

FRENCH Learning a foreign language is a crucial part of a child's academic and social development, allowing them to become more knowledgeable about the world around them, and to develop their skills and confidence to participate in an increasingly global society. Learning a language provides students with academic and cultural capital that will enable them to be well educated citizens and afford them opportunities to interact more widely with others in their life post CVC. At Cottenham VC we routinely use a range of strategies to formatively assess and give feedback to students about their progress. In French these strategies include using mini whiteboards to ask questions and give feedback to the whole class, regular short progress checks and frequent whole class questioning and feedback.

All Y7 pupils have access to www.sentencebuilders.com. To access the precise language that pupils will be studying, pupils should log on and navigate through 'resources' to 'school resources' and there they will find a folder of all the key knowledge for their year group in an accessible format, with a huge range of opportunities to practise what they have been studying in school.

Each subunit typically lasts 7 lessons and at the end of each full unit, pupils review learning from previous units with a view to working on increasing their fluency and ability to use the language they have learnt at speed, particularly in spoken French. Assessments may also build in work from previous units so that pupils are always building on what they have learnt before.

Autumn Term

| Topic | Giving name and age, giving someone else's name and age | Talking about hair and eye colour | Where you are from | Talking about my pets |
|---|--|--|---|---|
| Key grammar and language functions | Use of <i>avoir</i> (to have) for age | Use of <i>avoir</i> (to have) for hair and eye colour Adjectival agreements for plural nouns Word order (noun + adjective) | Use of <i>j'habite</i> and <i>je vis</i> to mean 'I live.' Use of <i>un</i> and <i>une</i> to show the gender of nouns. | Use of <i>un</i> and <i>une</i> with masculine and feminine animals. Adjectival agreements for masculine and feminine nouns Use of <i>avoir</i> (to have) with animals and in the negative (I do not have). |
| Summative Assessment | Listening | Reading | Sentence level translation into French on all units so far. | |
| How does this unit prepare students for future study? | Pupils are exposed to a range of key French phonics and are able to produce the language at a sentence level, including using <i>avoir</i> correctly in the first and third person. This is continued in the next subunit. | Pupils continue to work on key French phonics and build on their knowledge of <i>avoir</i> . They can now use <i>avoir</i> in a range of contexts and with other elements of grammar such as word order and adjectival agreements. This idea of agreements is built on in the next subunit where pupils look at the concept of gender in French. | Alongside grammar, a key focus in this subunit will be French phonics and pronunciation rules, particularly silent Hs at the beginnings of words and silent final consonants. This is essential for confident speaking and progression for beginner learners of French. | Pupils are still working on key concepts which will appear throughout their studies of French, namely the concept of gender in languages and how adjectival agreements work within this. |

Spring Term

| Topic | Talking about my family members | Saying what I wear | Describing others' jobs |
|---|--|---|--|
| Key grammar and language functions | Possessive adjectives <i>mon, ma, mes</i> to me 'my' to agree with the family member. Adjectival agreement Use of <i>être</i> (to be) to describe family members | Pupils are introduced to -ER verbs in the present tense. This means that learn the pattern which all regular French verbs which end in -ER follow. | Pupils continue to focus on to -ER verbs in the present tense. This means that they learn the pattern which all regular French verbs which end in -ER follow. |
| Summative Assessment | Mid-year assessment: writing on everything covered so far | | Listening and reading |
| How does this unit prepare students for future study? | Pupils are introduced to a second key irregular verb in French which will be required throughout their future study of French. | Pupils are introduced to the concept of regular verbs in French in the present tense. Both -ER verbs and the concept of regular verb conjugation are key throughout their future study of French. | Pupils continue to work with -ER verbs in French in the present tense. Both -ER verbs and the concept of regular verb conjugation are key throughout their future study of French. |

Summer Term

| Topic | Saying what I and others do in my free time | Talking about my daily routine | Saying what I do at home |
|---|---|---|---|
| Key grammar and language functions | Present tense of common verbs: <i>jouer</i> (to play), <i>aller</i> (to go), <i>faire</i> (to do). | Review of -ER verbs and introduction to reflexive verbs. | Present tense of common verbs: <i>jouer</i> (to play), <i>aller</i> (to go), <i>faire</i> (to do). |
| Summative Assessment | Translation into English | | End of year exam- writing on Y7 content |
| How does this unit prepare students for future study? | Pupils start to speak about different activities which they and others do. These verbs are very common and <i>aller</i> and <i>faire</i> are irregular. Pupils will be expected to use them frequently in their future study of French. | Both -ER verbs and the concept of regular verb conjugation are key throughout their future study of French. | Pupils start to speak about different activities which they and others do. These verbs are very common and <i>aller</i> and <i>faire</i> are irregular. Pupils will be expected to use them frequently in their future study of French. |