

# FRENCH – YR7

## Units taught in Year 7

AUTUMN	SPRING	SUMMER
<p><i>C'est parti</i> Greetings, using pronouns <i>je</i> and <i>tu</i> Using the definite and indefinite articles use of correct adjective agreement (use of gender – masculine / feminine).</p>	<p><i>Describing where you live, use of prepositions, conjugation of <i>habiter</i></i></p>	<p><i>Using intensifiers and connectives, understanding details from longer texts, developing extended writing skills, using reflexive verbs</i></p>
<p><i>Using possessive adjectives (mon, ma, mes), the use of plural forms, conjugation of common French verbs (avoir, être).</i></p>	<p><i>Use of question words, expressing opinions, asking for and understanding directions</i></p>	<p><i>Using infinitive constructions (aimer / on peut + infinitive), studying and understanding authentic literary texts</i></p>

## Main skills developed in Year 7:

Speaking: pronunciation, phonics (patterns of letters / sounds)

Listening: recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material, understanding sound-spelling links through dictations

Reading: basic and more detailed comprehension skills (skimming, scanning, reading for detail), including reading authentic and literary texts

Writing: use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials. Translating texts to and from French

## How can parents help to support learning?

- Encourage the use of online vocab learning software: [www.linguascope.com](http://www.linguascope.com), [www.freerice.com](http://www.freerice.com) in order to extend and improve knowledge of vocab.
- Ask students to teach parents, guardians or siblings what they have learnt each week in French.

## Useful Websites

[www.linguascope.com](http://www.linguascope.com)

[www.freerice.com](http://www.freerice.com)

## Extra-Curricular opportunities

Languages clubs take place each week

## SMSC & British Values

Cultural references throughout the year enable pupils to reflect on how their lives are similar and different to those of French speakers around the world



# FRENCH – YR7 – CONT

What are British Values?

Democracy

The rule of law

Individual liberty

Mutual respect and tolerance of those with different faiths and beliefs

enable students to develop their self-knowledge, self-esteem and self-confidence

enable students to distinguish right from wrong and to respect the civil and criminal law of England

encourage students to accept responsibility for their behaviour and to understand how they can contribute positively to society generally

enable students to acquire a broad general knowledge of and respect for public institutions and services in England

further tolerance and harmony between different cultural traditions

encourage respect for other people and encourage respect for democracy, including respect for the basis on which the law is made and applied in England.



# FRENCH – YR8

## Units taught in Year 8

AUTUMN	SPRING	SUMMER
Famille et domicile – Use of masculine and feminine nouns, describing details about jobs and family, describing the weather (use of different tenses – future)	Understanding and analysing an authentic French film, reading authentic texts and writing reviews (including extended opinions)	Further practice of past and future tenses, asking and responding to questions, giving details about holiday experiences
Using passé composé (especially with reference to –er verbs), further use of infinitive constructions (aimer + infinitive), describing what you do in your free time	Describing thoughts about types of food and drink, using il faut + infinitive, developing confident listening and speaking skills	Using negative constructions (ne...pas, ne...jamais, ne...rien) studying and understanding authentic literary texts

## Main skills developed in Year 8:

**Speaking:** pronunciation, phonics (patterns of letters / sounds)

Listening: recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material, understanding sound-spelling links through dictations

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail), including reading authentic and literary texts

**Writing:** use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials. Translating texts to and from French.

## How parents can help to support their son's/daughter's learning:

- Encourage the use of online vocab learning software: [www.linguascope.com](http://www.linguascope.com), [www.freerice.com](http://www.freerice.com) in order to extend and improve knowledge of vocab.
- Ask students to teach parents, guardians or siblings what they have learnt each week in French.

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## Extra-Curricular opportunities

**Languages clubs take place each week.**



# French – Yr8 – cont

## SMSC & British Values

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# FRENCH – YR9

## Units taught in Year 9

AUTUMN	SPRING	SUMMER
Identity and culture (Me, my family and friends) – Transition from Key Stage 3 to GCSE Use of key present, past and future tense verbs (regular and irregular), possessive adjectives (mon, ma, mes), reflexive verbs, adverbs of frequency	Free time activities (sport, technology and reading habits) – Using depuis, making comparisons, using the imperfect tense.	Identity and Culture – Daily life – Using pouvoir and devoir, using the pronoun en, forming and asking questions
	(music, cinema and TV) – Using direct object pronouns and superlative adjectives	Identity and Culture – (Customs and Festivals in French-speaking countries/ communities) – Using tu and vous in formal and informal settings, using venir de with infinitives, combining tenses

### Main skills developed in Year 9:

**Speaking:** pronunciation, phonics (patterns of letters / sounds), developing spontaneous speech

**Listening:** recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail), including authentic and literary texts

**Writing:** use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials, translating to and from French

### How can parents help to support learning?

- Encourage the use of online vocab learning software:

[www.linguascope.com](http://www.linguascope.com), [www.languagesonline.org.uk](http://www.languagesonline.org.uk) in order to extend and improve knowledge of vocab and grammar.

### Useful Websites

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[www.freerice.com](http://www.freerice.com)

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### Extra-Curricular opportunities

Languages clubs and intervention sessions take place each week



## SMSC & British Values

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# French – YR10

AUTUMN	SPRING	SUMMER
Students will study: School life at home and in Francophone countries/ school rules/ healthy living/ adolescent culture and problems/ school exchanges	Students will study: Career choices/ plans hopes and wishes/ applying for jobs/ understanding case studies	Problems facing the world/ protecting the environment/ ethical shopping/ volunteering
They will cover the following grammatical areas: Using the pronouns il/ elle and ils/ elles, using l faut and il est interdit de, using the imperative, revising present, past and future tenses with appropriate time frames.	Students will study: Career choices/ plans hopes and wishes/ applying for jobs/ understanding case studies	They will cover the following grammatical areas: making connections between word types/ using modal verbs in the conditional/ using the passive/ using indirect object pronouns/ giving arguments for and against

Main Skills Developed

**Speaking:** pronunciation, phonics (patterns of letters / sounds), developing spontaneous speech

**Listening:** recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail), including authentic and literary texts

**Writing:** use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials, translating to and from French

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## Extra-Curricular opportunities

Languages clubs and intervention sessions take place each week.



## SMSC & British Values

Up to date and authentic material are used on a regular basis to maintain students' knowledge of cultural areas (e.g. BBC Monde, Lemonde.fr, 20 minutes, relevant literary texts) and to give them a better understanding of their own culture in reference to this.

### **What are British Values?**

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# French – YR11

AUTUMN	SPRING	SUMMER
Students will continue to study: revision of free time topic/ talking about ideal holidays/ ordering at a restaurant/ talking about travelling/ buying souvenirs/ talking about holiday disasters	Students will study: Revision of all topics covered in preparation for listening, speaking, reading and writing exams	Students will study: Revision of all topics covered in preparation for listening, speaking, reading and writing exams. Exams will take place this term
They will cover the following grammatical areas: using the conditional tense/ using reflexive verbs in the perfect tense/ using <i>en</i> with present participles/ using <i>avant de</i> with infinitives/ using demonstrative adjectives and pronouns/ using the pluperfect tense		

## How can parents help to support learning?

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## Extra-Curricular opportunities

Languages clubs and intervention sessions take place each week

## Main Skills Developed

**Speaking:** pronunciation, phonics (patterns of letters / sounds), developing spontaneous speech

**Listening:** recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail), including authentic and literary texts

**Writing:** use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (French specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials, translating to and from French



## SMSC & British Values

Up to date and authentic material are used on a regular basis to maintain students' knowledge of cultural areas (e.g. BBC Monde, Lemonde.fr, 20 minutes, relevant literary texts) and to give them a better understanding of their own culture in reference to this.

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# Spanish – YR7

AUTUMN	SPRING	SUMMER
Use of phonics and cognates (words similar / the same as English), understanding and having simple conversations about yourself in Spanish, use of definite articles	Using possessive adjectives ( <i>mi, tu, su</i> ), understanding and using correct adjective positioning, giving and understanding details about others (personality traits and physical traits).	Understanding and using full paradigm of key verbs <i>hacer, ir</i> and <i>salir</i> , describing preferences and opinions about hobbies, use of the immediate future tense
Using full paradigm of verb <i>estudiar</i> , using correct adjective agreement, using and understanding regular -ar, -er and -ir verbs in the present tense	Use of full paradigm of verbs <i>estar</i> and <i>vivir</i> , use of prepositions, using stem changing verbs	Hearing Spanish at native level speed, following subtitles of a TL film, describing a film using complex language, expressing opinions about films, making comparisons with other Hispanic countries cultures and British culture ( <b>FBV</b> )

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- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as [www.wordreference.com](http://www.wordreference.com)) or notes in their exercise book / on Show My Homework.

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## Main Skills Developed

**Speaking:** pronunciation, phonics (patterns of letters / sounds)

**Listening:** recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail)

**Writing:** use of grammar (use of a variety of connectives, vocab and tenses) and punctuation (Spanish specific e.g. accents, apostrophes etc.), use of authentic texts to produce own versions of authentic materials



### Extra-Curricular opportunities

Future languages trips will be taking place and information will be sent out via language lessons when details have been arranged.

### SMSC & British Values

Use of authentic materials in lessons used to discuss and compare similarities / differences between Spain or other Hispanic countries and the culture and customs in Bridlington / the UK.

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# Spanish – YR8

AUTUMN	SPRING	SUMMER
<p>– Use of opinion phrases, making comparisons (<i>más / menos ... que</i>), using reflexive verbs and sequencers (<i>primero, luego, más tarde, finalmente</i>)</p>	<p>Students will watch a Spanish language film which will expose them to native level speed language (with subtitles). They will complete work about characters in the film (reinforcement of adjective agreement) and a film review (using extended writing skills to describe their personal opinions)</p>	<p>Students will focus on learning about the culture and customs of Barcelona and the Catalonian region. This will include FC Barça, the history of the city of Barcelona, Antoni Gaudi and his architectural style &amp; some simple terms in Catalan language</p>
<p>Using adverbs of frequency, introduction to and use of preterite tense, reinforcement of future tenses (immediate future and conditional), making arrangements / plans with friends</p>	<p>Using variety of tenses together (past, present and future), giving details about usual / past holidays, giving extended explanations about holiday choices</p>	<p>Hearing Spanish at native level speed, following subtitles of a TL film, describing a film using complex language, expressing opinions about films, making comparisons with other Hispanic countries cultures and British culture</p>

## Main Skills Developed

**Speaking:** pronunciation, phonics (patterns of letters / sounds) **Listening:** recognising familiar vocab, discounting information not needed, understanding the 'gist' of authentic material

**Reading:** basic and more detailed comprehension skills (skimming, scanning, reading for detail)

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- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as [www.wordreference.com](http://www.wordreference.com)) or notes in their exercise book / on Show My Homework.

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## Extra-Curricular opportunities

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## SMSC & British Values

Barcelona topic covered in summer term, comparisons to be made between cultural differences in Barcelona and Bridlington, use of authentic resources (DVDs) / texts.

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AUTUMN	SPRING	SUMMER
Students will discuss and describe their thoughts about sports, TV and hobbies. They will also learn to correctly describe other people and use correct word order and agreement of nouns and adjectives / verbs	Students will look at the use of technology in our current everyday lives and the advantages / disadvantages of the internet. They will begin to look in more depth at describing a photo / image which is a new addition to the GCSE curriculum for the speaking exam. They will be assessed in half term 1 on their reading skills (including translation) and half term 2 on listening skills	Students will study the topic of holidays and as part of this theme we will look at weather, preferences for holiday types and activities, describing a past holiday, problems that they encounter on a past holiday and describing their own area as a tourist destination (for Spanish speaking tourists).
They will cover the following grammatical areas: adjective agreement (gender of nouns), using adverbs of frequency as well as recognising and using reflexive and stem-changing verbs	Grammatical areas that will be covered are the use of the perfect tense with mostly regular and some irregular verbs, discussing advantages and disadvantages (using a variety of connectives) and using the present continuous tense	They will be continuing to look at the following grammatical areas: revision and use of present, preterite and imperfect tenses, identifying and using a variety of opinion phrases and understanding and describing large numbers and figures

### Main Skills Developed

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- Encourage them **not** to use online translators for written homework, but instead to use an online dictionary (such as [www.wordreference.com](http://www.wordreference.com)) or notes in their exercise book / on Show My Homework.

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### Extra-Curricular opportunities

Future languages trips will be taking place and information will be sent out via language lessons when details have been arranged.  
Intervention sessions offered in P6.

### SMSC & British Values

Up to date and authentic material are used on a regular basis to maintain students' knowledge of cultural areas (e.g. BBC Mundo, 20 minutos, relevant literary texts) and to give them a better understanding of their own culture in reference to this.

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# Spanish – YR10

AUTUMN	SPRING	SUMMER
Students will discuss and describe their thoughts about school subjects, school uniform, describe a typical day at school, express their opinions about school rules and also discuss school clubs	Continuing on from their discussion about school, students will describe and express details about jobs. This will cover weekend or temporary / summer jobs, work experience, future plans and careers that they could do involving languages	Students will study the topic of holidays and as part of this theme we will look at weather, preferences for holiday types and activities, describing a past holiday, problems that they encounter on a past holiday and describing their own area as a tourist destination (for Spanish speaking tourists).
They will cover the following grammatical areas: use of opinion phrases, making comparisons ( <i>más / menos ... que</i> ), using verbs in additional tenses (preterite, future, conditional), use of subjunctive phrases ( <i>si yo fuera ...</i> ), verbs of obligation, reading and listening skills (extended texts)	Grammatical areas that will be covered are the use of impersonal phrases ( <i>lo mejor, lo peor</i> ), conditional clauses, further practice of verbs in future and past tenses (imperfect, conditional, formal future)	Grammatical areas to be covered: making comparisons between different festivals using more complex connectives, describing a special occasion that they have celebrated (preterite tense and reflexive verbs), using the passive, using superlatives, ordering food in a restaurant, narrating events in extended writing

## Main Skills Developed

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### Extra-Curricular opportunities

Languages trips to be organised for future years, intervention sessions offered in P6.

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