

Subject: **French**

Year group: **7**

| <b>Core Content Overview:</b>   |   |   |
|---|---|---|
| <p>Greetings &amp; introductions<br/>Age, birthday, months<br/>Alphabet, numbers<br/>Colours<br/>Classroom equipment<br/>Classroom language<br/>Adjective order and endings<br/>It is, there is, I have, I don't have, a, and, but<br/>Pronouns: I, you, he, she, one, we, you (pl), they<br/>Avoir (to have)</p> | <p>Countries, nationalities<br/>Family, pets<br/>Descriptions<br/>Using nouns with verbs<br/>Être (to be), including "I am"<br/>Determiners: a, the, some, my</p>   | <p>Likes<br/>School subjects<br/>Opinions, reasons, preferences<br/>Clothes &amp; adjective agreement<br/>School day<br/>Telling the time<br/>Prepositions: at, for, with (after, before)<br/>Yes/no questions<br/>Verb endings<br/>Jouer (to play)</p> |
| <p>Pastimes<br/>Negatives<br/>Weather<br/>Where you go<br/>Particles: to the (au, à la, aux), some (du, de la, des)<br/>Time adverbials<br/>Conjunctions<br/>Aller (to go)<br/>Future tense<br/>Use of infinitive after J'aime</p>  | <p>Food and drink<br/>Some (du, de la, des)<br/>Ordering food<br/>Food opinions<br/>Manger (to eat)</p>   |   |
| <b>Key Skills:</b>  |   |   |
| <p>Listening<br/>Speaking<br/>Reading and writing to the levels detailed in this document</p>   |   |   |
| GRADE   | DESCRIPTOR  |   |
| Yr 7 Grade 7  | <p><b>Good communication:</b> Whole tasks mainly successfully communicated with consistent development &amp; opinion.<br/><b>Confident Development:</b> Conjunctions, opinions, time markers, negatives, other persons.<br/><b>Accuracy:</b> Mainly accurate. Verbs mainly right.</p> |   |

|                |   |
|----------------|---|
| Yr 7 Grade 4/5 | <p><b>Reasonable communication:</b> Basic information communicated; some development &amp; opinion.</p> <p><b>Simple Development:</b> Conjunctions, opinions, time markers, negatives. Some range of common vocabulary</p> <p><b>Accuracy:</b> Some basic errors. Verb forms emerging but not secure.</p> |
| Yr 7 Grade 1   | <p><b>Communication:</b> Makes little sense.</p> <p><b>Range and complexity:</b> Short phrases/isolated words.</p> <p><b>Accuracy:</b> Makes little sense.</p>  |

Subject: **French**

Year group: **8**

| <b>Core Content Overview: YEAR 8 FRENCH</b>   |  |   |
|---|--|---|
| Saying what you did recently<br>Perfect tense<br>Revision of personal information<br>Saying who with (higher sets will also use: only, even, including, except, without, especially)<br>(Higher sets: verbs with à and de, e.g. start to, try to, continue to...)<br>Feelings<br>Justified opinions<br>Wide range of time adverbials and conjunctions<br>Revise avoir (to have) | Daily routine & revise time<br>Reflexive verbs, e.g. je me lave<br>House<br>Quantities<br>Prepositions of place: in, on, under...<br>Pocket money<br>Giving, getting, asking for<br>Presents<br>Invitations<br>Modals verbs: can, want to, must<br>Conversational language<br>Revise aller (to go) | Family<br>Possessive determiners: my, your, his, her, one's, its, our, their<br>Descriptions & revise adjective agreement<br>Comparative (more... than)<br>Superlative (the most...)<br>Body parts<br>(Higher sets: indefinite pronouns: everyone, someone, no one, something, nothing, everything)<br>Object pronouns: him, her, it, them<br>(Higher sets: causative verbs: he makes me, she lets me, he helps me to, she allows me to...)<br>(Higher sets: Emphatic pronouns: me, you, him, her, us, them)<br>Revise être (to be) |
| Holiday destinations: somewhere, nowhere<br>Say when and how long for<br>Transport, "there"<br>Verbs of coming, going and staying<br>These verbs in the future tense<br>(Higher sets: These verbs in the perfect tense)<br>Booking accommodation<br>(Higher sets: weather in the past)<br>Revise modal verbs<br>Revise -er verbs  |  |   |
| <b>Key Skills:</b>  |  |   |
| Listening<br>Speaking<br>reading and writing to the levels detailed in this document  |  |   |

| GRADE          | DESCRIPTOR   |
|----------------|--|
| Yr 8 Grade 7   | <p><b>Good communication:</b> Whole tasks mainly successfully communicated with consistent development &amp; justified opinion.</p> <p><b>Range of Essential Structures, verb types &amp; syntax:</b> 3 tenses; varied use of less common verbs and adjectives.</p> <p><b>Accuracy:</b> Mainly accurate. Verbs mainly right.</p> |
| Yr 8 Grade 4/5 | <p><b>Reasonable communication:</b> Key information communicated with development. Justified opinion.</p> <p><b>Grammatical Manipulation:</b> Includes 2 tenses, different persons and infinitive; good range of common vocabulary.</p> <p><b>Accuracy:</b> Some basic errors. Verb forms emerging but not secure.</p>           |
| Yr 8 Grade 1   | <p><b>Communication:</b> Makes little sense.</p> <p><b>Range and complexity:</b> Short phrases/isolated words.</p> <p><b>Accuracy:</b> Makes little sense.</p>   |

Subject: **French**

Year group: **9**

**Core Content Overview: YEAR 9 FRENCH**

|   |   |  |
|---|---|--|
| <p>Where you come from &amp; where you were born<br/>Describing geographical location<br/>Saying how long for (depuis)<br/>Types of town<br/>Opinions of town, including “I like it”, &amp; reasons<br/>(Higher sets: here, there, because of, despite)<br/>Places in town: there is, was, will be<br/>Directions &amp; prepositions of place: next to, opposite etc.<br/>Town activities: one can, one must (Higher sets: either... or...)<br/>(Higher sets: subordinate clauses: if, when, while)<br/>(Higher sets: a range of irregular verb conjugations)<br/>(Higher sets: specifier words: even, only, especially, except, including)<br/>3 tenses of verbs (Higher sets: including reflexive verbs)<br/>Revise avoir (to have)</p> | <p>Childhood<br/>Imperfect tense, e.g. I used to do<br/>Helping the world<br/>Modal verbs: can, want to, must<br/>Resolutions, in proper future tense<br/>(Higher sets: wide range of infinitive constructions)<br/>Work aspirations, “to become”<br/>(Higher sets: verbs of cognition, e.g. to know, learn, believe, forget, understand, hear...)<br/>Writing a story<br/>(Higher sets: imperfect tense for “I was doing”)<br/>Revise être (to be)</p> | <p>Ideal party, using conditional tense: “would”<br/>Favourite book, film, TV programme<br/>(Higher sets: object pronouns: it annoys me, makes me..., amuses me...)<br/>Technology; to put<br/>Apps<br/>(Higher sets: benefits &amp; dangers of technology; the ils form of the verb)<br/>Languages; to learn &amp; to understand<br/>Revise –er verbs</p> |
| <p>Keeping fit<br/>Object pronouns (it helps me, relaxes me, interests me...)<br/>Food groups, quantities<br/>Range of negatives<br/>Health advice<br/>Illnesses<br/>Exercise instructions: the imperative (giving commands)<br/>Faire (to do)</p>  |   |  |

**Key Skills:**

Listening  
Speaking  
Reading and writing to the levels detailed in this document

| GRADE          | DESCRIPTOR   |
|----------------|--|
| Yr 9 Grade 7   | <p><b>Good communication:</b> Whole tasks mainly successfully communicated with consistent development &amp; justified opinion. Narrates events descriptively.</p> <p><b>Wide Range of Tense &amp; Structures:</b> More than 3 tenses; wide range of imaginative, less common vocabulary.</p> <p><b>Accuracy:</b> Mainly accurate. Verbs mainly right.</p> |
| Yr 9 Grade 4/5 | <p><b>Reasonable communication:</b> Key information communicated with development. Justified opinion.</p> <p><b>Range of Essential Structures, verb types &amp; syntax:</b> 3 tenses; varied use of less common verbs and adjectives.</p> <p><b>Accuracy:</b> Some basic errors. Verb forms emerging but not secure.</p>                                   |
| Yr 9 Grade 1   | <p><b>Communication:</b> Makes little sense.</p> <p><b>Range and complexity:</b> Short whole sentences.</p> <p><b>Accuracy:</b> Makes little sense.</p>  |

The tables refer to French. Spanish follow an accelerated programme on one lesson a week in Years 8 and 9 where essentially the same material is covered.