



Golden Threads

Adjectives need to agree with the subject they describe in gender and number.

A regular verb can be conjugated by finding its stem and applying a series of endings depending on the subject.

Enrichment

Review and Evaluation

	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 1	<p>À table – food, eating out and shopping</p> <p>Key vocabulary relating to food and drink</p> <p>Learning about contrasts/ similarities with the French speaking world</p> <p>Vocabulary for expressing sophisticated opinions</p> <p>Using the verbs vouloir and pouvoir (modal verbs) want and can/able to. Incorporating the negative structure.</p>	<p>Students are able to say what their eating and drinking habits are like. They are able to say when they eat using time indicators. Using manger and boire</p> <p>Students are able to use the irregular verb prendre and talk about what they have/others have. Focus on the impersonal pronoun 'on'</p> <p>Students are able to express their opinions and justify the reasons.</p> <p>Students learn how to say what they want/don't want to eat. What they can/can't eat. This relates to vegetarianism/veganism and religions</p> <p>Students are able to use model sentences and adapt them for their own preferences.</p>	<p>Knowledge quiz based on Knowledge organiser.</p> <p>Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations</p>	<p>Students often forget to change the verb ending when talking about what someone else does</p> <p>2 verb construction – students often forget that the 2nd verb is the infinitive. E.g I like to eat and write I like I eat</p>	<p>Regular verbs</p> <p>Irregular verbs</p> <p>Verb conjugation</p> <p>Verb paradigm</p>	<p>Students have learnt the following in year 7:</p> <p>Regular er verbs and the construction of the verb paradigm</p> <p>Construction of negative sentences</p> <p>Future learning:</p> <p>Students will continue to use sophisticated opinions and the grammar constructions throughout KS3 and 4</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 2	<p>À table – food, eating out and shopping</p> <p>Key vocabulary – high numbers and how to form the 12 hour clock.</p> <p>Key vocabulary focus – question construction</p> <p>Vocabulary relating to the structure of the future tense – focus on the irregular verb aller</p> <p>Key vocabulary for time indicators</p> <p>Vocabulary relating to Christmas traditions</p>	<p>Students learn the structure of the 12 hour clock and how it differs from the English.</p> <p>Students are able to ask about each other’s preferences and routines with food and drink</p> <p>Students are able to say what they are going to eat and drink in the near future and make plans</p> <p>Students have an awareness of the cultural similarities and differences between the French speaking world and the UK</p>	<p>Summative reading and writing assessment. Students will need to read extended texts and answer questions on them. They will need to be able to express themselves in a fluent paragraph</p> <p>1st week of term 2</p>	<p>Some students struggle with the analogue clock in English so this will need reinforcement.</p> <p>Students often have difficulty with the ‘to’ side of the clock ‘deux heures moins le quart’</p> <p>2 verb construction – the 2nd is the infinitive</p>	<p>Analogue</p> <p>Digital</p> <p>Ordinal</p> <p>Irregular verbs</p> <p>Interrogative</p>	<p>Students have learnt the following in year 7:</p> <p>Numbers 1-10</p> <p>Regular er verbs ‘manger’</p> <p>Irregular verbs ‘boire’</p> <p>Time indicators</p>
Term 3	<p>Ça me va bien – it suits me well</p> <p>Description of hair and eyes</p> <p>Key vocabulary relating to colours</p> <p>Key vocabulary relating to clothes and colours</p> <p>Key regular verb ‘porter’</p> <p>Learn the structure of the irregular modal verbs vouloir and pouvoir.</p> <p>Key vocabulary for connectives to link sentences</p> <p>Key vocabulary relating to describing a photo</p>	<p>Students learn how to describe themselves and each other with specific focus on the irregular verb avoir</p> <p>Students are able to say what they are wearing and describe the outfits of others. They can express their opinions independently about their style preferences</p> <p>Students learn how to say what they want and are able to wear. Students are able to say what is appropriate in different circumstances.</p> <p>Students are able to say what people are doing and wearing in a photo</p>	<p>Phonics assessment – summative. Students read single words and sentences aloud with focus on pronouncing key high frequency phonics correctly</p> <p>Knowledge quiz based on Knowledge organiser. Students will need to translate 4 words in French, conjugate a key verb, and complete 4 sentence-level translations</p> <p>Final week of term 3</p>	<p>Students struggle with the placement of adjectives and their agreement. Adjectives agree with the noun they describe</p> <p>Verbs change when the pronoun changes</p> <p>2 verb constructions – the 2nd verb is the infinitive</p>	<p>Phonics</p> <p>Adjective placement</p> <p>Adjective agreement</p> <p>Present tense regular verbs</p> <p>Sophisticated opinions</p> <p>Antonym</p>	<p>Students have learnt the following in years 7 and 8:</p> <p>Present tense regular verbs</p> <p>Connectives</p> <p>Colours</p> <p>Adjectives and their placement and agreement</p> <p>Expressing opinions (basic)</p>



	Topics & Substantive Knowledge	Disciplinary Knowledge	Assessment	Misconceptions	Key Vocabulary	Knowledge Tracking
Term 4	<p>Ça me va bien – it suits me well</p> <p>Key vocabulary relating to what you have to wear to school</p> <p>Weather phrases</p> <p>Compass points</p>	<p>Using the impersonal structure il faut + infinitive</p> <p>Students are able to understand the gist of an authentic weather forecast as they listen at speed. Students are able to say what they wear when the weather changes</p> <p>Students are able to deliver their own weather forecast and describe how the weather differs in parts of the country</p>	<p>Listening, reading and writing assessment assessment – final week of term 4</p>	<p>Students often misunderstand the impersonal nature and change il into je</p> <p>Students use c'est for it is for the weather instead of the structures il fait/il y a</p>	<p>Impersonal</p> <p>Infinitive</p> <p>Authentic</p>	<p>Students have learnt the following in years 7 and 8:</p> <p>Present tense regular verbs</p> <p>Time indicators</p> <p>Days of the week</p> <p>Structure of the time</p>
Term 5	<p>Mes vacances – my holidays</p> <p>Students are able to express where they go on holiday. Using the rules to enable them to independently find new words in the dictionary.</p> <p>Students are able to say where they choose to stay on holiday (ir verbs choisir and finir)</p> <p>Students are able to say what they and others take in their suitcase</p> <p>Students learn how to make plans for their future holidays. They are able to express themselves in more than one tense</p>	<p>Students recognise that some countries are masculine, some feminine and some plural. This impacts on the word (to) and there are spellings rules to follow (au, aux, à la, à l')</p> <p>Definite article</p> <p>Students use the regular model and apply the verb endings. They should learn the irregular verb off by heart.</p>	<p>Key vocabulary relating to countries</p> <p>Vocabulary relating to types of accommodation</p> <p>Using the verb prendre to say what you take on holiday</p> <p>Vocabulary relating to Future plans</p>	<p>Students often neglect to apply the rules of grammar referring to 'to the'</p>	<p>Re and ir ending verbs</p> <p>Model</p> <p>Definite article</p>	<p>Students have learnt the following in years 7 and 8:</p> <p>Irregular verb aller</p> <p>future tense</p> <p>Time indicators</p> <p>Time frames</p>



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Term 6	<p>Mes vacances – my holidays</p> <p>Un film – Les vacances de Petit Nicholas</p> <p>Students listen for gist and watch an authentic French film.</p> <p>Key verbs avoir and être to describe looks and character</p>	<p>Students follow the theme of holiday throughout the film and are able to discuss this.</p> <p>They are able to use prior learning to describe the characters in the film and follow the narrative.</p> <p>Students are able to predict what will happen next in the film</p>	<p>Phonics assessment – students read aloud and are assessed on commonly occurring phonics and their correct pronunciation.</p> <p>Week 1 of term 6</p>	<p>Students struggle with the speed of speech but it is important to focus on gist as not all words will be understood.</p>	<p>Authentic</p> <p>Comparative</p>	<p>Present tense verbs</p> <p>er/ir/re</p> <p>Modal verbs</p> <p>Verb être</p> <p>Verb avoir</p> <p>Verb aller</p>