



FRENCH Curriculum Map

Curriculum Intent Overview

The French curriculum aims to develop confident, resilient and culturally aware linguists who can communicate effectively in spoken and written French. Pupils develop the phonics, vocabulary and grammatical knowledge needed to understand and respond to authentic spoken and written language while building confidence in expressing their own ideas, opinions and experiences.

Through a carefully sequenced curriculum, pupils develop accurate pronunciation, spontaneous communication and cultural awareness while exploring the traditions and lifestyles of France and the wider Francophone world. The curriculum prepares pupils for GCSE study and beyond through regular opportunities for speaking, listening, reading and writing across a range of familiar and unfamiliar contexts.

What pupils will know and be able to do by the end of KS4/KS5

By the end of KS4, pupils will understand and use a wide range of vocabulary, phonics and grammatical structures to communicate confidently in speech and writing across familiar and unfamiliar contexts. They will apply present, past, future and conditional time frames accurately, understand authentic spoken and written texts and respond spontaneously to questions and conversations. Pupils will develop accurate pronunciation through explicit phonics teaching and demonstrate increasing independence in translation, role-play, picture description and extended writing tasks.

By the end of KS5, pupils will communicate confidently and spontaneously using sophisticated language and complex grammatical structures. They will analyse authentic literary and cultural materials critically, discuss social and cultural issues in depth and produce detailed spoken and written responses with fluency and accuracy.

The key knowledge and disciplinary skills

The French curriculum is built around the three pillars of language learning:

- phonics
- vocabulary
- grammar

Phonics are taught explicitly from Year 7 onwards to develop accurate pronunciation, decoding, spelling and listening skills. Vocabulary is introduced in meaningful contexts and revisited regularly to support long-term memory and spontaneous communication. Grammar is taught progressively so that pupils can manipulate language confidently across different tenses and contexts.

Pupils develop disciplinary skills through listening, reading, speaking and writing activities including translation, dictation, read aloud tasks, role-play, picture description and extended communication. Retrieval practice and cumulative assessment support pupils in revisiting and applying prior learning across modules.

How the curriculum builds cultural capital

The curriculum develops pupils' understanding of the cultures and traditions of French-speaking countries through authentic texts, films, music, festivals, food, media and everyday life. Pupils explore cultural similarities and differences, helping them to develop curiosity, empathy and a wider understanding of the world beyond their own experiences.

Extra-curricular opportunities, themed events and authentic resources further enrich pupils' appreciation of Francophone culture and encourage confidence in communicating with others.

How the curriculum prepares pupils for next stages (GCSE/A-Level and beyond)

The curriculum is carefully sequenced to build knowledge and confidence progressively from Year 7 to Year 11 and beyond. Pupils revisit vocabulary, phonics and grammar cumulatively across modules, enabling them to apply prior learning in new contexts and communicate with increasing independence.

At KS4 and KS5, pupils develop the skills required for public examinations, including translation, spontaneous speaking, extended writing, reading authentic texts and understanding spoken language in different contexts. The curriculum also develops wider transferable skills including literacy, memory, problem-solving, resilience and intercultural understanding, preparing pupils for further study, employment and future language learning.

What a Grade 7/8 student looks like in French

A Grade 7/8 pupil communicates confidently and spontaneously using a wide range of vocabulary and grammatical structures across present, past, future and conditional time frames. They can justify and develop opinions, adapt familiar language for different contexts and respond accurately to unpredictable questions in speech and writing.

They understand longer authentic spoken and written texts containing unfamiliar language through secure phonics knowledge, decoding skills and contextual understanding. Their pronunciation and intonation are generally accurate, and they can produce detailed spoken and written responses using complex sentences, connectives and a range of tenses with increasing accuracy and independence.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 7	Thematic context: My personal world	Thematic context: My personal world	Thematic context: School Module : En classe (In the classroom)	Thematic context: Studying and my future	Thematic context: Lifestyle and wellbeing	Thematic context: Lifestyle and wellbeing / My personal world	By end of Year 7 pupils can: communicate

	Module : La rentrée (Back to school) Knowledge • Grammar: sentence order, definite and indefinite articles, present tense verb endings, basic question words, opinions and justifications. • Phonics: silent final consonants, liaison, <i>é / è / eu / ou / oi</i> sounds and pronunciation fluency. • Vocabulary: classroom language, school routines, personal identity, family and relationships, opinions and preferences. Skills: Introduce yourself, give basic personal information, talk about age and family, express likes and dislikes, ask and answer simple questions, understand classroom instructions, develop pronunciation accuracy and write short, structured sentences. Prior/Future links: Builds on KS2 greetings, numbers, classroom language and basic phonics knowledge. Prepares pupils for describing personality, using adjective agreement and extending opinions in future modules. GCSE thematic context link: personal identity, school and relationships.	Module : La rentrée (Back to school) Knowledge: • Grammar: definite and indefinite articles, singular forms of <i>avoir</i>, frequent -er verbs and verbs of opinion (<i>aimer</i>), negatives (<i>ne...pas</i>), connectives and simple sentence extension. • Phonics: silent final consonants, <i>eu, er</i> and <i>on</i> sounds and pronunciation fluency. • Vocabulary: describing yourself and others, daily activities, interests and passions, school life and routines. Skills: Describe yourself and others, say what you do, talk about hobbies and daily routines, express opinions confidently, ask and answer simple questions, understand short written and spoken extracts and write short structured responses using familiar vocabulary and verbs. Prior/Future links: Builds on HT1 greetings, classroom language and basic opinion structures, reading for gist and pronunciation accuracy. Prepares pupils for further	Knowledge: • Grammar: a range of verbs to express opinions (<i>aimer, adorer, détester</i>), negatives (<i>ne...pas</i>), position and agreement of colour adjectives, using -er verbs, telling the time and justified opinions. • Phonics: liaison, soft c sounds (<i>ce, ci</i>), revision of <i>qu, il, ai, eu, oi, h</i>, silent final consonants and nasal sounds (<i>an, on</i>). • Vocabulary: colours and classroom objects, telling the time, school subjects and opinions, teachers and reasons, clothes and school uniform, expressing opinions and adjectives. Skills: Talk about colours and school subjects, tell the time, describe school uniforms and classroom objects, express and justify opinions, describe a picture and answer simple questions, understand short written and spoken extracts, write structured sentences using familiar verbs and adjectives and complete dictation activities Prior/Future links: Builds on HT2 opinion verbs, adjective agreement and classroom language, reading for gist and pronunciation accuracy. Prepares pupils for discussing school day routines, using	Module : Ma journée scolaire Knowledge: • Grammar: reflexive verbs in the present tense, regular -er verbs, using <i>il y a</i> and <i>il n’y a pas</i>, time phrases, sequencing words, opinions and justifications, connectives and negatives. • Phonics: revision of liaison, nasal sounds, silent final consonants, <i>on / an / in</i> sounds and pronunciation fluency. • Vocabulary: daily routine activities, morning routines, getting ready, school timetable, meals, transport, after-school activities, favourite subjects and school life. Skills: Describe a typical school day and daily routine, talk about morning and after-school activities, sequence events using time phrases, express opinions about school confidently, understand short written and spoken extracts, complete dictation activities, and write structured paragraphs using reflexive verbs and multiple opinions.	Module : Mon temps libre (My free time) Knowledge: • Grammar: conjugation of <i>jouer</i> + à, using <i>jouer</i> + à/de, regular -er verbs, negatives, position and agreement of adjectives, asking questions using <i>est-ce que</i> and <i>qu’est-ce que</i>, using the verb <i>faire</i>, near future tense (<i>aller</i> + infinitive) and opinions with justifications. • Phonics: <i>em</i> sounds, soft g sounds, liaison, silent final consonants and pronunciation fluency. • Vocabulary: weather and seasons, sports and physical activities, free-time activities, describing abilities and personality, frequency phrases and routines. • Skills: Talk about weather and seasons, discuss sports and free-time activities, describe what you do in your free time, ask and answer questions confidently, express opinions and preferences, understand short written and spoken extracts, complete dictation activities, and write structured responses using	Module : Ma vie de famille (My family life) Knowledge: • Grammar: <i>aller</i> + infinitive, forming and answering questions, possessive adjectives (<i>mon, ma, mes</i>), adjective agreement, using higher numbers, opinions and justifications, negatives and connectives. • Phonics: intonation when asking questions, revision of <i>ou, oi, ch, ien, ille</i>, liaison, silent final consonants and pronunciation fluency. • Vocabulary: sports and free-time activities, technology and media, likes and dislikes, animals and colours, family and physical descriptions. Skills: Talk about family members and relationships, describe physical appearance and personality, discuss likes and dislikes, ask and answer questions confidently, describe pictures, understand short written and spoken	confidently using familiar present tense structures, express and justify simple opinions, ask and answer basic questions, understand short written and spoken texts, write short structured paragraphs and apply accurate pronunciation and phonics knowledge across familiar topics. (Link to Grade 7/8): Pupils can manipulate familiar vocabulary and structures independently, respond spontaneously to simple questions and communicate accurately across a range of familiar contexts.
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		verb conjugation work, regular -er verbs and using <i>aimer</i> in negative sentences. GCSE thematic context link: personal identity, hobbies, interests and school life.	new -er verbs and understanding authentic written and spoken extracts. GCSE thematic context link: school life, subjects, opinions and routines.	Prior/Future links: Builds on HT3 school subjects, opinions and time phrases, reading for gist and pronunciation accuracy. Prepares pupils for discussing hobbies, free time and healthy lifestyles using longer sentences and a wider range of structures. GCSE thematic context link: school life, routines, daily activities and opinions.	present and near future tenses. Prior/Future links: Builds on HT4 daily routines, opinions and regular verb patterns, reading for gist and pronunciation accuracy. Prepares pupils for discussing holidays, travel and future plans using a wider range of tenses and opinions. GCSE thematic context link: hobbies, sports, weather, routines and free-time activities.	extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on HT5 free-time activities, opinions and verb patterns, reading for gist and pronunciation accuracy. Prepares pupils for Year 8 through using a wider range of adjectives, opinions and question forms in longer speaking and writing tasks. GCSE thematic context link: family, relationships, free-time activities and personal identity.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics check speaking and listening tasks, translation activities, reading comprehension, writing tasks and end of module assessments. Mid-term assessment: Speaking assessment in controlled conditions	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1: Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2: End of year cumulative assessment covering listening, reading and grammar from all modules studied.	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	
Year 8	Thematic context: My neighbourhood Module: En ville (In town) Knowledge: Grammar: <i>aller</i> + infinitive, using <i>il y a</i> and <i>aller</i> + places, present tense of regular and key	Thematic context: My neighbourhood Module 5: En ville (In town) Knowledge: Grammar: conditional with <i>je voudrais</i>, asking and answering	Thematic context: Travel and tourism Module: Vive les vacances! (Holidays) Knowledge: Grammar: perfect tense of regular -er verbs with <i>avoir</i>, using the perfect	Thematic context: Travel and tourism Module : Vive les vacances! (Holidays) Knowledge: Grammar: perfect tense of regular -er verbs with <i>avoir</i>, using the perfect	Thematic context: Media and technology Module : À loisir (Leisure time) Knowledge: Grammar: singular and plural adjective agreement, asking questions using <i>est-</i>	Thematic context: Media and technology / Lifestyle and wellbeing Module : Mon quotidien (My daily life) Knowledge: Grammar: present tense revision, reflexive verbs, using two	By end of Year 8 pupils can: communicate confidently in familiar contexts using present, past and near future tenses, express and justify opinions, ask and answer

	irregular verbs, definite and indefinite articles, negatives (<i>ne...pas</i>), time expressions, opinions and justifications, using the near future tense (<i>aller</i> + infinitive). • Phonics: liaison, <i>u, eu, on</i> and soft <i>g</i> sounds, silent final consonants and pronunciation fluency. • Vocabulary: places in town, opinions about where you live, weekend activities and places to go, making arrangements, ordering food and drinks in cafés and inviting someone out. Skills: Talk about places in town, say where you go at the weekend, invite someone out, order food and drinks, express opinions confidently, understand short written and spoken extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on Year 7 opinions, time phrases and regular verb patterns, reading for gist and pronunciation accuracy. Prepares pupils for discussing holidays, travel and local area activities using a wider range of verbs and tenses. GCSE thematic context link: local area, leisure activities, cafés and social activities.	questions accurately, near future tense (<i>aller</i> + infinitive), contrasting present and future tenses, sequencing activities, opinions and connectives. • Phonics: revision of silent final consonants, <i>eu, oi, ou</i> and pronunciation fluency. • Vocabulary: ordering food and drinks, prices and money, visiting Paris and tourist attractions, weather expressions, describing visits and holidays, sequencing activities and weekend plans. Skills: Order food and drinks confidently, ask and answer questions, describe visits and weekend plans, use weather expressions in context, express opinions about places and activities, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand short written and spoken extracts and write structured responses using present, future and conditional structures.	tense with holiday activities, negatives, opinions and connectives, using two tenses together, adjective agreement and sequencing activities. • Phonics: liaison, nasal sounds (<i>an, on, en</i>) and pronunciation fluency. • Vocabulary: holidays and school holidays, places and companions on holiday, opinions about holidays, holiday activities in the past tense, festivals and celebrations. Skills: Talk about holidays and travel experiences, describe where you went and what you did, express and justify opinions, use the perfect tense confidently, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand short written and spoken extracts and write structured responses using present and past tenses. Prior/Future links: Builds on HT2 tourism, weather expressions and sequencing language, reading for gist and pronunciation accuracy. Prepares pupils for discussing future holiday plans and travel experiences using multiple tenses and more detailed opinions.	tense with holiday activities, negatives, opinions and connectives, using two tenses together, adjective agreement and sequencing activities. • Phonics: liaison, nasal sounds (<i>an, on, en</i>) and pronunciation fluency. • Vocabulary: holidays and school holidays, places and companions on holiday, opinions about holidays, holiday activities in the past tense, festivals and celebrations. Skills: Talk about holidays and travel experiences, describe where you went and what you did, express and justify opinions, use the perfect tense confidently, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand short written and spoken extracts and write structured responses using present and past tenses. Prior/Future links: Builds on HT2 tourism, weather expressions and sequencing language, reading for gist and pronunciation accuracy.	<i>ce que</i>, negatives, regular present tense verbs, near future tense (<i>aller</i> + infinitive), opinions and connectives. • Phonics: <i>é</i> and <i>è</i> sounds, liaison, silent final consonants and pronunciation fluency. • Vocabulary: celebrities and personal preferences, opinions about films and genres, digital life and television habits, reasons for media choices, invitations and arrangements, accepting and declining invitations, cinema and leisure activities. Skills: Talk about celebrities and digital media, discuss television, films and leisure activities, express and justify opinions confidently, arrange to go out, buy cinema tickets, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand short written and spoken extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on HT3 holidays, opinions	tenses together, near future tense (<i>aller</i> + infinitive), modal verbs, opinions and justifications, sequencing activities and connectives. • Phonics: revision of key phonics patterns, liaison, nasal sounds, silent final consonants and pronunciation fluency. • Vocabulary: home, town and region, daily routines, after-school activities, weather and seasons, celebrations and leisure activities. Skills: Talk about daily routines and free-time activities, describe where you live, discuss weather and seasons, express and justify opinions confidently, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand short written and spoken extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on HT5 leisure	questions spontaneously, understand longer written and spoken texts, complete short translation tasks and write structured paragraphs using a range of vocabulary and grammatical structures. (Link to Grade 7/8 Ofqual): Pupils can adapt familiar language for different purposes, manipulate a range of verbs and tenses with increasing accuracy and respond confidently to familiar and some unfamiliar topics in speech and writing.
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		Prior/Future links: Builds on HT1 local area vocabulary, opinions and near future structures, reading for gist and pronunciation accuracy. Prepares pupils for discussing holidays, travel and cultural experiences using a wider range of verbs and tenses. GCSE thematic context link: local area, cafés, tourism, weather and leisure activities. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks	GCSE thematic context link: holidays, travel, festivals and tourism.	Prepares pupils for discussing future holiday plans and travel experiences using multiple tenses and more detailed opinions. GCSE thematic context link: holidays, travel, festivals and tourism.	and question forms, reading for gist and pronunciation accuracy. Prepares pupils for discussing healthy lifestyles, sports and future plans using a wider range of verbs and opinions. GCSE thematic context link: media, technology, films, television and leisure activities.	activities, opinions and present tense structures, reading for gist and pronunciation accuracy. Prepares pupils for Year 9 by developing confidence with multiple tenses, reflexive verbs and more spontaneous speaking and writing tasks. GCSE thematic context link: daily life, routines, weather, leisure activities and local area.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks. Mid-term assessment: Speaking assessment in controlled conditions	Assessment: Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1: Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2: End of year cumulative assessment covering listening, reading and grammar from all modules studied.	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	
Year 9	Thematic context: My personal world Module 1: Mon monde à moi (My world) Knowledge:	Thematic context: My personal world Module 2: Mon monde à moi (My world) Knowledge:	Thematic context: Studying and my future Module 3: Projets d’avenir (Plans for the future) Knowledge:	Thematic context: My personal world / Studying and my future Module 4: Projets d’avenir (Plans for the future) Knowledge:	Thematic context: Lifestyle and wellbeing / Media and technology Module 5: Ma vie en musique (My life in music) Knowledge:	Thematic context: Lifestyle and wellbeing Module 6: <i>Le meilleur des mondes/ On découvre le monde francophone</i>	By end of Year 9 pupils can: communicate confidently using present, past, future and imperfect tenses,

	• Grammar: opinion verbs (<i>aimer, adorer, détester</i>), using <i>venir de</i> + infinitive, reflexive verbs, negatives (<i>ne...pas, ne...jamais</i>), using <i>de</i> after verbs in the infinitive, possessive adjectives, present tense revision and connectives. • Phonics: revision of <i>é, er, j</i>, silent final consonants, <i>ch, ou, an, x</i> sounds and pronunciation fluency. • Vocabulary: home, town and region, things to do in your area, daily routines, reflexive verbs, friendships and relationships, likes and dislikes. Skills: Talk about likes and dislikes, discuss daily routines and activities, describe friendships and relationships, use reflexive verbs confidently, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand longer written and spoken extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on Year 8 opinions, reflexive verbs and present tense structures, reading for gist and pronunciation accuracy. Prepares pupils for describing celebrations, clothing and future plans using multiple tenses and more detailed opinions.	• Grammar: perfect tense with <i>avoir</i>, near future tense (<i>aller</i> + infinitive), using negatives in the perfect tense, sequencing past events, opinions and justifications, revision of present tense verbs and connectives. • Phonics: revision of nasal sounds (<i>an, en, on</i>), liaison and pronunciation fluency. • Vocabulary: birthday celebrations, past tense activities and sequencing, opinions about events, clothes and colours, invitations and celebrations. Skills: Describe birthday celebrations and events, talk about what you are going to wear, express opinions about past and future activities, use present, past and near future tenses confidently, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand longer written and spoken extracts and write structured responses using multiple tenses. Prior/Future links: Builds on HT1 reflexive verbs,	• Grammar: <i>pour</i> + infinitive, modal verbs, using <i>devoir</i> and <i>pouvoir</i>, near future tense (<i>aller</i> + infinitive), saying what job a person does, negatives, opinions and connectives. • Phonics: revision of <i>x, s, oi</i> sounds, liaison and pronunciation fluency. • Vocabulary: jobs and future ambitions, earning money and helping at home, opinions about careers, importance of languages and future plans. Skills: Talk about earning money and future careers, discuss what you want to do in the future, express and justify opinions about jobs and languages, use near future structures confidently, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand longer written and spoken extracts and write structured responses using present and near future tenses. Prior/Future links: Builds on HT2 celebrations, sequencing and multiple tense work, reading for gist and pronunciation accuracy. Prepares pupils for discussing work experience, healthy	• Grammar: near future tense, perfect tense including <i>ne...pas</i>, recognising and contrasting present, past and future tenses, substitution with pronouns, sequencing activities, negatives, opinions and connectives. • Phonics: revision of <i>h, é, an, ai</i> sounds, liaison, silent final consonants and pronunciation fluency. • Vocabulary: future plans and ambitions, past tense daily activities, travel and tourism, hobbies and interests, sequencing expressions and future aspirations. Skills: Talk about what you are going to do in the future, discuss holidays and future travel plans, describe what you did yesterday, use present, past and future tenses confidently, ask and answer questions accurately, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand longer written and spoken extracts and	• Grammar: direct object pronouns (<i>le, la, les</i>), adjective agreement, comparative structures, imperfect tense, using two time frames together and opinions with justifications. • Phonics: revision of <i>u, oi, on, ai</i> sounds, hard and soft g sounds, silent final consonants and pronunciation fluency. • Vocabulary: music preferences and opinions, describing childhood using the imperfect tense, concerts and festivals, musicians and artists, future plans and leisure activities. Skills: Discuss musical preferences and artists, describe what you used to like and do, compare music and leisure activities, express and justify opinions confidently, use present, past and future time frames together, complete role-play tasks, practise picture description, read aloud accurately, complete dictation activities, understand longer written and spoken extracts and write structured responses using multiple tenses. Prior/Future links: Builds on HT4 future plans,	Knowledge: • Grammar: partitive articles (<i>du, de la, de l', des</i>), negatives with <i>de</i>, using <i>devoir</i> and <i>pouvoir</i>, reflexive verbs, present and perfect tense revision, opinions and connectives. • Phonics: revision of <i>au/eau, ou, gn</i> and nasal sounds, liaison, silent final consonants and pronunciation fluency. • Vocabulary: food and drink, healthy and unhealthy lifestyles, eating habits, illnesses and injuries, doctor conversations, francophone countries and cultural traditions. Skills: Talk about food and eating habits, discuss healthy lifestyles and routines, describe illnesses and injuries, book and attend appointments, express and justify opinions confidently, use present and past tenses together, complete role-play tasks, practise picture description, read aloud accurately, complete dictation	justify and develop opinions, respond spontaneously to questions, understand longer authentic written and spoken texts, complete short translation tasks and write detailed structured responses across a range of familiar and less familiar topics. (Link to Grade 7/8 Ofqual): Pupils can manipulate a range of grammatical structures with increasing accuracy, adapt language for different purposes, sustain communication in speech and writing and respond appropriately to both familiar and some unfamiliar contexts.
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	GCSE thematic context link: personal identity, relationships, routines and local area. GCSE thematic context link: celebrations, clothing, future plans and personal experiences. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, role-play practice, dictation activities and end of term assessments.	opinions and present tense structures, reading for gist and pronunciation accuracy. Prepares pupils for discussing money, jobs and future aspirations using more detailed opinions and a wider range of tenses. GCSE thematic context link: careers, ambitions, future plans and languages. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, role-play practice, dictation activities and mid-point assessments.	lifestyles and wider future aspirations using more detailed opinions and a wider range of structures. GCSE thematic context link: careers, ambitions, future plans and languages. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, role-play practice, dictation activities and mid-point assessments.	write structured responses using multiple tenses. Prior/Future links: Builds on HT3 future ambitions, modal verbs and near future structures, reading for gist and pronunciation accuracy. Prepares pupils for discussing wider social issues, preferences and more detailed opinions using a broader range of grammatical structures. GCSE thematic context link: future plans, travel, ambitions and personal experiences.	sequencing activities and multiple tense work, reading for gist and pronunciation accuracy. Prepares pupils for discussing wider cultural topics and independent communication using a broader range of structures and opinions. GCSE thematic context link: music, media, leisure activities and cultural experiences. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, role-play practice, dictation activities and mid-point assessments.	activities, understand longer written and spoken extracts and write structured responses using multiple tenses. Prior/Future links: Builds on HT5 music, opinions and multiple tense work, reading for gist and pronunciation accuracy. Prepares pupils for GCSE through greater independence in spontaneous speaking, role-play interaction and extended writing across familiar and unfamiliar topics. GCSE thematic context link: food, healthy lifestyles, wellbeing and francophone culture. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, role-play practice, dictation activities and end of year assessments.	
	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks. Mid-term assessment: Reading and grammar assessment in controlled conditions	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks. Assessment point 1:	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Writing assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks . Mid-term assessment Listening, grammar, and reading assessment	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks, homework tasks and mid-point assessments. Assessment point 2:	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, speaking and listening tasks, translation activities, reading comprehension, writing tasks and homework tasks.	

	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Grade indicators 1- All skills (*Speaking only read aloud task+ follow up questions)	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • End of Module practice papers all skills (* speaking read aloud and picture description only)	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Mid-term controlled conditions extended writing assessment with translation to French.	• Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice • Grade indicators 1- All skills	
Year 11	GCSE thematic context Travel and Tourism Module 5: Numéro vacances Knowledge: • Grammar: conditional tense in all persons, imperfect and perfect tense together, modal verbs, relative pronouns (<i>qui, que</i>), negatives, si + present + simple future, complex opinions and sequencing language. • Phonics: on / om sound patterns, liaison, nasal sounds and pronunciation fluency. • Vocabulary: holidays, tourism, transport, accommodation, hotel bookings, festivals, travel problems and destinations. Skills: Discuss ideal holidays, book accommodation, describe travel experiences, give advice, form	Thematic context: My neighbourhood and my personal world Module 6: Notre planète Knowledge: • Grammar: regular comparative and superlative adjective structures, passive voice in the present tense followed by <i>par</i>, nous-form imperative (<i>travillons, faisons, soyons</i>), <i>personne</i> and <i>rien</i> as sentence subjects, <i>en</i> + present participle, perfect and imperfect tense revision, <i>être en train de</i> + infinitive, pronoun <i>y</i> before the verb, <i>depuis</i> followed by present tense,	Thematic context: My neighbourhood and my personal world Module 7: Mon petit monde Knowledge: • Grammar: <i>de</i> to indicate possession, position of adjectives, <i>si</i> + imperfect + conditional to express dreams and wishes, questions in different forms using <i>est-ce que</i> and inversion, pronoun <i>y</i>, <i>depuis</i> followed by present tense, using <i>à</i> and <i>de</i> with the definite article, justified opinions and complex connectives. • Phonics: <i>-tion</i> pronunciation, open o sounds (<i>notre, forêt</i>), <i>y</i> pronounced as <i>ee</i>, silent final consonants and pronunciation fluency.	Thematic context: Studying and my future Module 8: Mes projets d'avenir Knowledge: • Grammar: <i>avant de/d', après + avoir / être, sans +</i> infinitive, verbs that take <i>être</i> in the perfect tense, infinitives as nouns, verbs followed by <i>à</i> or <i>de</i> + infinitive, future tense, conditional tense, complex opinions and connectives. • Phonics: revision of all key phonics patterns, liaison, nasal sounds and pronunciation fluency. • Vocabulary: future plans and ambitions, travel	Thematic context: Revision and exam preparation Module: Revision of all modules Knowledge: • Grammar: consolidation of all GCSE grammar structures, present, past, future and conditional tenses, complex opinions and connectives, negatives, relative pronouns, comparatives and translation accuracy. • Phonics: pronunciation retrieval, dictation practice, liaison, nasal sounds and pronunciation fluency. • Vocabulary: retrieval of all GCSE thematic	Thematic context: Final examination preparation Module: GCSE exam practice and past papers Knowledge: • Grammar: translation accuracy, complex sentence structures, tense manipulation, spontaneous speaking structures and exam technique strategies. • Phonics: pronunciation fluency, dictation and spontaneity practice. • Vocabulary: retrieval of core GCSE vocabulary, exam expressions and high-frequency	By the end of Year 11, pupils can respond effectively to spoken and written French, including more complex and extended texts, extracting information, identifying opinions and inferring meaning. Pupils can initiate and sustain detailed conversations, express and justify opinions and respond confidently to unpredictable questions using mostly accurate pronunciation and intonation. They can write effectively for different purposes using a wide range of vocabulary and increasingly

	and answer different question types, understand authentic travel texts and spoken extracts, develop spontaneous speaking responses and write extended answers using multiple tenses. Prior/Future links: Builds on Year 10 future plans, opinions and past tense work, reading for gist and listening for detail. Prepares pupils for discussing environmental issues and global topics using more complex structures and spontaneous interaction. GCSE thematic context link: holidays, tourism, accommodation, transport and hotel bookings.	prepositions with à and de, negatives including <i>ne...plus</i> and <i>ne...personne</i>. • Phonics: open o sounds, <i>-tion</i> pronunciation, liaison, silent final consonants and pronunciation fluency. • Vocabulary: geography and landscapes, climate and weather, environmental issues and threats, pollution, recycling, protecting the environment, eco-actions and green technology. Skills: Talk about geography and climate, discuss environmental problems, understand and use the passive voice, discuss ways to protect the environment and daily eco-actions, express and justify opinions, understand authentic written and spoken extracts, develop spontaneous speaking responses and write extended answers using multiple tenses Prior/Future links: Builds on Year 10 holidays, tourism, festivals and staycation topics, reading for detail and listening for gist. Prepares pupils for Module 7 through discussing local area,	• Vocabulary: home, town and region, directions and navigation, shopping and consumer habits, dream house and future living, tourism, travel and future plans. Skills: Describe towns and regions, ask for and understand directions, discuss shopping habits and consumer choices, describe ideal homes and future living, use <i>si</i> clauses confidently, understand authentic written and spoken extracts, develop spontaneous speaking responses and write extended answers using multiple tenses. Prior/Future links: Builds on Module 6 environmental and community topics, comparative structures and authentic text comprehension, reading for detail and listening for gist. Prepares pupils for discussing studying, careers and future aspirations using more independent and spontaneous communication. GCSE thematic context link: local area, shopping, tourism, home and future living. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, translation tasks, GCSE-style reading and listening tasks, speaking role-play, photo card and conversation tasks, extended writing using	and journeys, skills and personal qualities, careers and professions, earning money, advantages and disadvantages of jobs, work experience and future studies. Skills: Talk about future plans and hopes, discuss travelling and earning money, buy tickets at a station, describe careers and future aspirations, express and justify opinions confidently, respond spontaneously to unpredictable questions, understand authentic written and spoken extracts and write extended answers using multiple tenses. Prior/Future links: Builds on Module 7 local area, shopping and future living topics, reading for detail and spontaneous interaction. Prepares pupils for independent GCSE revision and full exam-style communication tasks across all themes. GCSE thematic context link: future studies, careers, ambitions, jobs and future plans. Assessment: vocabulary retrieval quizzes, grammar and phonics checks, translation tasks, GCSE-style reading and listening	vocabulary, high-frequency phrases and exam expressions. Skills: Apply exam strategies independently across reading, listening, speaking and writing tasks, complete translation and dictation tasks accurately, develop spontaneous speaking responses, improve extended writing and practise exam timing and technique. Prior/Future links: Builds on all Year 10 and Year 11 modules, authentic text comprehension and spontaneous interaction. Prepares pupils for final GCSE examinations through retrieval, consolidation and independent exam practice. GCSE thematic context link: all themes and modules.	structures across all themes. Skills: Complete full GCSE past papers independently, respond confidently in speaking examinations, apply exam techniques accurately across all skills, develop confidence with spontaneous interaction and improve accuracy under timed conditions. Prior/Future links: Builds on all GCSE themes, revision activities and exam practice. Prepares pupils for final GCSE examinations and future language learning. GCSE thematic context link: all themes and exam skills.	complex grammatical structures with mostly accurate spelling and grammar, demonstrating performance aligned with Grades 7–9.
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		communities and social issues using more spontaneous interaction and complex language. GCSE thematic context link: environment, climate change, pollution, recycling and protecting the planet.	multiple tenses and mock examination practice.	tasks, speaking role-play, photo card and conversation tasks, extended writing using multiple tenses and mock examination practice.			
	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Mid-term controlled conditions extended writing assessment with translation to French.	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Grade indicators 1- All skills	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination	Assessment: Vocabulary tests and retrieval quizzes • Grammar and phonics assessments • Translation tasks (French ↔ English) • GCSE-style reading and listening practice • Speaking role-play, photo card and conversation tasks • Extended writing tasks using multiple tenses • Mock examination questions and exam technique practice Grade indicators 2- All skills	Assessment: vocabulary retrieval quizzes, grammar and phonics checks, translation tasks, GCSE-style reading and listening papers, speaking role-play, photo card and conversation tasks, extended writing tasks, end of module tests and mock examination practice.	Assessment: full GCSE past papers, end of module tests, speaking mock examinations, reading and listening papers, translation tasks, extended writing tasks and final exam practice under timed conditions.	