CARSHALTON BOYS SPORTS COLLEGE

MODERN FOREIGN LANGUAGES — FRENCH — YEAR 7

Key Stage 3 | Scheme of Work 2026–2027

Excellence • Character • Aspiration

FR Subject Vision — Why French Matters

Our Vision

French at Carshalton Boys Sports College opens pupils' access to a language spoken by over 300 million people across five continents, and to the rich, diverse cultures of the Francophone world. Year 7 is the foundation of the whole five-year language curriculum: it is where pupils first encounter French phonics, core grammar and everyday vocabulary, and where habits of accurate pronunciation, careful listening and confident spoken participation are established. By the end of Year 7, every pupil should be able to introduce themselves and others, describe their family, personality and appearance, discuss pets and free-time activities, and read aloud with increasing accuracy, applying the present tense of high-frequency verbs with growing confidence.

Key Concepts This Year

- **Communication:** Pupils learn to introduce themselves, ask and answer simple questions, and describe the people and things around them.
- **Phonics and pronunciation:** Explicit phonics teaching is built into every Sentence Builder, establishing accurate pronunciation habits from the outset.
- **Grammatical accuracy:** Gender, articles, possessive adjectives, adjective agreement and the present tense of high-frequency verbs are taught explicitly.
- **Vocabulary and memory:** Sentence Builders, Literacy Lists and retrieval practice build the working vocabulary needed for early communication.

Curriculum Journey — Learning Sequence by Term

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1
Identity & Relationships (start)	**Identity & Relationships (cont.)**	**Identity & Relationships (cont.)**	**Identity & Relationships (complete)**	**Free Time Activities & Creative Lessons**
Introductions, age and birthdays; s'appeler, avoir and être; possessive adjectives mon/ma.	Nationality, family and Christmas culture; consolidation and End of Term Assessment.	Personality and physical appearance; adjective agreement, positioning and intensifiers.	Hair, eyes, family relationships and pets; avoir and porter; adjectival agreement.	Hobbies and opinions using jouer/faire; comic-strip and music-video creative tasks.

A Spiral Curriculum Year 7 lays the foundation for the whole five-year course: phonics and the present tense of être, avoir, aller, faire and s'appeler recur and extend into Year 8's wider tense range, Year 9's opinion and justification structures, and the full GCSE course from Year 10. Summer 2 consolidates the year's vocabulary before the End of Year Examination.

Assessment Information

How Pupils Are Assessed

- PATHS Mini Assessments — a short, focused test of one skill after each Sentence Builder
- End of Term Assessments — listening, reading, writing and speaking across that term's content
- End of Year Assessment — all four skills across the full year's content
- PATHS formal written feedback — a dedicated green-pen response lesson after every test

Formal Assessment by Unit

- Identity and Relationships — Mini Assessments in Reading and Writing, plus an End of Term Assessment across all four skills
- Free Time Activities — Mini Assessment in Listening
- Full Year Consolidation — End of Year Assessment across listening, reading, speaking and writing

PATHS Marking Framework

Every formal assessment is followed by feedback using PATHS — the school's consistent feedback model. No PATHS cycle is complete until the pupil has responded.

	Element	What it means	Example in this year
P	**Positive Comment**	A specific, sincere comment on a genuine strength — never generic praise.	*"Your use of the possessive adjective 'mon' to describe your brother is accurate and well-placed."*
A	**Attainment Mark / Grade**	A clear mark, level or working grade showing where the work sits against expectations.	*This response is performing at the Expected standard for National Curriculum linguistic competence; to reach Greater Depth, extend sentences with a connective.*
T	**Target to Improve**	One single, specific, prioritised target — never a list.	*"Your next step is to make sure your adjective agrees with the person you are describing."*
H	**How-to Instructions**	Concrete, do-able steps telling the pupil exactly how to act on the target.	*"(1) Check if the person is male or female; (2) add an -e if female; (3) check the spelling carefully."*
S	**Student Response**	Pupils respond in green pen in dedicated improvement time; the teacher checks the response.	*Green pen response rewriting the weak section and noting what to do differently next time, checked by the teacher.*