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# French: Second Language – Scope and sequence 7–10 (Year 7–Year 10 sequence)

| | Year 7 | Year 8 | Year 9 | Year 10 |
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| **Communicating** | | | | |
| **Socialising** | Interact with peers and known adults orally and in writing to exchange information about self, family and friends and interests, for example, *Bonjour la classe. Je m'appelle Marc, et toi ?; J'ai quatorze ans. Quel âge as-tu ?; J'ai les yeux bleus et les cheveux bruns. Je suis de taille moyenne.; Je te présente mon copain, Henri. Il est intelligent et marrant !; Nous voici — la famille Mercier !; J'ai deux sœurs et un frère.; J'aime nager et le foot.* | Maintain interactions with peers and known adults orally and in writing to exchange information and discuss aspects of home, school and social life, compare routines, interests and leisure activities, for example, *Fais-tu des tâches ménagères ? Je donne à manger au chat tous les jours et chaque soir je sors la poubelle.; Je range ma chambre deux fois par semaine.; Je me lève à sept heures.; Tu es en quelle classe ? Je suis en année 8.; Ce que je déteste/j'adore, c'est la musique.; J'aime beaucoup regarder des vidéos sur YouTube.; Tu aimes lire ?; Lundi après-midi, je fais de la natation et le week-end je joue au tennis avec mes amis.; L'été, on va souvent à la plage.* | Initiate and maintain interactions with others orally and in writing to discuss and compare events of significance in the lives of young people, including holidays, special events and travel, for example, *Cette année, pour mon anniversaire …; Es-tu libre samedi prochain ? Je t'invite à ma fête d'anniversaire.; Que fait-on le 14 juillet en France ?; Qu'est-ce que vous faites pendant la fête de Pâques ?; Que faites-vous pour célébrer le réveillon du Jour de l'An ? Eh bien, nous nous réunissons avec des amis et la famille pour le dîner.; Etes-vous parti en voyage cet été ? Je suis allé à Geraldton, puis je suis parti pour Broome.; Je suis resté chez des amis de mes parents qui habitent à Paris. Et toi ?* | Initiate and participate in sustained interactions with others orally and in writing to exchange ideas, opinions, experiences and thoughts about making choices for today and in the future, including health and physical activity, having a part-time job, learning a language and my future, for example, *Qu'est-ce que vous étudierez l'année prochaine et pourquoi ?; Quels sont vos projets futurs ?; J'ai l'intention de devenir avocat.; Après mes études, j'étudierai peut-être le business. Et toi, tu fais quoi ?; C'est difficile pour vous d'apprendre le français ? Moi, je trouve que …; C'est comment pour toi ?; Internet vous aide avec vos études de français ? Pas du tout !* |
| | Engage in individual and collaborative tasks, such as making arrangements with a friend, planning for a class celebration or performance, or working together to create displays, presentations or performances to showcase their language learning for family, friends or school community | Engage in individual and collaborative tasks, such as making arrangements to cater for events, celebrations or outings, for example, an excursion to a French restaurant or organising a class event | Engage in individual and collaborative tasks, such as exchanging information, making arrangements or obtaining goods or services, for example, when travelling in a Francophone country, arranging an outing, purchasing souvenirs or using transport | Engage in individual and collaborative tasks, such as planning or debating with peers to initiate a school campaign to promote awareness of a wellbeing issue for teenagers, or organising a real or simulated forum to raise awareness of the use of social media at school, or presenting a speech on their language learning experiences |

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| | Participate in classroom routines and interactions by responding to teacher talk, following instructions, asking and answering questions, requesting assistance or permission, asking others how they are and offering wishes, for example, *Écoutez !*; *Monsieur, s'il vous plaît ?*; *Je ne comprends pas.*; *Cliquez sur l'image du château !*; *Répondez aux questions !*; *J'ai une question. Comment dit-on … en français ?*; *Comment ça s'écrit ?*; *Qu'est-ce que c'est ?*; *C'est …*; *Ce sont …*; *Salut, Natalie, ça va ? Pas mal, et toi ?*; *Bonsoir, Madame Legrand, comment allez-vous ?*; *À demain, Mademoiselle.*; *À bientôt !*; *Bon courage !*; *Bonne fête, Solange !* | Participate in classroom routines and interactions by asking and answering questions, requesting information, expressing feelings, opinions and personal preferences and responding to others' contributions, for example, *C'est mon frère — il est sympa !*; *Excuse-moi Sophie, mais …*; *À mon avis …*; *Je pense que …*; *Bien sûr …*; *Je ne suis pas d'accord.*; *C'est génial !*; *C'est une bonne idée.*; *Pouvez-vous le répéter plus lentement, s'il vous plaît ?*; *Qu'est-ce que ça veut dire ?*; *Je peux recommencer ?* | Develop classroom language to contribute to structured discussions and reflect on learning experiences by making suggestions, asking questions for clarification and expressing agreement or disagreement, for example, *C'est une bonne idée.*; *Non, je ne suis pas d'accord.*; *À mon avis …*; *Je pense que …* | Use classroom language to question, elicit and offer opinions, compare ideas and participate in reflective activities and evaluations, for example, *Au contraire !*; *Je ne suis pas d'accord.*; *Après tout …*; *Il faut le dire …*; *Encore une fois …* |
| **Informing** | Identify topic, gist and specific points of information from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways | Identify key information and supporting details from a range of spoken and written texts related to aspects of their personal and social worlds, and use the information in new ways | Identify information and ideas from a range of texts related to aspects of their personal and social worlds, state opinions, compare views and present information in different formats to inform or interest others | Identify information and ideas from a range of texts related to aspects of their personal and social worlds, and establish how culture and context influence the presentation of ideas |
| | Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation | Convey information and ideas from a range of texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context and audience | Convey information, ideas and opinions on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience | Convey information, ideas and experiences, and compare diverse perspectives on texts related to aspects of their personal and social worlds, using different modes of presentation that take account of context, purpose and audience |
| **Creating** | Respond to imaginative texts by describing aspects, such as characters, events and/or key ideas | Respond to imaginative texts by describing and discussing aspects, such as characters, events and/or ideas | Respond to traditional and/or contemporary imaginative texts by summarising, expressing opinions, or modifying aspects, such as characters, events and/or ideas | Respond to traditional and/or contemporary imaginative texts by discussing ideas and considering how these relate to contemporary society and own culture |

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|  | Create simple own or shared imaginative texts by reinterpreting or adapting familiar texts and/or using modelled structures and language | Create own or shared imaginative texts by experimenting with different modes and formats, and creating moods and effects suitable for different audiences | Create own imaginative texts in different modes and formats, using imaginary characters, to inform or entertain, or to convey experiences or express ideas | Create own imaginative texts in different modes and formats, using imaginary characters, places and/or experiences, to entertain, or express ideas, attitudes and/or perspectives |
| **Translating** | Translate and interpret phrases and short texts from French to English and vice versa, noticing which words or phrases translate easily and which do not | Translate and interpret short texts from French to English and vice versa, comparing different versions of a text and suggesting reasons for differences and mistranslations | Translate and interpret texts from French to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning | Translate and interpret texts from French to English and vice versa, identifying how cultural concepts are embedded in language and explaining differences in meaning |
| **Reflecting** | Reflect on own and others' responses to interactions and intercultural experiences, and use these reflections to improve intercultural communication | Engage with French speakers and texts, reflecting on how interaction involves culture as well as language | Engage with French speakers and texts, reflecting on how interaction involves culture as well as language and being aware of audience and context | Engage with French speakers and texts, recognising how own cultural assumptions, practices and beliefs influence language and content, and choosing whether and how to make adjustments |
|  | Reflect on experiences of learning and using another language, and share aspects of own identity, such as age, interests and family background, reflecting on how these impact on intercultural communication | Reflect on own identity, including identity as a learner and user of French, through experiences or in attitudes to culture and intercultural communication | Reflect on the experience of learning and using French and how it might add further dimension to own identity | Reflect on the experience of learning and using French and how it might add further dimension to own identity |
| **Understanding** | | | | |
| **Systems of language** | Use features of the French sound system, including pronunciation of nasal sounds, and convey meaning with pitch, stress, intonation, rhythm, using liaison in familiar contexts, and recognising the difference between statements, questions and commands, such as *Vous écoutez la chanson.*; *Vous écoutez la chanson ?*; *Écoutez la chanson !* | Use features of the French sound system, including pronunciation, pitch, rhythm, stress and intonation to express a variety of feelings, such as *C'est nul !*; *Ça suffit !*; *Quoi encore ?*; *Oh là là !*; *Aïe !*, and increasing control of liaison in unfamiliar contexts, including no liaison with *et*, and common fillers, interjections and responses, such as *Hein ?*; | Increase control of regular and irregular elements of the French sound system, including using liaison in unfamiliar contexts, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm | Increase control of regular and irregular elements of the French sound system, building fluency and accuracy in pronunciation of more complex syllable combinations, pitch, stress and rhythm |

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| | Use the French alphabet for spelling words aloud, recognising similarities to and differences from English and using correct terminology for accents | *Bon ben …*; *N'est-ce pas ?*; *Youpi !*; *Ça alors !* | | |
| | Generate language for a range of purposes in simple spoken and written texts, by recognising and using context-related vocabulary and elements of the French grammatical system, including:<br>• using definite and indefinite articles *le, la, l'* and *les*; *un, une* and *des*<br>• recognising substitution of the indefinite article with *de* in negative sentences, for example, *Non, je n'ai pas de frère. J'ai une sœur.*<br>• using singular and plural forms of nouns, for example, *le chien/les chiens*, *une femme/des femmes*, including some irregular plural forms, such as *l'œil/les yeux, le nez/les nez, l'animal/les animaux*<br>• beginning to recognise that adjectives agree in number and gender with the noun, for example, *des élèves intelligents, de bonnes étudiantes*, and that *des* changes to *de* if the adjective precedes the noun<br>• understanding that most adjectives in French follow the noun, for example, *un élève intelligent*, and that common adjectives precede the noun, for example, *une bonne étudiante*<br>• understanding that subject pronouns *je, tu, il, elle, on, nous, vous, ils* and *elles* determine verb conjugations and substitute for noun subjects, for | Generate language for a range of purposes in simple spoken and written texts, by using context-related vocabulary and applying elements of the French grammatical system, including:<br>• understanding that adjectives agree in number and gender with the noun, for example, *de bonnes étudiantes* and that *des* changes to *de* if the adjective precedes the noun<br>• using *parce que* in compound sentences<br>• forming and using adverbs, for example, *Il parle lentement.*; *Je cours vite.*<br>• forming and using partitive articles, for example, *Nous mangeons de la viande tous les jours.*<br>• recognising comparatives, such as *plus … que, moins … que, aussi … que* + adjective, for example, *J'aime le français plus que les maths car c'est plus intéressant.*<br>• identifying the forms and functions of reflexive verbs, for example, *Il se lève très tard le week-end.*; *Nous nous promenons chaque soir.*; *Je veux m'asseoir à côté de toi.*<br>• increasing control of regular –*er, –re* and –*ir* verbs, *être, avoir, aller, faire, devoir, vouloir, savoir* in *le présent*<br>• recognising *le passé composé* is used to recount events that occurred in the past, for example, *Il a regardé la télé.*; *J'ai mangé un croissant.* | Generate language for a range of purposes in spoken and written texts, by extending understanding and use of context-related vocabulary and elements of the French grammatical system, including:<br>• using *le passé composé* to recount events that occurred in the past with *avoir*, for example, *Elle a fait du shopping.*<br>• recognising verbs conjugated with *être* as the auxiliary in *le passé composé* have agreement between subject and past participle, for example, *Madeleine est allée en France pour rendre visite à sa famille française.*<br>• understanding the forms and functions of reflexive verbs, and the use of *être* and agreements in *le passé composé*, for example, *Je me suis levée à sept heures pendant les vacances.*; *Elle s'est entraînée …*<br>• becoming familiar with *l'imparfait* when encountered in familiar expressions and scaffolded language contexts, for example, *C'était …*; *J'ai joué au foot avec mes amis hier après-midi. C'était amusant.*<br>• understanding the differences in use between *le passé composé* and *l'imparfait*, for example, *Il faisait beau.*; *Je suis allé au Louvre.* | Generate language for a range of purposes in spoken and written texts, by continuing to extend understanding and use of context-related vocabulary and elements of the French grammatical system, including:<br>• using simple and compound sentences to structure arguments, and explain or justify a position in relation to personal and social issues, such as *les études, le sport et la nourriture, l'environnement, l'avenir, les passe-temps*<br>• using connectives, for example, *parce que, à cause de, puisque* and *en plus*<br>• using *le présent, l'impératif, le futur proche, le passé composé* and *l'imparfait*<br>• understanding and using infinitive verb forms and phrasal verbs, such as *avoir besoin de faire quelque chose*; *commencer à faire …*<br>• understanding and using *le futur* in simple constructions, for example, *L'année prochaine, j'étudierai le français.*<br>• recognising *le conditionnel*, for example, *J'aimerais voyager après mes études.*<br>• using relative pronouns *qui, que, où, dont* and *lequel*<br>• using direct object pronouns *me, te, le, la, nous, vous, les* |

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| | example, *Voilà le frère de Michel. Il est beau, n'est-ce pas ?*<br>• using regular *–er* verbs, and irregular conjugations of high-frequency verbs *être*, *avoir*, *aller* and *faire* in *le présent*<br>• becoming familiar with regular *–ir* and *–re* verbs in *le présent*<br>• recognising the function of irregular verbs, such as *avoir*, *être* and *faire* in expressions, such as *avoir faim*, *avoir 13 ans* and *faire beau*<br>• becoming familiar with *l'impératif*, for example, *Asseyez-vous !*; *Dis-moi !*<br>• recognising how grammatical choices shade meaning and establish register, for example, use of *tu* or *vous* to distinguish relationship; use of *nous* to suggest inclusivity or shared identity; use of *on* to suggest distance or to replace *nous*<br>• using singular and plural possessive adjectives, for example, *ses cheveux*, *leur mère*, *mes copains*<br>• forming and using cardinal numbers to 100<br>• using exclamations, for example, *Zut !*; *Bien fait !*<br>• using prepositions *à*, *en* and *dans* when describing where people live, for example, *Jean-François habite à Montréal au Canada.*; *Ma copine habite en Australie.*; *La famille Maréchal habite dans une ferme.*<br>• using the negative *ne … pas* in simple statements, questions and commands, for example, *Je n'aime pas l'histoire.*; *Tu n'aimes pas le bifteck ?*; *Ne recommence pas !* | • using *le futur proche* to describe immediate future events, for example, *Il va regarder la télé.*<br>• becoming familiar with using emphatic pronouns *moi, toi, lui, elle, soi, nous, vous, eux*<br>• using the negative *ne … pas* in simple statements, questions and commands, for example, *Je n'aime pas l'histoire.*; *Tu ne viens pas au cinéma ?*; *Ne mange pas les bananes !*, including the use of *de* after a negative verb form, for example, *Je n'ai pas de photos.*<br>• recognising the functions of elements, such as prefixes and suffixes, for example, *désagréable, la camionnette, la réorganisation*, and how word patterns and clusters connect, for example, *triste, la tristesse; le marché, le marchand, la marchandise*<br>• using the subject pronoun *on* with the third person singular of the verb<br>• forming and using cardinal numbers, including when used in dates, for example, *Je suis né en 2007.*<br>• using *l'impératif*, for example, *Rangez vos affaires !*; *Allons-y !*; *Dites-le en français !*<br>• using expressions of quantity, for forming and using articulated prepositions, for example, *Elle va au parc quand elle veut être seule.*<br>• forming and using ordinal numbers, for example, *Il arrive en sixième place.*<br>• using time phrases, for example, *Les cours commencent à 9 heures moins le quart.* | • using the infinitive as the second verb, for example, *Tu veux venir au cinéma ce soir ?*<br>• understanding the function of verb tenses to situate events in time, for example, *Ils vont partir demain matin.*; *Je suis allé en France quand j'avais six ans.*<br>• understanding the function of verb tenses to express intention or desire, for example, *Je voudrais bien aller à Tunis l'année prochaine !*<br>• using relative pronouns *qui*, *que*<br>• using emphatic pronouns *moi, toi, lui, elle, soi, nous, vous, eux*<br>• beginning to use direct object pronouns in conjunction with *le présent*, for example, *Je t'écoute.*; *Elle les mange tous les jours !*<br>• using *élision* with direct object pronouns and verbs beginning with a vowel or *h muet,* for example, *Il l'ignore.*<br>• using negatives with *le passé composé*, for example, *Nous n'avons pas encore fini l'histoire.*<br>• understanding additional negative forms, such as *ne … plus*, *ne … rien*, *ne … jamais*<br>• using comparative and superlative forms of adverbs and adjectives, for example, *vite, plus vite, le plus vite*; *jolie, moins jolie, la moins jolie*<br><br>Continue to build metalanguage to talk about vocabulary and grammar concepts | • using indirect object pronouns, for example, *me, te, lui, nous, vous, leur*<br>• recognising that in *le passé composé* past participles agree with the preceding direct object when the verb is conjugated with the auxiliary verb *avoir*, for example, *Les adolescentes que vous avez rencontrées sont des volontaires.*<br>• extending knowledge of additional negative forms, such as *ne … plus*, *ne … rien*, *ne … jamais*, *ne … que*, *ne … personne*<br>• exploring how choices of words, such as nouns and adjectives can indicate values and attitudes, for example, *C'est un bon à rien.*; *C'est un brave jeune homme.*<br>• understanding the function of impersonal expressions, for example, *il faut, il est impossible de, il s'agit de*<br><br>Continue to build metalanguage to talk about vocabulary and grammar concepts |

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| | • becoming aware of three ways of forming a question, including a simple sentence with rising intonation, for example, *Tu as un animal chez toi ?*; inverting the verb and subject, for example, *As-tu un animal chez toi ?*; and using *Est-ce que … ?*, for example, *Est-ce que tu as un animal chez toi ?*<br><br>Build metalanguage to talk about vocabulary and grammar concepts | Continue to build metalanguage to talk about vocabulary and grammar concepts | | |
| | Identify and use text structures and language features of common spoken, written and multimodal texts, and compare with structures and features of similar texts in English | Identify, analyse and use text structures and language features of common spoken, written and multimodal texts, and explain how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences | Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts | Apply understanding of the interrelationship between text structures and language features to different types of texts, including simple narrative, informative and persuasive texts |
| **Language variation and change** | Examine linguistic features in texts to develop an understanding that languages vary according to elements, such as register<br><br>Understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures | Examine linguistic features in texts to understand that French, like all languages, varies according to participants, roles and relationships, situations and cultures | Analyse how French is used in varying ways to achieve different purposes | Analyse how French is used in varying ways to achieve different purposes, and changes over time and place |
| | Recognise that French is a global language, spoken with a variety of accents and dialects in many regions of the world, as well as in France | Understand the dynamic nature of French, and how it influences and is influenced by other languages and cultures | Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge | Understand that language has power and changes over time as a result of influences, such as contact with other languages, globalisation and new technologies and knowledge |

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| **Role of language and culture** | Explore the relationship between language and culture | Explore the relationship between language and significant cultural values or practices in French, English and other languages | Explore the ways in which language and culture are used to establish relationships, indicate social values and enhance intercultural exchange | Explore the nature of the relationship between language, culture and communication and how it impacts on attitudes and beliefs |