

“Inspiring learning, unlocking potential, achieving success.”

Curiosity | Aspiration | Resilience | Readiness



Modern Foreign Languages Faculty Curriculum Overview

Year Group	Ability	Autumn Term		Spring Term		Summer Term	
		Students should be able to:		Students should be able to:		Students should be able to:	
Y7	Low	<ul style="list-style-type: none"> - Recognise sound spelling links and intonation. - Take part in set conversations, including asking some questions. - Read texts of paragraph length with support. - Translate simple sentences and paragraphs in writing from English to French of familiar language. - Use il y a accurately - Use the first and second person from the verb 'avoir' (j'ai /as-tu) - Use basic opinion phrases 'j'aime' and 'je n'aime pas' - Use numbers 1-20 - Understand and implement the rule of silent letters at end of words [masculine and feminine forms] - Use the definite article: le ,la, les, l' accurately. - Use (au, en, aux) to say 'in' + a country - Use adjectives of nationality correctly and make sure these agree with the noun. - Indefinite article (un, une, des) - Use high frequency structures (c'est, il est, c'est quoi ?) correctly. 	Listening and Reading Assessments Speaking assessment [Photocard]	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Use knowledge of the present tense of 'avoir' from Autumn Term to form the present tense of être (je suis, tu es, il est, elle est) - Use possessive adjectives (mon/ma/mes, ton/ta/tes) correctly using prior knowledge of masculine/feminine/plural. - Use connectives (mais, car, parce que) - Use of direct object pronouns (le/la/les) - Use of present tense of regular 'er' verbs (1st person) using knowledge of 'avoir' from Autumn 1. - Set phrases from irregular verbs (je vais, je fais) - Use imperfect tense set phrase: c'était 	Listening and Reading Assessments Writing assessment	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Use of the partitive: du/de la/de l'/des using prior knowledge of the definite article. - Understanding of present tense verbs from Autumn Term to help to use the present tense of manger and boire (1st person) - Use of set conditional phrase je voudrais + noun/verb. - Use of 'il y a un/une/des ..., il n'y a pas de/d'... - Understand and implement correctly rules of word order (position of adjectives) au/à la/à l'/aux ('to the', 'at the') using prior knowledge of adjectival agreement from Autumn Term). - Use of 'vouloir' and 'pouvoir' in the first person. - Use of prepositions of place + du/de la/de l'/des. 	Listening and Reading Assessments Speaking assessment (Photocard)

	Mid	<ul style="list-style-type: none"> - Pronounce familiar vocabulary accurately using correct sound-spelling links and intonation. - Understand the greater part of listening and reading texts, though not all. - Produce some oral or written work spontaneously, even if this is in the form of translation. - Use il y a accurately. - Use the first and second person from the verb 'avoir' (j'ai /as-tu). - Use the first person of the verb 'avoir' with 'ne ...pas'. - Use the third person of the verb 'être'. - Use the third person of the verb 'être' with 'ne...pas'. - Use basic opinion phrases 'j'aime' and 'je n'aime pas'. - Use the set phrases 'as-tu vu?' and 'j'ai vu'. - Use adjectives [colours, size] and ensure these agree with the noun. - Understand different genders of nouns (un/une) and use these appropriately - plurals - des/les - numbers 1- 31. - Understand and implement the rule of silent letters at end of words [masculine and feminine forms]. - Use the definite article: le, la, les, l' accurately. - Use (au, en, aux) to say 'in' + a country - Use adjectives of nationality correctly and make sure these agree with the noun. - Use of the indefinite article (un, une, des) - Use high frequency structures (c'est, il est, c'est quoi ?) correctly. 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Use the present tense of être in the first and second person (je suis, tu es) using knowledge of 'avoir' from Autumn Term. - Use possessive adjectives (mon/ma/mes, ton/ta/tes) correctly using understanding of masculine/feminine/plural nouns from Autumn 1. - Use connectives (mais, car, parce que) - Use of comparative adjectives using knowledge of adjectives from Autumn Term. - Use of direct object pronouns (le/la/les) using understanding of masculine/feminine/plural nouns from Autumn Term. - Use of depuis + present tense using verbs avoir and etre in the first person from Autumn Term. - Use j' with verbs beginning with a vowel. - Use of present tense of regular 'er' verbs (1st/2nd/3rd person singular) using knowledge of verbs etre and avoir to support. - Set phrases from irregular verbs (je vais, je fais) - Use imperfect tense set phrase: c'était. - Can soundly apply word order rules with adjectives - Correct use of irregular masculine and feminine adjectives 	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Use of the partitive: du/de la/de l'/des using understanding of masculine/feminine/plural nouns from Autumn and Spring Term. - Use of the present tense of manger and boire (1st/2nd/3rd person singular) using knowledge of present tense verbs from Spring Term. - Use of 'il faut' + noun/verb - Use of set conditional phrase je voudrais + noun/verb. - Use of negatives 'ne ... pas/jamais' + de - Use of pouvoir + infinitive - Use of 'il y a un/une/des ...', il n'y a pas de/d'... - Understand and implement correctly rules of word order (position of adjectives) Au/à la/à l'/aux ('to the', 'at the') using understanding of masculine/feminine/plural nouns from Autumn and Spring Terms. - On peut + infinitive - Accurately use the imperative - Use of 'vouloir' and 'pouvoir' in the first person using knowledge of forming verbs in the present tense from Autumn and Spring Term. - Use of prepositions of place + du/de la/de l'/des using understanding of masculine/feminine/plural nouns from Autumn and Spring Terms. - Use of set phrases in the perfect tense 'j'ai mangé' and 'j'ai bu' using knowledge of the present tense to support understanding of forming different tenses. 	
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	High	<ul style="list-style-type: none"> - Can soundly apply all low and mid ability skills as well as: - Use the full paradigm of the verbs 'etre' and 'avoir' - Use numbers 1-60. - Can speak spontaneously on the current topic with confidence and secure pronunciation. - Can produce more complex sentences using intensifiers and connectives. 		<ul style="list-style-type: none"> - Can soundly apply all low and mid ability skills as well as: - Apply the linguistic targets from Term 1 confidently. - Can speak spontaneously on the current topic with confidence and secure pronunciation. - Use of pronouns (le/la/les) using prior knowledge of masculine/feminine/plural nouns. - Accurate use of superlative using prior knowledge of comparative adjectives. - Use correct word order with adjectives using prior knowledge of adjectival agreement. - Can use irregular verbs (aller, faire, etre, avoir) in the whole paradigm, using understanding of verbs etre and avoir from Autumn Term. - Can produce a detailed paragraph including irregular verbs, a variety of verbs and extended sentences. 		<ul style="list-style-type: none"> - Can soundly apply all low and mid ability skills as well as: - Apply the linguistic targets from Term 2 confidently. - Can speak spontaneously on the current topic with confidence and secure pronunciation. - Use of 'vouloir' and 'pouvoir' in the first person with negative expression using understanding of irregular verbs from Autumn and Spring term to support. - Use of conditional tense set phrase of 'je voudrais' with a negative expression - Full paradigm of verbs 'manger' and 'boire' using understanding of full paradigms of other key verbs from Autumn and Spring Terms. 	
Y8	Low	<ul style="list-style-type: none"> - Read texts in the present, past and/or future tense understanding the main points, most details and opinions from familiar topics. - Recognise and apply sound-spelling links and intonation. - Take part in simple conversations expressing opinions and reasons in the present and future tense. - Use the present tense of regular 'er' verbs (porter) in the first person - Use possessive adjectives (son/sa/ses) - Use of the present tense of 'jouer' and 'faire' in the first person - Use of reflexive verbs (se lever, se coucher) in the first person. 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Express opinions and reasons when talking about present, past or future events. - Read texts and understand listening passages in the present, past and future tenses understanding the main points, most details, opinions and reasons. - Write short texts on a range of familiar topics, linking simple sentences and some opinions with reasons. There is a good range of grammar and vocabulary used confidently. 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Read texts in the present, past and/or future tenses. Able to feel at ease with verb endings and time phrases. - Use of comparisons: plus/moins + adjective + que - Use of the near future tense in the first person - Use of reflexive verbs in the first person - Use of expressions with avoir, e.g. avoir faim/soif/peur - Use of jouer au/à la/aux ... - Use of faire du/de la/de l'... - Use of the perfect tense of aller in first person - Use of 'aller' in the present tense in the first person. 	-

			<ul style="list-style-type: none"> - Use of the present tense of 'ir' verbs (choisir, finir) in the first person - Use of present tense of 're' verb (prendre) in the first person - Use of the near future tense (set phrase- je vais prendre) - How to say 'in' with countries and cities (en, au, aux, à) - Use of set phrases in the conditional tense 'je voudrais/j'aimerais' + infinitive - Use of imperfect tense with set phrase 'c'était' 			
Mid	<ul style="list-style-type: none"> - Read texts in the present, past and/or future tense understanding the main points, most details and opinions from familiar topics. - Recognise and apply sound-spelling links and intonation. - Confidently take part in conversations expressing opinions and reasons when talking about the present and future events. - Use the present tense of regular 'er' verbs (porter) in the first, second and third person. - Use possessive adjectives (son/sa/ses) - Use of the present tense of 'jouer' and 'faire' in the first, second and third person. - Use of reflexive verbs (se lever, se coucher) in the first person. 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Express opinions and reasons when talking about present, past or future events. - Read texts and understand listening passages in the present, past and future tenses understanding the main points, most details, opinions and reasons. - Use of the present tense of 'ir' verbs (choisir, finir) in the first, second and third person. - Use of present tense of 're' verb (prendre) in the first person - Use of the near future tense (set phrase - je vais prendre) - How to say 'in' with countries and cities (en, au, aux, à) - Use of set phrases in the conditional tense 'je voudrais/j'aimerais' + infinitive 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Read texts in the present, past and/or future tenses. - Able to feel at ease with verb endings and time phrases. - Use of comparisons: plus/moins + adjective + que - Use of the near future tense in the first person - Use of reflexive verbs in the first person - Use of the perfect tense with être in the first person. - Use of the perfect tense with avoir in the first person - Use of expressions with avoir, e.g. avoir faim/soif/peur (first person) - Use of jouer au/à la/aux ... - Use of faire du/de la/de l'... - Use of depuis + present tense - Use of the perfect tense of aller in first, second and third person. - Use of 'pouvoir' + infinitive - Use of 'aller' in the present tense in the first, second and third person. 	-

			<ul style="list-style-type: none"> - Use of the perfect tense with set phrases from the verb 'aller' - Use of the perfect tense with avoir in the first person. - Use of imperfect tense with set phrase 'c'était' 			
High	<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Read texts in the present, past and/or future tense identifying most specific details including opinions and reasons from a variety of familiar topics. - Recognise and apply sound-spelling links and intonation. - Confidently take part in conversations expressing opinions and reasons when talking about the past, present and future events. - Write short texts on a range of familiar topics referring to past, present and future events. - Use of reflexive verbs (se lever, se coucher) in the first, second and third person. - Use of the present tense of 'jouer' and 'faire' with full paradigm. - Use the present tense of regular 'er' verbs (porter) with full paradigm and negation. 		<p>Can soundly apply all mid ability skills as well as</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Take part in extended conversations using the present, past and future tenses applying grammar to new contexts. - Read texts and understand listening passages in the present, past and future tenses from a variety of sources including magazines and books. Understand the main points, specific details, opinions and reasons. - Write extended pieces of text on a range of familiar topics, using the present, past and future tenses. There is a good range of grammar and vocabulary and writing is more accurate than inaccurate with clear meaning. 		<p>Can soundly apply all mid ability skills as well as</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Use context, vocabulary and grammar knowledge to work out the meaning of unfamiliar language. - Read texts in the present, past and future tenses. Able to identify not only the main points, opinions and reasons but also specific details. It is increasingly possible to read independently from a variety of stories, articles of interest and some reader books. - Use of expressions with avoir, e.g. avoir faim/soif/peur (first, second and third person) - Use of the perfect tense of aller with full paradigm. - Use superlative adjectives to say something is the best or worst. - Use of the near future tense in the first, second and third person - Use of reflexive verbs in the first, second and third person 	

				<ul style="list-style-type: none"> - Use of the present tense of 'ir' verbs (choisir, finir) full paradigms. - Use of the conditional tense with negation. - More elaborate use of the near future tense (not just set phrases) <ul style="list-style-type: none"> - clear comprehension. - 			
Y9	Low	<ul style="list-style-type: none"> - adverbs of frequency (simple) - avoir and être present tense - possessive adjectives - adjective agreement rules - reflexive verbs (in first person) - comparatives plus que/moins que - regular verbs in present tense - direct object pronouns - il y a - on a - c'est - prepositions - plural partitive article and de after negative - pouvoir + infinitive - adverbs of frequency - expressions of quantity - Irregular verbs aller/faire (full paradigms) 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - devoir + infinitive (first person) - il faut + infinitive (compulsory subjects) - parce que/car to express reasons - perfect tense regular avoir verbs - choisir/décider de - two verbs together eg aimer/aimer mieux/ préférer - comparative in expressing opinions about subjects - use of tu and vous in informal/formal exchanges - present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (first person) - adverbs such as d'habitude/normalement 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) in the first person - simple opinion statements to express how it was (illustration of the imperfect) - perfect of verbs with être + agreement rules (in the first person) 	-

	Mid	<ul style="list-style-type: none"> - avoir and être present tense - possessive adjectives - adjective agreement rules - reflexive verbs (in first person) - comparatives plus que/moins que - regular verbs in present tense - direct object pronouns - il y a - on a - c'est - prepositions - plural partitive article and de after negative - pouvoir + infinitive - adverbs of frequency - expressions of quantity - irregular verbs aller/faire - s'intéresser à (first person) 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - devoir + infinitive (first person) - il faut + infinitive (compulsory subjects) - parce que/car to express reasons - perfect tense regular avoir verbs - choisir/décider de/laisser tomber - options - two verbs together eg aimer/aimer mieux/ préférer - comparative and superlative in expressing opinions about subjects - use of tu and vous in informal/formal exchanges - present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (first, second third person) - extend range of two verbs together - adverbs such as d'habitude/normalement 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) - simple opinion statements to express how it was (illustration of the imperfect)perfect of verbs with être + agreement rules - reflexive verbs in perfect; perfect and imperfect tenses together 	-
	High	<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - enhancing descriptions using qui/que/dont - ceux qui + verb - Use of superlatives - se disputer/se fâcher/s'entendre avec (in the full paradigm) - adverbs of frequency (more complex) - s'intéresser à (full paradigm) - demonstrative adjectives ce, cet, cette, ces 		<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - present tense including irregular verbs sortir, prendre, mettre, voir, vouloir (full paradigm) - clauses introduced by quand/lorsque and si - Most complex adverbs - More complex connectives to express reasons (puisque, vu que) - devoir + infinitive (full paradigm) 		<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - perfect tense with avoir using regular and common irregular verbs (ce que j'ai fait hier soir/le weekend dernier) – full paradigms - Complex opinion statements to express how it was - Imperfect tense with negation and explanation - Perfect tense of verbs with être + agreement rules (full paradigms) - reflexive verbs in perfect; (full paradigms) - perfect and imperfect tenses together 	

Y10	Low	<ul style="list-style-type: none"> - transfer devoir/pouvoir/il faut/vouloir to school rules context - quantity words beaucoup/trop/assez/pas assez + de (including with plurals) - perfect tense (first, second and third person) - extension of imperfect tense - sequencing words - weather expressions with faire 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - future tense introduced for eg future study plans (first person) - building on si clauses with present and future - partitive articles with food items - Use of devoir/il faut - Conditional forms – affirmative and negative (in the first, second and third person) - negative ne...jamais 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - Use of near future and simple future tense (first person) - More complex adjectives to describe ideal partner and enhance descriptions - Use of near future and simple future tense (first and third person) - direct and indirect object pronouns - sans/avec 	-
	Mid	<ul style="list-style-type: none"> - transfer devoir/pouvoir/il faut/vouloir to school rules context - quantity words beaucoup/trop/assez/pas assez + de (including with plurals) - perfect tense (full paradigm) with negation - extension of imperfect tense - sequencing words, expressions and phrases - developing greater complexity in spoken and written accounts of past events or experiences - weather expressions with faire 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - future tense introduced for eg future study plans (first, second and third person) - building on si clauses with present and future - partitive articles with food items - Use devoir/il faut - Conditional forms – affirmative and negative (in the first, second and third person) - negative ne...jamais 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - More complex adjectives to describe ideal partner and enhance descriptions - Use of near future and simple future tense (first, second and third person) - direct and indirect object pronouns - sans/avec - enhanced statements of possibility including permettre de 	-
	High	<p>Can soundly apply all mid ability skills as well as</p> <ul style="list-style-type: none"> - avant de/après avoir etc/pendant que/depuis/venir de - developing greater complexity in spoken and written accounts of past events or experiences 		<p>Can soundly apply all mid ability skills as well as</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - full explanation of imperfect tense to allow statements and opinions about previous health habits - il vaut mieux/il vaudrait mieux - ce qui/ce que... c'est... sentence pattern - more complex two verb structures avoir l'intention de/avoir envie de/avoir le droit de 		<p>Can soundly apply all mid ability skills as well as:</p> <ul style="list-style-type: none"> - Apply the linguistic targets from Term 2 confidently. - en + present participle - il est possible que + subjunctive - grâce à - Use of qui, que, dont to describe ideal partner - Use of near future and simple future tense (full paradigms) 	

				- Conditional tense – affirmative and negative with full paradigm.			
Y11	Low	<ul style="list-style-type: none"> - vouloir + infinitive (first second and third person) - modal verbs linked to behaviours (must do/can do/should do/could do etc) - si clauses using imperfect and conditional (in the first person) - 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Use of the imperfect tense with être – first person. - il faut + infinitive 			
	Mid	<ul style="list-style-type: none"> - modal verbs linked to behaviours (must do/can do/should do/could do etc) - si clauses using imperfect and conditional (first and third person) - si sentences for outlining consequences of actions - vouloir + infinitive (full paradigm) 	-	<ul style="list-style-type: none"> - Apply the linguistic targets from Term 1 confidently. - Use of the imperfect tense with être – first, second and third person. - il faut + infinitive - enhanced statements of possibility including permettre de 			
	High	<ul style="list-style-type: none"> - vouloir que + subjunctive - il est possible que + subjunctive - si clauses using imperfect and conditional (full paradigms) 	-	<ul style="list-style-type: none"> - il faut que + subjunctive - pluperfect tense perspective - à la place de... with conditional completions 			