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

At Carre's we 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) andnprovides 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.

Homework is given regularly. 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.

YEAR 7 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	• Describing a thing or person • Saying what people have • Describing things • Distinguishing between having and being • Talking about a thing or person • Talking about doing and making things	• Essential verbs (1st, 2nd, 3rd persons singular) 　• To be, being - **ÊTRE (c'est)** 　• To have, having - **AVOIR** 　• To do, doing – **FAIRE** • Adjective agreement (as complement to verb) • Indefinite, singular articles and gender • Definite articles (le, la, l', les) • Regular plural nouns (-s) • Yes/no questions with raised intonation • feminisation of job titles (-e) • subject pronouns il/elle meaning 'it'	• Silent final consonant (SFC) • SSC 'a' • SSC 'i' and 'eu' • SSC 'e' and 'au (eau)' • Contrast SSC 'u' and 'ou' • Silent final 'e' and 'é' (-er, -ez) • SSC 'en' / 'an', 'on' • SSC ''-ain' / '-in', 'è' / 'ê' • Liaison (t- and s-)	• Learning what it means to know a word from recognition, to pronouncing, spelling and using the word in a sentence. • High-frequency vocabulary relevant to given context. • Mixed word class vocabulary sets (average 10 words per week) on QUIZLET for each week of the Y7 course.
TERM 1.2	• Saying what people do • Saying what we do • Saying what others do (they) • Saying 'you' (singular and plural)	• Using **FAIRE** to mean 'go' • **-ER verbs** (used with simple present and present continuous meaning) (1st, 2nd, 3rd persons singular, 1st and 3rd persons plural) • Preposition à with certain verbs meaning at /to • Intonation questions • Two-verb structures with *aimer*	• SSC 'ai' and 'oi' • SSC 'ch', 'ç' (and soft 'c') • SSC 'qu', 'j' (and soft 'g') • SSC '-tion', '-ien' • Revisit Silent Final Consonant (SFC) • Revisit 'a' • Revisit 'i'	• Consolidation and extension of vocabulary relevant to the given contexts. • Developing a verb lexicon (-ER regular verbs) • Deepening vocabulary knowledge through work with a challenging text.

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.

YEAR 7 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY

TERM 2.1	• Saying how many there are, numbers
	
	• Describing people (family)
	
	• Saying what people have
	
	• Saying what people do (sports)
		• **Il y a**
		
		• Plural indefinite article 'des'
		
		• Plural adjective agreement
		
		• Essential verbs (1st, 2nd, 3rd persons plural)
		  • To be, being – **ÊTRE**
		  • To have, having – **AVOIR**
		  • To do, doing – **FAIRE**
		
		• possessive adjectives (mon, ma, mes, ton, ta, tes)
			• Revisit 'eu'
			
			• Revisit 'e'
			
			• Revisit 'au', 'eau', 'o'
			
			• Revisit 'u'
			
			• Revisit Liaison (t- and s-)
				• Revisiting essential verbs in new contexts (**ÊTRE, AVOIR, FAIRE**)
				
				• Plural nouns and adjectives

TERM 2.2	• Saying where people go (places)
	
	• Saying where people go (countries)
	
	• Asking questions
	
	• Using question words
	
	• Talking about yourself, to and about someone else
		• Essential verbs (1st, 2nd, 3rd persons singular)
		  • To go, going – **ALLER**
		
		• à – (au / à la / à l' / aux) meaning 'to'
		
		• Intonation questions with question words
		
		• Essential verbs (1st, 2nd, 3rd persons plural)
		  • To go, going – **ALLER**
		
		• à - meaning 'to' and 'in' with towns and cities
		• en - meaning 'to' and 'in' with countries (f)
		• chez
		
		• Present tense (-ER verbs)
			• Revisit 'ou'
			
			• Revisit SFE (Silent Ffnal 'e')
			
			• Revisit 'é (-er, -ez)
			
			• Revisit 'en' / 'an', 'on'
			
			• Revisit 'on'
				• .Revisiting essential verbs in new contexts (**ALLER**)
				
				• Question words
				
				• Developing the verb lexicon (-ER verbs)
				
				• Deepening vocabulary and grammar knowledge through work with a challenging text.

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 on the vocabulary set that has been studied in the previous week.

YEAR 7 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	• Asking questions • Using question words • Saying people do not do something • Describing things and people	• Subject-verb inversion questions (single and two-verb structures) • Subject-verb inversion questions with question words (single-verb structures) • ne...pas negation with single-verb structures • ne...pas de negation with nouns • Adjectives in front of the noun • Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – **PRENDRE, APPRENDRE, DIRE, SORTIR, VENIR, DORMIR**	• Revisit -ain/-in • Revisit SSC è/ê • Revisit SSC 'ai' • Revisit SSC 'oi' • Revisit SSC 'ch' • Revisit SSC 'ç' (and soft 'c')	• Revisiting essential verbs in new contexts (**ALLER**) • Question words
TERM 3.2	• Asking questions • Expressing future intentions • Saying what you *want to*, *can* and *must* do • Saying what you *don't want to*, *can't* and *don't have* to do • Saying what you *know how* to do	• **ALLER** + infinitive (future intention) • Modal verbs - **VOULOIR, POUVOIR** and **DEVOIR** • Modal verbs in the negative • Subject-verb inversion questions with question words (two-verb structures) • To know (how to) - **SAVOIR** + infinitive • Essential irregular –RE/-IR verbs (1st, 2nd, 3rd persons singular) – **PARTIR**	• Revisit SSC 'qu' • Revisit SSC 'j' • Revisit SSC '-tion' • Revisit SSC '-ien'' • Revisit Silent Final Consonant (SFC) • Revisit 'a'	• Developing a verb lexicon • Developing the use of modal verbs, including with negation • Deepening vocabulary and grammar knowledge through work with a challenging text. • Semantic complexities addressed through deliberate practice (savoir vs pouvoir)

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules, with the Y7 examination taking place during this term, covering all the work studied during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week.

YEAR 8 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	• Asking how to say and write new words in French • Distinguishing between being and having • Talking about jobs • Talking about what, when, where and why you celebrate • Talking about how people celebrate • What happens and doesn't happen	• il(s)/elle(s) meaning 'it'/'they' • intonation (SV), inversion (VS) and est-ce que questions (single-verb structures) • article use with être + profession • feminine adjective agreement rules -x ➜ -se • feminine noun formation rule -eur ➜ -rice • construction rule for numbers 13-31 • question word + est-ce que • pronoun 'on' with impersonal meaning 'people, you, one' • construction rule for dates • possessive adjectives (son, sa, ses, notre, nos)	• In Y8, SSC knowledge is further developed by activities focused on two or more SSC. In some weeks, several SSC are revisited. • stress syllabification • liaison (-t, -s, -x, -on) • h • em/am • aim/ain • om • um/un • Revisiting the below: • en/an, im /in, on, e, a, ain/in • Year 7 SSCs	• 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). • Essential verbs are revisited in • new contexts (ÊTRE, AVOIR) • Number construction 13-31
TERM 1.2	• Talking about what you are doing today vs what you did yesterday • Sharing past experiences • People and places in the past • Asking about what happened in the past • Talking about what you do in your free time and where you do it • Talking about parts and wholes	• present vs perfect (with past simple equivalent in English) • past participle formation: faire, dire, -ER verbs (taking avoir) • intonation (SV) questions with question words • (present vs perfect) • ce, cet, cette, ces • il y a vs il y avait • intonation (SV) and est-ce que questions (present vs perfect) (je, tu, il/elle) • negation: ne…pas de (present vs perfect) • prepositions taking de • contraction of definite article after à and de • verbs with à and de before a noun • partitive article for distinguishing between parts and wholes and after 'faire' with sports • quel, quelle, quels, quelles	• -gn- • r • oen eu/œu • closed o/ô • open o • -s- • th • Revisiting the below: • eu, eau/au	• Building the verb lexicon • Regular revisiting of Y7 vocabulary for consolidation Words with multiple meanings are taught cumulatively • Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families • Consolidation of question words and question formation

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 on the vocabulary set that has been studied in the previous week

YEAR 8 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	• Talking about nouns you can't count • What is it like? • Saying what you do or did in a typical day • Talking about what groups of people do • Formal and informal situations: Talking to people you do and don't know	• partitive article (du, de la, des, de l') with • uncountable nouns and unspecified quantities • partitive article de/d' in the negative and with • expressions of quantity • boire (je, tu, il/elle) • adverb positioning (single-verb structures) • verbs like sortir (present) (nous, vous, ils/elles) • verbs like venir (present) (nous, vous, ils/elles) • sans + infinitive • vous as formal 'you' • on with impersonal meaning 'people, you, one' and with impersonal meaning 'we'	• -ill-/ille] • -aill-/-ail, -eill-/-eil, -euill-/-euil (- • ueill/-ueil, -œill-/-œil), -ouill-/-ouil • oy • Revisiting the below: • [è/ê], [ou], [a], [i], open eu/œu, • oi • all new SSCs learned in Y8 so far	• Building the verb lexicon • Regular revisiting of Y7 vocabulary for consolidation
TERM 2.2	• Talking about what you and others do at school • Talking about what you are doing this week and what you do every week • What is it like? Describing things • Talking about what you can, must, will and want to do	• verbs like choisir (all persons) • present with future meaning • use of definite article with days of the week to express habitual actions • plural noun formation rules -au/-eu ➜ -aux/-eux • and -al ➜ -aux • plural adjective formation rules no change with -s • or -x and -al ➜ -aux • même(s), autre(s), plusieurs • positioning of multiple adjectives • adverb placement in two-verb structures	• [y] • liaison/elision with h • [em]/[am], [en]/[an], • [aim]/[ain], [im]/[in] and • [om]/[on] before a vowel • Revisiting the below: • Stress syllabification • ai, i, ain/in, em/am, e, a, en/an, • h	• Building the verb lexicon • Mixed word sets

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 on the vocabulary set that has been studied in the previous week

YEAR 8 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	• What is it like? Comparing things • Talking about how groups of people do things • Comparing how people do things • Communicating in other languages	• feminine adjective agreement rules -l ➔ -lle and - • n ➔ -nne • comparative forms of adjectives • verbs like prendre (present) (nous, vous, ils/elles) • comparative forms of adjectives and adverbs • verbs like entendre (present) (je, tu, il/elle) • verbs like lire (present) (je, tu, il/elle) • verbs like écrire (present) (je, tu, il/elle) • tout, toute, tous, toutes • verbs like entendre (present) (nous, vous, ils/elles)	• om/on before a vowel • [um]/[un] before a vowel • Revisiting the below: • -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	• Regular revisiting of Y7 vocabulary for consolidation • Y8 vocabulary revisited throughout in different contexts • Developing the verb lexicon – highly frequent (irregular verbs) in present and perfect, with verbs reused in different contexts
TERM 3.2	• Communicating in other languages • Talking about the environment • Asking and answering questions about what people did and have done	• verbs like lire (present) (nous, vous, ils/elles) • verbs like écrire (present) (nous, vous, ils/elles) • present vs perfect (with past simple and present • perfect equivalent in English) • inversion (VS) questions (perfect) • specified vs unspecified times in the past • adverb placement (present vs perfect) • past participle formation: verbs like pris, dit, fait, bu, eu • intonation (SV) and est-ce que questions in the • perfect (did? vs have/has?) • intonation (SV) questions with question words (perfect)	• Revisiting the below: • closed o/ô, open o, eau/au, • j/soft g, -gn-, the, qu, ch, ç/soft • c, -tion, -s-, y, oy • Revisiting all Y7 and Y8 SSCs	• Text exploitation to extend vocabulary, aid recognition of cognates, and learners' knowledge of word families

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 on the vocabulary set that has been studied in the previous week

YEAR 9 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 1.1	• Talking about identity [1]: describing self and others • Cultural events [1]: Le festival de Dieppe • Motivations and goals • Following instructions at work • Talking about what, where, and who you know • Things that always, sometimes and never happen	• two-verb structures with *est-ce que* questions with/without question words • gender-neutral pronouns • modal verbs (present) (*nous, vous, ils/elles*) • *il faut/il ne faut pas* + infinitive • feminine adjective agreement: *-f ➔ -ive* • *connaître* (present) (*je, tu, il/elle*) • use of *à* with masculine countries • *ne…jamais* in single-verb structures (present) Revisiting: • *être* (present), *ne…pas* (single-verb and two-verb structures), adjective agreement, -ER verbs (present), *pour* and *sans* + infinitive, questions with single-verb and two-verb structures, with and without question words (intonation, *est-ce que*), *on* with impersonal meaning ('people, you, one'), adverb positioning, *aller* + infinitive (future intention) (all persons), modal verbs (present) (*je, tu, il/elle*), use of *à* and *en* with cities and feminine countries, verbs like *entendre* (present) (all persons)	• SFC and SFe with m/f adjective forms. • SSCs [é/-er/-ez] and SFE with -ER verb endings) • SSCs [en/an] and [on/om] with word pattern: adverbial suffix -ment • s-liaison • SSCs [ou] and [u] with plural modal verbs) • SSC [i] with English -ive ➔ French -if) • SSCs [ai] and [é]with forms of *connaître*) • SSC [e] with *ne* and *re-*	• Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Mixed word sets • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Cognates: English word + -e • Suffixes: English '-ly' ➔ French '-ment' • Suffixes: English '-ive' ➔ French '-if' • Prefixes: re- + verb (to do again)
TERM 1.2	• Travel activities in France • Talking about identity [2]: nationality and religion • Staying in a hotel • Senegal • Talking about your day • Noël	• infinitive used as a noun • feminine noun formation (-en ➔ -enne) • plural noun formation (no change with -s, -x) • article use with *être* + religion • possessive adjectives (*votre, vos, leur, leurs*) • uses of *avoir* and *être* (present) to talk about feelings • construction rule for numbers 32-69 • impersonal verbs: *il est* + time Revisiting: • use of infinitive after *aller, aimer,* modal verbs, and prepositions *pour* and *sans,* inversion (VS) questions in single- and two-verb structures, with and without question words, *croire (je, tu, il/elle),* feminine and plural noun formation, article use with *être* + nationality, verbs like *venir* (all persons), possessive adjectives, register: *tu vs. vous,* partitive articles for distinguishing between parts and wholes and with uncountable nouns, use of de after expressions of quantity, *boire* (present) (*je, tu, il/elle*), adjective positions (pre- and post-nominal; multiple adjectives), comparative structures (adjectives and adverbs)	• SSC [qu] with English -c, -ck, -k, or -cal ➔ French –que • SSCs [ien] and [è/ê] with m/f noun forms • SSCs open [eu/œu] before r with possessive adjective *leur* • s-liaison • SSCs [en/an] and [in/ain] with -ante suffix • General SSC revision	• Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Consolidation of question words and question formation • Number construction 32-69 • Text exploitation to extend vocabulary • Cognates: English -c, -ck, -k or -ical ➔ French -que) • Noun and adjective pairs: adjective + article ➔ noun (+/- capital letter) • English '-or/-our' ➔ French '-eur'

Short formative assessments in listening, reading, speaking, writing and translation will take place throughout the individual modules. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week

YEAR 9 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 2.1	• La Révolution française • Where you went and what you did • What has happened (1): Accidents and emergencies • What you do in your free time • What has happened (2): Crime	• negation: ne … jamais (perfect) • -ER verbs taking être vs avoir (je, tu, il/elle/on) (perfect) • -ER verbs taking être vs avoir (nous, vous, ils/elles) (perfect) • use of relative pronoun qui in subject relative clauses • use of emphatic pronouns moi and toi after prepositions Revisiting: present vs perfect (with past simple and present perfect equivalent in English) (all persons), past participle formation: -ER verbs, verbs like prendre, dit, fait, bu, eu, intonation (SV) and est-ce que questions with and without question words (perfect), adverb positioning (present and perfect), negation (ne…pas) (perfect), perfect (with past simple and present perfect equivalent in English) (all persons), 'present vs perfect (with past simple and present perfect equivalent in English) (all persons), use of definite article with body parts, adverb placement (perfect), register: tu vs vous, on vs nous, contraction of definite article after à and de, verbs with à and de before a noun, verbs like entendre and écrire (je, tu, il/elle/on, nous, vous, ils/elles)	• -tion (link to word pattern and context) • e │ è/ê │ a • When is 'e' pronounced like 'è/ê'? (link to grammar point: auxiliary a/as vs es/est) • hard and soft [s]; liaison (-s) (link to grammar point: nous sommes, vous êtes, ils sont, elles sont) • y │ i │ oy • au (link to grammar point: au, aux) • oi (link to grammar point: emphatic pronouns)	• Building the verb lexicon • Regular revisiting of EY7 and Y8 vocabulary for consolidation • Mixed word sets • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Cognates: -tion: French word is feminine; cross-linguistic pronunciation difference (revolution ➜ la révolution) • Cognates: Words with a circumflex in French and an 's' in English: (la forêt ➜ forest) • Text exploitation to extend vocabulary
TERM 2.2	• Describing how things are and now and how they used to be [1]: French school system • Describing how things are and now and how they used to be [2]: Childhood memories • What happened once vs all the time • What people did and what they used to do	• -ER verbs in the imperfect tense (habitual events with 'used to' equivalent in English) (je, il/elle/on) • verbs like prendre, venir, sortir, entendre, lire, choisir and écrire in the imperfect tense vs present tense (habitual events with 'used to' and present continuous equivalent in English) (je, tu, il/elle/on) • Regular verbs in the imperfect vs perfect tense (habitual events with 'used to' equivalent in English vs specific events) (je, tu, il/elle/on) • intonation questions (imperfect) Revisiting: gender-neutral pronouns, ne…jamais (perfect); -ER verbs taking être in the perfect tense; feminine and plural past participle agreement; emphatic pronouns moi and toi after prepositions; relative pronoun qui with subordinate clauses, gender-neutral pronouns	• [x-] and [s-] before a vowel (link to word pattern: ordinal number endings) • ou │ u [revisited] • When is [ai] pronounced like 'é'? • (link to grammar point: imperfect vs perfect verb forms) • ill-/-ille. -ail-/aille, -eil/-eille, -euil/-euille, ouil/ouille	• Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Suffixes: cardinal number + -ième ➜ ordinal number (deux ➜ deuxième) • English '-el' ➜ French '-al' • Text exploitation to extend vocabulary

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 during the course of the academic year. Vocabulary tests will also take place every week on the vocabulary set that has been studied in the previous week

YEAR 9 FRENCH OVERVIEW

TERM	CONTEXT	GRAMMAR	PHONICS SSC - Sound-symbol correspondence	VOCABULARY
TERM 3.1	• Talking about what you read • Helping each other at school • Shopping • Making decisions about the future • Discussing government policy and ideas on the environment • Concorde	• direct object pronouns (*me, te*) (preverbal position) with -ER verbs (present) • contraction of pronouns (*me ➜ m', te ➜ t'*) before a vowel or h muet • direct object pronouns (*le, la, l'*) (preverbal position) with -ER verbs (present) • contraction of pronouns (*le/la ➜ l'*) before a vowel or h muet • verbs with *à* and *de* before an infinitive • impersonal verbs in phrases (*il est difficile/facile/interdit de* + infinitive) Revisiting: subject pronouns *il/elle* meaning 'it' and *ils/elles* meaning 'they', verbs like *prendre* and *lire* (present) (all persons), *faire* (all persons), verbs with direct objects, *quel, quels, quelle, quelles, ce, cet, cette, ces*, verbs like *sortir, choisir* and *venir* (present) (all persons), indefinite adjectives: *chaque, plusieurs, même(s), tout, toute, tous, toutes, autre(s)*	• 'SFC | SFe (link to word pattern and grammar point - m/f adjectives) • h- (link to contraction of pronouns) • th • ç/soft c (link to demonstrative adjectives) • a | au (link to word pattern and grammar point - sing/pl masc adjectives) • 'tion (link to word pattern and vocab set)	• Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Mixed word sets • Regular revisiting of Y7 and Y8 vocabulary for consolidation • 'Adding -r or -er to English verbs ending in –ate (accuser, organiser) • Noun and adjective pairs: noun root + -al as adjective (mondial, familial, national) • Noun and verb pairs: verb stem + -ion/-ation as noun
TERM 3.2	• Refugees in France • Travelling in time: voyage into French history • Talking about what you do to yourself • Talking about what someone else does to themselves • Describing historical figures • Talking about things that happened at the same time • Text exploitation 3: Excerpts from *Kiffe Kiffe Demain* and two poems	• past participle formation: verbs like *sortir* and *choisir* • past participle formation: verbs like *venir* and *attendre* • inversion (VS) questions with and without question words (perfect) • reflexive use of verbs (present) (*je, tu*) • preverbal position of singular reflexive pronouns (*me, te*) • reflexive use of verbs (*il/elle*) (present) • preverbal position of singular reflexive pronouns (*se*) • *être* in the imperfect (with 'was' + adjectival complement equivalent in English) • *avoir* in the imperfect (with 'had' and 'was' equivalents in English) • imperfect vs perfect (ongoing events with 'BE + -ing' equivalent in English vs specific events) • *aller, faire* in the imperfect (*je, tu, il/elle*) • indefinite adjectives: *chaque, plusieurs, même(s), tout(e)(s)/tous, autre(s)* Revisiting: present vs perfect (with past simple and present perfect equivalent in English) with verbs taking *avoir* and verbs taking *être* (all persons), *est-ce que* questions with and without question words (perfect), *il (n')y a (pas de)* vs *il (n') y avait (pas de)*, inversion (VS) questions with question words (single-verb structures)	• j/soft g • um/un • ch • closed o/ô vs open o • open eu/œu | closed eu/œu (link to word pattern) • r • gn • [oin] | [oi]	• Building the verb lexicon • Regular revisiting of Y7 and Y8 vocabulary for consolidation • Consolidation of question words and question formation • 'English '-or, -er' ➜ French '-eur' • Text exploitation to extend vocabulary

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 on the vocabulary set that has been studied in the previous week.