

EASTBURY SUBJECT CURRICULUM

Subject	FRENCH
Year Group	YEAR 7
Overview	Year 7 pupils will have some basic knowledge of language learning from their Primary schools but in general they will not have covered all 4 language skills in depth. By the end of year 7 most pupils will be working towards using at least 2 tenses in French.
Term by term	
Autumn	<p>Topics covered in T1 HT1 will be: Greetings and introductions, the alphabet, numbers 1-20, age, where you live, talking about your family and pets, giving opinions, birthdays, seasons, the concept of definite and indefinite articles, masculine and feminine gender, pronouns, verbs and the function of accents.</p> <p>Speaking</p> <p>FOUNDATION - Pupils show that they understand a few familiar spoken words and phrases.</p> <p>DEVELOPING– Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.</p> <p>SECURE - Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows some awareness of sound patterns and their meaning is almost always clear.</p> <p>EXTENSION – Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.</p>

	<p><u>Topics covered in T1 HT2 will be:</u> Classroom equipment, school subjects and personal preferences and why, using adjectives, connectives and intensifiers for more complex sentences, using the time to describe a typical school day, understanding classroom instructions and the imperative form, using a bilingual dictionary</p> <p><u>Reading</u> FOUNDATION - Pupils can understand short phrases that they have seen before. They are able to read aloud familiar words and phrases with support. DEVELOPING – Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues. SECURE - Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words. EXTENSION – Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.</p>
Spring	<p><u>Topics covered in T2 HT1 will be:</u> Hobbies and free time, adjectives and justified opinions, places in town, asking and describing weekend activities, adding qualifiers to opinions, extending their range of connectives and intensifiers.</p> <p><u>Listening</u> FOUNDATION – Pupils can understand instructions, questions and short phrases with the help of repetition, mime or pictures DEVELOPING – Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated. SECURE –. Pupils show that they understand some main points from short spoken passages made up of familiar language. They identify and note some personal responses. They may need short sections to be repeated. EXTENSION – Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.</p>

	<p><u>Topics covered in T2 HT2 will be:</u> Family members, names and ages of family members and where they live, describing yourself and your family members physically and your personality, learning strategies for dealing with new vocabulary, improving pronunciation and accuracy.</p> <p><u>Writing</u> FOUNDATION – Pupils can copy single words correctly and write two or three short sentences but spelling might be inaccurate. DEVELOPING – Pupils write two or three short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate. SECURE - Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable. EXTENSION – Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.</p>
<p>Summer</p>	<p><u>Topics covered in T3 HT1 will be:</u> Describing where you live, naming and describing rooms in your house, adjectival agreements with colours, asking and saying where objects are using prepositions, activities at home.</p> <p><u>End of year exam</u></p> <p><u>Speaking</u> FOUNDATION - Take part in a short conversation of 2-3 exchanges with prompts. DEVELOPING – Pupils answer simple questions and give more detailed information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows a good awareness of sound patterns and their meaning is usually clear. SECURE - Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation. EXTENSION – Pupils give a short prepared talk that includes expressing some opinions. They take part in short simple conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They sometimes vary their language and attempt to produce more extended responses with some success. Although there may be some mistakes, pupils are mostly able to make themselves understood.</p>

	<p><u>Topics covered in T3 HT2 will be:</u> Using Avoir phrases to say how you are feeling, talking about mealtimes and what you like and don't like to eat and drink, saying what you are going to buy using the future tense, revision of numbers to 100, talking about prices and quantities to perform dialogues in a shop/market.</p> <p><u>End of year exam</u> <u>L/R/W</u></p> <p>FOUNDATION – Pupils can Write 2-3 sentences with support, express likes/dislikes and write short phrases from memory with cues. DEVELOPING – Pupils can produce and understand 2 or 3 short sentences from memory without support. Pupils use connectives, adverbs and adjectives and are able to express and understand simple justified opinions. SECURE - Pupils use a variety of connectives, adverbs and adjectives in all 4 skills. Pupils express and justify their opinions and can produce 4 to 5 complex sentences from memory with good accuracy. EXTENSION – Pupils attempt to give 3 accurate examples in 2 different tenses and are mostly successful. They use some of connectives, adverbs, adjectives and justified opinions to create more complex sentences from memory.</p>
Homework	Homework will be set once a week throughout the course & will be either vocabulary or a written piece. Assessment will be half-termly & will concentrate on 1 of the 4 attainment targets.
Additional information	<p>In the Autumn Term, pupils will be assessed on their Speaking and Reading skills. In the Spring Term, pupils will be assessed on their Listening and Writing skills. In the Summer Term, pupils will be assessed on their Listening, Speaking, Reading and Writing skills.</p>
Useful resources	<p>To maximise learning opportunities all pupils should have access to a French/ English – English/ French dictionary at home.</p> <p>The following websites will help consolidate work for all these units: www.heinemann.com.uk www.bbc.co.uk/languages www.momes.net www.disney.fr www.quia.com www.bonjour.org.uk www.linguascope.com www.oup.co.uk www.atantot.com</p>