

Long Term Plan: Subject French

 The Westleigh School	HT1 (Week1-7)	HT2 (Week8-15)	HT3 (Week16-21)	HT4 (Week22-27)	HT5 (Week28-32)	HT6 (Week33-39)
YEAR 7	<p>Topic description- Tout sur moi Subject Key piece- Literacy Booklet Literacy focus- Grammar Baseline Assessment Grammatical terminology Classroom items & language (Key vocab in all Yr 7 books) Phonics and reading out loud Cognates, near cognates Recognising high frequency words Introduction to present tense s'appeler, avoir and habiter How to say dates/ numbers Definite article: le, la, l', les How to say 'in' + a country (au, en)</p>	<p>Topic description- Mon monde Perso Assessment- DC1 Listening and Reading assessment Tout sur moi Literacy focus- Listening and reading skills Present tense of être (je suis, tu es) Adjective agreement (masculine, feminine) Full paradigm Mastery: Combine different parts of the verb être in an extended sentence simple negation with ne...pas Simple connectives: et, mais, aussi, puis, car Present tense of avoir (1st/2nd/3rd person singular) Adjective agreement (masculine plural) Possessive adjectives (mon/ma/mes, ton/ta/tes) Nouns and articles</p>	<p>Topic description- Mon monde Perso Assessment- DC2 Photo Card Ma Famille Literacy focus- Oracy (TL speaking skills) Role Play Adjective agreement (masculine, feminine, plural) Re-visit Present tense of avoir Direct object pronouns (le/la/les) Depuis + present tense Translation activities Mastery/ Stretch Perfect tense: j'ai visité, j'ai vu Imperfect tense: c'était Avoir and être (Full Paradigm) Pronouns (le/la/les) Possessive adjectives Adjective agreement Comparatives</p>	<p>Topic description-Autour de moi Subject Key piece- Written piece 40 words on School GCSE Mark Scheme Literacy focus- Writing, translation Re visit Connectives (mais, car, parce que) High frequency words Comparisons: plus/moins + adjective + que Use j' with verbs beginning with a vowel Simple questions using Qu'est-ce que ... Modes of address : tu & vous The preposition à Present tense of regular er verbs (1st/2nd/3rd person singular) Irregular verbs (je vais, je fais)</p>	<p>Topic description- Autour de moi Subject Key piece- Photo card Literacy focus- Oracy- Photo card, Qu'est-ce qu'il y a sur la photo? Near future time phrases : demain, ce weekend, ce soir, l'année prochaine Verbs followed by à and de : faire de, jouer à, jouer de, aller à Frequency phrases, e.g. tous les jours, quelquefois, rarement Opinions + infinitive verbs Modals + infinitive : devoir, vouloir, pouvoir Introduction of Near Future Time frame Je vais + Infinitive</p>	<p>Topic description- A Table Assessment- DC3 End Of Term Summative Assessment, All 4 skills covering all 3 Modules Literacy focus- Writing (evaluation) Mark Scheme 40 words The partitive: du/de la/de l'/des Present tense of manger and boire (1st/2nd/3rd person singular) Stretch Full Paradigm Negative forms: ne ... pas/jamais Pouvoir + infinitive Je voudrais + noun/verb Il faut + noun/verb The partitive Regular er verbs Negative forms Verb + infinitive: aimer, je voudrais</p>

	<p>Adjectives of nationality</p> <p>très, assez, un peu, trop, beaucoup</p> <p>Stretch/differentiation : Future tense of verbs in 1st person Imperfect tense of habiter. Je voudrais habiter Je vais habiter Avant j'habitais.....</p>					
YEAR 8	<p>Topic description- Mon quartier Subject Key piece- Description of town Literacy focus- Reading piece, description of a town. Recognise cognates, near cognates</p> <p>Il y a un/une/des ..., il n'y a pas de/d'...</p> <p>Word order (position of adjectives)</p> <p>Au/à la/à l'/aux ('to the', 'at the')</p> <p>On peut + infinitive The imperative Au/à la/à l'/aux</p> <p>Vouloir and pouvoir</p> <p>Prepositions of place + du/de la/de l'/des</p>	<p>Topic description- Au parc d'attractions Assessment- DC1 Listening and Reading focused on Unit 5 Literacy focus- Writing- Ma ville 40 word Markscheme Interleaving is evident from Topic 1</p> <p>Revision & consolidation of: Adjectives – regular changes to 'de'</p> <p>re cap Il y a, il n y a pas de..</p> <p>Introduction of: The perfect tense of verbs with avoir – regulars and common irregulars The perfect tense with être (Mrs Vandetramp)</p> <p>Questions in the perfect tense</p>	<p>Topic description- Ca c'est mon Truc Assessment- DC2 AU Parc d'attractions 40-90 word writing Literacy focus- Reading, Listening, writing- weather report- Listening to authentic material and reading authentic weather reports</p> <p>Present tense of regular er verbs (porter) Full paradigm (Stretch)</p> <p>Gender & Plurals Adjectival agreement Higher level opinion phrases Justifying opinions Asking questions in 3 tenses (past, present & future)</p> <p>Mastery: Adjective endings (revisit), Asking Questions</p> <p>Common imperfections: c'était, il y avait, il faisait + weather</p>	<p>Topic description- Destination Vacances Subject Key piece- Holiday Blog- 3 time frames Literacy focus- Writing, oracy- Spoken and written piece on mes vacances. Literature text on Le Petit Nicholas</p> <p>Present tense of ir verbs (choisir, finir) Present tense of re verbs (prendre)</p> <p>Near future (je vais prendre) How to say 'in' with countries and cities (en, au, aux, à) Je voudrais/J'aimerais + infinitive (Revisit near Future from Year 7)</p> <p>Perfect tense with avoir C'était ...</p> <p>Perfect tense of aller-</p>	<p>Topic description- Destination Vacances Subject Key piece- Les fêtes, Customs and Traditions Literacy focus- Oracy, writing- describing a festival – 40-90 word written piece Photocard- QU'est-ce qu'il y a sur la photo?</p> <p>Present tense of ir verbs (choisir, finir) Present tense of re verbs (prendre)</p> <p>Near future (je vais prendre) How to say 'in' with countries and cities (en, au, aux, à) Je voudrais/J'aimerais + infinitive (Revisit near Future from Year 7)</p> <p>Perfect tense with avoir C'était ...</p> <p>Perfect tense of aller-</p>	<p>Topic description- Bougez! Assessment- DC3 – end of Term Assessment covering all 4 skills (modules 5-7) Literacy focus- Oracy (creating their own aerobics routine- Healthy Lifestyles)</p> <p>Jouer au/à la/aux ... Faire du/de la/de l'...</p> <p>Depuis + present tense</p> <p>Imperatives J'ai mal au/à la/à l'/aux ... Pouvoir + infinitive</p> <p>Depuis + present tense Je voudrais/J'aimerais + infinitive</p> <p>Aller in the present and the perfect</p> <p>J'ai mal au/à la/à l'/aux ...</p>

	<p>Saying 'there is' and 'there isn't' Saying 'to the' and 'at the'</p>	<p>Time phrases associated with perfect tense : hier, le weekend dernier, l'année dernière</p> <p>To refer to past events using the perfect tense with avoir</p> <p>To refer to past events using the perfect tense with être</p> <p>To use common imperfect verbs confidently to refer to past events (evidenced in writing task)</p> <p>Prepositions using de: à coté de, près de, à droite de, en face de (revisit)</p>	<p>Possessive adjectives (son/sa/ses) Jouer au/à la/aux ... Faire du/de la/de l'... Depuis + present tense Present tense of jouer and faire</p> <p>Reflexive verbs (se lever, se coucher)</p> <p>Regular and irregular verbs Time expressions Possessive adjectives (son/sa/ses)</p>	<p>Re visit perfect time frame from Au Parc D'attractions !</p>	<p>Re visit perfect time frame</p>	
YEAR 9	<p>Topic description-Ma famille et moi Subject Key piece- Self portrait- me, my family and friends. GCSE markscheme 40/90 words Literacy focus- Grammar- Present tense of avoir /être</p> <p>-Conjugate the verb aller in the present tense.</p> <p>-To use the verb aller to form the immediate future tense in French.</p> <p>-To conjugate the future proper tense in French.</p>	<p>Topic description- La Technologie Assessment- DC1- Reading, Listening Unit 1 Kerboodle assessment Literacy focus- Reading and Listening tasks on Technologie- authentic French music Cultural Capital – Skype with Company in France</p> <p>Conjugate common irregular verbs in the present tense (avoir, être, prendre, écrire, pouvoir, devoir, mettre, lire.)</p> <p>To describe the uses of</p>	<p>Topic description-Mes Loisirs Subject Key piece- Photocard Qu'est-ce qu'il y a sur la photo? Literacy focus- Oracy – Confidence in speaking, Key questions- Interrogatives Role Play Mes Loisirs</p> <p>-Describe different genre of films and television programmes.</p> <p>-Give opinions about different genres and reasons for them in more complex sentences.</p> <p>-Describe free time activities and hobbies in French.</p>	<p>Topic description- On fait la fête Assessment- DC2 Speaking and Writing assessment La Technologie and Ma Famille Literacy focus- Writing 40/90 piece of writing on either mes loisirs or la Technologie GCSE markscheme</p> <p>-Describe common celebrations and festivals in France.</p> <p>-Describe how I celebrate different festivals.</p> <p>-Use après avoir + infinitive / après être + infinitive to</p>	<p>Topic description-On fait la fête Subject Key piece- Describe a Festival- Theme 1 GCSE Topic of Conversation GCSE Booklet Literacy focus- Extended writing- Customs ad Tradition Music Festival in France (June)</p> <p>Describe common celebrations and festivals in France.</p> <p>-Describe how I celebrate different festivals.</p> <p>-Use après avoir + infinitive / après être + infinitive to</p>	<p>Topic description- Là où j'habite Assessment- DC3 End of Year Assessment, Test all 4 skill areas Theme 1 Literacy focus- Oracy – maison à vendre Authentic material- visit French websites, sell a house ! Presentation</p> <p>-Describe my house and home. -Use negatives to compare and contrast different places -Use pouvoir, devoir, vouloir & opinion verbs + infinitive to say what you want / can / should do.</p>

	<p>- Answer unprepared questions about family, friends and future plans.</p>	<p>social media.</p> <p>To describe and justify the pros and cons of social media.</p> <p>To apply pronunciation rules to pronounce new words correctly.</p> <p>-</p> <p>Conjugate common irregular verbs in the present tense (aller, faire)</p> <p>-</p> <p>Describe and explain the benefits and dangers of different mobile technologies.</p> <p>To develop answers with examples and opinions.</p> <p>To include more complex opinion and sentence starter phrases</p>	<p>-Conjugate regular verbs with avoir in the past (perfect) tense. (passé compose)</p> <p>-Add reasons to opinion sentences to produce more complex sentences.</p> <p>-Use time indicators to say when something has / is / will happen.</p> <p>-Different food and drinks and other cuisines.</p> <p>-Give opinions about different cuisines and reasons for them.</p> <p>-Describe eating out.</p> <p>-Use pouvoir, devoir, vouloir & opinion verbs + infinitive to say what you want / can / should do.</p> <p>-Describe different sports and games.</p> <p>-Use the verbs faire, jouer and practiquer correctly with different sports.</p> <p>-Develop sentences using a variety of connectives & conjunctions.</p>	<p>develop more complex phrases when narrating events.</p> <p>-Describe different festivals and customs in the French speaking world.</p> <p>-Use the imperfect tense to describe what used to happen.</p> <p>-Explain and describe cultural impact and history of events in the French speaking world</p> <p>Cultural Capital : Meal to Bistro Pierre in Preston.</p>	<p>develop more complex phrases when narrating events.</p> <p>-Describe different festivals and customs in the French speaking world.</p> <p>-Use the imperfect tense to describe what used to happen.</p> <p>-Explain and describe cultural impact and history of events in the French speaking world.</p>	<p>-Use the conditional tense to say what you would do in your home, town or region.</p> <p>-Describe your town and local areas.</p> <p>-Use intensifiers to be give more specific descriptions.</p> <p>-</p>
YEAR 10	<p>Topic description- Social Issues</p> <p>Subject Key piece- Describe healthy and unhealthy lifestyles and/or</p>	<p>Topic description- Global Issues</p> <p>Assessment- DC1 Reading, Listening and writing Social Issues</p>	<p>Topic description- Travel and Tourism</p> <p>Subject Key piece- Mes vacances desastreuses</p> <p>Literacy focus- Writing- Creative writing on a</p>	<p>Topic description- Travel and Tourism</p> <p>Assessment- DC2 Photo card and RolePlay – testing interrogatives</p>	<p>Topic description- My studies, Life at school and college</p> <p>Subject Key piece- GCSE Speaking booklet Theme 2</p>	<p>Topic description- My studies, Life at school and college</p> <p>Assessment- DC3 Mock exams? All 4 skills on Theme 1 and 2</p>

<p>advertise a charity that you work for Literacy focus- Writing- 40/90 word task GCSE Mark scheme</p> <p>-Use the conditional tense of key verbs vouloir & aimer to say what you would like to do.</p> <p>-Describe the importance of charities.</p> <p>-Use subjunctive phrases following vouloir que to further develop answers to questions and increase complexity</p> <p>-Describe healthy and unhealthy lifestyles.</p> <p>-Use the imperfect tense of être, avoir and faire to describe a past healthy or unhealthy lifestyle.</p> <p>-Use negatives to add complexity and detail to descriptions.</p>	<p>Literacy focus- Oracy- Environmental issues in your town and solutions using Il faut.....</p> <p>-Describe environmental problems.</p> <p>-Describe and explain solutions to environmental problems.</p> <p>-Use "si" clauses to describe what would happen "if"</p> <p>-Recognise and use regular verbs in the pluperfect tense to describe if I had ...</p> <p>-Describe and explain examples of inequality.</p> <p>-Use pouvoir + infinitive or il est possible de + infinitive to describe the possibility of doing different things.</p> <p>-To use a variety of vocabulary and sentence starters to introduce agreement or disagreement.</p> <p>-To describe and explain poverty.</p> <p>-To improve the complexity of written and spoken answers by using the subjunctive to express what could happen in certain conditions.</p>	<p>disastrous holiday 90 word/150 word challenge!! Newspaper article/ Blog</p> <p>-Describe and recognise different types of holidays.</p> <p>-Describe and explain countries and destinations for holidays and give opinions on these.</p> <p>-Express opinions on different types of holidays and give preferences.</p>	<p>Literacy focus- Oracy, interrogatives (role play) Qu'est-ce qu'il y a sur la photo? GCSE mark scheme</p> <p>-Recognise and explain the location of different features and places in France.</p> <p>-Describe visits to different places in France.</p> <p>-Use the imperfect tense to describe where you used to go / what you used to do.</p> <p>-Identify and describe different towns, cities and regions of France.</p> <p>-Use and understand 3 tenses (past, present and future) in descriptions of France.</p> <p>Cultural Capital : Meal to Bistro Pierre in Preston.</p>	<p>Literacy focus- Oracy – confidence in speaking</p> <p>-Recognise and understand school subjects and descriptions of school buildings.</p> <p>-Understand, describe and explain a school day.</p> <p>-Understand and explain the differences between schools in France and Britain.</p>	<p>Literacy focus- Oracy – Focus on Interrogatives/ confidence in speaking</p> <p>-Understand and describe school rules and school uniform.</p> <p>-Use adverbs and quantifiers to describe school subjects and opinions.</p> <p>-Understand and form comparative sentences and use adverbs to compare schools in France and Britain.</p> <p>-Revise the use of modal verbs pouvoir, vouloir and devoir.</p> <p>-Revise the formation of the perfect (past) tense of regular -er verbs</p>
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<p>YEAR 11</p>	<p>Topic description- Education post-16, jobs, career choices and ambitions.</p> <p>Assessment- Writing 90 wprd on School GCSE Mark scheme</p> <p>-Describe and understand the different future study choices available.</p> <p>-Recognise and understand people expressing job preferences and attitudes to part-time work.</p> <p>-Understand and explain how to get a job and find employment.</p> <p>-Use intensifiers to give more detail.</p> <p>-Use si clauses with the future tense to express if.</p> <p>-Use opinion verbs to express likes and dislikes in the conditional tense.</p> <p>-Be able to recognise sentences in the passive voice.</p>	<p>Topic description- My Studies</p> <p>Assessment- DC1 Mock exams Testing in all 4 skill areas on all 3 Themes</p> <p>-Describe or understand a description of a school day.</p> <p>-Conjugate and use regular -er verbs in the passé compose (perfect / past) tense in French to describe what something was like.</p> <p>-Use a variety of adjectives, comparatives and superlatives to describe teachers, subjects and the school building.</p> <p>-Describe and explain the differences between school life in different countries.</p> <p>-Describe and explain school rules.</p> <p>-Give my opinions on school rules.</p> <p>-Describe school uniform.</p> <p>-Use pouvoir, devoir and vouloir to say what you can, want to and should wear and do in school.</p>	<p>Topic description- University or work</p> <p>Assessment- Speaking booklet and Unit Tests Kerboodle</p> <p>-Describe and compare university courses and apprenticeships.</p> <p>-Use si clauses to describe what might happen if ...</p> <p>-Use quand to describe what will happen when...</p>	<p>Topic description- Choice of career</p> <p>Assessment- DC2 Kerboodle Assessments End of unit Tests</p> <p>-Describe different jobs and give opinions on them.</p> <p>-Describe and explain different career options</p> <p>-Describe and explain how to get a job.</p> <p>-Recognise sentences in the passive voice.</p> <p>-Identify and apply ways of avoiding the passive voice.</p> <p>-Describe advantages and disadvantages of different jobs using comparatives and superlatives.</p> <p>-Use French idiomatic expressions to make written and spoken work more interesting.</p>	<p>Revision</p> <p>All 4 skill areas</p> <p>All 3 Themes</p> <p>3 Time Frames</p> <p>JAMFEAR Verbs</p> <p>Kerboodle Resources</p> <p>Past papers</p> <p>Exampro</p> <p>Senecalearning</p>	<p>Revision</p> <p>Assessment- DC3 Mock exams testing in all 4 skill areas</p>
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		-Use set phrases in the conditional to describe my ideal school.				
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	Reading	Writing	Oracy
Opportunities	Newspaper article Blog Academic text Research	Method Evaluation Newspaper article Letter Blog	Class debate Presentation Group discussion
Purpose	Access to text	Writing at length	Academic register