

# French Y7 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Describing a thing or person</li> <li>Saying what people have</li> <li>Describing things</li> <li>Distinguishing between having and being</li> <li>Talking about a thing or person</li> <li>Talking about doing and making things</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)               <ul style="list-style-type: none"> <li>To be, being - <b>ÊTRE (c'est)</b></li> <li>To have, having - <b>AVOIR</b></li> <li>To do, doing – <b>FAIRE</b></li> </ul> </li> <li>Adjective agreement (as complement to verb)</li> <li>Indefinite, singular articles and gender</li> <li>Definite articles (le, la, l', les)</li> <li>Regular plural nouns (-s)</li> <li>Yes/no questions with raised intonation</li> <li>feminisation of job titles (-e)</li> <li>subject pronouns il/elle meaning 'it'</li> </ul>	<ul style="list-style-type: none"> <li>Silent final consonant (SFC)</li> <li>SSC 'a'</li> <li>SSC 'i' and 'eu'</li> <li>SSC 'e' and 'au (eau)'</li> <li>Contrast SSC 'u' and 'ou'</li> <li>Silent final 'e' and 'é' (-er, -ez)</li> <li>SSC 'en' / 'an', 'on'</li> <li>SSC '-ain' / '-in', 'è' / 'ê'</li> <li>Liaison (t- and s-)</li> </ul>	<ul style="list-style-type: none"> <li>Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence.</li> <li>High-frequency vocabulary relevant to given context.</li> <li>Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Saying what people do</li> <li>Saying what we do</li> <li>Saying what others do (they)</li> <li>Saying 'you' (singular and plural)</li> </ul>	<ul style="list-style-type: none"> <li>Using <b>FAIRE</b> to mean 'go'</li> <li><b>-ER verbs</b> (used with simple present and present continuous meaning) (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular, 1<sup>st</sup> and 3<sup>rd</sup> persons plural)</li> <li>Preposition à with certain verbs meaning at /to</li> <li>Intonation questions</li> <li>Two-verb structures with <i>aimer</i></li> </ul>	<ul style="list-style-type: none"> <li>SSC 'ai' and 'oi'</li> <li>SSC 'ch', 'ç' (and soft 'c')</li> <li>SSC 'qu', 'j' (and soft 'g')</li> <li>SSC '-tion', '-ien'</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> <li>Revisit 'i'</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation and extension of vocabulary relevant to the given contexts.</li> <li>Developing a verb lexicon (-ER regular verbs)</li> <li>Deepening vocabulary knowledge through work with a challenging text.</li> </ul>

**Assessment:** Final week 1<sup>st</sup> half Spring Term (Week 2.1.6). Separate phonics, vocabulary and grammar assessments. Total assessment time: 40 minutes.

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> <li>Saying how many there are, numbers</li> <li>Describing people (family)</li> <li>Saying what people have</li> <li>Saying what people do (sports)</li> </ul>	<ul style="list-style-type: none"> <li><b>Il y a</b></li> <li>Plural indefinite article 'des'</li> <li>Plural adjective agreement</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)               <ul style="list-style-type: none"> <li>To be, being – <b>ÊTRE</b></li> <li>To have, having – <b>AVOIR</b></li> <li>To do, doing – <b>FAIRE</b></li> </ul> </li> <li>possessive adjectives (mon, ma, mes, ton, ta, tes)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'eu'</li> <li>Revisit 'e'</li> <li>Revisit 'au', 'eau', 'o'</li> <li>Revisit 'u'</li> <li>Revisit Liaison (t- and s-)</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ÊTRE, AVOIR, FAIRE</b>)</li> <li>Plural nouns and adjectives</li> </ul>
TERM 2.2	<ul style="list-style-type: none"> <li>Saying where people go (places)</li> <li>Saying where people go (countries)</li> <li>Asking questions</li> <li>Using question words</li> <li>Talking about yourself, to and about someone else</li> </ul>	<ul style="list-style-type: none"> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular)               <ul style="list-style-type: none"> <li>To go, going – <b>ALLER</b></li> </ul> </li> <li>à – (au / à la / à l' / aux ) meaning 'to'</li> <li>Intonation questions with question words</li> <li>Essential verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons plural)               <ul style="list-style-type: none"> <li>To go, going – <b>ALLER</b></li> </ul> </li> <li>à - meaning 'to' and 'in' with towns and cities</li> <li>en - meaning 'to' and 'in' with countries (f)</li> <li>chez</li> <li>Present tense (-ER verbs)</li> </ul>	<ul style="list-style-type: none"> <li>Revisit 'ou'</li> <li>Revisit SFE (Silent Ffnal 'e')</li> <li>Revisit 'é (-er, -ez)</li> <li>Revisit 'en' / 'an', 'on'</li> <li>Revisit 'on'</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> <li>Developing the verb lexicon (-ER verbs)</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Using question words</li> <li>Saying people do not do something</li> <li>Describing things and people</li> </ul>	<ul style="list-style-type: none"> <li>Subject-verb inversion questions (single and two-verb structures)</li> <li>Subject-verb inversion questions with question words (single-verb structures)</li> <li>ne...pas negation with single-verb structures</li> <li>ne...pas de negation with nouns</li> <li>Adjectives in front of the noun</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) – <b>PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit -ain/-in</li> <li>Revisit SSC è/ê</li> <li>Revisit SSC 'ai'</li> <li>Revisit SSC 'oi'</li> <li>Revisit SSC 'ch'</li> <li>Revisit SSC 'ç' (and soft 'c')</li> </ul>	<ul style="list-style-type: none"> <li>Revisiting essential verbs in new contexts (<b>ALLER</b>)</li> <li>Question words</li> </ul>
TERM 3.2	<ul style="list-style-type: none"> <li>Asking questions</li> <li>Expressing future intentions</li> <li>Saying what you <i>want to, can</i> and <i>must</i> do</li> <li>Saying what you <i>don't want to, can't</i> and <i>don't have to</i> do</li> <li>Saying what you <i>know how</i> to do</li> </ul>	<ul style="list-style-type: none"> <li><b>ALLER</b> + infinitive (future intention)</li> <li>Modal verbs - <b>VOULOIR, POUVOIR</b> and <b>DEVOIR</b></li> <li>Modal verbs in the negative</li> <li>Subject-verb inversion questions with question words (two-verb structures)</li> <li>To know (how to) - <b>SAVOIR</b> + infinitive</li> <li>Essential irregular –RE/-IR verbs (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> persons singular) – <b>PARTIR</b></li> </ul>	<ul style="list-style-type: none"> <li>Revisit SSC 'qu'</li> <li>Revisit SSC 'j'</li> <li>Revisit SSC '-tion'</li> <li>Revisit SSC '-ien''</li> <li>Revisit Silent Final Consonant (SFC)</li> <li>Revisit 'a'</li> </ul>	<ul style="list-style-type: none"> <li>Developing a verb lexicon</li> <li>Developing the use of modal verbs, including with negation</li> <li>Deepening vocabulary and grammar knowledge through work with a challenging text.</li> <li>Semantic complexities addressed through deliberate practice (savoir vs pouvoir)</li> </ul>

**Assessment:** 2<sup>nd</sup> half of the summer term. Separate phonics, vocabulary and grammar achievement tests. Total assessment time: 45 minutes. Additional (optional) holistic, proficiency assessments. Total assessment time: 45 minutes.