

French Curriculum Overview

French | KS4

Curriculum Overview

Merci

Bonjour

Au revoir

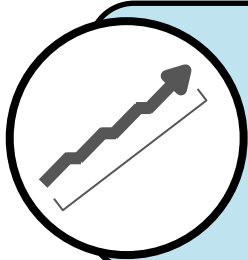


United Curriculum
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Using the United MFL Curriculum



To get the most value from the United MFL Curriculum, we recommend adhering to the sequencing and teaching the 'what' but adapting the 'how' and the lesson delivery to meet the needs of your pupils.

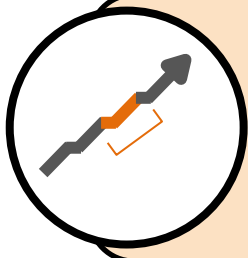


Within the Subject

The United MFL Curriculum has been very carefully sequenced to ensure coverage and appropriate progression through substantive and disciplinary knowledge.

Vocabulary, grammatical knowledge, SSC and exams skills have been chosen to meet the requirements of the new specifications, but some can be changed by teachers

Implement the longer-term subject plan; avoid swapping units or 'pick and mixing' with other schemes.

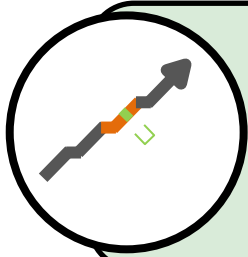


Within the Unit

Each unit clearly sets out the vocabulary, grammar, SSC and exam skills that should be taught and reviewed in the sequence of lessons.

Each unit is planned to cover at least 12-15 lessons of 50 minutes each; this allows time before and after the unit for you to complete the end of unit tests, fill gaps or address misconceptions as required.

Teach the core content in order suggested in the lesson sequence, filling gaps and addressing misconceptions as required.



Within the Lesson

Lesson slides and worksheets follow the principles of the Great Teaching Toolkit and exercises are designed to resemble GCSE exam style questions; content is broken down into small steps and 'I', 'We', and 'You' sections allow for modelling, guided practice and independent practice.

Lesson slides provide **just one way** to teach the required knowledge. You should adapt these slides as much or as little as is required to meet the needs of your class.

Adapt the lesson slides as much as is required to meet the needs of your class.

Mes loisirs

French | Year 10 | Term 1

For Teachers

Merci

Bonjour

Au revoir



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Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Vive le sport! Describing which sports you play using the Paris 2024 Olympic Games. Culture: Paris 2024 Olympic Games</p> <p>On a gagné le match! Talking about winning a match and the differences between female and male athletes winning. Culture: <i>Natation</i> and <i>Athlétisme</i> are the only two gendered balanced sports in France.</p> <p>J'ai mal à la jambe! Being a translator in a French hospital for English-speaking tourists skiing in the Alps.</p>	<p>Free time activities Sports Body parts Opinion verbs</p>	<p>Present tense (opinion verbs: full paradigm: <i>aimer, adorer, détester, préférer</i>)</p> <p>Modal verbs: <i>pouvoir, devoir</i> (full paradigm) and <i>il faut</i> followed by infinitive verbs</p> <p>Partitive articles after <i>jouer</i> and after <i>faire</i> with sports (<i>du, de la, de l', des</i>)</p> <p>Preposition <i>à</i> + article (<i>au, à la, à l', aux</i>)</p> <p>Determiners: Interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</p> <p><i>Avoir</i> + noun as equivalent of English 'be + adjective': <i>besoin de</i> (HT)/<i>mal à</i> (FT)</p> <p>Determiners: Demonstrative adjectives (<i>ce, cet, cette, ces</i>)</p> <p>Use of <i>à/de</i> after some verbs, before a noun or second verb</p> <p>Use of <i>de</i> (and omission of article) before nouns following a verb in negative and after expressions of quantity</p>	<p>ou e.g. <i>vous</i> e e.g. <i>je</i> <i>é/-er/-ez</i> e.g. <i>gagné</i> on/om e.g. <i>on</i> difference between e e.g. <i>je</i> and <i>è/ê/ai</i> e.g. <i>j'ai</i></p>	<p>Narrating in the present tense Expressing and understanding opinions</p>	<p>Speaking and writing: describing a picture stimulus Listening and reading: multiple choice answers Writing: translations from English to French Speaking: introduction of role play</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>On peut tout faire sur les applis! Describing how we can buy and order anything thanks to apps. Culture: <i>TooGoodToGo</i> – French app.</p> <p>Je partage ma chaîne YouTube Describing the new way of communicating and comparing what your parents/grandparents used to do. Culture: <i>Amélie Nothomb</i>, French writer who doesn't own any device.</p> <p>Les influenceurs : modèles ou dangers? Talking about the dangers of internet and influencers. Culture: <i>LénaSituations</i> (Instagram)</p>	<p>Technology Social media Interrogative words Numbers</p>	<p>Present tense (<i>ER, IR and RE</i> regular verbs) Present tense: <i>aller</i> (full paradigm) Present tense: <i>être</i> (full paradigm) Question words (<i>que/qu', quand, pourquoi, comment, combien, où</i>) + VS word order Numbers Verbs + Negation (<i>ne...pas, ne...jamais, ne...rien, ne...personne</i>) Revisit: Impersonal verbs (<i>il faut</i> + infinitive)</p>	<p>oi/oy e.g. <i>loisir</i> au/eau/closed o/ô e.g. <i>réseaux, sociaux</i> è/ê/ai e.g. <i>modèle, commentaire</i></p>	<p>Recall and use language in different situations Convey key messages and apply grammar knowledge in translations to French</p>	<p>Speaking: read aloud and role play Reading: develop and understand questions and discussions Listening: dictation Writing: translations from English to French and French to English</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Voudrais-tu payer pour regarder un film ? Saying whether you'd rather watch a film at home for free or go to the cinema and pay.</p> <p>On regarde l'Eurovision Talking about the Eurovision program. Culture: Eurovision contest</p> <p>Tu veux pleurer ou t'amuser? Talking about what you should watch according to your mood – do you want to cry or laugh? Culture: Francophone films (<i>Bande de Filles</i>, 2014)</p>	<p>TV shows Film genres</p>	<p>Present tense: <i>avoir, faire</i> and <i>vouloir</i> full paradigm Present tense: ER reflexive verbs Conditional tense (<i>vouloir</i>, 1st, 2nd, 3rd pers.sg) Position of singular reflexive pronouns (<i>me, te, se</i>) before verb <i>me</i> → <i>m'</i>, <i>te</i> → <i>t'</i>, <i>le/la</i> → <i>l'</i>, <i>se</i> → <i>s'</i> before a vowel or h muet Pronouns: position of direct object pronouns: <i>me, te, vous, le, la</i> (FT) <i>nous, vous, les</i> (HT)</p> <p>Revisit: Present tense: ER verbs (full paradigm) Determiners: Interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</p>	<p>ill/ille e.g. <i>billet</i> (silent) h e.g. <i>histoire</i> tion e.g. <i>informations, fiction</i></p>	<p>Apply the SSC principles in a dictation Write short texts in response to simple and familiar stimuli Understand and respond to a written stimulus</p>	<p>Listening: Dictation Independent writing practice to be peer assessed: FT Q2 (40-50 words), HT Q1 (2 bullet points of 80-90 words) Speaking: photocard description and unpredicted questions</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>J'ai une bonne oreille Talking about how some people are very talented with music and instruments.</p> <p>La musique va la sauver Discussing how particular music/lyrics/artists helps you during tough times. Culture: Esmée (The Voice), syndrome Gilles de la Tourette</p> <p>J'ai dansé à la fête de la musique Learning about a very important French tradition and how it is free so everyone can access music. Culture: La Fête de la Musique</p>	<p>Music genres Going out</p>	<p><i>Pour/sans</i> + infinitive verb Present: <i>savoir</i> + infinitive (full paradigm) Periphrastic future (<i>aller</i> in present tense) Introduction to perfect tense with <i>ER</i> verbs (regular with 'avoir' = <i>acheter, danser, chanter</i>) and <i>être</i> auxiliary <i>je suis allé(e)</i> Revisit: Impersonal verbs: <i>il faut</i> + infinitive Present: Modal verbs: <i>pouvoir, devoir</i> + infinitive (full paradigm) Present tense: <i>avoir</i> (full paradigm) Position of singular direct object pronouns <i>me, te, vous, le, la</i> before verb</p>	<p>silent final consonant e.g. <i>concert, cours, instrument</i> <i>i/y</i> e.g. <i>style</i> <i>u</i> e.g. <i>culture, musique</i></p>	<p>Express ideas and opinions appropriately for different purposes and situations</p> <p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future event</p>	<p>Writing: how to justify your opinions convincingly (justifying and giving examples) Writing: feedback on writing task from previous week Reading and listening: multiple response questions and short open responses Speaking: Read aloud, photocard and unpredicted questions</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Speaking assessment: What is it like? Introduction to the speaking exam</p> <p>Reading and listening skills focus lesson Revision lesson to consolidate vocabulary and grammar</p> <p>End of unit exam: writing</p>	Vocabulary from Unit 1	<p>Revisit: Opinions, likes and dislikes Present: regular <i>ER, IR</i> and <i>RE</i> verbs Present: modal verbs (<i>pouvoir, devoir, savoir, vouloir, il faut</i> + infinitive) Periphrastic future (<i>aller</i> in present tense) Conditional tense (<i>vouloir</i>, 1st, 2nd, 3rd pers. sg.) Perfect tense (<i>avoir</i> auxiliary with regular <i>ER</i> verbs)</p>	All SSCs seen so far	<p>Demonstrate an understanding of SSC Identify and respond to key points, details and opinions Recognise the relationship between past, present and future events Use a variety of vocabulary and grammatical structures Convey key messages and apply grammar knowledge in translations to French</p>	<p>Understanding each section of the speaking exam:</p> <ul style="list-style-type: none"> • Reading aloud • Transactional role play • Photo description • General conversation <p>Reading and listening skills: multiple choice and gap fill exercises to consolidate vocabulary and grammar of the unit</p> <p>End of unit assessment: writing</p> <p>FT writing paper: Q.1 photo description, Q.2 40-50 words, Q.4 translation</p> <p>HT writing paper: Q.1 80-90 words, Q.4. translation</p>
Week Six	<p>End of unit exam: reading and listening Selection of reading and listening GCSE type exercises</p> <p>Translation skills lesson Expand vocabulary and grammar learnt in other thematic contexts</p> <p>Feedback lesson (writing, reading and listening)</p>	Free time activities Technology Music Social Media Going out	Grammar from Unit 1	Assessment on the SSC of the unit	Apply the SSC principles in a dictation	<p>End of unit assessments: reading and listening</p> <p>Reading: translating from French to English</p> <p>Writing: translating from English to French</p> <p>Speaking: Filling in the general conversation booklet</p> <p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p>



Mes amis et ma famille

French | Year 10 | Term 2

For Teachers

Merci

Bonjour

Au revoir



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Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Ma famille chérie! To describe how members of your family inspire you using adjectives.</p> <p>Tu voudrais changer les traditions? To say how we should embrace changing traditions – eat vegan, no gift for birthdays, etc.</p> <p>On ne choisit pas sa famille To talk about how we don't choose our family and sometimes we need to grow apart from them.</p>	<p>Family</p> <p>Adjectives to describe personality</p>	<p>Adjectival agreement (feminine and plural)</p> <p>Possessive adjectives (<i>mon, ma, mes, ton, ta, ses</i>)</p> <p>Introduction to the <i>si</i> structure : Imperfect (être: 1st, 2nd, 3rd pers. sg) + Conditional with 'vouloir' + infinitive</p> <p>Negative structures: <i>ne plus</i> (HT)</p> <p>Revisit: Periphrastic future Present: <i>ER</i> and <i>RE</i> verbs Present tense: <i>être</i> (full paradigm) Position of singular reflexive pronouns (me, te, se) through the verb <i>s'entendre avec</i> Negative structures: <i>ne pas, ne jamais, ne rien, ne personne</i> (FT)</p>	<p>open eu/œu e.g. <i>leur, sœur</i></p> <p>ch e.g. <i>cheveux, chiens</i> (in the middle of a word) e.g. <i>crise, réseau, surprise, maison</i></p>	<p>Identify and respond to key points, details and opinions</p> <p>Apply the SSC principles orally</p> <p>Understand and respond to a written stimulus</p>	<p>Writing: FT picture description</p> <p>Speaking: Photocard description</p> <p>Reading and listening: multiple choice type of questions</p> <p>Speaking: read aloud a short text and undertake a short unprepared interaction related to the text</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>Mes amis m'ont traité comme leur famille! To say how friends can become your family.</p> <p>Mes activités préférées entre amis To talk about how you can be your true self and do anything with real friends – from crying to studying together.</p> <p>Ecris une lettre à tes petits-enfants To write a letter to your grandchildren about memories and giving them advice on how to treat your friends.</p>	Free time activities	<p>Perfect tense: regular <i>ER and IR</i> verbs (<i>traiter, sauver, protéger, échanger, chercher, choisir</i>)</p> <p>Imperfect tense: (<i>ER</i> verbs + <i>dormir/faire</i>: FT: 1st, 2nd, 3rd pers. sg, HT: 1st, 2nd, 3rd pers. pl.)</p> <p>Key expressions in the imperfect: <i>J'avais l'habitude de + INF / Quand j'étais plus jeune</i></p> <p>Giving advice : Imperative tense: <i>sois +ADJ</i> (HT: <i>être</i>) , <i>n'oublie pas de + INF</i> (FT: <i>ER</i> verbs)</p> <p>Revisit: Reflexive verbs</p>	<p><i>qu</i> e.g. <i>qualité</i> <i>aill/ail</i> e.g. <i>taille</i> en e.g. <i>lien</i></p>	<p>Use a variety of vocabulary and grammatical structures</p> <p>Include complex forms to describe and narrate in the past</p>	<p>Independent writing practice to be pair marked: FT Q2 (2 bullet points of 40-50 questions). HT Q2 (1 bullet point of 80-90 questions)</p> <p>FT Reading: Translation of 5 sentences FR-EN (pres + past timeframes)</p> <p>HT Reading: Translation of a paragraph FR-EN (about 5 sentences, only present, conditional, and past timeframes)</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Une relation qui dure! To talk about how to make a relationship lasts.</p> <p>Habiter ensemble To talk about living together and how conflicts can sometimes arise.</p> <p>Aime qui tu veux! To talk about how everyone is free to love whoever they want.</p>	<p>Family and relationships Love</p>	<p>Perfect tense: regular and irregular <i>RE</i> verbs (<i>dépendre/comprendre/prendre</i>) Introduction of perfect tense with <i>être</i> as auxiliary with <i>tomber</i> and reflexive verbs (<i>s’amuser</i>) (FT: 1st, 2nd and 3rd pers. sg and HT: 1st, 2nd and 3rd pers. pl) Key set phrases in the perfect tense (EX: <i>j’ai décidé de + INF / J’ai pris la décision de + INF / J’ai toujours voulu + INF</i>) Introduction of inflectional future (HT) Les 10 commandements du couple: (EX: <i>quand tu seras en couple</i> (HT), <i>tu vas devoir</i> (FT), <i>ça va être + adj</i> (FT))</p> <p>Revisit: Periphrastic future</p>	<p>Liaisons (s, t, n, x) en/an/em/am e.g. <i>enfant, commentaire, violence</i> r e.g. <i>relation, respecter, amour</i></p>	<p>Identifying relevant information in texts, avoid distractors Practise predicting content, reading and listening for gist Use a variety of vocabulary and grammatical structures</p>	<p>Reading: gap fill and open answers Listening: multiple choice answers and open answers Writing and reading: Translation both ways</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>La lutte pour l'égalité To talk about how certain groups of people are still being discriminated now.</p> <p>Quelles inégalités existent? To talk about which inequalities are still badly impacting people's life.</p> <p>Un monde meilleur To describe what a better world would look like and how to make it happen.</p>	<p>Equality Respect</p>	<p>Imperative tense: 2nd pers. sing and pl (agis, combats, respecte, traite)</p> <p>Comparative adjectival and adverbial structures (e.g. plus...que, moins...que, aussi...que)</p> <p>HT: Comparative adjectival and adverbial structures (e.g. le meilleur, la meilleure, les meilleur(e)s) - le mieux, le pire)</p> <p>Pronouns: position of indirect object pronouns: <i>me, te, vous, lui</i> (FT) <i>nous, vous, leur</i> (HT)</p> <p>Revisit:</p> <p>Present : modal verbs, full paradigm (<i>devoir/pouvoir/savoir/vouloir</i> +INF)</p> <p>Pronouns: position of direct object pronouns: <i>me, te, vous, le, la</i> (FT) <i>nous, vous, les</i> (HT)</p>	<p>ç/soft 'c' e.g. <i>garçon</i> h e.g. <i>homme/handicap</i> + NOL emm = a (femme) un e.g. <i>commun</i></p>	<p>Include complex forms to describe and narrate</p> <p>Identify and respond to key points, details and opinions</p>	<p>Independent writing practice (Instagram post about equality): FT Q3 (80-90 words) and HT Q2 (130-150 words)</p> <p>Reading: open answers and tick what's correct</p> <p>Listening: dictation</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>General exam revision Lesson to consolidate the vocabulary and grammar of Autumn 1 and 2</p> <p>Mid Year writing assessment</p> <p>Mid Year reading and listening assessment</p>	<p>Family and relationships</p> <p>Equality</p> <p>Technology</p> <p>Free time activities</p> <p>Physical and mental wellbeing</p> <p>Social Media</p> <p>TV and music</p>	<p>Revisit:</p> <p>Present tense</p> <p>Perfect tense</p> <p>Imperfect tense</p> <p>Periphrastic future</p> <p>Conditional tense</p> <p>Possessive pronouns</p> <p>Adjectival agreements</p> <p>Comparative and superlative structures</p> <p>Direct and indirect object pronouns</p>	SSCs learnt so far	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Use a variety of vocabulary and grammatical structures</p> <p>Convey key messages and apply grammar knowledge in translations to French</p>	Mid Year assessments: reading, listening and writing
Week Six	<p>Mid Year speaking assessment</p> <p>Mid Year assessment feedback (listening, reading and writing)</p> <p>On célèbre enfin! Learning about ways to celebrate New Years across French-speaking countries. Culture: <i>La Saint-Sylvestre</i> in France and other French-speaking countries.</p>	<p>Vocabulary from unit 1 and 2</p> <p>Celebration</p>	A range of grammar from unit 1 and 2	All SSCs seen so far	<p>Practise predicting content and reading for gist</p> <p>Identify and respond to key points, details and opinions</p>	<p>Mid Year speaking assessment (student pair practice and student assessed)</p> <ul style="list-style-type: none"> • Read aloud • Photo description • General conversation questions from Autumn 1 and 2 <p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p> <p>Speaking: expressing preferences</p>



Mon bien-être

French | Year 10 | Term 3

For Teachers

Merci

Bonjour

Au revoir



United Curriculum
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Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>La santé mentale en berne To talk about the causes of poor mental wellbeing.</p> <p>Comment améliorer ma santé mentale? To talk about ways to improve your mental wellbeing.</p> <p>Vaincre le stress des exams To talk about overcoming the stress of exams.</p>	<p>Physical wellbeing Mental wellbeing Food</p>	<p>Present tense with modal verbs (<i>devoir/pouvoir/savoir/vouloir</i>) Infinitives used as nouns: As equivalent of –ing (gerund) in English HT: Conditional tense: 1st, 2nd and 3rd pers. sg. : être Perfect tense: reflexive verbs (FT: 1st, 2nd and 3rd pers. sg., HT: 1st, 2nd and 3rd pers. pl.)</p> <p>Revisit: Imperative tense: ER verbs, 2nd pers. sing and pl (ne pleure pas, sois (HT) calme) Impersonal verbs: <i>il faut</i> + INF</p>	<p>a e.g. <i>actif, activité, maladie</i> silent final consonant e.g. <i>corps</i> é/-er/-ez e.g. <i>danger</i></p>	<p>Recall and use language in different situations Identify and respond to key points, details and opinions Transfer meaning accurately into French in translations</p>	<p>Speaking: practising role-play Reading: gap fills and tick what's correct Writing: translations from English to French</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>La routine des athlètes sport et handisport To talk about the routine to become an athlete, whether you have a disability or not.</p> <p>Rendez-vous chez le médecin To talk about an appointment at the doctor's.</p> <p>Je suis apprenti chez Masterchef! You work as a trainee TV apprentice for Masterchef France and need to order food for the show.</p>	<p>Body parts At the doctor's</p>	<p>Key phrases in the perfect tense: HT: <i>Pour ..., j'ai dû ...</i> HT: <i>en train de / venir de</i> HT: <i>avant de + infinitive</i> HT: <i>après avoir + past participle</i> HT: Impersonal verb (<i>il manque + noun</i>) Numbers</p> <p>Revisit: Partitive articles Periphrastic future Demonstrative adjectives (<i>ce, cet, cette, ces</i>) Perfect tense: reflexive verbs (<i>se lever/se couper</i>) (FT: 1st, 2nd and 3rd pers. sg., HT: 1st, 2nd and 3rd pers. pl.)</p>	<p>j e.g. <i>jouer</i> silent final consonant e.g. <i>dos, effort, doigt, bras</i> silent final e e.g. <i>recette, sucre, viande</i></p>	<p>Use structures with reference to past and present events Use a variety of vocabulary and grammatical structures</p>	<p>Reading: multiple choice answers and open responses Speaking: role play at the doctor's surgery / hospital Writing: Independent writing practice. FT Q3, HT Q1 (80-90 words)</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>La finale de Masterchef You work as a trainee TV apprentice for Masterchef France and need to coordinate the finale party dinner with guests. Culture: French and French-speaking gastronomy</p> <p>Comment l'émission lutte pour l'écologie You work as a trainee TV apprentice for Masterchef France and you draw a chart to fight food waste and educate students</p> <p>Vinted/Depop – la mode, c'est trop cher? To talk about buying clothes from second-hand apps like Vinted or Depop to fight waste.</p>	<p>Food Environmental issues Fashion</p>	<p>HT: inflectional future <i>ER, IR</i> and <i>RE</i> regular verbs HT: <i>y</i> and <i>en</i> pronouns (<i>il y en a/avait/aura</i>) Imperfect (FT: 1st, 2nd and 3rd pers. sg., HT: 1st, 2nd and 3rd pers. pl.) + conditional (FT: <i>vouloir</i>, HT: <i>ER</i> verbs) with <i>avoir</i> and <i>être</i> expressions</p> <p>Revisit: Negation: <i>ne pas, ne jamais, ne rien</i> (FT), <i>ne plus, ne ni, ne pas encore, ne que</i> (HT) Determiners: use of <i>de</i> and omission of article in a negative structure Periphrastic future <i>Avoir</i> + noun as equivalent of English 'be + adjective'</p>	<p>ain/in/aim/im e.g. <i>faim</i> i/y e.g. <i>recycler</i> s (in the middle of a word) e.g. <i>chemise</i> s-liaison e.g. <i>vous avez</i> t-liaison e.g. <i>on peut aller</i> n-liaison e.g. <i>on a</i> x-liaison e.g. <i>deux heures</i></p>	<p>Apply the principles by which spelling represents sounds in standard or widely used forms of French in the read aloud passage Give opinions and justify your thoughts Use more complex forms appropriate to their ability</p>	<p>Speaking: read aloud Listening: multiple choice questions Reading: short comprehension questions Writing: Independent writing practice, full response 80-90 words questions (FT Q3 / HT Q1)</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>On veut tout, tout de suite! To talk about how shops in town are closing down because of fast fashion and online shopping.</p> <p>La mode – tous pareils à cause des influenceurs ? To talk about how our style is highly influenced by social media and influencers and whether you think we all look the same or not.</p> <p>End of unit exam: writing</p>	<p>Fashion Food Environmental issues Physical wellbeing Mental wellbeing At the doctor's</p>	<p>Relative pronoun <i>qui</i> in subject relative clauses Imperfect tense: <i>ER, IR</i> and <i>RE</i> regular verbs Revisit: Imperfect (FT: 1st, 2nd and 3rd pers. sg., HT: 1st, 2nd and 3rd pers. pl.) + conditional (FT: <i>vouloir</i>, HT: <i>ER</i> verbs) with <i>avoir</i> and <i>être</i> expressions Adjective position (before or after nouns)</p>	<p>qu e.g. <i>quantité</i> ain/in/aim/im e.g. <i>province</i></p>	<p>Identify and respond to key points, details and opinions Use a variety of vocabulary and grammatical structures</p>	<p>Listening: dictation Reading: gap fill exercises Writing: writing a clear and relevant response to a bullet point Writing assessment: FT writing paper: photo description, Q3 80-90 words and translation HT writing paper: Q2 80-90 words and translation</p>
Week Five	<p>End of unit exams: reading and listening</p> <p>Speaking exam skills booster: General conversation booklet, read aloud task and role play</p> <p>Feedback lesson (writing, reading and listening)</p>	<p>Vocabulary from unit 1, 2 and 3 Interleaving with previous vocabulary and thematic contexts</p>	<p>Grammar from unit 1, 2 and 3</p>	<p>All SSCs learnt so far</p>	<p>Identify and respond to key points, details and opinions Recognise the relationship between past, present and future events Use a variety of vocabulary and grammatical structures Convey key messages and apply grammar knowledge in translations to French</p>	<p>Speaking: Read aloud task and follow up questions: learning how to make notes on the read aloud stimulus to assist pronunciation End of unit exams: selection of reading and listening GCSE type exercises Role Play: planning accurate responses for the role play Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses Writing: improving writing responses in the general conversation booklet</p>



Mon futur

French | Year 10 | Term 4

For Teachers

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Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Echange scolaire avec un étudiant francophone To welcome a French-speaking student to our school and compare school in a French-speaking country/UK. Culture: to compare French-speaking countries vs British schools (+ guess which francophone country the classroom is from)</p> <p>J'ai des problèmes à l'école To talk about issues that can arise in school and how to support those who need help.</p> <p>Cher ami, te souviens-tu ? You are now 50 and reminisce about school and how it has helped you outside of just learning subject knowledge.</p>	<p>Clothes School Mental wellbeing</p>	<p>Perfect vs imperfect tense HT: reflexive verbs in 1st, 2nd, 3rd pers. pl (EX: <i>s'intégrer, se comporter</i>)</p> <p>Revisit: Imperfect (FT: 1st, 2nd and 3rd pers. sg., HT: 1st, 2nd and 3rd pers. pl.) + conditional (FT: <i>vouloir</i>, HT: ER verbs) Present tense: modal verbs (<i>il faut/on peut/on doit + INF</i>) Adjectival agreement</p>	<p>i/y e.g. <i>il/stylo</i> oi/oy e.g. <i>devoirs</i> ç/soft 'c' e.g. <i>leçon</i> th e.g. <i>théâtre</i></p>	<p>Express ideas and opinions appropriately for different purposes and situations Narrate with reference to past, present and future events</p>	<p>Writing FT: Describing a picture Speaking exam skills FT/HT: describing a picture Writing: Independent writing practice. FT Q3: 2 bullet points. HT Q2: expressing pros and cons about school Reading: Translation from French to English and from English to French Listening: Dictation</p>
Week Two	<p>Malgré les obstacles, tout est possible! To say how you can do any jobs and become who you want, no matter your circumstances.</p> <p>Apprend de nouvelles choses To describe new skills you will learn to better your life opportunities</p> <p>Chacun a des rêves différents! To describe your aspirations and to remember that everyone has different dreams.</p>	<p>Jobs Skills Dreams</p>	<p>HT: Negative subject pronouns (personne ne/rien ne + verb) HT: Relative clauses (où, quand, que)</p> <p>Revisit: HT: inflectional future Periphrastic future Imperative tense Forming feminine and plural nouns</p>	<p>aill/ail e.g. <i>travailler, travail</i> s (in the middle of a word) e.g. <i>faisons</i> gn (in the middle of a word) e.g. <i>gagner</i></p>	<p>Produce sequences of speech</p>	<p>Speaking: how to answer follow up questions effectively Writing: understanding which bullet points refers to present, and future for writing exam FT Q2 and 3 and HT Q1 Feedback on writing task from week 1. Improved responses made in general conversation booklet Reading: translation (focus on negative structures) Listening: open answers and gap fills</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>On visite la ville avec un.e guide! To go on a tour of a francophone city with a local guide. Culture: different types of buildings from francophone world + house where famous people used to live</p> <p>On s'installe dans le Airbnb To find your way and get settled in the Airbnb. Culture: French-speaking countries from each continent</p> <p>On laisse une critique sur le Airbnb To review the Airbnb and other holiday activities.</p>	Types of buildings Holidays	<p>Use of present, past and future: Impersonal verbs : <i>il y a; il y avait; il y aura</i> HT: present participle (<i>en</i> + verb) <i>De</i> to indicate possession HT: use of article with <i>dans</i> and omission with <i>en</i></p> <p>Revisit: Imperfect tense + perfect tense (EX: <i>il y avait, c'était, on a payé</i>) Present tense + Imperfect tense (EX: <i>habiter, se trouver, servir</i>)</p>	h e.g. <i>hôtel</i> un e.g. <i>un</i> au/eau/closed o/ô e.g. <i>autre, eau, nos, tôt</i>	<p>Acquire oral reading fluency Practise predicting content, reading and listening for gist Express ideas and opinions appropriately for different purposes and situations Convey key messages and apply grammar knowledge in translations to French</p>	<p>Speaking: read aloud and role play Writing: Independent writing practice: HT Q2 (2nd bullet point: pros and cons) Listening: dictation and open response questions Reading: how to use clues, cognates, context and common sense in complex texts Writing: translations skills</p>
Week Four	<p>Quelle catastrophe! On est en retard pour le voyage! To describe what made you late for your trip.</p> <p>Quel est le meilleur transport? To compare different modes of transport. Culture: Guess which city tube that is, transportation in the French-speaking world</p> <p>End of unit assessment: writing</p>	Transport	<p>Idiomatic expressions (EX: <i>quel.le + nom</i>) HT : passive voice - in the present using 'par' (EX: <i>l'environnement est menacé par l'homme</i>)</p> <p>Revisit: Infinitives used as nouns Perfect + imperfect tense Periphrastic future + present tense</p>	<p>en/an/em/am e.g. <i>entendre, dans, temps, jambe</i> ain/in/aim/im e.g. <i>pain, fin, faim, important</i></p>	<p>Recognise the relationship between past, present and future events Transfer meaning accurately into English in translations Use a variety of vocabulary and grammatical structures</p>	<p>Reading: fill in gaps Translations from French to English Listening: multiple response questions Writing: understanding A03 Linguistic knowledge and accuracy in FT Q3: 80-90 words and HT Q2: 130-150 words End of unit assessment: writing FT writing paper: photo description, Q3 80-90 words and translation HT writing paper: Q2 130-150 words and translation</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>End of unit assessment: reading and listening</p> <p>End of unit assessment: speaking</p> <p>Feedback lesson (writing, reading and listening)</p>	<p>Vocabulary from unit 4</p> <p>Interleaving with previous vocabulary and thematic contexts</p>	<p>Grammar from unit 1, 2, 3 and 4</p>	<p>Apply the SSC principles in the end of unit exams: listening and speaking</p>	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Convey key messages and apply grammar knowledge in translations to French</p>	<p>End of unit exam: selection of reading and listening GCSE type exercises</p> <p>End of unit exam: speaking (pair assessed): read aloud task, photocard, general conversation</p> <p>Writing: improving writing responses in the general conversation booklet</p>



Ma vie

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For Teachers

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Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Focus on: Sport + Equality Revisiting and practising vocabulary.</p> <p>Focus on: Music + Film Revisiting and practising vocabulary.</p> <p>Focus on: Relationships + School Revisiting and practising vocabulary.</p>	<p>Sports Equality Music Films Relationships School</p>	<p>Emphatic pronouns: <i>moi, toi</i> (FT) and <i>lui, elle, nous, vous, eux, elles</i> (HT) after prepositions HT: Present: use of <i>depuis</i> with present tense and time period</p> <p>Revisit: Pronouns: position of direct object pronouns: <i>me, te, vous, le, la</i> (FT) <i>nous, vous, les</i> (HT) Pronouns: position of direct object pronouns: <i>me, te, vous, lui</i> (FT) <i>nous, vous, leur</i> (HT) HT: passive voice in the present using <i>par</i> Periphrastic future HT: inflectional future Imperfect vs Perfect tense Present tense Imperative tense</p>	<p>th e.g. <i>théâtre</i> ill/ille e.g. <i>billet, famille</i> aill/ail e.g. <i>travailler, travail</i></p>	<p>Recall and use language in different situations Produce sequences of speech Use a variety of vocabulary and grammatical structures Include complex forms to describe and narrate Convey key messages and apply grammar knowledge in translations to French</p>	<p>Speaking: role play at the cinema and filling the general conversation booklet Listening: dictation Writing: using sequence adverbs to narrate a story Writing: translation from English to French</p>
Week Two	<p>Focus on: Friendship + Social Media and Gaming Revisiting and practising vocabulary.</p> <p>Focus on: Physical wellbeing + Food Revisiting and practising vocabulary.</p> <p>Focus on: Shopping + Mental wellbeing Revisiting and practising vocabulary.</p>	<p>Friendship Social Media and Gaming Physical wellbeing Food Shopping Mental health</p>	<p>Revisit: Periphrastic future HT: inflectional future Imperfect vs Perfect tense HT: superlative adjectival structures (<i>la meilleure</i>, etc) HT: superlative adverbial structures (<i>plus que</i>, etc) HT: Use of pronouns <i>y</i> and <i>en</i> Question word + VS word order Intonation with SV word order <i>Est-ce que</i> + SV word order</p>	<p>open eu/œu e.g. <i>leur, œur</i> open o e.g. <i>notre</i> s (in the middle of a word) e.g. <i>faisons</i></p>	<p>Using a variety of vocabulary and grammatical structures effectively when narrating events Understand and respond to a picture stimulus</p>	<p>FT Writing: : using PAL when describing a picture Writing: Independent writing practice: FT Q.3 and HT Q1 80-90 words Speaking: Photocard and follow-up questions Listening: multiple-choice answers and open answers</p>



Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Focus on: Job opportunities + Family Revisiting and practising vocabulary.</p> <p>Focus on: Accommodation + Transport Revisiting and practising vocabulary.</p> <p>Focus on: Impersonal verbs Revisiting impersonal verbs using all thematic contexts seen so far.</p>	<p>Jobs Family Accommodation Transport Impersonal verbs Time Vocab from all thematic contexts seen so far</p>	<p><i>Il est</i> for telling the time</p> <p>Revisit: Present tense Imperative tense Periphrastic future HT: inflectional future</p> <p>Impersonal verbs: Il y a, il y avait, il y aura Il fait + ADJ Il + weather expressions Il faut + INF HT: il est + ADJ + de HT: il manque + noun HT: il vaut mieux + INF HT: Il vaut la peine de + INF</p>	<p>tion e.g. <i>pollution</i> ien e.g. <i>bien</i> s-liaison e.g. <i>vous avez</i> t-liaison e.g. <i>on peut aller</i> n-liaison e.g. <i>on a</i> x-liaison e.g. <i>deux heures</i></p>	<p>Identify and respond to key points, details and opinions Convey key messages and apply grammar knowledge in translations to French Produce clear and coherent texts to express ideas and opinions appropriately by using grammar accurately</p>	<p>Revision lessons in preparation for Year 10 summer mock exams Lessons can be floating according to your school's exam timetable FT Writing: using PAL when describing a picture Writing: Independent writing practice: FT Q.3 and HT Q1 80-90 words Speaking: Role-play at the hotel Listening: multiple-choice answers and open answers</p>
Week Four	<p>Focus on: Adjectival agreement and position Revisiting adjectival agreements using all thematic contexts seen so far.</p> <p>Focus on: Pronouns Revisiting pronouns using all thematic contexts seen so far.</p> <p>Focus on: Prepositions + Determiners Revisiting prepositions and determiners using all thematic contexts seen so far.</p>	<p>Adjectives Pronouns Prepositions Determiners Vocab from all thematic contexts seen so far</p>	<p>Revisit: All adjectival agreements (gender, number and position) All adjectival comparative and superlative structures (FT/HT) FT and HT pronouns uses and positions FT and HT prepositions uses and positions FT and HT determiners uses and positions</p>	<p>on/om e.g. <i>mon, combien</i> ain/in/aim/im e.g. <i>pain, fin, faim, important</i> è/ê/ai e.g. <i>collège, être, faire</i></p>	<p>Convey key messages and apply grammar knowledge in translations to French Produce clear and coherent texts to express ideas and opinions appropriately by using grammar accurately</p>	<p>FT Writing: using PAL when describing a picture Writing: Independent writing practice: FT Q.3 and HT Q1 80-90 words Speaking: Photocard and follow-up questions Listening: multiple-choice answers and open answers</p>



Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week five	<p>During mock week, these lessons are available to teach if your mock timetable permits.</p> <p>Un enfant exemplaire! (optional) /Mock exam Describing your daily routine and how you help at home</p> <p>Mon futur? (optional)/Mock Exam Describing what your personal and professional plans are</p> <p>Le/La prof parfait.e (optional)/Mock exam Describing the qualities a teacher should have</p>	<p>Family Future opportunities School Jobs</p>	<p>Revisit: Present and Imperfect tenses Periphrastic future HT: inflectional future Revise modal verbs in the present Pronouns: position of direct object pronouns: <i>me, te, vous, le, la</i> (FT) <i>nous, vous, les</i> (HT) Pronouns: position of direct object pronouns: <i>me, te, vous, lui</i> (FT) <i>nous, vous, leur</i> (HT) Comparative adjectival structures HT: superlative adjectival and adverbial structures</p>	<p>gn (in the middle of a word) e.g. <i>gagner</i> r e.g. <i>rien</i> open eu/œu e.g. <i>leur/sœur</i> open o e.g. <i>notre</i> s (in the middle of a word) e.g. <i>faisons</i> th e.g. <i>théâtre</i> ill/ille e.g. <i>billet/famille</i> aill/ail e.g. <i>travailler/travail</i></p>	<p>Understand and respond to a written stimulus Infer meanings of unexpected vocabulary Include complex forms to describe and narrate</p>	<p>Writing: independent writing practice: FT Q2 (40-50 words) and HT Q1 (2 bullet points of 80-90 words) Speaking: describing a picture stimulus Listening and reading: infer meanings of two single words per tier that are not part of the specification Writing: translation from English to French</p>



On parle

French | Year 10 | Term 6

For Teachers

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Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Floating Mock Exam feedback: listening and reading mock exams Whole class feedback on listening and reading mock exams</p> <p>Floating Mock Exam feedback: writing mock exam Whole class feedback on writing mock exam</p> <p>Floating speaking lesson 1 Understanding the three stages of the test Read aloud tasks and follow-up questions</p>	Vocabulary learnt so far	Identify common grammar misconceptions from the mock exams, reteach them and reinforce the correct understanding through classroom practice	Addressing common misconceptions of SSC in the dictation section of the listening assessment s-liaison e.g. <i>vous avez</i> t-liaison e.g. <i>on peut aller</i> n-liaison e.g. <i>on a</i> x-liaison e.g. <i>deux heures</i>	Apply the SSC principles orally Acquire oral reading fluency	Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses Floating Speaking lessons in preparation for Year 10 Summer speaking mock exams. Lessons are floating depending on when the oral exam will take place. All floating lessons need to be taught in order Practise reading aloud tasks and questions
Week Two	<p>Floating speaking lesson 2 Role plays in specific settings</p> <p>Floating speaking lesson 3 Photocard and Follow-up conversation</p> <p>Floating speaking lesson 4 My personal world/My future</p>	Vocabulary learnt so far Question words Opinion verbs	Variety of grammatical structures, including some more complex forms, to describe, narrate and explain with reference to past, present and future events	silent final consonant e.g. <i>tout</i> a e.g. <i>aller</i> i/y e.g. <i>il/stylo</i> eu e.g. <i>peu</i> e e.g. <i>je</i> au/eau/closed o/ô e.g. <i>autre/eau/nos/tôt</i> ou e.g. <i>vous</i> u e.g. <i>tu</i> silent final e e.g. <i>elle</i>	Recall and use language in different situations and be able to move between French and English Convey and elicit information by asking and answering questions Use language to describe a visual stimulus, including specific required details	Speaking: Role plays in specific settings: restaurant and café, shopping for a new mobile/tablet, shopping for clothes Describing a picture stimulus and answering follow-up questions Students to fill in the general conversation booklet, to have conversation practice and to memorise some answers Full speaking mock exam: pair-assessed



Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Floating speaking lesson 5 Lifestyle and wellbeing</p> <p>Floating speaking lesson 6 My neighbourhood/Travel</p> <p>Floating speaking lesson 7 Preparing for a mock exam (read aloud, role play, picture, general conversation)</p>	<p>Vocabulary learnt so far</p> <p>Question words</p> <p>Opinion verbs</p> <p>Numbers</p> <p>Days of the week and months</p> <p>Places to visit</p>	<p>Variety of grammatical structures, including some more complex forms, to describe, narrate and explain with reference to past, present and future events</p> <p>Revisit: Question words SV order when asking a question Modal verbs</p>	<p>é/-er/-ez e.g. <i>été, parler, avez</i></p> <p>en/an/em/am e.g. <i>entendre, dans, temps, jambe</i></p> <p>on/om e.g. <i>mon, combien</i></p> <p>ain/in/aim/im e.g. <i>pain, fin, faim, important</i></p> <p>è/ê/ai e.g. <i>collège, être, faire</i></p> <p>oi/oy e.g. <i>moi, moyen</i></p> <p>ch e.g. <i>cher</i></p> <p>ç/soft 'c' e.g. <i>reçu, cette</i></p> <p>qu e.g. <i>qui</i></p>	<p>Recall and use language in different situations and be able to move between French and English</p> <p>Convey and elicit information by asking and answering questions</p>	<p>Speaking: role play transaction at the train station and at the ticket office (theatre, cinema, concert hall)</p> <p>Speaking: read aloud, role-play and photocard</p>
Week Four	<p>Floating speaking lesson 8 In class mock exam assessed by peers</p> <p>Floating speaking lesson 9 In class mock exam assessed by peers</p> <p>Je fais partie du club! Discussing the importance of belonging to a club</p>	<p>Shopping</p> <p>Future opportunities</p> <p>Family</p> <p>Personal and physical descriptions</p> <p>Equality</p> <p>School</p> <p>Free time activities</p> <p>Sports</p> <p>Friendship</p>	<p>Revisit: Demonstrative adjectives</p> <p>Forming feminine and plural nouns</p> <p>Conditional tense (FT: <i>vouloir</i>, HT: ER verbs, <i>faire, avoir, aller, être</i>)</p>	<p>j e.g. <i>jouer</i></p> <p>tion e.g. <i>pollution</i></p> <p>ien e.g. <i>bien</i></p> <p>s-liaison e.g. <i>vous avez</i></p> <p>t-liaison e.g. <i>on peut aller</i></p> <p>n-liaison e.g. <i>on a</i></p> <p>x-liaison e.g. <i>deux heures</i></p> <p>h e.g. <i>hôtel</i></p> <p>un e.g. <i>un</i></p>	<p>Produce sequences of speech</p> <p>Use structures with reference to past, present and future events</p> <p>Apply the SSC principles in a dictation</p>	<p>Full speaking mock exam: pair-assessed</p> <p>Listening: fill in gaps dictation</p>



Summer 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Focus on: Verbs and Negation Revisiting verbs and negation using all thematic contexts seen so far.</p> <p>Focus on: Verbs and Interrogatives Revisiting verbs and interrogatives using all thematic contexts seen so far in the past and now.</p> <p>Focus on: Prefix, Suffix and Forming feminine and plural nouns Revisiting prefix, suffix and how to form feminine and plural nouns using all thematic contexts seen so far.</p>	<p>Negation words</p> <p>Verbs</p> <p>Interrogative words</p> <p>Prefixes</p> <p>Suffixes</p> <p>Feminine nouns</p> <p>Plural nouns</p>	<p>Revisit:</p> <p>FT and HT verbs and negation</p> <p>FT and HT verbs and interrogatives</p> <p>FT and HT prefixes and suffixes</p> <p>Forming feminine and plural nouns</p>	<p>en/an/em/am e.g. <i>entendre, dans, temps, jambe</i></p> <p>é/-er/-ez e.g. <i>été, parler, avez</i></p> <p>silent final e e.g. <i>elle</i></p>	<p>Produce clear and coherent texts to express ideas and opinions appropriately by using grammar accurately</p>	<p>Revision lessons in preparation for Year 10 summer mock exams</p> <p>Lessons can be floating according to your school's exam timetable</p> <p>FT Writing: using PAL when describing a picture</p> <p>Writing: Independent writing practice: FT Q.3 and HT Q1 80-90 words</p> <p>Speaking: Read Aloud</p> <p>Listening: Dictation</p>



Mon environnement

French | Year 11 | Term 1

For Teachers

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Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>L'art et la nature To learn vocabulary about the beauty of nature using French/Francophone paintings Culture: Paintings from French-speaking artists</p> <p>Il faut protéger la nature To learn ways to protect nature and why it's important.</p> <p>La Francophonie a tout ! To show and describe the wide range of natural beauty the French-speaking world has to offer. Culture: Photos from French-speaking countries</p>	<p>Animals Nature Colours Environmental issues</p>	<p><i>il</i> + weather expressions HT: Conditional tense: <i>faire, être, aller</i> 1st, 2nd, 3rd pers. sg. HT: Conditional tense: <i>ER</i> verbs 1st, 2nd, 3rd pers. sg.</p> <p>Revisit: Modal verbs in present tense (<i>pouvoir</i>) Conditional tense (<i>vouloir</i>) Comparative adjectival structures (<i>plus/moins que</i>) HT: superlative adjectival structures Present tense Adjectival agreement</p>	<p>ou e.g. <i>couleur</i> é/-er/-ez e.g. <i>protéger</i> i/y e.g. <i>pays</i></p>	<p>Narrating in the present tense Expressing and understanding opinions</p>	<p>Speaking: read aloud, follow-up questions and role play</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>La vie à la française To organise an « apéro » at home, where guests go to different places to bring something to eat. Culture: Les fêtes de Bayonne</p> <p>La pire ville du monde To talk about the worst city in the world.</p> <p>Ce voyage était une catastrophe! To talk about bad luck and a series of unfortunate events in the past tense during a trip.</p>	<p>Places in town Travelling</p>	<p>Revisit: Negative structures: (FT) ne pas, ne jamais, ne rien, ne personne and (HT) ne plus, ne ni, ne pas encore, ne qui</p> <p>Periphrastic future Imperfect tense + Perfect tense (3rd pers sg + 1st pers pl) Reflexive verbs (EX: se trouver) HT: Preposition (avant de + INF) HT: Preposition (après avoir + past participle) Use of <i>en/à</i> with proper nouns for places Modal verbs in present tense (<i>pouvoir, devoir, il faut, savoir</i>)</p>	<p>open o e.g. <i>notre</i> silent final consonant e.g. <i>aéroport</i> h e.g. <i>handicap</i></p>	<p>Recall and use language in different situations Convey key messages and apply grammar knowledge in translations to French</p>	<p>Speaking: read aloud and role play Reading and listening: develop and understand questions and discussions Writing skills: translations from English to French and French to English</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>J'organise un voyage scolaire To plan a trip to a French-speaking destination.</p> <p>La Francophonie est belle! To use UNESCO sites to talk about the beauty and diversity of the French-speaking world. Culture: Patrimoine de l'UNESCO</p> <p>Les fêtes à Paris et en province To talk about what you will be able to do/see at famous events in France and the French-speaking world. Culture: <i>Fête de la musique, tour de France, fêtes traditionnelles d'Outre-Mer</i></p>	<p>Culture Travelling Going out</p>	<p>Present and HT inflectional future tense (si structure, si on a le temps, on pourra + INF) Impersonal verbs (<i>il y a, il y avait, il y aura</i>) Ordinal numbers created by adding -ième HT: impersonal verbs (<i>il vaut mieux, il vaut la peine de</i>) Revisit: Perfect + imperfect tense HT: Preposition (avant de + INF) HT: Preposition (après avoir + past participle) Periphrastic future Use of en/à with proper nouns for places Impersonal verbs (il + weather expressions)</p>	<p>ill / ille e.g. <i>billet</i> gn (in the middle of a word) e.g. <i>montagne</i> tion e.g. <i>tradition</i></p>	<p>Apply the SSC principles in a dictation Write short texts in response to simple and familiar stimuli Understand and respond to a written stimulus</p>	<p>Listening: Dictation Speaking: photocard description and unpredicted questions Independent writing practice to be peer assessed: FT Q2 (40-50 words), HT Q1 (2 bullet points of 80-90 words)</p>
Week Four	<p>Il faut sauver nos animaux ! Learning how to protect wild animals to save the planet.</p> <p>Que faire des transports? Learning about transport and how to reduce our impact on the environment. Culture: <i>Vélib, Autolib</i></p> <p>Le recyclage, ça aide! To understand how important recycling is.</p>	<p>Animals Environmental issues Transport</p>	<p>Determiners: contraction of <i>de to d'</i> before a vowel Determiners: agreement patterns for indefinite adjectives (<i>chaque, plusieurs, autre, tout</i>) Revisit: <i>Il faut</i> + INF Impersonal verbs (<i>il y a, il y avait, il y aura</i>) Imperfect + perfect tense Present tense Modal verbs in the present tense <i>Pour/sans</i> + infinitive verb</p>	<p>ien e.g. <i>bien</i> en/an/em/am e.g. <i>entendre, dans, temps, jambe</i> eu e.g. <i>feu</i></p>	<p>Express ideas and opinions appropriately for different purposes and situations Identify and respond to key points, details and opinions Recognise the relationship between past, present and future event</p>	<p>Writing: how to justify your opinions convincingly (justifying and giving examples) Writing: feedback from previous week Reading and listening: multiple response questions and short open responses</p>



Autumn 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Writing skill boost lesson How to improve your writing</p> <p>Revision Revision lesson to consolidate vocabulary and grammar</p> <p>End of unit exam: writing</p>	All vocab from Unit 1	All grammar from term 1	SSCs seen so far	<p>Demonstrate an understanding of SSC</p> <p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Use a variety of vocabulary and grammatical structures</p> <p>Convey key messages and apply grammar knowledge in translations to French</p>	<p>Understanding each section of the speaking exam:</p> <ul style="list-style-type: none"> • Reading aloud • Transactional role play • Photo description • General conversation <p>Reading and listening: multiple choice and gap fill exercises to consolidate vocabulary and grammar of the unit</p> <p>End of unit exam: writing FT writing paper: Q.1 photo description, Q.2 40-50 words, Q.4 translation HT writing paper: Q.1 80-90 words, Q.4. translation</p>
Week Six	<p>End of unit exam: reading and listening Selection of reading and listening GCSE type exercises</p> <p>End of unit exam: speaking</p> <p>Feedback lesson (writing, reading and listening)</p>	All vocab from Unit 1	Grammar in term 1 assessed	Assessment on the SSC of the unit	Apply the SSC principles in a dictation	<p>End of unit exams: reading and listening</p> <p>Reading: translating from French to English</p> <p>Writing: translating from English to French</p> <p>Speaking: Filling in the general conversation booklet</p> <p>Listening, reading and writing feedback: addressing whole class misconceptions and common errors. Improving students' responses</p>



Compte à rebours I

French | Year 11 | Term 2

For Teachers

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Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Je t'invite dans mon collège Revisiting school vocabulary. Culture: Differences between French-speaking schools.</p> <p>Des bonnes notes = un bon futur? Discussing the broad opportunities students can have when they get good results</p> <p>Je lutte pour avoir un travail Talking about how discrimination affect some people's life opportunities.</p>	<p>School Places in town Future opportunities Equality Family</p>	<p>(HT) Modal verbs in perfect tense</p> <p>Revisit: Si clauses + future time expressions (periphrastic future (FT), inflectional future(HT)) Perfect + imperfect tense Present tense Adverbs created using –ment Prepositions: Pour/sans + infinitive</p>	<p>qu e.g. <i>qui</i> ch e.g. <i>cheveux, chien</i> s (in the middle of a word) e.g. <i>crise, réseau, surprise</i></p>	<p>Identify and respond to key points, details and opinions Apply the SSC principles orally Understand and respond to a written stimulus</p>	<p>Speaking: describing a stimulus card, using connectives and filling in the general conversation booklet Writing: using connectives to vary the length of your sentences Writing: FT Q3, HT Q2: school and future opportunities Reading and listening: Inferring positive and negative ideas, opinions and justifications</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Two	<p>On reste et on visite l'Angleterre Discussing the pros and cons of spending a holiday in UK.</p> <p>Je suis désolé.e Inventing crazy excuses as to why you're late.</p> <p>Writing skill boost lesson Using 3 tenses: past, present and future.</p>	<p>Tourist attraction Accommodation Natural world Time expressions</p>	<p>Revisit: Present tense (opinion verbs) Conditional (<i>vouloir</i>) Perfect tense Imperfect tense Periphrastic future HT: Inflectional future HT: prepositions: Avant de, après avoir + past participle Comparative adjectival structures HT: superlative adjectival structures</p>	<p>qu e.g. <i>qualité</i> aill / ail e.g. <i>taille</i> en e.g. <i>lien</i></p>	<p>Use a variety of vocabulary and grammatical structures Include complex forms to describe and narrate in the past</p>	<p>Reading: identifying relevant information in the text, avoid distractors Writing: translation skills, special attention to comparatives and using 3 tenses in an independent piece of writing Speaking : role play on holiday</p>
Week Three	<p>Vivre sans limite Revising sports, especially, extreme sports and other peculiar hobbies.</p> <p>Peut-on apprendre grâce à Internet? Talking about learning, hobbies and playing through the apps.</p> <p>Comment améliorer ma relation avec mes frères et sœurs? Talking about your relationship with your siblings in an agony aunt blog.</p>	<p>Sports Mental wellbeing Free time activities Social media Family Relationships</p>	<p>Revisit: Perfect tense vs present tense Imperfect tense Periphrastic future Reflexive verbs HT: position of reflexive pronouns (<i>nous, vous, se</i>) HT: <i>venir de</i></p>	<p>eu e.g. <i>cœur</i> en/an/em/am e.g. <i>enfant, violence</i> r e.g. <i>relation, respecter</i></p>	<p>identifying relevant information in texts, avoid distractors Practise predicting content, reading and listening for gist Use a variety of vocabulary and grammatical structures</p>	<p>Reading: gap fill and open answers Listening: multiple choice answers and open answers Speaking: Reading aloud Writing: using a wide range of verbs and adjectives to build your vocabulary</p>



Autumn 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>Reading and Translation exam skills Reading exam focus: translation from French to English</p> <p>Listening exam skills Listening exam focus lesson on dictation</p> <p>Writing exam skills Improving written responses to independent task from week 2</p>	All thematic contexts seen so far	All grammar seen so far	Focus on liaisons and silent final consonant	<p>Listening skills: common misconceptions in dictations – spelling in stem changing verbs</p> <p>Improving written responses and writing extended pieces of writing</p>	<p>Listening: dictation Reading and writing: Translations both ways</p>
Week Five	<p>Reading mock</p> <p>Listening mock</p> <p>Writing mock</p>	All thematic contexts seen so far	<p>Revisit: Present tense Perfect tense Imperfect tense Periphrastic future Inflectional future Comparatives structures Possessive pronouns Adjectival agreements</p>	Apply the SSC principles learnt so far		Mock exams



Compte à rebours II

French | Year 11 | Term 3

For Teachers

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Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Je peux réserver une table, s'il vous plaît? Booking a table in a restaurant and ordering food.</p> <p>Je cherche un appart Talking about your neighbourhood and finding a place to rent or buy.</p> <p>C'est la révolution à la récré Discussing ways in which young people can work together to improve the community.</p>	<p>Food</p> <p>Tourist attraction</p> <p>Natural world</p> <p>Places in town</p> <p>Accommodation</p>	<p>Revisit:</p> <p>Present tense</p> <p>Conditional tense (<i>vouloir</i>)</p> <p>Imperfect tense</p> <p><i>il faut</i> + infinitive</p> <p>Question word order</p> <p>HT: partitive article</p> <p>Agreement patterns for indefinite adjectives (<i>chaque, plusieurs, autre, tout</i>)</p> <p>Direct and indirect object pronouns (FT and HT)</p> <p>HT: use of article with <i>dans</i> and omission with <i>en</i></p>	<p>a e.g. <i>actif, activité, maladie</i></p> <p>silent final consonant e.g. <i>corps</i></p> <p><i>é/-er/-ez</i> e.g. <i>danger</i></p>	<p>Recall and use language in different situations</p> <p>Identify and respond to key points, details and opinions</p> <p>Transfer meaning accurately into French in translations</p>	<p>Speaking: role plays booking a table and ordering in a restaurant</p> <p>Reading: gap fills and tick what's correct</p> <p>Writing: translations both ways</p>
Week Two	<p>Banlieue Climat Talking about non-profit organisation that help integrating young people in all aspects of society (ex. the environment, culture, CEO positions). Culture: <i>Banlieue Climat</i></p> <p>Vadrouille Shoes Learning about <i>l'artisanat français</i>, reconditioned shoes. Culture: <i>Vadrouille Shoes</i></p> <p>Non, moi, jamais! Lesson focusing on the structures of negative structures.</p>	<p>Equality</p> <p>Food</p> <p>School</p> <p>Relationship</p> <p>Environmental issues</p> <p>Future opportunities</p>	<p>Revisit:</p> <p>Comparative adjectival structure</p> <p>Present and periphrastic future</p> <p>Perfect vs imperfect tense</p> <p>Negative structures (FT and HT)</p>	<p>j e.g. <i>jouer</i></p> <p>silent final consonant e.g. <i>dos, effort, doigt, bras</i></p> <p>silent final e e.g. <i>recette, sucre, viande</i></p>	<p>Acquire oral reading fluency</p> <p>Identify and respond to key points</p> <p>Include complex forms to describe and narrate</p> <p>Narrate with reference to past, present and future events</p>	<p>Writing and reading: common misconceptions when translating negative sentences</p> <p>Speaking: reading aloud</p> <p>Listening: multiple response question</p> <p>Writing independent task: FT Q3 (2 bullet points of 80-90 words) and HT Q2 (1 bullet point of 130-150 words)</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>Writing exam skills lesson Essay planning</p> <p>Reading and Listening exam skills lesson Reading and listening skills</p> <p>Writing feedback Whole class feedback from previous writing task</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	ain/in/aim/im e.g. <i>faim</i> i/y e.g. <i>recycler</i> s (in the middle of a word) e.g. <i>chemise</i>	<p>Identify and respond to key points, details and opinions.</p> <p>Practise predicting content and listening for gist, including dealing with false friends.</p> <p>Convey key messages and apply grammar knowledge accurately.</p>	<p>Writing independent task: Planning FT Picture description, Q2 and Q3 and HT Q1 and Q2</p> <p>Reading and listening: GCSE exam style questions to practise:</p> <p>Recognising cognates, near-cognates and “false friends”</p> <p>Writing: showcasing best examples of FT/ HT responses</p> <p>Improving writing responses</p>
Week Four	<p>Floating speaking lesson 1 Picture description and general conversation questions</p> <p>Floating speaking lesson 2 Role plays and general conversation questions</p> <p>Floating speaking lesson 3 Read aloud and general conversation questions</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	qu e.g. <i>quantité</i> ain/in/aim/im e.g. <i>province</i>	<p>Use clear and comprehensible pronunciation when speaking French, demonstrating an understanding of sound symbol correspondences.</p> <p>Recall and use language in different situations and be able to move between French and English.</p> <p>Use language to describe a visual stimulus, including specific required details.</p>	<p>Practise reading aloud tasks and follow up questions.</p> <p>Practise role plays in specific settings: doctor’s surgery, hospital, leisure centre, café/restaurant, at the shop.</p> <p>Practise describing a picture stimulus and answer two compulsory questions related to the picture.</p> <p>Prepare general questions for the topics of student’s chosen thematic context.</p>



Spring 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Floating speaking lesson 4 Preparing for a full in class mock exam (read aloud, role play, picture)</p> <p>Floating speaking lesson 5 In pairs, students complete a mock exam for each other timely</p> <p>Floating speaking lesson 6 In pairs, students complete a mock exam for each other timely</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Apply all SSC principles learnt so far	<p>Use clear and comprehensible pronunciation when speaking French, demonstrating an understanding of sound symbol correspondences.</p> <p>Recall and use language in different situations and be able to move between French and English.</p> <p>Use language to describe a visual stimulus, including specific required details.</p>	<p>In class mock speaking exams: Student conducted and student pair assessed.</p> <p>Practise reading aloud tasks and follow up questions.</p> <p>Practise role plays in specific settings: doctor's surgery, hospital, leisure centre, café/restaurant, at the shop.</p> <p>Practise describing a picture stimulus and answer two compulsory questions related to the picture.</p>



Compte à rebours III

French | Year 11 | Term 4

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Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Un séjour à Dakar Describing a city break in the past Culture: Sally (Instagram)</p> <p>Listening and reading exam skills boost Using grammatical clues to improve your general understanding.</p> <p>Writing exam skills boost Learning how to recycle vocabulary for different thematic contexts.</p>	<p>Travelling Places in town</p>	<p>Revisit: Perfect tense with <i>être</i> and <i>avoir</i> auxiliaries Imperfect tense Periphrastic future and (HT) inflectional future Word order of verbal negation Comparative adjectival structure HT: Relative clauses (<i>où</i>, <i>quand</i>, <i>que</i>)</p>	<p>i/y e.g. <i>il/stylo</i> oi/oy e.g. <i>devoirs</i> ç/soft 'c' e.g. <i>leçon</i></p>	<p>Demonstrate an understanding of SSC Express ideas and opinions appropriately for different purposes and situations Narrate with reference to past, present and future events</p>	<p>Writing: FT picture description; FT/HT improving a candidate response to a writing task Listening and reading: Grammatical clues: verbal tenses and time phrases in listening and reading tasks Learning how to recognise the different tenses in comprehension questions Learning how to recycle your vocabulary in different situations Dealing with unexpected questions</p>
Week Two	<p>Spelling boost lesson Mastering dictation skills.</p> <p>Un jour spécial avec ma famille Describing future plans with your family.</p> <p>Writing skills feedback lesson Feedback on writing independent task.</p>	<p>Family Going out</p>	<p>Revisit: Present tense Periphrastic future HT: inflectional future HT: Passive voice in the present using <i>par</i> HT: Present participle after <i>en</i></p>	<p>aill / ail e.g. <i>travailler/travail</i> s (in the middle of a word) e.g. <i>faisons</i> gn (in the middle of a word) e.g. <i>gagner</i></p>	<p>Produce sequences of speech</p>	<p>GCSE dictation style exam questions Writing: FT picture description FT/HT: narrating events in the future and dictation from English to French Reading task: fill in gaps exercise Writing: Independent writing practice: FT Q.3 and HT Q1 80-90 words (pair assessed)</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Three	<p>My personal world: exam preparation Quick thematic questionnaire on family, friends, TV and film.</p> <p>Media and technology: exam preparation Quick thematic questionnaire on media and technology.</p> <p>My neighbourhood: exam preparation Quick thematic questionnaire on my neighbourhood: places in town, transport, tourist attraction, accommodation.</p>	<p>Accommodation</p> <p>Holidays</p>	<p>Revisit: Use of present, past and future: Impersonal verbs : il y a; il y avait; il y aura</p> <p>Present tense + Imperfect tense (EX habiter, se trouver, servir)</p> <p>Perfect tense Impersonal verb : il faut + INF, il y a</p>	<p>Revision of all SSCs</p>	<p>Acquire oral reading fluency</p> <p>Practise predicting content, reading and listening for gist</p> <p>Express ideas and opinions appropriately for different purposes and situations</p> <p>Convey key messages and apply grammar knowledge in translations to French</p>	<p>Each lesson will start with a quick thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz</p> <p>A wide range of GCSE exam style questions for: writing, listening and reading</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Four	<p>During mock week, these lessons are available to teach if your mock timetable permits.</p> <p>My neighbourhood: exam preparation/Mock exam Quick thematic questionnaire on my neighbourhood: shopping, the natural world, environmental issues.</p> <p>Lifestyle and wellbeing: exam preparation/Mock exam Quick thematic questionnaire on physical well-being, mental well-being, food and drink, sports.</p> <p>Studying and the future: exam preparation/Mock exam Quick thematic questionnaire on studying and the future: school, future opportunities.</p>	Transport	<p>Revisit: Periphrastic future HT: inflectional future Conditional tense (FT: <i>vouloir</i>, HT: <i>ER verbs, faire, avoir, aller, être</i>) Adjectival agreement and position Use of emphatic pronouns (moi, toi) HT: use of emphatic pronouns (lui, elle, nous, vous, eux, elle)</p>	Revision of all SSCs	<p>Recognise the relationship between past, present and future events Transfer meaning accurately into English in translations Use a variety of vocabulary and grammatical structures</p>	<p>Each lesson will start with a quick thematic questionnaire and will finish on revision summary questions to be prepared for the next lesson retrieval quiz A wide range of GCSE exam style questions for: writing, listening and reading</p>



Spring 2 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week Five	<p>Travel and tourism: exam preparation Quick thematic questionnaire on travel and tourism: tourist attractions, places in town, accommodation, transport.</p> <p>Walking talking writing exam Understand how to approach answering exam questions and support students to interpret the questions.</p> <p>Feedback from walking talking independent task Classroom feedback on independent writing task from previous lesson.</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Revision of all SSCs	<p>Identify and respond to key points, details and opinions</p> <p>Recognise the relationship between past, present and future events</p> <p>Convey key messages and apply grammar knowledge in translations to French</p>	<p>Walking talking mock exams: Teacher leads the class through the exam</p> <p>Objective: learn to understand what type of responses are needed to be awarded marks</p> <p>Types of tasks: underline key words in instructions; explain how to identify what the question is asking; provide advice on exam technique; highlight common misconceptions and errors that may cause students to lose marks in specific questions, e.g. not using the right tense, missing a word in translations</p>



Compte à rebours IV

French | Year 11 | Term 5

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Summer 1 – Week by Week



	Topic	Knowledge			Skills	Exam Skills
		Vocabulary	Grammar	Phonics		
Week One	<p>Walking talking listening GCSE style exam</p> <p>Walking talking reading GCSE style exam</p> <p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Revision of all SSCs	<p>Identify and respond to key points, details and opinions</p> <p>Transfer meaning accurately into French in translations</p>	<p>Walking talking mock exams: Teacher leads the class through the exam</p> <p>Objective: learn to understand what type of responses are needed in order to be awarded marks</p> <p>Types of tasks: underline key words in instructions; explain how to identify what the question is asking; provide advice on exam technique; highlight common misconceptions and errors that may cause students to lose marks in specific questions, e.g. being too vague in the answers, missing a word in translations</p>
Week Two	<p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p> <p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p> <p>Exam skills boost lessons Tailored boost lessons according to school's specific needs.</p>	All thematic contexts	A range of vocabulary and grammatical structures according to ability (FT or HT)	Revision of all SSCs	<p>Using a variety of vocabulary and grammatical structures effectively when narrating events</p> <p>Understand and respond to a picture stimulus</p>	A wide range of GCSE exam style questions for: writing, listening and reading

