

# St Mary's CE High School Curriculum Map 2023-24

## Year 8 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
<b>CONTENT</b>  <i>Declarative Knowledge</i> <i>'Know What'</i>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Essential verbs <i>être</i>, <i>avoir</i> and <i>faire</i> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li>Adjective agreement</li> <li>Indefinite, singular articles and gender</li> <li>Definite articles</li> <li>Regular plural nouns</li> <li>Yes/no questions with raised intonation</li> <li>Feminisation of job titles</li> <li>Subject pronouns <i>il/elle</i> to mean 'it'</li> <li>Using 'faire' to mean go</li> <li>-er verbs used with simple present and present continuous meaning (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> person plural)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>Silent final consonant (SFC)</li> <li>[a]</li> <li>[i] and [eu]</li> <li>[e], [au] and [eau]</li> <li>Contrast [u] and [ou]</li> <li>Silent final 'e' and [é], [er] and [ez]</li> <li>[en], [an] and [on]</li> <li>[ain], [in], [è] and [ê]</li> <li>Liaison with t and s</li> <li>[ai] and [oi]</li> <li>[ch], [ç] and soft c</li> <li>[qu], [j] and soft g</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>-er verbs used with simple present and present continuous meaning (3rd person plural)</li> <li>Preposition <i>à</i> with certain verbs to mean at/to</li> <li>Intonation questions</li> <li>Two-verb structures with 'aimer'</li> <li><i>Il y a</i></li> <li>Plural indefinite article 'des'</li> <li>Plural adjective agreement</li> <li>Essential verbs <i>être</i>, <i>avoir</i> and <i>faire</i> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)</li> <li>Possessive adjectives (mon, ma, mes, ton, ta, tes)</li> <li>Essential verb <i>aller</i> (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)</li> <li><i>À</i> = <i>au/à la/à l'/aux</i> to mean 'to'</li> <li>Intonation questions with question words</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>[tion] and [ien]</li> <li>Revisit SFC</li> <li>Revisit [a]</li> <li>Revisit [i]</li> <li>Revisit [eu]</li> <li>Revisit [e]</li> <li>Revisit [au], [eau], [o]</li> <li>Revisit [u]</li> <li>Revisit liaisons t and s</li> <li>Revisit [ou]</li> </ul> <b>Vocabulary:</b>	<b>Grammar:</b> <ul style="list-style-type: none"> <li><i>à</i> meaning 'to' and 'in' with towns and cities</li> <li><i>en</i> meaning 'to' and 'in' with feminine countries plural</li> <li><i>chez</i></li> <li>Subject-verb inversion questions (single and two-verb structures)</li> <li>Subject-verb inversion questions with question words (single-verb structures)</li> <li><i>Ne...pas</i> negation with single-verb structures</li> <li><i>Ne...pas</i> negation with nouns</li> <li>Adjectives in front of the noun</li> <li>Essential irregular -re and -ir verbs (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular) – <i>prendre</i>, <i>apprendre</i>, <i>dire</i>, <i>sortir</i>, <i>venir</i>, <i>dormir</i></li> <li><i>Aller</i> + infinitive (future intention)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>Revisit SFE</li> <li>Revisit [é], [er] and [ez]</li> <li>Revisit [en], [an] and [on]</li> <li>Revisit [ain] and [in]</li> <li>Revisit [è] and [ê]</li> <li>Revisit [ai]</li> <li>Revisit [oi]</li> <li>Revisit [ch]</li> <li>Revisit [ç] and soft c</li> <li>Revisit [qu]</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<i>aller</i>)</li> <li>Question words</li> <li>Developing the verb lexicon (-er verbs)</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Modal verbs (<i>vouloir</i>, <i>pouvoir</i>, <i>devoir</i>)</li> <li>Modal verbs in the negative</li> <li>Subject-verb inversion questions with question words (two-verb structures)</li> <li>To know (how to) – <i>savoir</i> + infinitive</li> <li>Intonation (SV), inversion (VS) and <i>est-ce que</i> questions (single-verb structures)</li> <li>Feminine adjective agreement rules</li> <li>Feminine noun formation rule</li> <li>Question Word + <i>est-ce que</i></li> <li>Pronoun 'on' with impersonal meaning 'people, you, one'</li> <li>Possessive adjectives (<i>son</i>, <i>sa</i>, <i>ses</i>, <i>notre</i>, <i>nos</i>)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>Revisit [j]</li> <li>Revisit [tion]</li> <li>Revisit [ien]</li> <li>Liaison with t, s, x and on</li> <li>[h]</li> <li>[em] and [am]</li> <li>[aim] and [ain]</li> <li>[om]</li> <li>[um] and [un]</li> <li>Revisit SFC, [a], [en], [an], [im], [in], [on], [e], [ain], [in]</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Developing a verb lexicon</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Present v perfect (with past simple equivalent in English)</li> <li>Past participle formation: <i>faire</i>, <i>dire</i>, -er verbs which take <i>avoir</i></li> <li>Intonation (SV) questions with question words (present v perfect)</li> <li><i>Ce</i>, <i>cet</i>, <i>cette</i>, <i>ces</i></li> <li><i>Il y a</i> <i>il y avait</i></li> <li>Intonation (SV) and <i>est-ce que</i> questions (present v perfect) – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular</li> <li>Negation: <i>ne...pas de</i> (present v perfect)</li> <li>Prepositions taking 'de'</li> <li>Partitive article for distinguishing between parts and wholes and after 'faire' with sports</li> <li>Partitive article (<i>du</i>, <i>de la</i>, <i>des</i>, <i>de l'</i>) with uncountable nouns and unspecified quantities)</li> <li>Partitive article <i>de/d'</i> in the negative and with expressions of quantity</li> <li><i>Boire</i> (1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons singular)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>[gn]</li> <li>[r]</li> <li>Open [eu] and [oeu]</li> <li>Closed [o] and [ô]</li> <li>Open [o]</li> <li>[s]</li> <li>[th]</li> <li>[ill] and [ille]</li> </ul>	<b>Grammar:</b> <ul style="list-style-type: none"> <li>Verbs like <i>sortir</i> and <i>venir</i> (present – 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> persons plural)</li> <li><i>Vous</i> as formal 'you'</li> <li>Verbs like 'choisir' (all persons)</li> <li>Present tense with future meaning</li> <li>Present v perfect (with past simple and present perfect equivalent in English)</li> <li>Past participle formation: verbs like <i>pris</i>, <i>dit</i>, <i>fait</i>, <i>bu</i>, <i>eu</i></li> <li>Intonation (SV) and <i>est-ce que</i> questions in the perfect (did? v have/has?)</li> </ul> <b>Phonics:</b> <ul style="list-style-type: none"> <li>[oy]</li> <li>[y]</li> <li>Liaison and elision with h</li> <li>[em], [am], [en], [an], [aim], [ain], [im], [in], [om], [on], [um] and [un] before a vowel</li> <li>Revisit [ai], [i], [ain], [in], [em], [am], [e], [a], [en], [an], [h], [ail], [ail], [eill], [eill], [euill], [euill], [ueill], [ueill], [oeill], [oeill], [ouill], [ouill], [ille], [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]</li> </ul> <b>Vocabulary:</b> <ul style="list-style-type: none"> <li>Building the verb lexicon</li> </ul>

# St Mary's CE High School Curriculum Map 2023-24

## Year 8 French



	<ul style="list-style-type: none"> <li>High-frequency vocabulary relevant to given context</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week for homework</li> <li>Consolidation and extension of vocabulary relevant to the given contexts</li> </ul>	<ul style="list-style-type: none"> <li>Developing a verb lexicon (-er regular verbs)</li> <li>Deepening vocabulary knowledge through work with a challenging text</li> <li>Revisiting essential verbs in new contexts (être, avoir, faire)</li> <li>Plural nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Deepening vocabulary and grammar knowledge through work with a challenging text</li> </ul>	<ul style="list-style-type: none"> <li>Developing the use of modal verbs, including with negation</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text</li> <li>Semantic complexities addressed through deliberate practice (savoir v pouvoir)</li> <li>Common word patterns between French and English</li> <li>Revisit essential verbs in new contexts (être, avoir)</li> <li>Number construction 13-31</li> </ul>	<ul style="list-style-type: none"> <li>[aill], [ail], [eill], [eil], [euill], [euil], [ueill], [ueil], [oeill], [oeil], [ouill] and [ouil]</li> <li>Revisit [eu], [eau], [au], [è], [ê], [ou], [a], [i], open [eu] and [oeu], and [oi]</li> </ul> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Year 7 vocabulary for consolidation</li> <li>Word with multiple meanings are taught cumulatively</li> <li>Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> <li>Consolidation of question words and question formation</li> </ul>	<ul style="list-style-type: none"> <li>Mixed word sets</li> <li>Regular revisiting of Year 7 vocabulary for consolidation</li> <li>Year 8 vocabulary revisited throughout in different contexts</li> <li>Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verb reused in different contexts.</li> <li>Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> </ul>
<b>Skills</b>  <i>Procedural Knowledge 'Know How'</i>	<p><b>Listening - Understanding</b></p> <ul style="list-style-type: none"> <li>Demonstrate general understanding of spoken language</li> <li>Listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>Transcribe words and short sentences that they hear with increasing accuracy</li> </ul> <p><b>Reading - Understanding</b></p> <ul style="list-style-type: none"> <li>Understand and respond to written language</li> <li>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</li> <li>Understand general and some specific details within texts using high frequency familiar language</li> <li>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</li> </ul> <p><b>Speaking - Production</b></p> <ul style="list-style-type: none"> <li>Communicate in speech to talk about key questions in a short general conversation</li> <li>Initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address</li> <li>Express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> </ul>					

**St Mary's CE High School Curriculum Map 2023-24**  
**Year 8 French**



	<ul style="list-style-type: none"> <li>○ Speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> </ul> <p><b>Writing - Production</b></p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ express and develop ideas clearly and with increasing accuracy, both orally and in writing</li> </ul>					
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>○ Can you describe a thing or person?</li> <li>○ Can you say what people have?</li> <li>○ Can you distinguish between having and being?</li> <li>○ Can you talk about doing and making things?</li> <li>○ Can you say what people do, including a variety of subject pronouns?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can you say what others do (in the 'they' form)?</li> <li>○ Can you distinguish between the singular and plural 'you' forms?</li> <li>○ Can you say how many of something there is?</li> <li>○ Can you describe your family?</li> <li>○ Can you say what people have?</li> <li>○ Can you say what sports people do?</li> <li>○ Can you say what places people go to?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can you say what countries people go to?</li> <li>○ Can you ask questions?</li> <li>○ Can you use question words when asking questions?</li> <li>○ Can you say what people do not do?</li> <li>○ Can you describe things or people?</li> <li>○ Can you express future intentions?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can you ask questions?</li> <li>○ Can you say what you want to, can and must do?</li> <li>○ Can you distinguish between having and being?</li> <li>○ Can you say what you know how to do?</li> <li>○ Can you talk about what, when, where and why you celebrate things?</li> <li>○ Can you talk about how other people celebrate events?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can you talk about what you are doing today compared to what you did yesterday?</li> <li>○ Can you share past experiences?</li> <li>○ Can you talk about people and places in the past?</li> <li>○ Can you ask about what happened in the past?</li> <li>○ Can you talk about what you do in your free time and where you do it?</li> <li>○ Can you talk about parts and wholes of things?</li> <li>○ Can you talk about nouns you can't count?</li> </ul>	<ul style="list-style-type: none"> <li>○ Can you say what you do or did in a typical day?</li> <li>○ Can you differentiate between formal and informal situations, specifically how to talk to people you do and don't know?</li> <li>○ Can you talk about what you are doing this week and what you do every week?</li> <li>○ Can you talk about what something is like?</li> <li>○ Can you ask and answer questions about what people did and have done?</li> </ul>

**St Mary's CE High School Curriculum Map 2023-24**  
**Year 8 French**



<b>Assessment</b>	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.
-------------------	---	---	--	---	---	--