

Calendar	Topic	Assessment	Sequencing and Coherence <i>concepts - themes - skills</i>	Literacy <i>reading - vocabulary - oracy - writing</i>
<b>Autumn</b>  <b>Half Term 1</b>	<ul style="list-style-type: none"> <li>• Talking about what you do online</li> <li>• Using the present tense of regular -er verbs</li> <li>• Discussing pros and cons</li> <li>• Saying what you do to stay active</li> <li>• Using the present tense of irregular verbs</li> <li>• Listening and transcribing in French</li> <li>• Talking about what you watch</li> <li>• Forming and answering questions</li> <li>• Preparing a role play</li> </ul> <ul style="list-style-type: none"> <li>• Making plans to go out</li> <li>• Using the near future tense</li> <li>• Responding to invitations</li> <li>• Saying what you did last weekend</li> <li>• Using the perfect tense</li> <li>• Pronouncing é, er, ez correctly</li> <li>• Taking part in an interview</li> <li>• Asking questions in the perfect tense</li> <li>• Using two tenses together (present and perfect)</li> </ul>	<p>No formal assessment. Completion of speaking questions.</p>	<p>Key retrieval practice of y7-9 work on media/technology/making plans, before expanding on this knowledge with more complex vocabulary and structures. Again, revision of key concepts and tenses and the introduction of the using multiple tenses and asking questions in the perfect tense to extend learning further.</p>	<p>Glossaries of grammatical terminology given to all pupils for reference. Regular vocabulary repetition and retrieval practice. Strong focus on reading challenging texts throughout the year and key literacy focus on written and oral work.</p>

<p><b>Autumn</b></p> <p><b>Half</b></p> <p><b>Term 2</b></p>	<ul style="list-style-type: none"> <li>• Talking about school subjects and school life</li> <li>• Using comparative adjectives</li> <li>• Giving opinions with reasons</li> <li>• Discussing school rules</li> <li>• Using impersonal verb structures followed by infinitives</li> <li>• Expressing opinions, agreeing and disagreeing</li> <li>• Talking about making progress at school</li> <li>• Using irregular verbs in the perfect tense</li> <li>• Pronouncing oi and oy</li> <li>• Talking about what school used to be like when you were younger</li> <li>• Using verbs in the imperfect tense</li> <li>• Translating into French</li> <li>• Talking about learning languages</li> <li>• Using the imperfect, present and near future tenses</li> <li>• Recognising a wider range of negatives</li> </ul>	<p>No formal assessment.</p> <p>Completion of speaking questions.</p>	<p>Commencement of the topic of School. This draws on previously taught content from Y7 before expanding knowledge and depth to cover key areas of interest and culture within the topic such as comparing UK with French-speaking countries.</p>	<p>As above.</p>
<p><b>Spring</b></p> <p><b>Half</b></p> <p><b>Term 3</b></p>	<ul style="list-style-type: none"> <li>• Mock exam preparation</li> <li>• Topic revision</li> <li>• Grammar consolidation of tenses</li> </ul>	<p>Year 10 exam window. All four skills assessed. Listening, speaking, reading and writing.</p>	<p>Focus shifts now to retrieval/recap and revision of the GCSE themes covered – Y9 and Y10 work included.</p> <p>A 4-skill exam window is conducted – listening, reading and writing in line with whole school assessment calendar followed by a first full speaking examination – This draws together components that have been experienced in part during Y7-9.</p>	<p>As above.</p>

<p><b>Spring</b></p> <p><b>Half</b></p> <p><b>Term 4</b></p>	<ul style="list-style-type: none"> <li>• Mock exam reflection</li> <li>• Talking about future plans and hopes</li> <li>• Using après avoir + a past participle</li> <li>• Expressing future plans using a range of structures</li> <li>• Talking about travelling and earning money</li> <li>• Using verbs that take être in the perfect tense</li> <li>• Buying tickets at a station</li> <li>• Talking about possible future career paths</li> <li>• Using infinitives as nouns</li> <li>• Looking up words for possible future jobs</li> <li>• Discussing the advantages and disadvantages of different jobs</li> <li>• Using verbs followed by à or de</li> <li>• Translating a passage using a range of more complicated structures</li> </ul>	<p><i>Reflection on assessments.</i></p>	<p>This is largely new in terms of content, however key structures such as: Agreements (years 7-9), talking in the 3rd person (Years 7-9), volunteering (Year 10), to give arguments for and against (Year 8 and 9), present, past and future tenses (Years 7-10), conditional phrases (Year 10) have all come up before so lots of opportunities for retrieval and consolidation.</p> <p>The content is deliberately left until later in KS4 to ensure it is relevant to pupils and therefore often serves as a good motivator being a mature topic. This topic also links directly with the whole school relevance and forthcoming Fairfield Futures week.</p>	<p>As above.</p>
<p><b>Summer</b></p> <p><b>Half</b></p> <p><b>Term 5</b></p>	<ul style="list-style-type: none"> <li>• Mock exam preparation</li> <li>• Topic revision</li> <li>• Grammar consolidation of tenses</li> </ul>	<p>Year 10 exam window. 3 skills assessed. Listening, reading and writing.</p>	<p>Focus shifts now to retrieval/recap and revision of the GCSE themes covered – Y9 and Y10 work included.</p> <p>A 3-skill exam window is conducted – listening, reading and writing in line with whole school assessment calendar.</p>	<p>As above.</p>

<p><b>Summer</b></p> <p><b>Half</b></p> <p><b>Term 6</b></p>	<p><i>Recap of year 9 coverage</i> (with new GCSE specification resources)</p> <ul style="list-style-type: none"> <li>• <b>Talking about your weekend</b> routine</li> <li>• Using reflexive verbs in the present tense</li> <li>• Extending sentences using sequencers and connectives</li> <li>• <b>Discussing</b> friends and friendship</li> <li>• Making adjectives agree</li> <li>• Translating a passage into French</li> <li>• <b>Talking about</b> what people look like</li> <li>• Understanding the position of adjectives</li> <li>• <b>Describing</b> a photo</li> <li>• <b>Talking about</b> positive role models</li> <li>• Using direct object pronouns</li> <li>• Using the present and perfect tenses</li> </ul>	<p><i>Reflection and intervention following assessments.</i></p>	<p>This half-term allows for retrieval practice of all themes covered since Y9 as well as some cultural input. The focus will be on ensuring pupils are confident with the new GCSE specification and examination style by using topics they are most confident with.</p>	<p>As above.</p>
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