

Year 7 MFL

When students arrive in Year 7, most have been exposed to some French in primary but not at the same level. The first term is dedicated to consolidate what has been learned in primary school alongside our theme. The year is separated in four, in which a theme will be studied in line with our SAIL curriculum. A big chunk of time is dedicated to phonics too (graphemes and phonemes) so students are finding it easier to pronounce but also to listen to words with the same sounds. In Year 7, the grammatical focus is on the present tense of regular verbs and the present tense of the most common irregular verbs. The future tense is introduced at the end of Year 7. Lessons include a variety of opportunities for students to acquire and apply language skills in listening, reading, speaking, writing and translating. Lessons are initially teacher-led and students are then provided with opportunities to work in pairs or in groups or independently. Lesson content is always culturally based in order to enhance students' enjoyment and knowledge of the French-speaking world.

Methods of deepening and securing knowledge:

Interleaving	Interleaving is essential to embed the vocabulary and the grammatical structures taught. Students have access to an online platform where revisiting vocabulary is made fun. During lessons, starter activities are linked to previous knowledge such as what has been taught, last week, last month or last year.
AVOCADOS board	Students are at an early stage encouraged to use the AVOCADOS board (Adjectives/verbs/opinions/connectives/adverbs/details/wow factor/sequencers) so their work is detailed and of very high quality.
Outstanding examples	WAGOLL (what a good or outstanding looks like). Especially in writing tasks, the teachers will show students what an outstanding final product will look like. Success criteria will be given so students know exactly what to do.
Challenge and differentiation	In all lessons, teachers are using a traffic light to differentiate the work. There will also be, for each task, a challenge and aspire activity to stretch the more able students who are aiming at gold and platinum.

Theme 1

Theme 2

Topic(s)

Who Are We? (Topic: Who am I?)

- Learning to pronounce key French sounds.
- Talking about brothers and sisters.
- Describing a classroom.
- Talking about likes and dislikes.
- Describing yourself and others.
- Saying what you do.

Grammar:

- Using the verb “avoir”.
- Using the indefinite and definite articles.
- Using the verb aimer + the definite article.
- Using adjective agreement.
- Understanding infinitives and regular -er verbs.
- Giving dates in French.

Global Citizens (Topic: In school)

- Saying what you think about your school subjects.
- Talking about what you wear at school.
- Talking about your school day.
- Learning about a typical French school.
- Saying what there is and isn't in a school.

Grammar:

- Likes and dislikes using -er verbs.
- Using adjectives after nouns.
- Using new -er verbs.
- Agreeing and disagreeing.

Assessment

End of unit assessment (listening and reading).

End of unit assessment (speaking and writing).

CEIAG *(Careers that are linked to that topic)*

Likes and dislikes of personalities.
Journalism.

Option process in school.

	Theme 3	Theme 4
Topic(s)	<p><u>Who Has The Power? (Theme: My free time)</u></p> <ul style="list-style-type: none"> • Talking about which sport you play. • Talking about activities you do. • Discovering sports in French-speaking countries. • Talking about what you like doing. • Creating an interview with a celebrity. <p>Grammar:</p> <ul style="list-style-type: none"> - Using jouer à. - Using the verb faire. - Using cognates and context. - Using aimer + the infinitive. - Forming and answering questions. 	<p><u>Festivals (Theme: My family life)</u></p> <ul style="list-style-type: none"> • Talking about animals. • Describing your family. • Describing where you live. • Talking about breakfast. • Learning about Bastille Day. • Creating a cartoon family. <p>Grammar:</p> <ul style="list-style-type: none"> - Using higher numbers. - Using the possessive adjectives my and your.. - Using the nous form of -er verbs. - Using the partitive article (du/de la/de l'/des). - Using the glossary. - Substituting words to make texts your own.
Assessment	End of module test. SAIL mission.	End of module test. SAIL mission.
CEIAG <i>(Careers that are linked to that topic)</i>	Famous sports personalities/olympics. Journalism (interview with a famous person).	Writing a booklet advertising your town and sending it to pen friends. Tourism.

Independent Study

In modern foreign languages, independent study is essential to check if the work is understood or to help consolidate the work completed in class. There are several types of homework that students will receive on a regular basis and it has to be done often and little.

Learning independent study - regular learning of new key vocabulary and structures is an essential part of making progress in languages. Students have a vocabulary booklet and also access to memrise (online platform to learn vocabulary).

Other independent study will be set, such as grammar consolidation/green pen work to improve work that has already been completed but mistakes will have been identified (not corrected by the teachers), researches, projects.

We recommend students to spend approximately one hour per week on completing work on memrise, reviewing lesson notes and completing Independent study tasks.