



CURRICULUM PLAN

MFL FRENCH

BRAMHALL HIGH SCHOOL

Curriculum Intent

Modern and Ancient languages provide a way of transcending cultural barriers, allowing students to view their world from a different viewpoint. It prompts them to question what is “normal” and provides them with the ability to embrace that fact that the world is a rich and diverse place filled with different customs, perspectives, history, arts, literature and ways of communicating.

It also affords students the chance to understand the codes, which exist behind languages, and how these might interplay, or be at odds with English. They will be able to recognise that rules and patterns exist throughout languages and that these may well be influenced by the impact of culture. Students can start to build a more powerful understanding of their own language through questioning how we put together words, sentences and text.

One particularly powerful skill that is developed in language learning is the ability to speak and think simultaneously.

Academic Year: 2025-2026

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Author: Mr J Austin – Head of MFL

YEAR 7

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy (* = retrieval)
Y7 Term 1a	<p><u>Welcome To BHS</u></p> <p><u>What's your name?</u> <u>How are you?</u></p> <p><u>School</u></p> <p><u>What do you study?</u> School subjects, definite articles</p> <p><u>What do you like/not like to study?</u> Opinions, reasons, connectives, intensifiers, quantifiers, negatives, favourites</p> <p><u>Who is your favourite teacher?</u> Opinions, reasons, adjectives, connectives, intensifiers, quantifiers, negatives, connectives</p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Fortnightly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Echo reading practice</p>	<p>European day of languages activities (26th September)</p> <p>School life in France</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Noun • Verb • Adjective • Gender • Intensifier • Infinitive <p>& all topic specific vocab</p>

Y7 Term 1b	<p><u>What do you study on Monday?</u> Days of the week, telling the time, opinions, reasons</p> <p><u>Describe your uniform</u> Indefinite articles, clothes, plurals, adjectival agreement, colours, opinions</p> <p><u>What do you do at break?</u> Present tense verbs (<i>eat, drink, play, chat</i>), snack items, adverbs of time and frequency, opinions</p> <p><u>Include yesterday – perfect tense of above verbs to be taught as phrase only</u></p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Fortnightly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Choral reading practice</p> <p>Reading Task</p>	<p>MFL Christmas Card competition</p> <p>Christmas in France</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Noun • Verb • Adjective • Gender • Intensifier • Infinitive <p>& all topic specific vocab</p>
Y7 Term 2a	<p><u>Sports and Hobbies</u></p> <p><u>What hobbies do you have? (incl. Sport)</u> <u>Focus on infinitives before any present tense.</u> -> 1st and 3rd p.s. present tense verbs (<i>play, do, go, listen, read, watch</i>), <u>explicit mention of how to conjugate from infinitive talking about the endings (1st and 3rd p.s.)</u> opinions, reasons, adverbs of time</p> <p><u>What did you do last weekend?</u> Perfect tense verbs as above taught at phrase level, past tense adverbs of time, past tense, opinions and reasons</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Fortnightly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Track The Reader practice</p>	<p>Learn about a French speaking sportsperson</p> <p>Do a biography and watch some YouTube clips</p>	<p>Term 2</p> <ul style="list-style-type: none"> • Perfect Tense • Definite/indefinite article • Irregular Verb • Contrasting opinions • Adverbs of frequency • Plural noun <p>& all topic specific vocab</p>

Y7 Term 2b	Family <u>Describe yourself and your family.</u> Name, alphabet (to spell name), age, numbers, birthday, months, hair and eyes, characteristics (1 st person) Brothers and sisters, other family members, characteristics and physical appearance, opinions (3 rd person) Teach full verbs to have (avoir) and to be (être)	NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Fortnightly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice Echo reading practice Reading Task		Term 2 <ul style="list-style-type: none"> • Perfect Tense • Definite/indefinite article • Irregular Verb • Contrasting opinions • Adverbs of frequency • Plural noun & all topic specific vocab
Y7 Term 3a	Family <u>What do you do with your family?</u> Review verbs from sports and hobbies and introduce we form of verbs, opinions and reasons <u>What will you do next weekend with your family?</u> Review sport/hobbies language and teach phrase level (real) future activities (go, do, play, watch, listen, visit) , future adverbs of time, future opinions	NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Fortnightly vocab tests Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice Choral reading practice	Tango book – read the book and discuss the LGBT focussed issues that arise	Term 3 <ul style="list-style-type: none"> • Past participle • Preposition • Present tense • Pronunciation • Conjugate • Future tense & all topic specific vocab
Y7 Term 3b	My Home <u>Where do you live?</u>	NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1,	Fortnightly vocab tests CPR Task	Compare French houses/housing with UK housing	Term 3 <ul style="list-style-type: none"> • Past participle

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	<p>Compass points, location within Britain, compare to nearby cities (<i>outskirts</i> etc.)</p> <p><u>Describe your house and bedroom</u> Rooms, <i>there is / there are</i>, <i>upstairs / downstairs / outside</i>, adjectives (<i>modern, old fashioned</i> etc.), furniture, prepositions, opinions</p>	<p>3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Track The Reader practice</p> <p>Reading Task</p>	<p>Look at estate agent adverts</p>	<ul style="list-style-type: none"> • Preposition • Present tense • Pronunciation • Conjugate • Future tense <p>& all topic specific vocab</p>
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YEAR 8

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y8 Term 1a	<p><u>Holidays</u> <u>Where do you normally go on holiday?</u> Countries (small focus on geography), correct prepositions with countries, types of accommodation, modes of transport, who do you travel with, opinions and reasons.</p> <p><u>What do you normally do on holiday?</u> Revision of verbs from year 7, extras: <i>sunbathe, sight see, buying souvenirs, take photos, bathe, hiking/walking</i> Include we Weather phrases, focus on <i>when it's sunny, if it rains</i> etc. Explicit teaching of present tense conjugation (jouer and key irregulars)</p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>	<p>European day of languages activities</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Noun* • Verb* • Adjective* • Gender* • Intensifier* • Infinitive* <p>& all topic specific vocab</p>
Y8 Term 1b	<p><u>Where did you go on holiday last year?</u> Teach perfect tense of <i>go, stay, play, do, eat, drink, listen, read, talk, watch, find</i> Adapt <i>where do you normally go</i> into the past <i>(I, he/she and we)</i> Use the activities from <i>what do you normally do</i> and adapt for the past</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p>	<p>MFL Christmas Card research competition</p> <p>Research a holiday resort in France</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Noun* • Verb* • Adjective* • Gender* • Intensifier* • Infinitive*

	<u>Describe your ideal holiday in the future</u> Use some basic conditional <i>I would like to</i> ..., teach real future tense (draw on knowledge of infinitives), future tense opinions		Regular phonics practice Reading Task		& all topic specific vocab
Y8 Term 2a	Town <u>Where do you live?</u> Types of house, types of area, compass points, prepositions <u>What is there in your town and what can you do?</u> List of buildings and shops, <i>il y a</i> and adjective endings, <i>on peut</i> (modal verbs), activities in town (infinitives), <i>où on peut</i> ... , opinions, reasons	NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Weekly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice	Research Paris Watch videos and discuss	Term 2 <ul style="list-style-type: none"> • Adjectival agreement • Negative • Pronunciation* • Conditional • Conjugate* • Future tense* & all topic specific vocab
Y8 Term 2b	<u>Where did you live when you were younger?</u> Introduce concept of imperfect tense, <i>quand j'étais petit(e), j'habitais</i> , comparatives to compare old town to where you live now, opinions, <i>c'était</i> <u>Where would you like to live / will you live in the future?</u> Review future tense (draw on knowledge of infinitives), future tense opinions	NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Weekly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice Reading Task		Term 2 <ul style="list-style-type: none"> • Adjectival agreement • Negative • Pronunciation* • Conditional • Conjugate* • Future tense* & all topic specific vocab

Y8 Term 3a	La francophonie Appreciating the global nature of French Appreciating cultural differences Understand the concept of empire and independence	NC 3.7	Weekly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice	Cultural study	Term 3 <ul style="list-style-type: none"> • Formal and informal terms of address • Translate • French Spk World • Preposition* • Definite/indefinite article* • Plural noun* & all topic specific vocab
Y8 Term 3b	Fashion <u>What do you like to wear?</u> Kerboodle Allez 1, pages 94-97 Clothes, opinions At the Café Kerboodle Allez 1, pages 62-63 Review types of foods Asking for items (do you have, I'd like, how much is)	NC 1.1, 1.2, 1.3, 1.4	Weekly vocab tests Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Y8 Exams Regular phonics practice Reading Task		Term 3 <ul style="list-style-type: none"> • Formal and informal terms of address • Translate • French Spk World • Preposition* • Definite/indefinite article* • Plural noun* & all topic specific vocab

YEAR 9

Term	Programme of Learning	Links to the National Curriculum	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y9 Term 1a	<p><u>Free Time Activities</u> <u>What do you do in your spare time?</u> Discussion of sports and hobbies, regular and irregular present tense verbs. <u>Include yesterday</u></p> <p><u>What are you going to do next weekend?</u> Review of future tense, sports, hobbies, activities</p>	<p>See National Curriculum references below</p> <p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p>		<p>Term 1</p> <ul style="list-style-type: none"> • Noun* • Verb* • Adjective* • Gender* • Intensifier* • Infinitive* <p>& all topic specific vocab</p>
Y9 Term 1b	<p><u>What do you watch on TV?</u> Types of TV programme, opinions and reasons</p> <p><u>What sort of music do you like?</u> Types of music, include a previous concert visit</p> <p><u>Describe your last visit to the cinema.</u> What you saw, opinions on the film, the food you ate etc. was it noisy?</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>	<p>Discuss French music</p> <p>Find a French song and write a review of it</p>	<p>Term 1</p> <ul style="list-style-type: none"> • Noun* • Verb* • Adjective* • Gender* • Intensifier* • Infinitive* <p>& all topic specific vocab</p>

Y9 Term 2a	<p>Customs, Festivals and Celebrations in France - Kerboodle</p> <p><u>What's your favourite festival in France?</u> Look at French festivals. Discuss one in more detail, opinions and reasons.</p> <p><u>Would you like to visit this festival?</u> Conditional, reasons why or why not.</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Year 9 Exams</p> <p>Regular phonics practice</p>	<p>Research and discuss a French festival</p>	<p>Term 2</p> <ul style="list-style-type: none"> • Question words • Pronunciation* • Conjugate* • Translate* • Future tense* • Intonation <p>& all topic specific vocab</p>
Y9 Term 2b	<p><u>How did you celebrate your last birthday?</u> Past tense activities, what gifts did you get, who was there, opinions and reasons. – Include imperfect tense “when I was younger”.</p> <p><u>How would you celebrate your ideal birthday in the future?</u> Conditional and future – include both.</p>	<p>NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8</p>	<p>Weekly vocab tests</p> <p>CPR Task</p> <p>Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson</p> <p>Regular phonics practice</p> <p>Reading Task</p>		<p>Term 2</p> <ul style="list-style-type: none"> • Question words • Pronunciation* • Conjugate* • Translate* • Future tense* • Intonation <p>& all topic specific vocab</p>

Y9 Term 3a	Celebrity Culture - Kerboodle <u>Who is your favourite celebrity?</u> Key phrases on physical and character description. Nationality, birthday, age, family. Reasons for being a celebrity/number of followers/views etc. Past tense: where/when born. Where they used to live and achievements/awards to date. <u>Would you like to be a celebrity?</u> Can include advantages and disadvantages of being famous. Conditional: if I were famous, I would live/buy/have/do...	NC 1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Weekly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice	Research some French celebrities.	Term 3 <ul style="list-style-type: none"> • Conditional* • Connective* • Preposition* • Definite/indefinite article* • Plural noun* • Ambiguity & all topic specific vocab
Y9 Term 3b	Media and Technology <u>What do you use your phone for?</u> Key phrases about using phone Include last night <u>Do you like social media?</u> Opinions and reasons <u>What are the (dis)advantages of social media?</u> List of (dis)advantages, comparatives, superlatives	NC 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8	Weekly vocab tests CPR Task Rotation of Listening, Reading, Speaking and Writing retrieval practice each lesson Regular phonics practice Reading Task		Term 3 <ul style="list-style-type: none"> • Conditional* • Connective* • Preposition* • Definite/indefinite article* • Plural noun* • Ambiguity & all topic specific vocab

YEAR 10

Term	Programme of Learning	Links to the GCSE Specification	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y10 Term 1a	Environment <u>What are the biggest environmental problems?</u> Drought, floods, famine etc., <u>What do you and your family do for the environment?</u> Recycling, electric car etc, 3rd person verbs	As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing. They will learn and practise the required grammar. 3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task		Term 1 <ul style="list-style-type: none"> • Role play • Photo card • Justify opinions • Message conveyed • Range of language • Translate* & all topic specific vocab
Y10 Term 1b	Customs, Festivals and Celebrations in France <u>How do they celebrate Christmas in France?</u> Regional traditions/food/customs – key dates. <u>How will you celebrate Christmas?</u>	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task Reading Task		Term 1 <ul style="list-style-type: none"> • Role play • Photo card • Justify opinions • Message conveyed • Range of language • Translate*

	Future and conditional tense, where will you go, who will you visit, what gifts may you get? Compare with France.				& all topic specific vocab
Y10 Term 2a	<p>The environment and where people live <u>Describe the house of your dreams.</u> Future and conditional tense, comparatives, superlatives, opinions, reasons.</p> <p><u>Where do you live? (town, region – not house)</u> <i>near to, 20 miles from, NW England,</i> opinions and reasons.</p> <p><u>Describe your town.</u> <i>il y a, on peut, où on peut ..., je ne pense pas que + subjunctive</i></p> <p><u>Where did you used to live?</u> <i>When I was younger ..., imperfect tense,</i> opinions, comparatives (make up if always lived in same area). Mention the house you used to live in briefly.</p>	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task	Research a city in Canada (Québec, Montréal)	Term 2 <ul style="list-style-type: none"> Communicates clearly Spontaneity Fluency Ambiguity* Pronunciation* Intonation* & all topic specific vocab

Y10 Term 2b	<u>What did you do in town at the weekend?</u> Activities in town, cinema, restaurants etc. past tense, opinions and reasons (This paragraph can be used in many situations – emphasise the significance of this answer)	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud Reading Task		Term 2 <ul style="list-style-type: none"> Communicates clearly Spontaneity Fluency Ambiguity* Pronunciation* Intonation* & all topic specific vocab
Y10 Term 3a	<u>Travel and tourism, including places of interest</u> <u>Where do you normally go on holiday?</u> Where do you go, where do you stay, who with, how do you get there, what is the weather like? (Discuss types of accommodation and transport) <u>Describe last year's holiday?</u> Where did you go, what did you do? Opinions and reasons.	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud Y10 Exams CPR Task		Term 3 <ul style="list-style-type: none"> Question words* Connective* Formal and informal terms of address* Contrasting opinions* Adverbs of frequency* Conjugate* & all topic specific vocab

Y10 Term 3b	<u>Speaking Exam Preparation</u> Role Play, Photo Card (in class) and Conversation (appointment) <u>Where would you go on holiday if you were rich and famous?</u> Future/conditional.	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task Reading Task	You have £1,000 – plan a mini-break	Term 3 <ul style="list-style-type: none"> • Question words* • Connective* • Formal and informal terms of address* • Contrasting opinions* • Adverbs of frequency* • Conjugate* & all topic specific vocab
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YEAR 11

Term	Programme of Learning	Links to the GCSE Specification	Assessments	What extra learning opportunities are planned?	Disciplinary Literacy
Y11 Term 1a	<p>Identity and Relationships with Others</p> <p><u>Describe yourself</u> Appearance and personality, negatives and positives, what you used to be like</p> <p><u>Describe your friends and family</u> Short descriptions, what you like to do with them, what you've done in the past</p> <p><u>Would you like to get married?</u> Plans for the future, include having children. Opinions on marriage</p> <p>Healthy Living and Lifestyle</p> <p><u>Do you have a healthy lifestyle?</u> Short description of your diet, activity levels. Talk about what you ate and did yesterday</p> <p><u>How could you be healthier?</u> What could/should you do to be healthier? Include diet and activities</p>	<p>As per the GCSE specification, students will routinely practise the four skills of Listening, Reading, Speaking and Writing.</p> <p>They will learn and practise the required grammar.</p> <p>3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3</p>	<p>Weekly vocab tests</p> <p>Rotate: Role Play, Photo Card, Translation, Reading Aloud</p> <p>CPR Task</p>		<p>Term 1</p> <ul style="list-style-type: none"> • Role play* • Photo card* • Justify opinions* • Message conveyed* • Range of language* • Translate* <p>& all topic specific vocab</p>

Y11 Term 1b	<p>Education and Work <u>Describe your school</u> Size, location, facilities, opinions and reasons</p> <p><u>What subjects do you like?</u> Review subjects, include teachers, opinions and reasons</p> <p><u>What was your primary school like?</u> Imperfect tense, mention subjects and teachers, compare to high school, opinions and reasons, comparative adjectives</p> <p><u>What do you think about your uniform/rules?</u> Modal verbs, <i>one must, one can, one should</i>, and negatives, opinions and reasons, <i>I agree/disagree</i> and <i>why, fair, unfair</i></p>	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task Y11 Mock Exams Reading Task		Term 1 <ul style="list-style-type: none"> • Role play* • Photo card* • Justify opinions* • Message conveyed* • Range of language* • Translate* & all topic specific vocab
Y11 Term 2a	<p>Education and Work <u>What are your plans for September?</u> Future and conditional tenses, college, apprenticeship?</p> <p><u>Do you want to go to university?</u> Include apprenticeships, (dis)advantages of university</p> <p><u>What would your ideal career be?</u> Jobs and workplace vocab, future and conditional tenses Mention work experience</p>	3.2.1, 3.2.2, 3.2.3, 3.2.4 & 3.3	Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task	Which French university would you like to go to? Why?	Term 2 <ul style="list-style-type: none"> • Communicates clearly* • Spontaneity* • Fluency* • Ambiguity* • Pronunciation* • Intonation* & all topic specific vocab

	<u>What do you parents do?</u> Review of jobs, 3 rd person verbs, 3 rd person opinions and reasons What did they used to be?				
Y11 Term 2b	Revision Skill based and topic-based revision.		Weekly vocab tests Rotate: Role Play, Photo Card, Translation, Reading Aloud CPR Task Y11 Second Mocks Reading Task		Term 2 <ul style="list-style-type: none"> Communicates clearly* Spontaneity* Fluency* Ambiguity* Pronunciation* Intonation* & all topic specific vocab
Y11 Term 3a	Revision Skill based and topic-based revision.		GCSEs		

Languages Programme Of Study: Key Stage 3, National Curriculum, England. September 2013

The national curriculum for languages aims to ensure that all pupils:

- 1.1 understand and respond to spoken and written language from a variety of authentic sources
- 1.2 speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- 1.3 can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- 1.4 discover and develop an appreciation of a range of writing in the language studied.

Pupils will be taught to:

Grammar and vocabulary

- 2.1 identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied
- 2.2 use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate
- 2.3 develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues
- 2.4 use accurate grammar, spelling and punctuation

Linguistic competence

- 3.1 listen to a variety of forms of spoken language to obtain information and respond appropriately
- 3.2 transcribe words and short sentences that they hear with increasing accuracy
- 3.3 initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address
- 3.4 express and develop ideas clearly and with increasing accuracy, both orally and in writing
- 3.5 speak coherently and confidently, with increasingly accurate pronunciation and intonation
- 3.6 read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material

- 3.7 read literary texts in the language [such as stories, songs, poems and letters], to stimulate ideas, develop creative expression and expand understanding of the language and culture
- 3.8 write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language

AQA GCSE Specification:

At GCSE students will be expected to develop the following skills:

3.2.1 Listening: understand and respond to spoken language.

3.2.2 Speaking: communicate and interact in speech.

3.2.3 Reading: understand and respond to written language including translating from the Target Language into English.

3.2.4 Writing: communicate in writing including translating from English into the Target Language.

3.3 Grammar