

## Carre's Key Stage 3 and The NCELP Scheme of Learning

At Carre's we have recently started to use the NCELP SoL in Key Stage 3. This SoL is driven by research and the need to focus on three main bodies of knowledge (Phonics, Vocabulary and Grammar) and provide ample meaningful practice. The NCELP thinking is in line with: (a) the Review of MFL Pedagogy, a report published by the Teaching Schools Council, which drew on research into foreign language learning and teaching and on the knowledge and experience of a wide range of experienced practitioners; (b) Ofsted's current aspirations for curriculum intent, implementation, and impact; and c) preparing a solid foundation for GCSE content and examinations, which builds on the core grammar and vocabulary outlined in the programmes of study for Key Stages 2 and 3.

# 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>

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 do</i></li> <li>Saying what you <i>don't want to, can't</i> and <i>don't have to do</i></li> <li>Saying what you <i>know how to do</i></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 (<i>savoir</i> vs <i>pouvoir</i>)</li> </ul>

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# French Y8 scheme of work overview

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	<ul style="list-style-type: none"> <li>Asking how to say and write new words in French</li> <li>Distinguishing between being and having</li> <li>Talking about jobs</li> <li>Talking about what, when, where and why you celebrate</li> <li>Talking about how people celebrate</li> <li>What happens and doesn't happen</li> </ul>	<ul style="list-style-type: none"> <li>il(s)/elle(s) meaning 'it'/'they'</li> <li>intonation (SV), inversion (VS) and est-ce que questions (single-verb structures)</li> <li>article use with être + profession</li> <li>feminine adjective agreement rules -x → -se</li> <li>feminine noun formation rule -eur → -rice</li> <li>construction rule for numbers 13-31</li> <li>question word + est-ce que</li> <li>pronoun 'on' with impersonal meaning 'people, you, one'</li> <li>construction rule for dates</li> <li>possessive adjectives (son, sa, ses, notre, nos)</li> </ul>	<p>In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited.</p> <ul style="list-style-type: none"> <li>stress syllabification</li> <li>liaison (-t, -s, -x, -on)</li> <li>h</li> <li>em/am</li> <li>aim/ain</li> <li>om</li> <li>um/un</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>en/an, im /in, on, e, a, ain/in</li> <li>Year 7 SSCs</li> </ul>	<p>We focus explicitly on some common word patterns between French and English. The words are high-frequency and often cognates or semi-cognates with English. We also develop learners' knowledge of word families (i.e., parts of speech connected by a common, semantically-related stem).</p> <ul style="list-style-type: none"> <li>Essential verbs are revisited in new contexts (ÊTRE, AVOIR)</li> <li>Number construction 13-31</li> </ul>
TERM 1.2	<ul style="list-style-type: none"> <li>Talking about what you are doing today vs what you did yesterday</li> <li>Sharing past experiences</li> <li>People and places in the past</li> <li>Asking about what happened in the past</li> <li>Talking about what you do in your free time and where you do it</li> <li>Talking about parts and wholes</li> </ul>	<ul style="list-style-type: none"> <li>present vs perfect (with past simple equivalent in English)</li> <li>past participle formation: faire, dire, -ER verbs (taking avoir)</li> <li>intonation (SV) questions with question words (present vs perfect)</li> <li>ce, cet, cette, ces</li> <li>il y a vs il y avait</li> <li>intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle)</li> <li>negation: ne...pas de (present vs perfect)</li> <li>prepositions taking de</li> <li>contraction of definite article after à and de</li> <li>verbs with à and de before a noun</li> <li>partitive article for distinguishing between parts and wholes and after 'faire' with sports</li> <li>quel, quelle, quels, quelles</li> </ul>	<ul style="list-style-type: none"> <li>-gn-</li> <li>r</li> <li>oen eu/œu</li> <li>closed o/ô</li> <li>open o</li> <li>-s-</li> <li>th</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>eu, eau/au</li> </ul>	<ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 vocabulary for consolidation</li> <li>Words with multiple meanings are taught cumulatively</li> <li>Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> <li>Consolidation of question words and question formation</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	<ul style="list-style-type: none"> <li>Talking about nouns you can't count</li> <li>What is it like?</li> <li>Saying what you do or did in a typical day</li> <li>Talking about what groups of people do</li> <li>Formal and informal situations: Talking to people you do and don't know</li> </ul>	<ul style="list-style-type: none"> <li>partitive article (du, de la, des, de l') with uncountable nouns and unspecified quantities</li> <li>partitive article de/d' in the negative and with expressions of quantity</li> <li>boire (je, tu, il/elle)</li> <li>adverb positioning (single-verb structures)</li> <li>verbs like sortir (present) (nous, vous, ils/elles)</li> <li>verbs like venir (present) (nous, vous, ils/elles)</li> <li>sans + infinitive</li> <li>vous as formal 'you'</li> <li>on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'</li> </ul>	<ul style="list-style-type: none"> <li>[-ill-/ille]</li> <li>-aill-/ail, -eill-/eil, -euill-/euil (-ueill/-ueil, -œill-/œil), -ouill-/ouil</li> <li>oy</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>[è/ê], [ou], [a], [i], open eu/œu, oi</li> <li>all new SSCs learned in Y8 so far</li> </ul>	<ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Regular revisiting of Y7 vocabulary for consolidation</li> </ul>
TERM 2.2	<ul style="list-style-type: none"> <li>Talking about what you and others do at school</li> <li>Talking about what you are doing this week and what you do every week</li> <li>What is it like? Describing things</li> <li>Talking about what you can, must, will and want to do</li> </ul>	<ul style="list-style-type: none"> <li>verbs like choisir (all persons)</li> <li>present with future meaning</li> <li>use of definite article with days of the week to express habitual actions</li> <li>plural noun formation rules -au/-eu → -aux/-eux and -al → -aux</li> <li>plural adjective formation rules no change with -s or -x and -al → -aux</li> <li>même(s), autre(s), plusieurs</li> <li>positioning of multiple adjectives</li> <li>adverb placement in two-verb structures</li> </ul>	<ul style="list-style-type: none"> <li>[y]</li> <li>liaison/elision with h</li> <li>[em]/[am], [en]/[an], [aim]/[ain], [im]/[in] and [om]/[on] before a vowel</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>Stress syllabification</li> <li>ai, i, ain/in, em/am, e, a, en/an, h</li> </ul>	<ul style="list-style-type: none"> <li>Building the verb lexicon</li> <li>Mixed word sets</li> </ul>

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	<ul style="list-style-type: none"> <li>• What is it like? Comparing things</li> <li>• Talking about how groups of people do things</li> <li>• Comparing how people do things</li> <li>• Communicating in other languages</li> </ul>	<ul style="list-style-type: none"> <li>• feminine adjective agreement rules -l → -lle and -n → -nne</li> <li>• comparative forms of adjectives</li> <li>• verbs like prendre (present) (nous, vous, ils/elles)</li> <li>• comparative forms of adjectives and adverbs</li> <li>• verbs like entendre (present) (je, tu, il/elle)</li> <li>• verbs like lire (present) (je, tu, il/elle)</li> <li>• verbs like écrire (present) (je, tu, il/elle)</li> <li>• tout, toute, tous, toutes</li> <li>• verbs like entendre (present) (nous, vous, ils/elles)</li> </ul>	<ul style="list-style-type: none"> <li>• om/on before a vowel</li> <li>• [um]/[un] before a vowel</li> </ul> <p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>• -aill-/-ail, -eill-/-eil, -euill-/-euil (-ueill/-ueil, -œill-/-œil), -ouill-/-ouil, -ill-/-ille, -ien, open eu/œu, eu, r, um/un, u, om, on</li> </ul>	<ul style="list-style-type: none"> <li>• Regular revisiting of Y7 vocabulary for consolidation</li> <li>• Y8 vocabulary revisited throughout in different contexts</li> <li>• Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts.</li> </ul>
TERM 3.2	<ul style="list-style-type: none"> <li>• Communicating in other languages</li> <li>• Talking about the environment</li> <li>• Asking and answering questions about what people did and have done</li> </ul>	<ul style="list-style-type: none"> <li>• verbs like lire (present) (nous, vous, ils/elles)</li> <li>• verbs like écrire (present) (nous, vous, ils/elles)</li> <li>• present vs perfect (with past simple and present perfect equivalent in English)</li> <li>• inversion (VS) questions (perfect)</li> <li>• specified vs unspecified times in the past</li> <li>• adverb placement (present vs perfect)</li> <li>• past participle formation: verbs like prendre, dit, fait, bu, eu</li> <li>• intonation (SV) and est-ce que questions in the perfect (did? vs have/has?)</li> <li>• intonation (SV) questions with question words (perfect)</li> </ul>	<p>Revisiting the below:</p> <ul style="list-style-type: none"> <li>• closed o/ô, open o, eau/au, j/soft g, -gn-, the, qu, ch, ç/soft c, -tion, -s-, y, oy</li> </ul> <p>Revisiting all Y7 and Y8 SSCs</p>	<ul style="list-style-type: none"> <li>• Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families</li> </ul>



<b>Year 9</b>	<p><b>Relationships with family and friends</b> Talking about yourself and your family. Talking about getting on with others. Talking about personal relationships. Talking about future relationships</p> <p>Using <i>avoir</i> and <i>être</i> Reflexive verbs Position of adjectives The immediate future and future tense Possessive adjectives Adjective agreement Comparatives and superlatives Direct and indirect object pronouns Using <i>qui</i> and <i>que</i></p>	<p><b>Technology in everyday life</b> Talking about communicating online Talking about the uses of social media</p> <p>Present tense of regular -er verbs Present tense of common irregular verbs Advantages and disadvantages of mobile technology Discussing the uses of mobile technology</p> <p>It and that: <i>ce, ça</i> <i>Aller, faire</i> and other common irregular verbs</p>	<p><b>Freetime activities</b> Talking about music, cinema and TV.</p> <p>Revision of the present tense of regular verbs Question words</p> <p>Describing <b>freetime activities</b> in the past Talking about food and meals Talking about different cuisines and eating out</p> <p>Perfect tense of irregular verbs Perfect tense with <i>être</i> Quantities Verb+ infinitive</p>	<p><b>Freetime activities</b> Talking about sport Talking about sports you love</p> <p>Using subordinating conjunctions Developing sentences using <i>quand</i> <i>lorsque</i> and <i>si</i> Opinion verbs</p> <p><b>Customs and Festivals</b> Talking about celebrations Talking about how we celebrate Talking about festivals Describing international festivals</p> <p>Revising the perfect tense with <i>être</i>. Reflexive verbs in the perfect tense Using common expressions in the imperfect tense Imperfect tense of common verbs</p>	<p><b>Relationships with family and friends</b> Describing family and friends Discussing future relationship choices</p> <p>Direct object pronouns The future tense Using <i>dont</i></p> <p><b>Technology in everyday life</b> Discussing the pros and cons of social media Discussing the benefits and dangers of mobile technology</p> <p>Present tense of regular -ir and -re verbs Present tense of more irregular verbs</p>	<p><b>Freetime activities</b> Talking about leisure activities Discussing world food and eating habits Discussing new sports and taking risks in sports</p> <p>Revision of the future tense Time phrases Demonstrative pronouns Using more complex negatives Using the pronouns <i>en</i> and <i>y</i></p> <p><b>Customs and Festivals</b> Discussing what traditions mean to you Describing an event</p> <p>Using the perfect infinitive Using the perfect and imperfect tense together</p>
	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y9 examination taking place during this term, covering all the work studied up to this point in the academic year. Vocabulary tests will also take place every week, using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>	<p>Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules with a key assessment task based on the work completed this term. Vocabulary tests will also take place every week using the AQA prescribed vocabulary list. Pre- and Post-topic tests will also take place at the beginning and end of each module of work respectively.</p>			

Homework is given in accordance with the timetable produced for each Year group. Tasks include vocabulary learning, practising grammatical structures and preparing and writing answers to questions.

Y9 is seen as a transition year between the work studied at KS3 and that which will be studied during KS4. As such, the main focus of the work studied will involve the development, practice and refinement of the key skills necessary in order to be successful at this level.