ Can you do this in a variety of subject pronouns? ○ Can you distinguish between the singular and plural forms of 'you'? 	<ul style="list-style-type: none"> ○ Can you say how many of something there is? ○ Can you describe members of family? ○ Can you say what people have? ○ Can you say what sports people do? 	<ul style="list-style-type: none"> ○ Can you say what places people go to? ○ Can you say what countries people go to? ○ Can you ask questions with intonation? ○ Can you use question words when asking questions? ○ Can you talk about yourself? ○ Can you talk about someone else? 	<ul style="list-style-type: none"> ○ Can you ask questions using subject-verb inversion? ○ Can you use question words with this form of question? ○ Can you say what people do not do? ○ Can you describe things and people using irregular –re and –ir verbs? 	<ul style="list-style-type: none"> ○ Can you say what people are going to do? ○ Can you do this using a variety of subject pronouns? ○ Can you distinguish between the singular and plural forms of you with irregular verbs?
Assessment	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Achievement test including phonics, vocabulary and grammar provided by NCELP. Students complete the test online.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test including phonics, vocabulary and grammar.	Achievement and application test provided by NCELP and completed online.