

French Y8 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Asking how to say and write new words in French Distinguishing between being and having Talking about jobs Talking about what, when, where and why you celebrate Talking about how people celebrate What happens and doesn't happen 	<ul style="list-style-type: none"> il(s)/elle(s) meaning 'it'/'they' intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) article use with être + profession feminine adjective agreement rules -x → -se feminine noun formation rule -eur → -rice construction rule for numbers 13-31 question word + est-ce que pronoun 'on' with impersonal meaning 'people, you, one' construction rule for dates possessive adjectives (son, sa, ses, notre, nos) 	<p>SSC knowledge is developed by activities focused on two or more SSC. In some weeks, several SSC are covered.</p> <ul style="list-style-type: none"> SFC stress syllabification liaison (-t, -s, -x, -on) h em/am - ain/in aim/ain - a om - e um/un - on en/an - im /in 	<p>We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).</p> <ul style="list-style-type: none"> Essential verbs are revisited in new contexts (ÊTRE, AVOIR) Number construction 13-31
TERM 1.2	<ul style="list-style-type: none"> Talking about what you are doing today vs what you did yesterday Sharing past experiences People and places in the past Asking about what happened in the past Talking about what you do in your free time and where you do it Talking about parts and wholes 	<ul style="list-style-type: none"> present vs perfect (with past simple equivalent in English) past participle formation: faire, dire, -ER verbs (taking avoir) intonation (SV) questions with question words (present vs perfect) ce, cet, cette, ces il y a vs il y avait intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle) negation: ne...pas de (present vs perfect) prepositions taking de contraction of definite article after à and de verbs with à and de before a noun partitive article for distinguishing between parts and wholes and after 'faire' with sports quel, quelle, quels, quelles 	<ul style="list-style-type: none"> -gn- r oen eu/œu closed o/ô open o -s- th eu eau/au 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of vocabulary for consolidation Words with multiple meanings are taught cumulatively Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families Consolidation of question words and question formation

Assessment: Fourth week 1st half Spring Term (Week 2.1.4). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> Talking about nouns you can't count What is it like? Saying what you do or did in a typical day Talking about what groups of people do Formal and informal situations: Talking to people you do and don't know 	<ul style="list-style-type: none"> partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities partitive article de/d' in the negative and with expressions of quantity boire (je, tu, il/elle) adverb positioning (single-verb structures) verbs like sortir (present) (nous, vous, ils/elles) verbs like venir (present) (nous, vous, ils/elles) sans + infinitive vous as formal 'you' on with impersonal meaning 'people, you, one' and with impersonal meaning 'we' 	<ul style="list-style-type: none"> [-ill-/ille] -aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -œill-/œil), -ouill-/ouil oy [è/ê], [ou] [ɑ] [i] open eu/œu oi all SSCs learned in Y8 so far 	<ul style="list-style-type: none"> Building the verb lexicon Regular revisiting of vocabulary for consolidation
TERM 2.2	<ul style="list-style-type: none"> Talking about what you and others do at school Talking about what you are doing this week and what you do every week What is it like? Describing things Talking about what you can, must, will and want to do 	<ul style="list-style-type: none"> verbs like choisir (all persons) present with future meaning use of definite article with days of the week to express habitual actions plural noun formation rules -au/-eu → -aux/-eux and -al → -aux plural adjective formation rules no change with -s or -x and -al → -aux même(s), autre(s), plusieurs positioning of multiple adjectives adverb placement in two-verb structures 	<ul style="list-style-type: none"> [y] liaison/elision with h [em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel <p>Revisiting the below:</p> <ul style="list-style-type: none"> Stress syllabification ai, i, ain/in, em/am, e, a, en/an, h 	<ul style="list-style-type: none"> Building the verb lexicon Mixed word sets

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> • What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages 	<ul style="list-style-type: none"> • feminine adjective agreement rules -l → -lle and -n → -nne • comparative forms of adjectives • verbs like prendre (present) (nous, vous, ils/elles) • comparative forms of adjectives and adverbs • verbs like entendre (present) (je, tu, il/elle) • verbs like lire (present) (je, tu, il/elle) • verbs like écrire (present) (je, tu, il/elle) • tout, toute, tous, toutes • verbs like entendre (present) (nous, vous, ils/elles) 	<ul style="list-style-type: none"> • om/on before a vowel • [um]/[un] before a vowel <p>Revisiting the below:</p> <ul style="list-style-type: none"> • -aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -œill-/œil), -ouill-/ouil, -ill-/ille, -ien, open eu/œu, eu, r, um/un, u, om, on 	<ul style="list-style-type: none"> • Regular revisiting of Y7 & Y8 vocabulary revisited throughout in different contexts • Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.
TERM 3.2	<ul style="list-style-type: none"> • Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done 	<ul style="list-style-type: none"> • verbs like lire (present) (nous, vous, ils/elles) • verbs like écrire (present) (nous, vous, ils/elles) • present vs perfect (with past simple and present perfect equivalent in English) • inversion (VS) questions (perfect) • specified vs unspecified times in the past • adverb placement (present vs perfect) • past participle formation: verbs like prendre, dit, fait, bu, eu • intonation (SV) and est-ce que questions in the perfect (did? vs have/has?) • intonation (SV) questions with question words (perfect) 	<p>Revisiting the below:</p> <ul style="list-style-type: none"> • closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy <p>Revisiting all SSCs</p>	<ul style="list-style-type: none"> • Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families

Assessment: 2nd half of the summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes. Additional (optional) holistic, proficiency assessments. Total assessment time: 45 minutes.