

French Year 7 Curriculum:

There are six main aspects of **French** that will be covered in Year 7:

1. **Listening and speaking:** understanding and responding to the spoken word / developing capability and confidence in listening/ being sensitive to the spoken word/ talking together/ presenting and narrating
2. **Reading and writing:** understanding and responding to the written word/ developing capability and confidence in reading/ being sensitive to the written word/ adapting and building text/ writing to create meaning
3. **Intercultural understanding:** appreciating cultural diversity/ recognising different ways of seeing the world
4. **Knowledge about the language:** letters and sounds/ gender, number and other inflections/ sentence structure/ verbs and tenses/ questions and negatives
5. **Language learning strategies:** identifying patterns in the target language/ working out meaning / using reference materials/ reading aloud / planning and preparing/ evaluating and improving
6. **Working as an independent and autonomous learner: taking responsibility for own learning,** reflecting on own's work, redrafting, researching, taking initiatives in one's learning, being pro-active.

Autumn Term: themes

1. **Learning the skills:** phonics, discriminate sounds, reading, scanning text to decode meaning, identify and apply patterns. Likes and dislikes/ animals/ music /describe a painting / picture
2. Talking about your survival kit
3. Describing yourself and others

Spring Term: themes

1. Talking about school: school subjects/ timetable/describing a school day/food at school
2. Leisure activities: technology use, sports

Summer Term: themes

1. Leisure activities: technology use, sports
2. My surroundings : where I live/places/directions/activities

Key objectives:

Whilst the content for French varies from term to term the following skills are being developed on an ongoing basis throughout the year:

1. **Listening and speaking:**

- a) Identify gist and some detail in face-to-face exchanges, spoken passages, stories, authentic documents, songs.
- b) Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts or authentic documents.
- c) Construct and generate language, using a stock of words, phrases and sentences for social communication.
- d) Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation.

2. **Reading and writing:**

- a) Identify main points and some detail in written passages, stories and poems, authentic texts
- b) Use knowledge of word forms, syntax and context to engage with some unfamiliar but accessible language in a text
- c) Use sentences and paragraphs as models for their own writing
- d) redraft your writing to improve quality and accuracy

3. **Intercultural understanding:**

- a) Investigate an aspect of life and compare with their own, noting similarities and differences
- b) Explore interests and opinions of young people, and compare with their own

4. **Knowledge about the language:**

- a) Apply knowledge of sound patterns, accents and other characters
- b) Use knowledge of word order, high-frequency words & punctuation to understand & build simple & compound sentences
- c) Understand & use present tense forms of high-frequency verbs, & examples of past & other tense forms for set phrases
- d) Understand and use confidently some common question types in different contexts

5. **Language learning strategies:**

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.

Key Performance Standards

1. **Listening and speaking:**

- a) Identify gist and some detail in face-to-face exchanges, spoken passages, stories, authentic documents, songs.
- b) Sustain perseverance and concentration when listening to speech containing some unfamiliar but accessible language in familiar contexts or authentic documents
- c) Construct and generate language, using a stock of words, phrases and sentences for social communication.
- d) Plan and present a short talk or narrative, speaking clearly, audibly and with accurate pronunciation.

2. **Reading and writing:**

- a) Identify main points and some detail in written passages, stories and poems, authentic texts.
- a) Use sentences and paragraphs as models for their own writing.
- b) Redraft writing to improve quality and accuracy

3. **Intercultural understanding:**

- a) Investigate an aspect of life and compare with their own, noting similarities and differences

4. **Knowledge about the language:**

- a) Apply knowledge of sound patterns, accents and other characters
- b) Understand & build simple & compound sentences
- c) Understand & use present tense forms of high-frequency verbs, & examples of past & other tense forms for set phrases
- d) Understand and use confidently some common question types in different contexts

5. **Language learning strategies:**

- a) Identify patterns of pronunciation, word formation, word order, grammatical structure & sentence structure in the target language
- b) Use previous knowledge, context and other clues to work out the meaning of what they hear or read
- c) Read aloud written texts with increasing fluency, accuracy and expression, showing awareness of meaning
- d) Evaluate and improve the quality of their speech, their writing and their ability to understand the spoken and written word.

6. Working as an independent and autonomous learner: taking responsibility for own learning, reflecting on own work, redrafting, researching, taking initiatives in one's learning, being pro-active.