FRENCH CURRICULUM MAP
2026 – 2027

Intent:

Language teaching promotes the acquisition of both productive (writing and speaking) and receptive language skills (reading and listening). Effective communication and production strategies include both verbal and non-verbal techniques. Effective comprehension strategies include deduction and inference through ignoring words that are not needed; using the visual and verbal context; making use of grammatical markers and categories, making use of the social and cultural context, using common patterns within French; using cognates and near-cognates; using common patterns between French and English; engaging in active listening; and, reading for gist. Schemes of work promote a balanced approach, with all skills seen on a weekly or twice weekly basis.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
10	**Productive skills:** in Autumn 1, students learn the vocabulary in order to describe themselves and their family members using complex language and structures in the present tense. They learn how to describe their current and future relationships with family members by using reflexive verbs in the present tense and the future tense. Towards the end of the term, they also discuss the pros and cons of technology. **Receptive skills:** students are introduced to Overlap listening and reading exam questions within this context. Students read books to develop their reading skills and range of vocabulary.	**Productive skills:** in Autumn 2, students learn the perfect tense to write and talk about past events related to free time activities. They also revisit the present and future tenses, as well as time phrases, so that they are able to write and talk about free time activities, preferences and plans. **Receptive skills:** students continue to practise Overlap Level listening and reading exam questions within this context. Students read books to develop their reading skills and range of vocabulary.	**Productive skills:** in Spring 1, students build on their knowledge of the present tense as they learn how to describe their school day in detail. They learn how to compare school subjects and write about past and future school events using the perfect and future tenses. Towards the end of the term, students learn how to form the conditional tense to write/talk about post-16 education and jobs. **Receptive skills:** students continue to practise Overlap Level listening and reading exam questions within this context. Students read news articles to develop their reading skills and range of vocabulary.	**Productive skills:** in the first half of Spring 2, students review all key tenses and topics covered so far in French. They then study the topic of technology in the context and learn how to discuss the pros and cons of using the Internet and social media. **Receptive skills:** students continue to practise Overlap/ Higher Level listening and reading exam questions within this context. Students read news articles to develop their reading skills and range of vocabulary.	**Productive skills:** in Summer 1, students begin the term by discussing different celebrities and their impact on society. They also discuss the pros and cons of celebrity life. The second half of the term focuses on developing students' speaking skills so students complete a range of speaking focussed activities in lessons. **Receptive skills:** students continue to practise Overlap/Higher Level listening and reading exam questions within this context. Students read chapter books to develop their reading skills and range of vocabulary.	**Productive skills:** in Summer 2, students revisit all the tenses and complex structures covered during the year, with the aim to write and talk at length about different holiday experiences. They build on their knowledge of French culture by completing an in-depth study of French regions and cities. **Receptive skills:** students continue to practise Overlap/Higher Level listening and reading exam questions. Students read chapter books to develop their reading skills and range of vocabulary.

11	**Productive skills:** in Autumn 1, students build on their knowledge and skills from Year 10. They learn vocabulary on the topic of Home and Local Area and learn how to describe their current and ideal homes and towns using complex structures. In the second half of the half term, students revisit the perfect tense to describe past family celebrations. **Receptive skills:** students complete a range of Higher Tier listening and reading exam questions within this context	**Productive skills:** in Autumn 2, students revisit the four tenses covered in Autumn 1 and continue to develop their written accuracy. Towards the end of the term, students learn vocabulary related to the topic of health as well as how to form the subjunctive in order to further develop the complexity of their language. **Receptive skills:** students complete a range of Higher Tier listening and reading exam questions within this context	**Productive skills:** in Spring 1, students start by learning vocabulary relating to the topic of the environment so that they can write discuss a range of global issues affecting the planet. In the second half of the term, students begin their revision for the GCSE exam. **Receptive skills:** students complete a range of Higher Tier listening and reading exam questions within this context	**Productive skills:** in Spring 2, students continue to prepare for their GCSE exams. They revisit previously-seen tenses and topics. A strong emphasis is placed on speaking skills. Students complete mock speaking exams. **Receptive skills:** students complete a range of Higher Tier listening and reading exam questions within this context	**Productive skills:** in Spring 2, students continue to prepare for their GCSE exams. They revisit previously-seen tenses and topics. A strong emphasis is placed on writing skills. Students complete mock speaking exams. **Receptive skills:** students complete a range of Higher Tier listening and reading exam questions within this context	N/A

Enrichment Opportunities:

Year 10: students read a range of books and news articles to develop their reading skills and range of vocabulary. They also complete a mini-film study of a French film in the Spring Term.

Year 11: students read longer stories to further develop their reading skills. They are also encouraged to watch films weekly in French to develop their listening skills in preparation for their GCSE exam.

All students are given access to a range of online platforms for example (Kerboodle, Quizlet) which provide them with extensive reading, listening and vocabulary learning opportunities in French. This allows pupils to access extensive vocabulary and other tenses beyond what is needed for the exams.
A cultural/language trip to Paris is organised every other year for KS4 students in the Winter Term.

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts.

Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.