



Curriculum Narrative 21-22

<i>Subject: French</i>	<i>Year: 7</i>	<i>Author: C. Bracher</i>
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Key Knowledge <i>Pupils will know</i>	Key Skills <i>Pupils will be able to</i>
<p style="text-align: center;">Key Threshold Concepts:</p> <ul style="list-style-type: none"> • <i>Awareness of gender</i> • <i>Awareness of key graphemes/phonemes (phonics) and that these are different in French and English</i> • <i>Equipped with useful strategies to memorise vocab and an understanding of why this is an essential language learning skill</i> • <i>Verbs come from the infinitive and need to be changed for person, tense and number</i> • <i>Understanding that word for word translations don't always work</i> • <i>There are multiple strategies that allow you to decode other languages.</i> • <i>Communication is key – find a way.</i> 	<p style="text-align: center;">Subject Skills:</p> <p><i>Introductory unit – Term 1</i></p> <ul style="list-style-type: none"> • <i>Greeting people and introducing yourself</i> • <i>Introducing French phonics</i> • <i>Understanding and recalling the letters of the alphabet in French</i> • <i>Counting and recognising numbers 1-100</i> • <i>Saying how old people are</i> • <i>Describing appearance and personality of people and pets</i> • <i>Key verbs avoir and etre</i> <p><i>Terms 2 and 3</i></p> <ul style="list-style-type: none"> • <i>Phonics: a key sound-spelling combination to be re-visited and practised each lesson</i> • <i>Revisiting the verbs avoir and être</i> • <i>Introduction to the verb faire to talk about doing and making things</i> • <i>Using faire to say what people do</i> • <i>Knowing how to use articles (the, a)</i> • <i>Using adjectives to describe people and things</i> • <i>Saying and describing what people have</i> • <i>Using possessive pronouns to say what belongs to you and someone else</i> • <i>Using il y a to say how many of something there is</i> <p>Context</p> <p>Students will be introduced to French and some of the key threshold concepts in unit 1 “Introducing myself and others”. Throughout the rest of the year we use the NCELP curriculum which has been designed to support progression in early language learning within the limited time students have to study languages in school. This is done by allowing students to frequently re-visit the key concepts to develop a mastery of the language.</p> <p>The scheme of learning prioritises four key elements of language learning; phonics, vocabulary, grammar and meaningful practise.</p> <p>For phonics, a key sound-spelling link will be re-visited every lesson to help them master correct pronunciation.</p>



In terms of vocabulary, students are introduced to high frequency language as determined by NCELP research which has identified the most commonly used words in the French language, as well as those used commonly in GCSE exams. The SoW seeks to introduce the highest frequency words early on. Students are introduced to sets of words from different parts of speech, including the most common verbs, which allow them to manipulate verbs and regularly create their own sentences.

Grammar is introduced in small sections, most common first, with an aim of building up students' knowledge of different grammatical structures over time.

As deliberate practise is important for students to embed vocab, structure and phonics knowledge, there are lots of opportunities for students to practise both new and prior-taught vocab within the lesson activities.

As we progress through the year, end of unit assessments will increasingly contain more questions/vocab from previous units. Additionally, ongoing vocab tests will include words from previously learned lists. Quizlet will be used as the main platform to monitor pupil's vocab learning at home, although additional learning strategies will be shared with pupils and they will be encouraged to use these as well.

Previously learned skills will be revisited, again through their appearance in written and spoken texts. Such texts will be analysed and questioning used to encourage pupils to spot and understand grammatical features that they have already studied. In assessments, translation, speaking and writing tasks will require pupils to include a variety of grammar and linguistic structures from their previous learning, in addition to the most recently learned.

Low stakes testing, for example quizzes and mini whiteboard activities, will also be used regularly in lessons to check pupil's understanding of previously taught concepts.



Subject Specific Knowledge and Sequencing:

Phonics

Sound-spelling link of key sounds: silent final consonant, silent final e, a, i, eu, e, au, eau, u, ou, er/ez, en/an, on, ain/in, ê/ è, ai, oi, ch, ç, qu, j, tion, ien,

Grammar

- Key verb paradigms (especially avoir/etre/faire)
- Articles (le/la/les/un/une)
- Adjective agreements
- Plural nouns
- Pronouns
- Present tense of *er* verbs

Vocab

- Greetings
- Numbers 1-100
- Alphabet
- Pet, family and appearance vocab
- Adjectives – including adjectives of size, nationality, personality
- Jobs
- Useful high-frequency nouns
- Verbs, nouns and questions for classroom communication
- Key verbs for activities
- Colours
- High frequency connectives – et, mais, ou, pour, aussi, parce que

Culture

- Basic knowledge of French speaking countries and recognise how widely spoken French is across the world.

Prerequisites and Spiral Teaching:

- Students tend to enter year 7 with little, and sometimes no, knowledge of French. The course will start from scratch although greetings will be taught quickly as this is an area where some students tend to have some experience. Differentiated tasks and extension work will be provided during unit 1 to extend the learning of any pupils who have already done basic French at primary. The NCELP SoW that we follow for the rest of the year also assumes little to no primary language.
- Phonics introduced very early on – afterwards, key phonemes to be pointed out whenever they occur in new words and a phonics focus to start each new lesson by focussing on one key sound-spelling link.
- Numbers /days / months – to be used in French for classroom communication wherever relevant.
- Introducing and giving information about yourself – constant re-visiting of how to do this at the start of written/spoken tasks and assessments
- Avoir/etre in present tense - point them out to students whenever they occur in texts and make sure students know when they are using them.
- Adjectives – Use of a large variety of previously seen adjectives throughout resources used for teaching new topics

Cross-Curricular Knowledge Links:

- English - Parts of speech, grammar, literacy terms
- English - Reading for gist, skimming, scanning and decoding text
- English - Developing oracy
- Maths – simple use of numbers (+/-/x/÷)
- Geography – different countries/cultures
- Promoting positive relationships
- Memory skills used across the curriculum

Reading Lists / Sources / Reading around the subject recommendations:

Reading lists / sources / reading around the subject recommendations

- Studio 1 textbooks
- The little Prince in French or English
- The three Musketeers in French or English
- Tintin



- Asterix and Obelix
- Little Nicholas in French or English
- Mr Men books in French
- Harry Potter in French

www.quizlet.com

www.languagesonline.org.uk

www.memrise.com

www.wordreference.com (online dictionary)

www.french.about.com/index.htm