Rye College French Progression Map- Year 7

	Term 1 *Bridging Lessons*	**Term 2** *Ma vie*	**Term 3** *Ma vie*	**Term 4** *L'école*	**Term 5** *L'école -Révisions*	**Term 6** *Revisions- projets*
Vocabulary	**Basics:** • Greetings • The alphabet, • Numbers, • Days and months • Colours & pets	**Myself:** • Family, • Likes and dislikes • Justifying opinions (*c'est + adjective*) • Personality adjectives		**School:** • School in France • Likes and dislikes (school subjects) (feedbacks to term 2 topic on myself) • Justifying opinions (c'est+ qualifier+ adjective) • School uniform • Describing an ideal school **Revision:** *greetings, family, , likes and dislikes, justifying opinions and describing an ideal school.*		**Revision and End of Year Assessment:** Terms 1-5 vocabulary. **Enrichment Week** Treasure Hunt **Le Petit Nicholas:** • Personality adjectives • Opinion adjectives • High-frequency verbs
Phonics	Silent Final Consonant and Silent Final E; vowels, [j] [ch] [oi] [ou] [er] [on] [an][en]					
Listening Comprehension	**Understanding** instructions in the classroom. **Understanding** people introducing themselves through **multiple choice questioning.** **<u>Audio extracts:</u>**	**Identifying** information at sentence level through **multiple choice questioning** **<u>Audio extracts:</u>** *-Julie, Pierre, Manon and Fatima describe their families* *-Bulletin Rentrée-* Cédric, Safia, Adil & Nina introduce themselves to the class, from Dynamo 1, Page 14, Exercise 1		**Sequencing** a short series of events (the school day) **Summarizing** information in simple sentences through **word choice questioning** **<u>Audio extracts</u>:** - *School Subjects Survey*, from Dynamo 1, page 36, Exercise 2. - *SammySou and Alice459 describe their outfits for school,* from Dynamo 1, page 39, Exercise 3		**Sequencing** a series of events to **summarize** the storyline of Le Petit Nicholas

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	-*Introductory greetings* -*L'alphabet,* by Alain le Lait -*Comment s'appellent-ils?* French children spell their names -*Tu as un animal?* Marie and Paul list their pets - *Quelle est ta couleur préférée?* French children list their favourite colours -*Quelle est la date de ton anniversaire?* By Profe Juan Martel, Youtube	-*Identifying qualifiers* from Dynamo 1, Page 16, Exercise 3 -*Ma vie* song lyrics from Dynamo 1, Page 18, Exercise 1	-*Il est cool ce collège formidable,* song lyrics from Dynamo 1, page 44, Exercises 4 &5	
Reading Comprehension	Reading sentences from a range of 'characters' introducing themselves.	**Identifying** cognates and near-cognates. **Identifying** key vocabulary at sentence level or in a short paragraph from a range of 'characters' through **multiple choice questioning**	**Identifying** key information in an extended text through **word choice questioning** **<u>Text extracts:</u>** -*Bienvenue dans le collège Jacques Prévert* from Dynamo 1, page 42, Exercise 1. -*Qu'est-ce que tu penses de tes matières scolaires?* from Dynamo 1, page 37, Exercise 5.	

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		<u>Text extracts:</u> *-Yaya Touré and Elizabeth Olsen list their siblings,* from Dynamo 1, Page 11, Exercise 7. *-Bulletin Rentrée- Cédric, Safia, Adil & Nina introduce themselves to the class,* from Dynamo 1, page 14, Exercise 1. *French-British Exchange partners,* from Dynamo 1, page 15, Exercise 4. *-Mangas and Comic Books- Tintin and Sailor Moon,* from Dynamo 1, page 17, Exercise 6. *-Ma vie, song lyrics* from Dynamo 1, Page 18, Exercise 1	*- SammySou and Alice459 describe their outfits for school,* from Dynamo 1, page 39, Exercise 3. *-Il est cool ce collège formidable,* from Dynamo 1, page 44, Exercises 4 &5	
Speaking	Using basic greetings and introductions (stating and spelling name, age) **in conversation** through a series of class surveys or through	**Asking and answering questions in conversation** in simple, isolated sentences about their family, likes and dislikes and personality	**Presentation project: presenting** in extended sentences, to describe their ideal school and routine	**Presenting a detailed opinion** about a Le Petit Nicholas using a range of vocabulary.

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	flashcard prompts				
Writing	Writing a series of (fictional) **dialogues** using basic greetings and introductions, which progress to include all vocabulary units of this topic. Writing **short, isolated** sentences about themselves in **lexical chunks**		Writing **short, isolated** sentences about themselves in **lexical chunks** Writing **extended sentences** to give a justified opinion	Using ***-er* verbs** in the present tense in a **comic strip** to describe and narrate their school routine. Using irregular verbs in the present tense (*avoir*, *être* and *faire*)	Writing a film review about ***Le Petit Nicholas*** with justified opinions, and a range of vocabulary.
Grammar	Lexical chunks Gender, singular and plural of nouns Indefinite articles (un/ une) Word Order: Adjectives and nouns (colours + animals)	Knowing how to look up words in a bilingual dictionary. Connectives Definite articles (*le/la/ les*) Adjectives as opinions Identifying subject pronouns Possessive adjectives (mon, ma , mes) *Avoir and être* in the present tense Adjective agreement with the subject pronoun (personality adjectives)	Adjectives as opinions with qualifiers Word Order: Adjective agreement with the noun (colours + clothes) infinitive -er verbs	Using il y a + il n'y a pas de Sequencers Prepositions: dans, à Conjugating -er verbs in the present tense	**Applying** a range previously learnt grammar structures to describe and review Le Petit Nicholas
Culture	**Language-learning as an asset:** students identify why modern foreign languages can be useful and address the stereotypes of English as the Lingua Franca		**School in France**: students comparing school life in the UK to school life in France, including the curriculum, school uniform, daily routine, and school subjects.		**French film in depth***:* students explore childhood themes from *Le*

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	French-speaking culture general knowledge: students explore different elements of French culture, including art, cuisine, geography and history **French greetings (*la bise*)**- students discuss different formalities and contexts for greeting others across the French-speaking world **Christmas in France-** students discuss how French children mark the Christmas season in France and how this differs to British celebrations		*Petit Nicholas* the film and accompanying extracts from the book, considered a classic in French literature and film