

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

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"> <i>Il faut / il ne faut pas</i> + infinitive Use of <i>à</i> with masculine countries <i>ne... jamais</i> in single-verb structures in the present tense Possessive adjectives (<i>votre, vos, leur, leurs</i>) Numbers 32-69 Revisiting <i>être</i> in the present tense Revisiting <i>ne... pas</i> in single-verb and two-verb structures Revisiting adjective agreements Revisiting -er verbs in the present tense Revisiting <i>pour</i> and <i>sans</i> + infinitive Phonics: <ul style="list-style-type: none"> SFC and SFe with m/f adjectives <i>é / er / ez</i> and SFe with -er verb endings <i>en / an</i> vs <i>in / om</i> suffix -ment s-liaison <i>ou</i> and <i>u</i> <i>i</i> with -if <i>ai</i> and <i>é</i> with forms of <i>connaître</i> <i>e</i> with <i>ne</i> and <i>re</i> <i>qu</i> with <i>que</i> <i>ien</i> and <i>è / ê</i> with m/f nouns Vocabulary: <ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation 	Grammar: <ul style="list-style-type: none"> Impersonal verb <i>il est</i> + time The negation <i>ne... jamais</i> in the perfect tense -er verbs in the perfect tense with <i>je / tu / il / elle / on</i> with both <i>avoir</i> and <i>être</i> -er verbs in the perfect tense with <i>nous / vous / ils / elles</i> with both <i>avoir</i> and <i>être</i> Use of the relative pronouns <i>qui</i> in subject relative clauses Revisiting <i>aller</i> + infinitive to indicate future intention for all subject pronouns Revisiting modal verbs in the present tense with <i>je / tu / il / elle</i> Revisiting <i>à / en</i> with cities and feminine countries Revisiting infinitive after <i>aller / aimer / modal verbs / pour / sans</i> Revisiting the verb <i>croire</i> with <i>je / tu / il / elle</i> Phonics: <ul style="list-style-type: none"> <i>eu / oeu</i> s-liaison <i>en / an</i> vs <i>in / ain</i> <i>tion</i> <i>e / è / ê / a</i> When <i>e</i> is pronounced like <i>è / ê</i> Hard and soft <i>s</i> Vocabulary: <ul style="list-style-type: none"> Building the verb lexicon 	Grammar: <ul style="list-style-type: none"> -er verbs in the imperfect tense (to mean 'used to') with <i>je / il / elle / on</i> Verbs such as <i>prendre / venir / sortir / entendre / lire / choisir / écrire</i> in both the imperfect and present tenses (to mean 'used to') Comparing regular verbs in the imperfect (used to) vs perfect tenses with <i>je / tu / il / elle / on</i> Direct object pronouns (<i>le / la / l'</i>) in front of the verb with -er verbs in the present tense Contraction of the pronoun <i>le / la</i> to <i>l'</i> in front of a vowel / h Revisiting article use with <i>être</i> + nationality Revisiting adjective positions (before and after nouns, and using multiple adjectives) Revisiting comparative structures (using adjectives and adverbs) Revisiting the difference between the present and perfect tenses Revisiting irregular past participles such as <i>prendre / dit / fait / bu / eu</i> Phonics: <ul style="list-style-type: none"> <i>y / i / oy</i> <i>au / aux</i> <i>oi</i> 	Grammar: <ul style="list-style-type: none"> Impersonal verbs in phrases <i>il est difficile / facile / interdit de</i> + infinitive Past participle formation in verbs like <i>sortir</i> and <i>choisir</i> Past participle formation in verbs like <i>venir</i> and <i>attendre</i> Reflexive verbs in the present tense with <i>je / tu</i> Preverbal position of the singular reflexive pronouns <i>me</i> and <i>te</i> Revisiting the negation <i>ne... pas</i> in the perfect tense Revisiting the contraction of definite articles after <i>à / de</i> Revisiting <i>ne... jamais</i> in the perfect tense Revisiting -er verbs which take <i>être</i> in the perfect tense Revisiting feminine and plural past participle agreement with <i>être</i> verbs Phonics: <ul style="list-style-type: none"> <i>ill / ille, ail / aille, eil / eille, euil / euille, ouil / ouille</i> SFC and SFe <i>h</i> (in contraction with pronouns) <i>th</i> <i>ç / soft c</i> <i>a / au</i> <i>tion</i> Vocabulary: <ul style="list-style-type: none"> Building the verb lexicon 	Grammar: <ul style="list-style-type: none"> <i>Être</i> in the imperfect tense (to mean 'was') <i>Avoir</i> in the imperfect tense (to mean 'have' and 'was' equivalents) Imperfect vs perfect tense (referring to ongoing events and specific one off events) The verbs <i>aller</i> and <i>faire</i> in the imperfect tense with <i>je / tu / il / elle</i> Revisiting the relative pronoun <i>qui</i> in subordinate clauses Revisiting the verb <i>faire</i> with all subject pronouns Revisiting verbs with direct objects Revisiting demonstrative adjectives <i>ce / cet / cette / ces</i> Revisiting the difference between the present and perfect tenses for all subject pronouns with verbs taking both <i>avoir</i> and <i>être</i> Revisiting <i>il y a / il n'y a pas de</i> vs <i>il y avait / il n'y avait pas de</i> Phonics: <ul style="list-style-type: none"> <i>j / soft g</i> <i>um / un</i> <i>ch</i> closed <i>o / ô</i> vs open <i>o</i> open <i>eu / oeu</i> vs closed <i>eu / oeu</i> <i>r</i> <i>gn</i> <i>oin / oi</i> Vocabulary:	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.

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	<ul style="list-style-type: none"> Mixed word sets Cognates – English words +e Suffixes – English -ly and French -ment Suffixes – English -ive and French -if Prefixes – re- + verb (to do again) 	<ul style="list-style-type: none"> Regular revisiting of Y7 and Y8 vocabulary for consolidation Consolidation of question words and question formation Number construction 32-69 Text exploitation to extend vocabulary Cognates – English -c, -ck, -k or -ical and French -que Noun and adjective pairs English -or / -our and French -eur 	<ul style="list-style-type: none"> x and s before a vowel ou / u When ai is pronounced like é <p>Vocabulary:</p> <ul style="list-style-type: none"> Building a verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation Mixed word sets Cognates – tion French words are feminine, plus cross-linguistic pronunciation difference (e.g. revolution – la révolution) Cognates – words with a circumflex in French and an 's' in English (e.g. la forêt – forest) Text exploitation to extend vocabulary 	<ul style="list-style-type: none"> Regular revisiting of Y7 and Y8 vocabulary for consolidation Suffixes – cardinal number + ième English -el and French -al Text exploitation to extend vocabulary 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of Y7 and Y8 vocabulary for consolidation Mixed word sets Noun and adjective pairs – noun root -al as adjective (mondial, familial, national) Noun and verb pairs – verb stem + -ion / -ation as noun 	
Skills <i>Procedural Knowledge 'Know How'</i>	<p>Listening - Understanding</p> <ul style="list-style-type: none"> Demonstrate understanding of spoken language in extended texts from topics studied over the course of three years, in more than three time frames. Follow and understand parts of longer utterances of 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 a wide variety of topics studied, in both English and TL. Understand details within texts containing more than three time frames. Identify the more specific aspects of a text, including extended opinions and reasons. Translate a paragraph containing more than 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 a wide variety of topics studied In said general conversation, exchange extended opinions with justifications. Make appropriate and accurate use of vocabulary and grammatical structures previously studied Use very accurate pronunciation and intonation to be understood by a native speaker <p>Writing - Production</p>					

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	<ul style="list-style-type: none"> ○ Produce an extended paragraph using more than three time frames. ○ Be able to use a variety of extended opinions with reasons. ○ Make accurate use of vocabulary and grammatical structures previously studied ○ Translate a set of extended sentences from English into French, using more than three time frames. 					
Key Questions	<ul style="list-style-type: none"> ○ Can you describe yourself and others? ○ Can you follow information about "le festival de Dieppe" and talk about it? ○ Can you describe your motivations and goals? ○ Can you follow instructions at work? ○ Can you talk about what, where and who you know? ○ Can you talk about things that always, sometimes and never happen? ○ Can you describe travel activities in France? 	<ul style="list-style-type: none"> ○ Can you talk about your nationality and religion? ○ Can you talk about staying in a hotel? ○ Can you follow information about Senegal and talk about it? ○ Can you talk about your day? ○ Can you describe Christmas? ○ Can you follow information about "La Révolution française" and talk about it? ○ Can you talk about where you went and what you did? 	<ul style="list-style-type: none"> ○ Can you talk about accidents and emergencies which have happened in the past? ○ Can you take part in the text exploitation of "J'ai cherché"? ○ Can you describe what you do in your free time? ○ Can you talk about crime in the past tense? ○ Can you describe how the French school system is now and how it used to be? ○ Can you describe your childhood memories? 	<ul style="list-style-type: none"> ○ Can you talk about what happened once compared to what happened all the time? ○ Can you describe what people did and what they used to do? ○ Can you talk about what you read? ○ Can you talk about helping your classmates at school? ○ Can you talk about shopping? ○ Can you make decisions about the future? 	<ul style="list-style-type: none"> ○ Can you discuss government policy and ideas on the environment? ○ Can you talk about the French company Concorde? ○ Can you talk about refugees in France? ○ Can you talk about what you do to yourself? ○ Can you talk about what someone else does to themselves? ○ Can you describe historical figures? ○ Can you talk about things that happened at the same time? ○ Can you take part in the text exploitations of "Kiffe Kiffe Demain" and two poems? 	

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Assessment	Phonics, vocabulary and grammar based assessment including listening, reading and writing modalities.	Phonics, vocabulary and grammar based assessment including reading, speaking 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.	
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