	7 Autumn	7 Spring	7 Summer	8 Autumn	8 Spring	8 Summer	9 Autumn	9 Spring	9 Summer	10 Autumn	10 Spring	10 Summer	11 Autumn	11 Spring	11 Summer
Units	**Au 1** – Me and my Family **Au 2** – Free time activities	**Sp 1** – School **Sp 2** – Where I live	**Sum 1 –** Retrieval and upskill **Sum 2 -** Holidays	**Au 1** – My friend and I **Au 2** – My routine	**Sp 1** – Food & Drink **Sp 2** – Cinema and music	**Sum 1** – Retrieval and upskill **Sum 2** – Holidays in Paris	**Au 1** - My town **Au 2 -** Relationships	**Sp 1** – Visit to a Theme Park **Sp 2** – Party Time	**Sum 1** – Retrieval and upskill **Sum 2** – a. Healthy living b. Technology	**Unit 1:** Me, my family & friends **Unit 2:** Home &Town **Unit 3:** Life at school	**Unit 3 (cont'd):** Life at school **Unit 4:** Free Time **Unit 5 :** My health	Retrieval and upskill **Unit 6:** Customs and festivals **Unit 7:** My holidays (future tense)	**Unit 1:** My holidays (past tense) **Unit 2:** Environment **Unit 3:** Education post 16 and careers	**Unit 4:** Social issues **Unit 5:** Technology **Unit 6:** Future relationships Revision	**Revision**
Knowledge/Content	Where French is spoken Greetings Classroom items Numbers Family details Sports + hobbies Weather	School subjects Activities at school Personal description (character and looks) My home + town Activities at home	Clothes Types of holiday Souvenirs Holiday activities	Physical description (extended) Venues for activities Morning routine Telling the time	Meal times At the restaurant Shopping for food Fr/Eng comparison and contrast Clothes Types of music and film	Finding out about Paris + specific monuments Transport Eating out – snacks and cafés	Types of accommodation Places in town Extended range of adjectives Family activities Professions Future plans	Internet use Theme parks in France Travelling Theme park activities Describing friends Party clothes Party food Music preferences	Parts of the body + Illnesses Giving advice Diet Smoking Healthy lifestyle and routine My mobile phone Opinions about technology Using the internet – advantages and risks	Family life – activities, positives and negatives Relationships with friends My town and my ideal town, my home and what I do there A typical day at school Justified subject preferences	Uniform and rules A school visit in the past A typical weekend's activities Cinema and TV choices Sport and fitness, eating habits, dangers of smoking and alcohol. Tips for good health	Family celebrations French festivals and traditions Party food Holiday activities and destinations A dream holiday	Recounting holiday experiences Holiday problems My town – positives and negatives Environmental problems and solutions Careers and plans for future lifestyle choices	Responding to social problems and volunteering Use of new technologies Dangers of internet and social media use Describing my family life, ideal partner Is marriage important for me?	**Revision**
Key linguistic Skills (MFL have a spiral curriculum and extend)	Confidence in speaking in Target Language (TL) Establishing a sound phonic base (knowledge of sound-symbol correspondances in French) Recognition of basic questions and ability to respond Accurate copying Use of at least 3 basic connectives to extend sentences Ability to give basic opinions (Like/dislike) with simple justifications (because it's …) Conjugation of key verbs in present tense Understanding the concept of tenses/time frames Understanding key details from written/spoken sentences			Use of two tenses (most) and three tenses (some) in separate paragraphs Maintaining a sound phonic base (knowledge of sound-symbol correspondances in French) Basic adjectival agreement Justifications include qualifiers (*Very/too* etc) Use of at least 5 basic connectives to extend sentences Recognition and use of basic reflexive verbs Comparison between self and others is regular and accurate Use of negatives in present tense beyond just "I don't like" Understanding key details from short written/spoken paragraphs			Use of three tenses in separate paragraphs (all) Blending of tenses within a paragraph (some) Use of more than one negative (not/never/nothing etc) Understanding of modal verbs (Pouvoir, devoir) Adjectival agreement – irregulars and patterns (-if to -ive etc) Use of personalised opinions (I think that / (s)he thinks that). Maintaining a sound phonic base (knowledge of sound-symbol correspondances in French)			Extension and consolidation of all KS3 skills For GCSE, ability to demonstrate: Use of opinions + justifications (self and others) Use of three tenses within a piece of written work Recognition of need for different tenses in spoken responses Variety of adjectives (notably when giving opinions) Use of and recognition of synonyms Understanding of short literary passages (1 paragraph) Accurate translation into and out of TL Response in TL to listening and reading tasks Description of a picture - inference Maintaining a sound phonic base (knowledge of sound-symbol correspondances in French)			Extension and consolidation of all KS3 + y10 skills Y11 focus: Ability to respond spontaneously to spoken questions Ability to develop written responses for Higher Q2 (less directed) Checking and quality-control skills (accuracy and inclusion of all "quality" elements) Interpretation of role-play prompts Response to cross-topic questions Inference of meaning/attitude from tone (listening tasks) Maintaining a sound phonic base (knowledge of sound-symbol correspondances in French)		
Key Grammar ; (Spiral Curriculum)	Gender (m/f) Basic adjectives Key verbs with Je and il/elle Opinion verbs	Conjugation of regular verbs in present tense with singular pronouns Opinion verbs + infinitive	Introduction of near future tense 4 key irregular verbs with all singular pronouns	Develop future tense range Present tense reflexives Comparative adjectives (some)	Partative articles ("some") Regular past tense – regular verbs + key irregular	Plurals (Present tense) DOPs with opinion verbs	Modal verbs (On peut) Depuis + present tense Basic imperfect tense (singular pronouns)	Position and agreement of adjectives Past tense: perfect vs imperfect (some) DOP's with trouver Si + present + future tense	Structures with infinitive *(Il faut, on doit*) Recognising imperatives For advice *Avoir mal* + partative article (au etc)	*Etre + avoir* – all key tenses Adjectival agreement with comparatives Superlatives (some) Adverbial time phrases *Pouvoir* (all tenses) Range of negatives Basic conditional tense Prepositions	Perfect tense review Use of devoir + vouloir with infinitive (present and imperfect) Extended range of connectives incl. qui and où Review structures + infinitive incl pour, afin de	Present and imperfect review and blending of tenses Near and true future tenses Using perfect and imperfect tenses for description Extend conditional tense knoweldge	Infinitive structures Range of negatives Reaction verbs (Think/say/believe) Expressions with faire – 3 key tenses Near and true future tenses (incl negative)	Bespoke consolidation and review based on translation activities and assessment for learning activities	Revision

Assessment	**Au 1** – Reading activities, pronunciation test, U1 vocabulary test. **Au 2** – Writing and grammar test, U2 vocabulary test.	**Sp 1** – Guided translation, U3 vocabulary test. **Sp 2** - Guided writing, U4 vocabulary test.	**Sum 1** – Listening activities – all units. U1-4 mixed vocabulary test. **Sum 2** – End of year exam – reading and writing. End of term speaking presentation.	**Au 1** – Speaking task and reading activities, U1 vocabulary test. **Au 2** – Guided writing, U2 vocabulary test.	**Sp 1** – Grammar and tenses test, U3 vocabulary test. **Sp 2** - Translation activities for U4, with some U1-3 interleaved.	**Sum 1** – End of year exam – reading and writing. Listening activities – all units. **Sum 2** – Supported speaking task.	Speaking and Writing tasks – 1 of each over the term ALSO: Aut 1 + 2: Translation Eng-TL Listg+Rdg tasks	Speaking and Writing tasks – 1 of each over the term ALSO: Sp 1 + 2: Translation Eng-TL Listg+Rdg tasks	Yr 9 exam (Sum 1) writing and reading Sum 2 : Speaking task Translation Eng-TL Listg + Rdg tasks	End-point Wrtg for Units1+ 2+ short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit ~~Y10 Core subject exam (Rdg + Wrtg) - Nov~~	End-point Wrtg for Units 3 +4+5 short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit	Y10 exam (Listg, Rdg, Spkg, Wrtg) End-point Wrtg for Units 6+7 + short translation and exam-style Listg + Rdg tasks Spkg tasks assessed during each unit	End-point Wrtg for Units1+ 2+3 + short translation and exam-style Listg + Rdg tasks Spkg tasks assessed in class during each unit Mocks (Listg, Rdg, Spkg, Wrtg,)	End-point Wrtg for Units 4+5 + 6 translation and exam-style Listg + Rdg tasks Spkg tasks assessed in class during each unit Final exam-style practice using past paper questions	External exam
							N.B. From Sept 2025 Y9 assessments will be reviewed to follow Y7-8 pattern: at frequent intervals throughout the term and low stakes.									
Key steps on Progress Path	Work at sentence/ short paragraph level, including 8+ verbs, basic opinions with verbs of opinion and adjectives of opinion. Key pronouns: Je, il-elle-on. More accurate than not. Working towards some independence with basic grammar. Use of opinion verbs + infinitive and some key irregular present tense verbs. Inclusion of simple negatives. Key pronouns: Je, il-elle-on + some evidence of plural (ils-elles) Competent with basic grammar patterns with 2 tenses (present and near future). Evidence of all subject pronouns, varied vocabulary. Pronunciation generally accurate.			Work at paragraph level using 3-4 connectives. Use of verbs of opinion + noun. Key pronouns: Je, il-elle-on with present tense. Use of either opinion verbs + infinitive OR near future tense + specific time phrase. Working towards independence with basic tenses. Use of either opinion verbs + infinitive OR near future tense + specific time phrase with je, il-elle-on AND plural (ils-elles). Some evidence of perfect tense with 2 pronouns. Competent with basic grammar patterns with 3 tenses. Use of verbs + infinitive, near future and many examples of perfect tense. All subject pronouns. Pronunciation more accurate than inaccurate.			Work at paragraph level, using 3-4 connectives to create complex sentences. Also use verbs of opinion + infinitive and adjectives of opinion for justification. Key pronouns Je, il-elle-on with present tense and near future with a specific time phrase Working towards mastery of basic grammar, present, perfect (past) and near future tenses. Key pronouns: je, il-elle-on, ils-elles. Good range of vocabulary and structures Competent with basic grammar patterns with 4 tenses (present, perfect (past), near future and imperfect). All subject pronouns. Varied range of vocabulary and structures. Pleasing pronunciation.			Key pronouns Je, il-elle-on allow for comparison. Evidence of at least 2 tenses with sufficient accuracy. Opinions evident and may be justified. Knowledge of Foundation tier vocabulary is generally sound and pronunciation is generally accurate. As above, but with evidence of all 3 key tenses. Opinions are frequent and justified. Good range of vocabulary and structures. Pronunciation is good Confidence with grammar. Ability to apply grammar independently and creatively whilst maintaining accuracy. Ideas are consistently developed and opinions are almost always justified. Broad range of vocabulary and structures evident. Fluency and intonation are impressive.			Key pronouns Je, il-elle-on allow for comparison. Evidence of at least 2 tenses with sufficient accuracy. Opinions evident and may be justified. Knowledge of Foundation tier vocabulary is generally sound and pronunciation is generally accurate. As above, but with evidence of all 3 key tenses. Opinions are frequent and justified. Good range of vocabulary and structures. Pronunciation is good Confidence with grammar. Ability to apply grammar independently and creatively whilst maintaining accuracy. Ideas are consistently developed and opinions are almost always justified. Broad range of vocabulary and structures evident. Fluency and intonation are impressive.		
Learning skills	Learning short phrases by heart Spellings in Target Language	Checking for accuracy – basic skills	Flashcards to support effective learning	Adapting and selecting from classwork	Checking for accuracy – using a grid	Avoiding literal translation	"Recycling" prior knowledge	Checking for variety - using a grid	Self-regulating ready for GCSE	Spontaneous response to writing tasks	Approaches to photo-cards	Exam technique (all skills)	Planning revision – effective activities	Flashcards and vocabulary retention	Exam technique