| French Year 9 | of the cour<br>built upon<br>for future l<br>reading an<br>areas will k<br>unit, allow | rse with a fo<br>with key str<br>learning suc<br>d writing/tr<br>be develope<br>ing teachers | ocus on them<br>ructures to e<br>th as opinion<br>anslation. St<br>ed throughou<br>s to focus on | e 1 in year 9<br>ach topic, su<br>s and verb c<br>udents will<br>t each unit<br>areas of kn | 9. They w<br>uch as conjugation<br>make link<br>with rependent | ill focus of<br>mparativ<br>on. Contin<br>s betwee<br>eated pra<br>and unde  | on unders<br>es to buil<br>nual skill (<br>en these a<br>ctice. Eac<br>erstanding | standing<br>d on adje<br>developn<br>areas to c<br>ch assessi<br>g which r | and expr<br>ectives se<br>nent will<br>levelop t<br>ment, me<br>nay need | essing a ra<br>en at KS3,<br>occur thro<br>heir under<br>odelled on<br>I more pra | ange of de<br>alongsid<br>ough the i<br>rstanding<br>the exam<br>ctice. Wh | escription<br>e a study<br>inclusion<br>of how la<br>n tasks, w<br>nole class   | s and opinic<br>of knowled<br>of the four I<br>inguages wo<br>ill be used t<br>feedback ar  | ons. Gramn<br>ge which is<br>key areas o<br>ork. A range<br>o inform fu<br>nd review e | natical knov<br>transferabl<br>f listening, s<br>e of skills wi<br>ture learnir<br>very term. | sit every year<br>vledge will be<br>e and relevant<br>speaking,<br>thin these key<br>ng in the next<br>Opportunities<br>ne 1 / Theme 2 |  |
|---------------|--|--|--|---|--|--|---|--|--|---|--|---|---|--|---|--|--|
|               |  | Ter  | m 1  |   |  |  | Term 5  |  |  |   |  |   |   |  |   |  |  |
| Module        | Unit 1   | .1: Me, my   | family and fr  | <mark>iends</mark>  |  |  | Home, to<br>od and re   |  |  | Unit 9: N   | l <mark>y studi</mark> es  |   | Unit 3.1F   |  | ctivities (m<br>nema)   | usic & TV and  |  |
| Interleaving  | Previous k   | nowledge a   | nd understar   | nding revisit   | ed using   | a variety  | of starter  | rs such 3  | tier, 5 a  | day, retrie   | val grids (  | or low sta  | ikes weekly   | vocab tests  | 5   |  |  |
| Knowledge     | adjectives<br>justificatio<br>describe re  | to describe<br>n vocab ; fa  | and personal<br>people ; opi<br>mily membe<br>with family a<br><mark>rée</mark>                  | and typ<br>chores,<br>in my re  | es of hor<br>and my t<br>egion (2).                            | rooms, fu<br>ne),house<br>cown, acti<br><mark>Authenti<br/>on Christn</mark> | ehold<br>ivities<br>i <mark>c:</mark>   | school<br>adjecti<br>and tea   | subjects (2<br>(at home<br>ves to deso<br>achers. (2)<br>es (film et     | and abro<br>cribe activ<br><mark>Authentic</mark>                                 | ad),<br>vities   | Talk about music, films and TV (1), describing<br>leisure activities, playing instruments justified<br>opinions. <mark>(2) Authentic: Music videos</mark> |   |  |   |  |  |
| Understanding | reflexives (<br>adjective (<br>similes, po<br>(plus que/i                              | present)<br>agreement<br>ssessive adj<br>moins que),<br>conditional                          | regular verb<br>and word ord<br>ectives, com<br>direct objec                                     | der),<br>paratives  | c'est, or<br>place pl  | n a, aller,<br>reposition<br>es/quant  | uvoir), il y<br>′ faire (pro<br>ns,<br>ities/ neg                                 | esent)   | perfect<br>compa   | nodals (vo<br>(avoir), op<br>rative and<br>/informal r<br>9.1                     | oinions +<br>superlati   | inf<br>ive,   | Verbs:<br>consolidation of present tenseincluding irregular verbs sortir, prendre,<br>mettre, voir, vouloir ; two verbs togetherTimephrases for routine<br>d'habitude/normalementExtending sentences with clauses introduced<br>by quand/lorsque and si ; negative; fequency<br>timephrases ; partitive<br>Vocab: 3.1 |  |   |  |  |
| Skills        | _  | S  | ж  | ≥   |  | S  | æ   | ≥  | _  | S   | ۲  | ≥   |   | S  | ۲   | 8  |  |
| Assessment    |  |  | 1. Self/pee<br>assessmen   |   | 1. T2:<br>Self/peer:<br>WT (90)<br>2. End topic T2<br>(R)      |  |   | 1. Self/peer (R )  |  |   |  |   |   |  |   |  |  |
|               | 2. Reading   | / Translatio   | n: whole top   | ic  | 2. Exam T3/W: F paper – units<br>1+5                           |  |   |  |  | 2. End 1  | opic (L)   |   | 2. Exam (blended) (R ) – units 1+5+9  |  |   |  |  |

| French Year 9 | year of the<br>knowledge<br>transferabl<br>areas of list<br>A range of s<br>to inform fu<br>feedback au<br>(1=Self/pee | course with<br>will be built<br>e and releva<br>tening, spea<br>skills within<br>uture learni<br>nd review e<br>er 2=Format<br>Tern | n a focus on<br>t upon with<br>ant for futur<br>aking, readin<br>these key a<br>ng in the ne<br>very term. (<br>tive 3= Blenc<br><b>m 6</b> | ents will star<br>theme 1 in y<br>key structur<br>e learning su<br>g and writin<br>reas will be<br>xt unit, allov<br>Opportunitie<br>led) Theme | year 9. Thes to each<br>uch as op<br>g/transla<br>develope<br>ving teac<br>es for lea  | hey will for<br>h topic, s<br>inions an<br>ition. Stu<br>d throug<br>hers to for<br>rning mo | ocus on u<br>such as co<br>id verb co<br>dents wil<br>hout eac<br>ocus on a<br>re about | inderstan<br>omparativ<br>onjugatio<br>II make lin<br>h unit wit<br>areas of ki | ding and<br>ves to bui<br>n. Contin<br>nks betwe<br>th repeat<br>nowledge | expressin<br>Id on adje<br>ual skill de<br>een these<br>ed practic<br>and unde | g a range<br>ectives see<br>evelopme<br>areas to c<br>e. Each as<br>erstanding | of descrip<br>en at KS3,<br>nt will oc<br>develop th<br>ssessment<br>g which m | otions and<br>alongside<br>cur through<br>neir unders<br>t, modelled<br>nay need m | opinions. G<br>a study of k<br>n the inclusi<br>tanding of l<br>l on the exa<br>ore practice | rammatical<br>mowledge v<br>ion of the fe<br>how langua<br>im tasks, wi<br>e. Whole cla | which is<br>our key<br>ges work.<br>ill be used<br>ass |
|---------------|--|---|---|---|--|--|---|---|---|--|--|--|--|--|---|--|
| Module        | Unit 3.2+3   | .3: Free-tim<br>eating out  | e activities<br>t & Sport)  | (Food and   |  |  |   |   |   |  |  |  |  |  |   |  |
| Interleaving  | Previous kr  | nowledge ar   | nd understar  | nding revisite  | ed using   | a variety  | of starte   | rs such 3   | tier, 5 a c   | day, retrie  | val grids o  | or low sta   | kes weekly   | vocab test   | S   |  |
| Knowledge     | and eating<br>habits<br>Talk about<br>and extrem   | food and m<br>out (1), wor<br>sports (pref<br>ne sports (2)<br>French spor  |   |   | During the year there will be opportunities for pupils to take part in extra-<br>curricular French activities such as the Open evening in September, the<br>Christmas show, poetry competitions, French pen pal exchange with partner<br>school Collège Pierre Daunou and a French trip. |  |   |   |   |  |  |  |  |  |   |  |
| Understanding | and commo<br>hier soir/le<br>simple opir<br>was (illustra  | on irregular<br>weekend de<br>nion stateme<br>ation of the<br>partitive ; e   | ith <i>avoir</i> usi<br>verbs <i>(ce qu<br/>ernier)</i> ; joue<br>ents to expr<br>imperfect) ;<br>quantities                                | <i>ie j'ai fait</i><br>er et faire<br>ess how it  |  |  |   |   | •   | Twice a y<br>in 20232  |  | e will be b  | lended ass   | essments :   | Term 3 and  | l Term 6   |
| Skills        | Ļ  | S   | R   | W   | Ţ  | S  | ~   | 3   | _   | S  | ĸ  | ×  | L  | S  | ×   | N  |
| Assessment    | 1. Se<br>(T)   | lf/peer<br>)  |   |   |  |  |   |   |   |  |  |  |  |  |   |  |
|               | 2.   | End topic a   | ssessment (   | L)  |  |  |   |   |   |  |  |  |  |  |   |  |

| French Year 10            | of the cou<br>built upon<br>for future<br>reading an<br>areas will I<br>unit, allow                      | rse with a fo<br>with key str<br>learning suc<br>d writing/tr<br>be develope<br>ring teachers | ocus on them<br>ructures to e<br>h as opinion<br>anslation. St<br>d throughou<br>s to focus on | ne 1 in year<br>each topic, su<br>is and verb c<br>cudents will<br>ut each unit<br>a areas of kn | <ol> <li>They would as conjugation</li> <li>They</li></ol> | vill focus of<br>mparativ<br>on. Conti<br>ks betwee<br>eated pra<br>and unde | on unders<br>ves to buil<br>nual skill<br>en these a<br>nctice. Eac<br>erstandin | standing<br>d on adje<br>developr<br>areas to e<br>ch assess<br>g which r                | and expre<br>ectives see<br>nent will o<br>develop th<br>ment, mo<br>may need                                  | essing a ra<br>en at KS3,<br>occur thro<br>neir under<br>delled on<br>more pra                             | ange of de<br>alongsid<br>ough the i<br>rstanding<br>the exan<br>ctice. Wh | escription<br>e a study<br>inclusion<br>of how la<br>n tasks, w<br>iole class   | s and opini<br>of knowled<br>of the four<br>anguages w<br>ill be used t<br>feedback a   | ons. Gramn<br>Ige which is<br>key areas o<br>ork. A rang<br>to inform fu<br>nd review e | natical kno<br>transferab<br>f listening,<br>e of skills w<br>ture learni<br>very term. | isit every year<br>wledge will be<br>ile and relevant<br>speaking,<br>vithin these key<br>ng in the next<br>Opportunities<br>ne 1 / Theme 2 |  |  |
|---------------------------|--|---|--|--|---|--|--|--|--|--|--|---|---|---|---|---|--|--|
|                           | Term 1     Terms 2     Term 3     Term 4       Unit 10: Life at school and     Unit 11: Education Post-1 |   |  |  |   |  |  |  |  |  |  |   |   |   |   |   |  |  |
| Module                    | Un   | it 4: Custon  | ns and festiv  | <mark>als</mark>   | Unit  |  | at school<br>lege  | and  | Unit   | t 8: Trave   | l and tou  | <mark>rism</mark>   |   | Unit 11: Ec   | lucation Po   | ost-16  |  |  |
| Interleaving<br>Knowledge | . Talk abo<br>(1), how v<br>and event:<br>Authentic:   | ut French ar<br>ve celebrate<br>s (2)<br>La Toussain  | nd English ce<br>, Describing<br>nt and Hallov   | elebrations<br>festivals<br>veen   | Describ<br>uniforn<br>compar<br>school<br>Authen<br>Chorist   | e school<br>n, talking<br>ring Frend<br>system (2<br>tic: Refle<br>es and Er | rules and<br>of ideal s<br>ch and En   | chool,<br>glish<br><mark>9 Les</mark><br>1urs  | Describe<br>holiday<br>activitie<br>in Franc<br>cities). <mark>/</mark><br>to Frenc                            | lay, retrie<br>e holiday<br>preference<br>s, visiting<br>e (French<br>Authentic<br>ch pen pal<br>onsolidat | destinatio<br>ces, holida<br>different<br>Towns a<br>write po<br>s         | ons (1) ,<br>ay<br>places<br>nd<br><mark>st-cards</mark>  | kes weekly vocab tests<br>Talk about future studies (1)and options<br>(orientation) (2)<br>Authentic: Show video of former student's<br>career in football journalism<br>Verbs: future tenses; two verbs (avoir |   |   |   |  |  |
| Understanding             | agreemen<br>; more avc<br>imperfect  | t rules (mov<br>bir irregular<br>together<br>lace preposi                                     | s with <i>être</i> +<br>ement and r<br>verbs ; perfo<br>tions (à / en                          | (devoir<br>(1), con<br>Quantii   | , pouvoir<br>ditional t<br>ies (beau<br>as assez)   | , falloir, v   | ouloir)<br>op,   | imperfe<br>and com<br>imperso<br>sequenc<br>preposit<br>transpo<br>time cla<br>avoir etc | ct for mo<br>mon irre<br>nals, con<br>ting (puis,<br>tions (cou<br>rt)<br>uses: (ava<br>c/pendan<br>puis/venir | st regular<br>gular, we<br>ditional<br>ensuite,<br>ntry / mo<br>ant de/ap<br>t                             | etc),  | l'intention, avoir envie / avoir le droit d<br>Si clauses in the present/future<br>ce qui /ce que clauses<br><u>Vocab:</u> 11.1 |   |   |   |   |  |  |
| Skills                    | L  | S   | ĸ  | >  | Ļ   | S  | Я  | M  | _  | S  | Я  | >   | _   | S   | R   | 3   |  |  |
| Assessment                |  |   |  |  | 1.<br>Self/peer 2. End topic (R )<br>(T)  |  |  |  | 1. Self/peer (L) 2. End topic<br>(RT)  |  |  |   |   |   |   |   |  |  |
|                           | 2. Reading/ Translation paper (F/H mix blended)  |   |  |  |   |  |  |  | 2. Writing paper (F/H blended)   |  |  |   |   |   |   |   |  |  |

| French Year 10 | every year<br>key structu<br>and verb c<br>Students w<br>throughou<br>teachers to | of the cours<br>ures to each<br>onjugation.<br>vill make link<br>t each unit v<br>o focus on an<br>ore about Fo                                   | se. They will<br>topic, such a<br>Continual sk<br>ss between t<br>with repeate<br>reas of know | focus on un<br>as extendec<br>kill developr<br>these areas<br>ed practice.<br>vledge and u | nderstand<br>I sentence<br>ment will<br>to develo<br>Each asse<br>understar | ling and e<br>es, alongs<br>occur thr<br>op their u<br>essment, i<br>nding whi | expressin<br>side a stu<br>ough the<br>nderstan<br>modellec<br>ch may n | g a range c<br>Idy of know<br>Inclusion o<br>ding of how<br>I on the ex<br>need more   | of descrip<br>vledge w<br>of the fo<br>w langua<br>am tasks<br>practice | ptions an<br>hich is tr<br>ur key ar<br>ages work<br>s, will be<br>. Whole c | d opinions<br>ansferable<br>eas of liste<br>a. A range<br>used to in<br>lass feedb | s. Gramr<br>e and rel<br>ening, sp<br>of skills<br>form fut<br>pack and | three theme<br>natical know<br>evant for fut<br>peaking, reac<br>within these<br>ure learning<br>review ever<br>2=Formativ | vledge will t<br>ture learnin<br>ling and wr<br>e key areas v<br>in the next<br>ry term. Op | be built upo<br>g such as op<br>iting/transla<br>will be deve<br>unit, allowi<br>portunities | n with<br>binions<br>Ition.<br>loped<br>ng<br>for |
|----------------|---|---|--|--|---|--|---|--|---|--|--|---|--|---|--|---|
|                |   | Term 5     Term 6       Unit 7.1: Environment     Unit 6.2: Health and Fitness  |  |  |   |  |   |  |   |  |  |   |  |   |  |   |
| Module         |   |   |  |  |   |  |   |  |   |  |  |   |  |   |  |   |
| Interleaving   | Previous k  | Previous knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests |  |  |   |  |   |  |   |  |  |   |  |   |  |   |
| Knowledge      | town (1), r<br>Authentic:<br>project (m   | ent issues an<br>region and gl<br>Greta Thun<br>ulti-digital st<br>on with Gold   | obally (2).<br>berg article<br>tory-telling f  | and film<br>ilm  | old and<br>habits(2<br>resoluti   | tic: readi   | d and he<br>be health   | During the year there will be opportunities for pupils to take part in extra-<br>curricular French activities such as, poetry and translation competitions such<br>as the Stephen Spender Prize or Poetry Slam at the Institut français, multi-<br>lingual digital stories project with Goldsmith's University, pen pal exchange<br>with partner school Collège Pierre Daunou and a French trip. |   |  |  |   |  |   | ons such<br>multi-   |   |
| Understanding  | conditiona<br>past)<br>Consequer<br>grâce à ; do<br>(present/fu                   | ision of Mod<br>I (intro of pl<br>nce connecti<br>onc/ alors) a<br>uture ; impe<br>onditional pa<br>I   | uperfect/co<br>ves (à cause<br>nd si clause<br>rfect/condit                                    | nditional<br>e de /<br>s   | devoir/<br>modals   | e nejan  | intro con<br>ative and  | ditional<br>negative   | *Twice<br>20232   |  | nere will b  | e blend   | ed assessme  | nts : <b>Term</b> :   | 1 and Term   | 4 in  |
| Skills         |   |   |  |  |   |  |   |  |   |  |  |   | ×  |   |  |   |
| Assessment     | 1. Vocab/r<br>test (T)  | etrieval  |  |  | 1. Self/  | peer (T)   |   |  |   |  |  |   |  |   |  |   |
|                | 2.Film cou  | rsework   |  |  | 2. End unit (L)   |  |   |  |   |  |  |   |  |   |  |   |

| French Year 11 | every year<br>knowledge<br>transferabl<br>areas of lis<br>A range of<br>to inform f<br>feedback a | of the cours<br>will be buil<br>le and releva<br>tening, spea<br>skills within<br>uture learni<br>nd review e | year 11, stud<br>se, with a for<br>t upon with<br>ant for futur<br>aking, readin<br>these key a<br>ng in the ne<br>very term. (<br>cive 3= blend | cus on them<br>key structur<br>e learning s<br>g and writir<br>reas will be<br>xt unit, allow<br>Opportunition | n 2 in yea<br>res to eac<br>uch as op<br>ng/transla<br>develope<br>wing teac<br>es for lea          | r 11.They<br>th topic, s<br>inions an<br>ition. Stud<br>throug<br>hers to fo<br>rning mo | will focu<br>uch as ex<br>d verb co<br>dents wil<br>hout eacl<br>ocus on a<br>re about | s on unde<br>stended s<br>onjugation<br>I make lin<br>h unit wit<br>reas of kr<br>French/F                | erstandin<br>entences<br>n. Contin<br>iks betwe<br>h repeate<br>nowledge   | g and exp<br>and fluid<br>ual skill de<br>een these<br>ed practic<br>and unde            | ressing a<br>ity with to<br>evelopme<br>areas to o<br>e. Each as<br>erstanding | range of<br>enses, alo<br>nt will oc<br>develop t<br>ssessmer<br>g which r   | description<br>ongside a st<br>ccur through<br>their unders<br>nt, modelled<br>may need m  | s and opinic<br>udy of know<br>n the inclusi<br>tanding of h<br>I on the exa<br>ore practice<br>oven in to th | ons. Gramm<br>vledge whic<br>on of the fo<br>now languag<br>m tasks, wi<br>e. Whole cla | natical<br>h is<br>our key<br>ges work.<br>II be used<br>uss |  |
|----------------|---|---|--|--|---|--|--|---|--|--|--|--|--|---|---|--|--|
|                |   | Ter   | m 1  |  | 1   | Ferm 2   |  |   |  | Term 3   |  |  |  | Term 4  |   |  |  |
| Module         | Unit 1.   | 2: Marriage   | and relatio  | <mark>nships</mark>  |   | Unit 2:Te  | <mark>chnolog</mark> y   |   | <mark>Char</mark>  | rity/volun   | and 7.2<br>tary worl<br>erty   | <mark>k and</mark>   | Unit 12: Career choices and ambitions  |   |   |  |  |
| Interleaving   | Previous ki   | nowledge ar   | nd understar   | nding revisit  | ed using  | a variety  | of starte  | rs such 3   | tier, 5 a c  | lay, retrie  | val grids  | or low sta   | akes weekly  | vocab tests   | 5   |  |  |
| Knowledge      | about futu<br>relationshi   | re relationsl   | lationships (<br>hips (2), disc<br><mark>oi Lion</mark>  | of social<br>social n<br>dangers<br><mark>Authen</mark>  | inicating (<br>I media, j<br>nedia (2),<br>s of mobil<br>tic: Strom<br>or Sopra<br><mark>x</mark> . | oros and<br>benefits<br>le techno<br>nae's son   | cons of<br>and<br>logies.<br><mark>g:</mark>   | work, di<br>charity<br>Authent<br>Coeur"<br>les Enfo<br>(unemp<br>inequali<br>internat                    | out chariti<br>iscussing i<br>work in Fr<br>tic: Study<br>charity an<br>irés. Discu<br>loyment,<br>ity) (1) lo<br>tionally.<br>tic: Malala | importan<br>rance. (2)<br>of "les Re<br>d the sor<br>uss social<br>homeless<br>cally and | ce of<br>estos du<br>ig from<br>issues   | work(1),<br>advantag<br>job.   | Talk about job preferences and part time<br>work(1), discuss how to get a job,<br>advantages and disadvantages to get a<br>job.<br>Authentic: job interview roleplay |   |   |  |  |
| Understanding  | present pa<br>Consolidat  | rticiple,<br>ion of adjec<br>r), relative c<br>onoun  | ure tenses, e<br>tives (agreer<br>lauses, direc  | and fut<br>(perme<br>etc), int<br>Grâce à<br>ce / ça ,   | revision c<br>ure (1), tv<br>ttre de, fa<br>roduction<br>/ à cause<br>/ c'<br>2.1 - 2.2             | vo verbs<br>aire confi<br>n to subju   | ance à,<br>unctive   | subjunctiv<br>que) and<br><u>Vocab:</u> 6.<br><u>Verb:</u> rev<br>subjunctiv<br>alternativ<br>Si clause ( | rision of all t<br>ve (il faut qu<br>es;<br>(imperfect/ o<br>tion. À la pla  | ue, il est po<br>natives<br>enses, intro<br>e) and mod<br>conditional)                   | ssible<br>of<br>al + inf   | <u>Verbs:</u> revision of all tenses, consolidatio<br>of pluperfect, intro to passive voice<br>Opinions (je m'intéresse à, je me passion<br>pour, etc) |  |   |   |  |  |
| Skills         |   | S   | R  | X  |   | S  | R  | M   |  | S  | Я  | M  |  | S   | ĸ   | M  |  |
| Assessment     | 1. 90   |   |  |  |   |  |  |   |  |  |  |  |  |   |   |  |  |
|                | self/peer       2. End topic assessment (L)   |   |  |  |   | 2.Reading mock   |  |   |  | aking mod  | ck   |  | 2. Writing and Listening mock  |   |   |  |  |

| French Year 11 | every year<br>knowledge<br>transferab<br>areas of lis<br>A range of<br>to inform f<br>feedback a | of the court<br>will be buil<br>le and relev<br>tening, spea<br>skills within<br>future learni<br>and review e                                   | year 11, stuc<br>se, with a fo<br>It upon with<br>ant for futur<br>aking, readir<br>these key a<br>ing in the ne<br>every term.<br>tive 3= blenc | cus on them<br>key structur<br>e learning su<br>g and writin<br>reas will be<br>xt unit, allov<br>Opportunitie | 2 in year<br>es to eac<br>uch as op<br>g/transla<br>develope<br>ving teac<br>es for lea | 11.They<br>h topic, s<br>inions an<br>tion. Stu-<br>d throug<br>hers to for<br>rning mo | will focu<br>such as ex<br>ad verb co<br>dents wil<br>hout eacl<br>ocus on a<br>re about | s on und<br>ktended s<br>onjugatic<br>I make lii<br>h unit wi<br>reas of k<br><u>Fre</u> nch/F | erstandin<br>sentences<br>n. Continu<br>nks betwe<br>th repeate<br>nowledge   | g and exp<br>and fluid<br>ual skill de<br>en these<br>ed practic<br>and unde | ressing a<br>ity with to<br>evelopme<br>areas to o<br>e. Each as<br>erstanding | range of c<br>enses, alo<br>nt will occ<br>develop th<br>ssessment<br>g which m | description<br>ngside a st<br>cur through<br>neir unders<br>c, modelled<br>nay need m | s and opinio<br>udy of know<br>n the inclusi<br>tanding of h<br>I on the exa<br>ore practice | ons. Gramn<br>vledge whic<br>on of the fo<br>now langua<br>m tasks, wi<br>e. Whole cla | natical<br>:h is<br>our key<br>ges work.<br>II be used<br>ass |  |
|----------------|--|--|--|--|---|---|--|--|---|--|--|---|---|--|--|---|--|
|                |  | Ter  | m 5  |  | Te  | erm 6   |  |  |   |  |  |   |   |  |  |   |  |
| Module         |  | Revision (e  | exam focus)  |  | Re  | vision (e   | exam focu  | ıs)  |   |  |  |   |   |  |  |   |  |
| Interleaving   | Previous k   | revious knowledge and understanding revisited using a variety of starters such 3 tier, 5 a day, retrieval grids or low stakes weekly vocab tests |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |
| Knowledge      | Exam revis   | ion  |  |  | Exam re   | evision   |  |  | During the year there will be opportunities for pupils to take part in extra-<br>curricular French activities if they wish, such as the Open evening in<br>September, the Christmas show, poetry or translation competitions. |  |  |   |   |  |  |   |  |
| Understanding  |  |  |  |  |   |   |  |  | •   |  | •  |   |   | essments :<br>listening an   | •  |   |  |
| Skills         | listening  | speaking   | reading  | writing  | listening   | speaking  | reading  | writing  | listening   | speaking   | reading  | writing   | listening   | speaking   | reading  | writing   |  |
| Assessment     |  |  |  |  |   |   |  | · · · · · · · · · · · · · · · · · · ·  |   |  |  |   |   |  |  |   |  |
|                |  |  |  |  |   |   |  |  |   |  |  |   |   |  |  |   |  |