

French Y7 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> Describing a thing or person Saying what people have Describing things Distinguishing between having and being Talking about a thing or person Talking about doing and making things 	<ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> To be, being - ÊTRE (c'est) To have, having - AVOIR To do, doing - FAIRE Adjective agreement (as complement to verb) Indefinite, singular articles and gender Definite articles (le, la, l', les) Regular plural nouns (-s) Yes/no questions with raised intonation feminisation of job titles (-e) subject pronouns il/elle meaning 'it' 	<ul style="list-style-type: none"> Silent final consonant (SFC) SSC 'a' SSC 'i' and 'eu' SSC 'e' and 'au (eau)' Contrast SSC 'u' and 'ou' Silent final 'e' and 'é' (-er, -ez) SSC 'en' / 'an', 'on' SSC '-ain' / '-in', 'è' / 'ê' Liaison (t- and s-) 	<ul style="list-style-type: none"> Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. High-frequency vocabulary relevant to given context. Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
TERM 1.2	<ul style="list-style-type: none"> Saying what people do Saying what we do Saying what others do (they) Saying 'you' (singular and plural) 	<ul style="list-style-type: none"> Using FAIRE to mean 'go' -ER verbs (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) Preposition à with certain verbs meaning at /to Intonation questions Two-verb structures with <i>aimer</i> 	<ul style="list-style-type: none"> SSC 'ai' and 'oi' SSC 'ch', 'ç' (and soft 'c') SSC 'qu', 'j' (and soft 'g') SSC '-tion', '-ien' Revisit Silent Final Consonant (SFC) Revisit 'a' Revisit 'i' 	<ul style="list-style-type: none"> Consolidation and extension of vocabulary relevant to the given contexts. Developing a verb lexicon (-ER regular verbs) Deepening vocabulary knowledge through work with a challenging text.

Assessment: Final week 1st half Spring Term (Week 2.1.6). 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"> Saying how many there are, numbers Describing people (family) Saying what people have Saying what people do (sports) 	<ul style="list-style-type: none"> Il y a Plural indefinite article 'des' Plural adjective agreement Essential verbs (1st, 2nd, 3rd persons plural) <ul style="list-style-type: none"> To be, being – ÊTRE To have, having – AVOIR To do, doing – FAIRE possessive adjectives (mon, ma, mes, ton, ta, tes) 	<ul style="list-style-type: none"> Revisit 'eu' Revisit 'e' Revisit 'au', 'eau', 'o' Revisit 'u' Revisit Liaison (t- and s-) 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ÊTRE, AVOIR, FAIRE) Plural nouns and adjectives
TERM 2.2	<ul style="list-style-type: none"> Saying where people go (places) Saying where people go (countries) Asking questions Using question words Talking about yourself, to and about someone else 	<ul style="list-style-type: none"> Essential verbs (1st, 2nd, 3rd persons singular) <ul style="list-style-type: none"> To go, going – ALLER à – (au / à la / à l' / aux) meaning 'to' Intonation questions with question words Essential verbs (1st, 2nd, 3rd persons plural) <ul style="list-style-type: none"> To go, going – ALLER à - meaning 'to' and 'in' with towns and cities en - meaning 'to' and 'in' with countries (f) chez Present tense (-ER verbs) 	<ul style="list-style-type: none"> Revisit 'ou' Revisit SFE (Silent Ffnal 'e') Revisit 'é (-er, -ez) Revisit 'en' / 'an', 'on' Revisit 'on' 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words Developing the verb lexicon (-ER verbs) Deepening vocabulary and grammar knowledge through work with a challenging text.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> Asking questions Using question words Saying people do not do something Describing things and people 	<ul style="list-style-type: none"> Subject-verb inversion questions (single and two-verb structures) Subject-verb inversion questions with question words (single-verb structures) ne...pas negation with single-verb structures ne...pas de negation with nouns Adjectives in front of the noun Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR 	<ul style="list-style-type: none"> Revisit -ain/-in Revisit SSC è/ê Revisit SSC 'ai' Revisit SSC 'oi' Revisit SSC 'ch' Revisit SSC 'ç' (and soft 'c') 	<ul style="list-style-type: none"> Revisiting essential verbs in new contexts (ALLER) Question words
TERM 3.2	<ul style="list-style-type: none"> Asking questions Expressing future intentions Saying what you <i>want to, can</i> and <i>must do</i> Saying what you <i>don't want to, can't</i> and <i>don't have to do</i> Saying what you <i>know how to do</i> 	<ul style="list-style-type: none"> ALLER + infinitive (future intention) Modal verbs - VOULOIR, POUVOIR and DEVOIR Modal verbs in the negative Subject-verb inversion questions with question words (two-verb structures) To know (how to) - SAVOIR + infinitive Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – PARTIR 	<ul style="list-style-type: none"> Revisit SSC 'qu' Revisit SSC 'j' Revisit SSC '-tion' Revisit SSC '-ien'' Revisit Silent Final Consonant (SFC) Revisit 'a' 	<ul style="list-style-type: none"> Developing a verb lexicon Developing the use of modal verbs, including with negation Deepening vocabulary and grammar knowledge through work with a challenging text. Semantic complexities addressed through deliberate practice (savoir vs pouvoir)

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.