

	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3
understand and respond to spoken and written language from a variety of authentic sources				X	X	X			X
speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation	X	X	X	X			X	X	X
can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt		X	X		X		X	X	X
discover and develop an appreciation of a range of writing in the language studied				X		X		X	X
identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied			X	X	X	X	X	X	X
use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate	X	X	X	X	X		X		X
develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues				X	X	X	X	X	X
use accurate grammar, spelling and punctuation		X	X	X	X		X	X	
listen to a variety of forms of spoken language to obtain information and respond appropriately				X	X	X		X	
transcribe words and short sentences that they hear with increasing accuracy	X			X	X	X		X	X
initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address	X			X	X	X		X	
express and develop ideas clearly and with increasing accuracy, both orally and in writing				X		X	X	X	X
speak coherently and confidently, with increasingly accurate pronunciation and intonation	X			X		X	X	X	
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					X	X	X	X	X
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		X		X		X	X		X
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		X	X	X		X			

Year	Vocab focus	Grammar focus	Key phonics
Year 7: 1 Presente toi	greetings and introductions school rules alphabet manners numbers 1-31 days months dates and birthdays opinion phrases school subjects adjectives	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words)</li> <li>high frequency verbs in the present tense</li> <li>Sizzling structures – subjunctive and idioms</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters – Hey Guys Don't Say These Please x</li> <li>vowel sounds</li> </ul> <p>Introduction of French phonics &amp; pronunciation Modelling of key sounds: j g Silent 'h' Letter combinations qu, oi,</p> <p>CaReFuL</p>
Year 7: 2 Ma famille	Family members Family details Personality Quantifiers Hair and Eyes Comparatives Superlatives Frequency phrases Relationships with family members animals	<ul style="list-style-type: none"> <li>reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives)</li> <li>possessive adjectives</li> <li>adjective agreement</li> <li>masculine/ feminine / plural</li> <li>synonym /antonym</li> <li>high frequency verbs in the present tense (full paradigm of avoir, être, s'appeler)</li> <li>present tense</li> <li>sizzling structures – idioms and conditional</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters – Hey Guys Don't Say These Please x</li> <li>vowel sounds</li> </ul> <p>CaReFuL</p> <p>ille oiseaux eau eux</p>
Year 7: 3 – Les vacances dans le futur	Countries Co-ordinates Accommodation Transport Weather Packing a suitcase Types of holidays Booking a hotel	<ul style="list-style-type: none"> <li>Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators, negatives, question words)</li> <li>Simple future</li> <li>Near future</li> <li>Irregular future tense</li> <li>To/in preposition</li> </ul> <p>Sizzling structures – avoir expressions</p> <ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Silent letters – Hey Guys Don't Say These Please x</li> <li>vowel sounds</li> </ul> <p>CaReFuL 'ai' sound in 'j'aime/je n'aime pas'</p> <p>Soft 'g' sound</p> <p>Sounding out the ER/IR/RE in the simple future tense</p>
Crucial knowledge by end of year 7	All students will be able to apply the present and future tenses including common irregular verbs as well as confidently use reliable recycles and the yr7 sizzling structures for the 3 topics.		
Year 8: 1 En ville	Facilities at hotel/campsite Describing areas Places in town Directions Rooms Furniture Making complaints	<ul style="list-style-type: none"> <li>Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators)</li> <li>Prepositions near/far</li> <li>There is/isn't</li> <li>Prepositions 'a', 'de', 'en'</li> <li>Present tense</li> <li>Adjectival agreement</li> <li>What I like most/least</li> <li>Adverbs of place</li> <li>Sizzling structures – triple verb phrases and subjunctive</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters – Hey Guys Don't Say These Please X</li> </ul> <p>'ai' sound in 'j'aime/je n'aime pas'</p> <p>Focus on liaison 'j'habite'</p> <p>Nasal sounds 'en' 'maison'</p>
Year 8: 2 Dans le logement	Ordering food Full or half board / self catering Reserving a table Supermarket/market	<ul style="list-style-type: none"> <li>Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators)</li> <li>Modal verbs</li> <li>Conditional and irregulars</li> </ul>	<ul style="list-style-type: none"> <li>Silent letters – Hey Guys Don't Say These Please X</li> </ul> <p>Soft 'g' sound</p>

	Fruit and veg Beach snacks Quantities Costs At a restaurant complaining	<ul style="list-style-type: none"> <li>• Present tense regular ER, IR, RE</li> <li>• Pour + infinitive</li> <li>• Indefinite pronoun des/quelques</li> <li>• De + l', la, le and les</li> <li>• A + l', la, le and les</li> <li>• Sizzling structures – infinitive structures, idioms</li> </ul>	'que'  'ai' sound for conditional tense
Year 8: 3  Les loisirs	Hobbies Excursions Extreme sports Night time activities Time At the doctors What went wrong	<ul style="list-style-type: none"> <li>• reliable recyclables (quantifiers, connectives, negatives, question words, frequency phrases, comparatives and superlatives, exclamations, opinions and justifications, time indicators, complex opinion words)</li> <li>• faire/jouer/aller/regarder present</li> <li>• near future</li> <li>• après avoir, après être</li> <li>• ayant/étant/ avant de</li> <li>• past participle</li> <li>• sequencing</li> <li>• Reflexive verbs</li> <li>• Sizzling structures – infinitive structures, complex opinions, impersonal verbs</li> </ul>	Silent letters – Hey Guys Don't Say These Please X  'ai' sound in 'j'aime/je n'aime pas' and in the perfect tense  Sounding out the ER/IR/RE in the conditional and simple future tense  'e' sound in 'je'
Crucial knowledge end of year 8	Interleaving topics, structures and tenses from Year 7, all Year 8 students will be able to apply the present, conditional, and future tenses including common irregular verbs and modal verbs as well as the yr8 sizzling structures for the 3 topics.		
Year 9: 1  Je viens de retourner des vacances	Past holidays Problems on holiday – trip advisor Activities in the past Descriptions in the past Holidays next year	<ul style="list-style-type: none"> <li>• Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators, sequencing)</li> <li>• Perfect tense and irregulars</li> <li>• Imperfect</li> <li>• Sequencing</li> <li>• Narrating</li> <li>• Adverbs of place</li> <li>• Simple future</li> <li>• Near future</li> <li>• negatives</li> <li>• Sizzling structures – past tense e.g. après avoir..</li> </ul>	Silent letters – Hey Guys Don't Say These Please X  'ai' sound in 'j'ai'  'e' sound in 'je'  'é'  'th' sound = 't'  Soft 'g' sounds
Year 9: 2  Au collège	subjects opinions on teachers and complex opinions facilities in school uniform school rules problems and disastrous day future plans post 16	<ul style="list-style-type: none"> <li>• Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators)</li> <li>• Depuis</li> <li>• ce que phrases</li> <li>• Present tense regular ER, IR, RE</li> <li>• Simple future tense</li> <li>• Infinitive structures</li> <li>• Modal verbs</li> <li>• Imperative</li> <li>• subjunctive</li> <li>• Word order (syntax)</li> <li>• Sizzling structures – idioms, modal verbs</li> </ul>	Silent letters – Hey Guys Don't Say These Please X  'ai' sound in 'j'aime/je n'aime pas'  'e' sound in 'je'  'th' sound = 't'  Soft 'g' sounds
	Sports and extreme sports Describing sports using amazing adjectives Family relationships and interests	<ul style="list-style-type: none"> <li>• Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators, sequencing)</li> </ul>	Silent letters – Hey Guys Don't Say These Please X

	Tv, film and music Film review Sequencing and PNF	<ul style="list-style-type: none"> <li>• Imperfect tense</li> <li>• Simple future tense</li> <li>• Perfect tense, irregular 'faire'</li> <li>• Present tense regular ER, IR, RE</li> <li>• Apres avoir / apres etre</li> <li>• Negatives</li> <li>• 'jouer a', 'faire de'</li> <li>• De + l', la, le and les</li> <li>• A + l', la, le and les</li> <li>• <b>Sizzling structures – idioms, sequencing</b></li> </ul>	'ai' sound in 'j'aime/je n'aime pas'  'oi' sound  'que'
Year 9: 3 La technologie  Now yr 10	What we do with technology Types of technology Keeping in touch with family The internet Positives and negatives of the internet Mobile technology	<ul style="list-style-type: none"> <li>• <b>Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators, sequencing)</b></li> <li>• Recap of all tenses:</li> <li>• Imperfect tense</li> <li>• Simple future tense</li> <li>• Perfect tense</li> <li>• Present Tense</li> <li>• Near future tense</li> <li>• Imperfect tense</li> <li>• Conditional tense</li> <li>• Direct object pronoun</li> <li>• Modal verbs</li> <li>• Text talk</li> <li>• Idioms</li> <li>• <b>Sizzling structures – idioms, opinions</b></li> </ul>	Silent letters – Hey Guys Don't Say These Please X  'ais' sound for imperfect and conditional tense  'i' sound – contrast between English and French 'mobile', 'ligne' etc  Focus on building liaisons, nasal sounds and fluidity
Year 9: 3 Le travail	Post 16 studiesJ Jobs Advantages and disadvantages University Part time job Volunteering Gap year Working abroad Importance of learning a language	<ul style="list-style-type: none"> <li>• <b>Reliable recyclables (opinions, adjectives, quantifiers, connectives, comparatives, superlatives, time indicators, sequencing)</b></li> <li>• Simple future tense</li> <li>• Explicit teaching of Near future tense</li> <li>• Conditional tense</li> <li>• Infinitive structures</li> <li>• Avoir expressions</li> <li>• Present participle en ...ant</li> <li>• Si clauses</li> <li>• Subjunctive – impersonal expressions</li> <li>• <b>Sizzling structures – triple verb phrases, opinions, si clauses, subjunctive</b></li> </ul>	Silent letters – Hey Guys Don't Say These Please X  'ais' sound for near future tense  Silent letters at the end of verbs
Crucial knowledge end of year 9	Interleaving topics, structures and tenses from Year 7 and Year 8, all Year 9 students will be able to apply all Past, Now and Future tenses including the near future tense, subjunctive mood, common irregular verbs, modal verbs and infinitive structures. They will understand and apply yr9 sizzling structures for the 3 topics.		

Year 10: 1- la famille et la sante	Year 10: 2 – La technologie	Year 10: 3 – Les vacances et les fetes
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Recap family members</li> <li>● Family descriptions</li> <li>● Describing relationships</li> <li>● Future plans</li> <li>● Health</li> <li>● Social issues</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Communicating online</li> <li>● Messaging – text speak</li> <li>● Mobile phones and computers</li> <li>● Social media</li> <li>● Technology addiction</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● French customs and festivals</li> <li>● Greetings and exclamations</li> <li>● Places</li> <li>● Gifts</li> <li>● Birthdays</li> <li>● Religious festivals Christmas/New year/Easter</li> <li>● People</li> <li>● French National Holiday</li> </ul>
<p>Grammar</p> <ul style="list-style-type: none"> <li>● Present tense</li> <li>● Adverbs of time and place</li> <li>● Past tense indicators</li> <li>● Perfect tense</li> <li>● Imperfect</li> <li>● Adverbial phrases</li> <li>● Sequencing</li> <li>● Pluperfect tense</li> <li>● Perfect participle (ayant / etant + pp)</li> <li>● Future simple</li> <li>● Future near</li> <li>● Future tense indicators</li> <li>● Negatives</li> <li>● Present participle</li> <li>● Conditional perfect (j'aurais visité)</li> <li>● Avoir expressions</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>● Comparatives</li> <li>● Present tense</li> <li>● Perfect tense</li> <li>● present participle</li> <li>● Questioning</li> <li>● Il y avait</li> <li>● Tels que</li> </ul>	<p>Grammar</p> <ul style="list-style-type: none"> <li>● Perfect tense with avoir and être</li> <li>● DR MRS VANDERTRAMP</li> <li>● Number expressions</li> <li>● Verbs of possibility</li> <li>● Reflexive verbs</li> <li>● Imperfect tense</li> <li>● Indefinite adjectives</li> <li>● Question word</li> <li>● Time indicators</li> <li>● Negatives</li> </ul>
<p><b>Crucial Knowledge of Year 10</b> Interleaving topics, structures and tenses from Year 7, Year 8 and Year 9, all Year 10 students will be able to apply the subjunctive, present participles and pluperfect tenses including common irregular verbs as well as the yr10 sizzling structures for the 3 topics.</p>		
Year 11: 1 – l'environnement	Year 11 : 2 – revision	Year 11: 3 – revision
<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Environmental problems</li> <li>● Local environmental problems</li> <li>● Environmental issues</li> <li>● Extreme weather</li> <li>● Recycling</li> <li>● Homelessness</li> <li>● Unemployment</li> <li>● Helping people/charity work</li> <li>● Volunteer work</li> <li>● Poverty</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Theme 1</li> <li>● Topic 1: Me, my family and friends</li> <li>● Topic 2: Technology in everyday life</li> <li>● Topic 3: Free-time activities</li> <li>● Topic 4: Customs and festivals in French-speaking countries/communities</li> <li>● Theme 2</li> <li>● Topic 1: Home, town, neighbourhood and region</li> <li>● Topic 2: Social issues</li> <li>● Topic 3: Global issues</li> <li>● Topic 4: Travel and tourism</li> <li>● Theme 3</li> <li>● Topic 1: My studies</li> <li>● Topic 2: Life at school/college</li> <li>● Topic 3: Education post-16</li> </ul>	<p>Vocabulary</p> <ul style="list-style-type: none"> <li>● Theme 1</li> <li>● Topic 1: Me, my family and friends</li> <li>● Topic 2: Technology in everyday life</li> <li>● Topic 3: Free-time activities</li> <li>● Topic 4: Customs and festivals in French-speaking countries/communities</li> <li>● Theme 2</li> <li>● Topic 1: Home, town, neighbourhood and region</li> <li>● Topic 2: Social issues</li> <li>● Topic 3: Global issues</li> <li>● Topic 4: Travel and tourism</li> <li>● Theme 3</li> <li>● Topic 1: My studies</li> <li>● Topic 2: Life at school/college</li> <li>● Topic 3: Education post-16</li> </ul>

	• Topic 4: Jobs, career choices and ambitions	• Topic 4: Jobs, career choices and ambitions
Grammar <ul style="list-style-type: none"> <li>• Present subjunctive</li> <li>• Irregular subjunctives</li> <li>• Negatives</li> <li>• Imperitive vous form</li> <li>• Pluperfect</li> <li>• Modal verbs + infinitive</li> <li>• Conditional</li> <li>• Reflexives (se permettre de )</li> <li>• Prefixes</li> <li>• Present participle</li> <li>• Ce que m'inquiete le plus</li> <li>• Si clauses + present tense</li> <li>• Exclamations</li> </ul>	Grammar <ul style="list-style-type: none"> <li>• higher tier verbs in all tenses</li> <li>• subjunctive</li> <li>• infinitive structures</li> <li>•</li> </ul>	Grammar <ul style="list-style-type: none"> <li>• higher tier verbs in all tenses</li> <li>• subjunctive</li> <li>• infinitive structures</li> </ul>