



# Year 7 French Long Term Plan

**Year 7 Intent / End Point:** The Year 7 French curriculum enables students to describe themselves and others and express their opinions. They can also understand and use different forms of the present tense and the future tense. Finally, they can form simple negative sentences, use conjunctions to link ideas and understand the gender of nouns, articles and adjectives.

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	Je Me Présente	Ma Famille	Mon Collège	Ma Vie Scolaire	Mon Temps libre	Le Sport	
<b>Principles that underpin your curriculum</b>	<b>Vocabulary</b>	1. Greetings and feelings [1] (a) 2. Name [1,3] (c) 3. Age [1,5] (d) 4. Birthday [1,4,5] (i) 5. Appearance and personality [1,2,4,5,7] (b) 6. Hair and eyes [1,5,7,8] (i) 7. Family and friends [1,2,4,3,7,8] (f, g) 8. Relationships [1,4,6,7] (h) 9. My likes and dislikes [1,7] (b)		1. School subjects [2,3,5] (a) 2. Comparing school subjects [1,3,4,5] (c) 3. School timetable and time [1,3,5] (h) 4. Activities at break and lunch time [1,2,3] (g) 5. School facilities [1,2,3] (d) 6. Teachers [2,4,5,6,7] (e) 7. School uniform [1,3,5,6,7] (b) 8. School in France [1,3,4,5] (f) 9. The school canteen [1,2,		1. Sports and opinion [1,4] (a) 2. Free time activities [1,2,4,5] (b, c) 3. What you like doing in your free time [5,8] (e) 4. Next weekend plans [3,4,5,7] (d) 5. Famous French tennis player [1,2,4,5] (e) 6. Healthy lifestyle [6] (g) 7. A French sport event: Le Tour de France [3,7] (d)	
	<b>Grammar</b>	1. Adapting question to answer 2. Adjectival agreement – reg. & common irregular 3. Present of S'APPELER 4. Present of ÊTRE 5. Present of AVOIR 6. Possessive adjectives 7. Negative structure 8. Regular plural noun agreement		1. Negative structure 2. Present of regular -ER verbs 3. Definite articles & Indefinite articles 4. Comparative 5. Present of AVOIR & ÊTRE 6. Possessive adjectives 7. Adjectival agreement – reg. & common irregular		1. Present of -ER verbs 2. Present of FAIRE 3. Present of ALLER 4. Prepositions 5. Negative 6. Il faut + INF 7. Near future 8. Infinitive structures	
	<b>Phonics</b>	a. SFC b. SFe ≠ e final c. ç d. qu	e. i f. é ≠ è, ë g. ille h. an/ en i. eu	a. SFe & Silent h b. ch c. é ≠ è d. on	e. en/an f. tion g. u, un h. ai	a. au b. tion c. du, de d. ai	e. e, eu f. ou g. oi h. in
<b>Middle Stake Test</b>	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<b>High Stakes Assessment 1</b>	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<b>High Stakes Assessment 2</b>	
<b>High Stake Test</b>			<b>High Stakes Assessment 1</b>			<b>High Stakes Assessment 2</b>	
<b>Skills development (L,R,W,S)</b>	Students gain confidence in communication and can listen to standard, familiar forms of spoken language and read a range of different sources, authentic or adapted, to obtain information and respond. Phonics are introduced to enable them to understand and reproduce the most common French sounds. The curriculum also allows pupils to manipulate vocabulary and grammar in order to produce written accounts						





# Year 8 French Long Term Plan

**Year 8 Intent / End Point:** The Year 8 French curriculum is designed to expand on the knowledge acquired from Year 7. Students continue to **describe events** in the **present tense**; their **knowledge of the future tense** is widened by the introduction of the conditional tense and students are introduced to the **past tense** and **reflexive verbs**. Adjectival agreement knowledge is consolidated and students build on their knowledge of opinions by making comparisons.

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an ‘unlocking lesson’ to develop linguistic competency and cultural appreciation. Knowledge of cultural appreciation is also expanded through enrichment tasks.

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>	
<u>Unit title</u>	Où Habites Tu?	On y Va!	L'Été Dernier	On Va Voyager!	La Technologie et Les Médias	Mes Loisirs	
<b>Principles that underpin your curriculum</b>	<b>Vocabulary</b>	1. Geography of France [1,2] (e, f) 2. House of my dreams [1,2] (l) 3. Talking about my town/city [1,2,3] (b, h, k, l) 4. Where I can go out in my town/city [1,2,3,5] (d) 5. Where I would like to live in the future [2,3,4,7] (a, c, l, j) 6. Making plans to go out and eating out [1,4,6,7] (a, d, a, c, d, g, i, j, k) 7. My weekend plans [1,7] (a, c, i, j)		1. Where I went on holiday [1,5] (b, c, d, e, g) 2. What I did on holiday [2,3] (a, c, h, i) 3. What the weather was like [4] (a) 4. What I did on the last day [1,2,3,5] (a, c, d, h, i) 5. Past tense opinions [4] (c) 6. Where I am going on holiday next year [5,6,7] (a, f) 7. Learn about Tourist attractions in Paris [5,6,7] (a,b,c,f) 8. Summer Camp [2,3,6,7] (a, c, f)		1. Free time and media [1,2] (g) 2. What I usually do on my mobile [1,2] (g) 3. What are you going to do on your smartphone [4] (a, d, h) 4. Television programmes [3, 6] (b, f) 5. Getting ready to go out / clothes [5] (e) 6. What I did yesterday [7,8] (a, c, h) 7. Famous Francophone singers [3,7,8] (a, c, h) 8. Favourite sports [1,2,3,4,7,8] (a, c, h) 9. Cinema: Film study: <b>'Monsters in Paris'</b> [1,3, 4]	
	<b>Grammar</b>	1. Definite / indefinite articles 2. Present tense ÊTRE/AVOIR/ALLER/HABITER – je, tu, il/elle/on (including il y a) 3. Verb-subject agreement 4. Conditional tense – je, tu, il/elle/on 5. On peut + infinitive 6. VOULOIR – je, tu, il/elle/on 7. Near future tense - je, tu, il/elle/on		1. Perfect past tense ALLER - je, il/elle/on 2. Perfect past tense (ER verbs) – je, tu, il/elle/on 3. Perfect past tense FAIRE/BOIRE - je, il/elle/on 4. Imperfect of ÊTRE/FAIRE – il/elle 5. Prepositions – à, au, en, aux 6. Near future tense - je, il/elle/on, nous, ils/elles 7. Conditional tense – je, tu, il/elle/on		1. ER verbs Present tense – je, tu, il/elle/on 2. Present tense FAIRE – je, tu, il/elle/on 3. Present tense opinion verbs + direct object pronoun 4. Near future tense – je, tu, il/elle/on 5. Reflexive verbs (Present tense) – je, tu, il/elle/on 6. Comparatives 7. Perfect past tense (ER verbs) – je, tu, il/elle/on 8. Perfect past tense ALLER/FAIRE/BOIRE – je, tu, il/elle/on	
	<b>Phonics</b>	a. [ai]            b. [é]            c. [er] d. [eu]            e. [gn]            f. [ille] g. [in]            h. [ion]            i. [on] j. [ou]            k. [qu]            l. [y]		a. [ai]            b. [au]            c. [é] d. [è]            e. [en]            f. [er] g. [ou]            h. [qu]            i. (u)		a. [ai]            b. [ç]            c. [é] d. [er]            e. [ille]            f. [ion] g. [oi]            h. [on]	
<b>Middle Stake Test</b>	1.Production Skills (WT/SP/K&G) 2.Vocabulary/Grammar	1.Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<b>High Stakes Assessment</b> <u>1</u>	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)	<b>High Stakes Assessment</b> <u>2</u>	
<b>High Stake Test</b>			<b>High Stakes Assessment</b> <u>1</u>			<b>High Stakes Assessment</b> <u>2</u>	
<b>Skills development (L,R,W,S)</b>	Students become more confident communicators and <b>can listen to standard, familiar forms of spoken language</b> and <b>read a range of different sources</b> , authentic or adapted, to <b>obtain information and respond</b> . <b>Phonics</b> are reinforced to enable a greater understanding of <b>French pronunciation</b> . The curriculum also allows pupils to further manipulate <b>vocabulary and grammar</b> in order to produce extended <b>written</b> accounts which now include 3 tenses and justified opinions as well as comparisons.						

# Year 9 French Long Term Plan

**Year 9 Intent / End Point:** The Year 9 French curriculum is designed to **revisit and recycle prior knowledge of vocabulary, grammar and phonics** from Y7 and Y8 (narrate & describe) to allow students to engage with both familiar non-familiar topic areas in **greater conceptual depth and with increased linguistic complexity**. Students learn to **compare and evaluate advantages and disadvantages** and **manipulate a variety of tenses** (present, preterite, imperfect, near future, simple future and conditional) and **gender agreement**

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an ‘unlocking lesson’ to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>						
<u>Unit title</u>	<u>Les Gens</u>	<u>La Technologie et Mes Choix</u>	<u>Les Fêtes et Les Traditions</u>	<u>La Vie Saine</u>	<u>Le Tourisme Virtuel</u>	<u>Les Sorties</u>						
<b>Principles that underpin the curriculum</b>	<u>Vocabulary</u>	1. Personal details and description [1, 2, 3] (a, j) 2. Passions [4] (a, i) 3. Family and relationships [1, 2, 3, 4, 5] (a, c, g, j) 4. Role models [4, 5, 6, 7] (a, 5. Social media and the Internet [1, 4, 5, 6, 7] (a, d) 6. School subjects and aptitude [1, 4, 5] (b, d, e, h, j) 7. Jobs and future plans [1, 2, 4, 8, 9] (a, c, f, j, i)		1. Festivals [1, 2, 6] (a, b, d, k) 2. Traditions [1, 2, 5, 6] (b, k) 3. Celebrations [1, 6, 7] (e, i) 4. Recipes [1, 2, 3, 4] (b, c, k) 5. Mealtimes & Daily Routine [1, 2, 6] (b, g, h, k) 6. Diets [1, 2, 5, 8, 9, 10] (b, e, f, j, k) 7. Healthy and unhealthy habits [1, 2, 8, 9, 10] (b, e, f, j, k) 8. Giving advice [1, 3, 4, 5, 10] (c, f, j) 9. Easter in France [1, 7, 8, 9]		1. Places in Town [1, 2, 3, 7] (f, i, l) 2. Directions [1, 2, 3, 4, 6, 7, 8, 13] (a, b, e, g, h, i, j, k) 3. Asking for information [1, 2, 3, 4, 6, 13] (g, h, i, j) 4. Shopping [1, 2, 3, 5, 6, 8, 13] (a, g, i, k) 5. Booking a table / room [1, 2, 3, 13] (g, h, i, j) 6. Ordering food [1, 2, 3, 5, 6, 7, 8, 13] (a, g, h, i, j, k) 7. Problems & Feelings & Complaints [1, 6, 7] (a, k) 8. Weather [6, 9, 12] (a, k, l) 9. Past and Future outings [1, 8, 9, 10, 11, 12] (a, c, d, k)						
	<u>Grammar</u>	1. Adjectival agreement 2. Present tense of ÊTRE and AVOIR 3. Comparatives (advantages / disadvantages) 4. Present tense (including reflexives) 5. Structures + infinitive verbs 6. Perfect tense 7. Imperfect tense (c’était, il y avait) 8. Near future 9. Conditional using je voudrais + infinitive		1. Definite / indefinite articles/ Quantities 2. Present tense of ÊTRE and AVOIR 3. Present and Conditional of DEVOIR (je, tu, il/elle/on) 4. Impersonal verb il faut + infinitive 5. Comparatives (advantages / disadvantages) 6. Present tense (including reflexives) 7. Use of on to mean ‘people’ (e.g. on se déguise) 8. Perfect tense 9. Imperfect tense (c’était, il y avait) 10. Near future and conditional (je voudrais + infin)		1. Definite / indefinite articles 2. Question words 3. On peut + infinitive 4. Imperative 5. Partitive 6. Present tense of ÊTRE, AVOIR, FAIRE 7. Present tense 8. VOULOIR (je, tu, il/elle/on) 9. Quand + impersonal weather (il fait / il y a) 10. Perfect tense 11. Imperfect tense (c’était, il y avait) 12. Future tenses and conditional (je voudrais + infin) 13. Tu/vous						
	<u>Phonics</u>	a. ai e. en i. ou	b. ç f. er j. ui	c. è g. ille	d. é h. oi	a. â e. é i. on	b. ai f. er j. ou	c. au g. ng k. ui	d. ê h. oi	a. ai e. ez i. qu	b. au f. ille j. u	c. é g. on k. ui
Middle Stake Testing	1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar		1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)		<u>High Stakes Assessment</u> <u>1</u>		1. Production Skills (WT/SP/K&G) 2. Vocabulary/Grammar		1. Vocabulary/Grammar 2. Production Skills (WT/SP/K&G)		<u>High Stakes Assessment</u> <u>2</u>	
High Stake Testing					<u>High Stakes Assessment</u> <u>1</u>						<u>High Stakes Assessment</u> <u>2</u>	
Skills development	Students start to speak with increasing <b>confidence</b> , communicating their views and <b>participating in conversations</b> . They <b>can listen to a variety of forms of spoken language</b> and <b>read a greater range of sources</b> , authentic or adapted. When writing, students use <b>a wider range of vocabulary</b> and include three tenses with increasing confidence and accurately. The curriculum also builds upon students’ prior knowledge of French phonics and revisits the <b>most common French sounds</b> .											



# Year 10 French Long Term Plan



**Year 10 Intent / End Point:** The Year 10 French curriculum is designed to **extend the knowledge** students have acquired from the main themes in Key Stage 3. Students engage with both familiar and new topic areas **in greater conceptual depth and with increased linguistic complexity**. Students continue **to describe, narrate and evaluate situations** in more complex and varied ways, so they can communicate effectively with increasing ease in real-life contexts and present their views in a logical structure. They explore international topics of interest as well as gaining a deeper understanding of Francophone culture. Students will build on grammatical knowledge by learning **a wider range of grammatical structures within each tense** (present, perfect, imperfect, near future, simple future and conditional).

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of cultural appreciation is also expanded through enrichment tasks

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5</u>	<u>HT6</u>
<u>Unit title</u>	Ma Famille et Moi	Mes Passe-Temps, les Fêtes et les Traditions	Les Vacances	Ma Ville et Ma Région	La Technologie	La Santé et Les Problèmes Sociaux

Principles that underpin the curriculum	<u>Vocabulary</u>	<ol style="list-style-type: none"> <li>1. Family members and civil status [1, 2] (a c, d, h)</li> <li>2. Descriptions (Now and previously) [1, 2, 4, 5, 7] (c,f).</li> <li>3. Relationships. (3, 4, 9) (c, l, p)</li> <li>4. Role models [2, 3,] (k)</li> <li>6. Future family plans (9, 10, 11) (c, d)</li> <li>7. Celebrations and family events [3, 6] (a, f)</li> <li>8. Free time activities (3, 5, 6] (a, b, d, e)</li> <li>9. Festivals and traditions [3, 6, 9] (a, j).</li> <li>10. Live events (Music, sport) [3, 4, 5, 6, 9,] (a, j, k)</li> <li>11. Special meals and typical foods [3, 6,12] (j)</li> </ol>	<ol style="list-style-type: none"> <li>1. Holiday activities and preferences [1] (b, i)</li> <li>2. Reserving accommodations/facilities [5] (a, d, f)</li> <li>3. Past holidays/trips [3] (a, d)</li> <li>4. Holiday problems [2, 3] (a, c)</li> <li>5. Future holidays (1, 4, 5)</li> <li>6. House and descriptions [7] (h)</li> <li>7. Daily routine [9] (h)</li> <li>8. Places town/region [7,8] (l)</li> <li>9. Shopping (2) (m)</li> <li>10. Pros and cons (city v town) (6, 8) (d, h)</li> <li>11. Past and future outings (shopping/restaurants) (3, 4) (c, g)</li> </ol>	<ol style="list-style-type: none"> <li>1. Technology [1,5] (l)</li> <li>2. Computers (use and applications) [1,5,8] (m)</li> <li>3. Advantages and disadvantages (technology) [3,8] (c)</li> <li>4. Reading preferences (9) (k)</li> <li>5. TV and film ,5, 6, 7] (h)</li> <li>6. Mealtimes and diet [1] (j, c)</li> <li>7. Illnesses and pharmacy [4] (a)</li> <li>8. Healthy and unhealthy lifestyle choices [1] (i)</li> <li>9. Social issues (2)</li> <li>10. Giving advice [2] (a)</li> <li>11. Advantages and disadvantages (sport, diet) [3,8] (a)</li> </ol>		
	<u>Grammar</u>	<ol style="list-style-type: none"> <li>1. Adjectival agreement (including possessive)</li> <li>2. Avoir &amp; Être</li> <li>3. Present tense of regular and irregular verbs</li> <li>4. Comparisons</li> <li>5. Imperfect tense</li> <li>6. Perfect past tense of regular and irregular verbs</li> <li>7. Negatives</li> <li>8. Present tense of reflexive verbs</li> <li>9. Simple and near future tense</li> <li>10. Quand + future tense</li> <li>11. Si clauses</li> <li>12. Direct object pronouns</li> </ol>	<ol style="list-style-type: none"> <li>1. Aller and Avoir</li> <li>2. Present tense of regular and irregular verbs</li> <li>3. Perfect past tense of regular and irregular verbs</li> <li>4. Near and future simple tenses</li> <li>5. Conditional tense</li> <li>6. Modal verbs e.g On peut + infinitive</li> <li>7. Adjectival agreements</li> <li>8. Comparisons</li> <li>9. Reflexive verbs</li> </ol>	<ol style="list-style-type: none"> <li>1. Present tense of regular and irregular verbs</li> <li>2. Present and conditional of DEVOIR (On doit/devrait)</li> <li>3. Comparisons</li> <li>4. Present and past of AVOIR MAL</li> <li>5. Past tense of regular and irregular verbs</li> <li>6. Conditional tense</li> <li>7. Near and simple future tense</li> <li>8. Modal verbs + infinitive</li> <li>9. Opinion phrases</li> </ol>		
	<u>Phonics</u>	a. [ai] b. [au] c. [è] d. [é] e. [er] f. [eu] g. [o] h. [ille] i. [ion] j. [ou] k. [qu] l. [en] M. (è) N. (ette) N. (u) O (ui) P. (Silent s, t, x)	a. [ai] b. [au] c. [ç] d. [é] (Silent s, t, x) e. [en] f. [er] g. [eu] h. [è] i. [on] j. [ou] k. [u] l. [y] m. (è) n. (Silent s, t, x)	a. [ai] b. [au] c. [é] d. [en] (Silent s, t, x) e. [er] f. [è] g. [oi] h. [ion] i. [u] j. [on] k. (è) L. (ie) m. (eur)		
<b>Middle Stake Testing</b>	<ol style="list-style-type: none"> <li>1. Writing Milestone</li> <li>2. Translation En→Fr</li> </ol>	1- Writing Milestone	<ol style="list-style-type: none"> <li>1. <u>Writing Milestone</u></li> <li>2. Translation -Sp→Fr</li> </ol>	1- <u>Writing Milestone</u>	<ol style="list-style-type: none"> <li>1. Writing Milestone</li> <li>2. Translation En→Fr</li> </ol>	<b>High Stakes Assessment 3</b> <b>L,S,R,W</b> <b>(Mock GCSE Speaking)</b>
<b>High Stake Testing</b>		<b>High Stakes Assessment 1</b>		<b>High Stakes Assessment 2</b>		<b>High Stakes Assessment 3</b> <b>L,S,R,W</b> <b>(Mock GCSE Speaking)</b>
<b>Skills development</b>	Students <b>speak</b> with increased <b>confidence, fluency and spontaneity</b> on a greater range of topics, finding ways to communicate their views and <b>participate in conversations</b> . They <b>listen</b> , with an increased knowledge of French phonics <b>to a variety of forms of spoken language</b> and <b>read a greater range of sources</b> , authentic or adapted, with a variety of lengths, register and audiences. Students can <b>write</b> at length in three different tenses, they can also compare and evaluate before offering their own personal views.					

# Year 11 French Long Term Plan

**Year 11 Intent / End Point:** The Year 11 French curriculum is designed to consolidate linguistic knowledge; students will learn about global topics, which require them to reflect on social views and to shape their own views as future citizens of the world. Students will be able to use **a variety of grammatical structures and patterns**, including **tenses** (present, perfect, imperfect, near future, simple future, conditional and pluperfect), **complex subordinate clauses with relative pronouns and conjunctions**, **impersonal structures**, **gender agreements** and **comparative and superlative structures**.

**Linguistic Competence/ Cultural Appreciation:** Each half term begins with an 'unlocking lesson' to develop linguistic competency and cultural appreciation. Knowledge of culture is also expanded through enrichment tasks

	<u>HT1</u>	<u>HT2</u>	<u>HT3</u>	<u>HT4</u>	<u>HT5 &amp; HT6</u>	
<u>Unit title</u>	<u>Le Monde du Travail et de L'éducation</u>		<u>Le Monde Autour de Nous</u>		<u>Revision and Exams</u>	
<b>Principles that underpin your curriculum</b>	<u>Vocabulary</u>	1. School subjects (R), facilities (R) and rules [1,2] (a,b). 2. Reasons to learn a language [6] (a,j). 3. Jobs & careers [1,2 3,5] (a,d) 4. Part-time jobs [1,3,4,] (a, d, e) 5. Chores [1] (a,b) 6. Pocket money [1, 4] (a,b,h) 7. Work experience [1,3,4,] (a,d,c,) 8. Future career and post 16 education) [3,5, 7,8] (a, l,c) 9. Gap year activities & travel [3,5,7,8] (a,c,)		1. Describing where you live [1, 3, 4] (a, l, e, c, h) (R) 2. What problems you see there [2,4] (a, l) 3. Compare living in a city and the country [1, 2, 3, 4, 9] (k) (R) 4. Environment and Natural Disasters [1,2, 4] (a, b,g) 5. Global Problems & Solutions. [1,4, 7] (j,f,b) 6. Volunteering. [1,4] (k, d) 7. Weather (8) (a, j)		<ul style="list-style-type: none"> <li>Preparation for Speaking Exam</li> <li>Reading bullet points and responding in the correct tense</li> <li>Translating accurately, plus repair strategies</li> <li>Describing a photo</li> <li>Reading skills – reading for gist and detail</li> <li>Listening skills – note taking</li> </ul>
	<u>Grammar</u>	1. Present Tense of regular and irregular verbs. 2. Perfect and imperfect past tenses 3. Simple and Near Future 4. Dir/indir object pronouns 5. Conditional tense 6. Impersonal pronouns 'on' & conjunction. 7. Present subjunctive 8. Quand and If clauses		1. Definite and indefinite articles 2. Quantifiers (très/un peu/trop/assez/tant de) 3. Adjectival Agreement 4. Present Tense of regular and Irregular verbs 5. Past tense (perf & Imperf) of regular and irregular 6. Simple and Near Future 7. Modal verbs (DEVOIR/FALLOIR/POUVOIR) 8. Weather phrases with 'il fait' 'il y a' 9. Comparisons		
	<u>Phonics</u>	a. [ai] b. [é] c. [è] d. [er] e. [eu] f. [ille] g. [on] h. [ou] i [y] (Silent s, t, x)		a. [ai] b. [au] c. [ç] d. [é] e. [è] f. [eu] g. [qu] h. [u] i. [ui] j. (Silent s, t, x)		
<b>Middle Stake Testing</b>	1. Writing milestone 2. Translation Eng - Fr		1. Writing milestone 2. Translation Fr - Eng			
<b>High Stake Testing</b>		<u>Practice Exam 2</u>		<u>Practice Exam 2</u>	<u>PUBLIC EXAMINATIONS (GCSE)</u>	
<b>Skills development</b>	Students engage with more sophisticated topic areas <b>in greater conceptual depth and with increased linguistic complexity</b> , with the aim to communicate effectively with increasing ease in real-life contexts and critically assess general views and their own. They <b>can listen to a variety of forms of spoken language</b> and <b>read a greater range of sources</b> , authentic or adapted, with a variety of lengths, registers and audiences. They can also <b>write at length to describe, narrate, express views and make comparisons</b> by applying a <b>wider range of tenses and vocabulary</b> . There is a greater emphasis on skill practise and examination strategies in preparation for public examinations.					