

Holy Family Catholic School – Faculty of Communication and Culture Spring Term 1 Year 7
French and German

| Learning Intention | Vocab | Concept | Retrieval | Success Criteria | Hinge Questions for this lesson | Red Zone |
|---|-----------------------------|----------------------------|---|--|---|---|
| Lesson 1 Week 1 To engage with sound patterns To develop pronunciation of key sounds | Family members, Personality | Description The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Identify key sounds. Use key sounds. Spell key words correctly. | <i>If you hear the word “frère” in French, which option shows the correct pronunciation pattern?</i> A) Sounds like “free” B) Sounds like “fr-air” C) Sounds like “fur” D) Sounds like “fair” | Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2. |
| Lesson 1 Week 2 To be able to sequence chunks To build vocabulary | Family members, Personality | Description The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Use correct word order. Use a variety of vocabulary. | <i>Which sentence is correctly ordered in French?</i> A) J’ai une sœur gentille. B) Gentille sœur j’ai une. C) Une j’ai sœur gentille. D) J’ai gentille une sœur. | Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words. |
| Lesson 1 Week 3 To develop reading and listening skills | Family members, Personality | Description The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Use context to decipher meaning. Use a range of vocabulary to discuss myself and others. | <i>If you read “Mon père est sportif”, what does it mean?</i> A) My father is sporty B) My brother is tall C) My father is tired D) My dad is funny | Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus. |

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| Lesson 1 Week 4 To engage with sound patterns To develop pronunciation of key sounds | Family members, Personality, Likes/ dislikes | Description Opinion and Justification The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Identify key sounds. Begin to use key sounds. Begin to spell key words correctly. | <i>Which word contains the same vowel sound as “j’aime”?</i> A) père B) aime C) sœur D) frère | Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2. |
| Lesson 1 Week 5 To be able to sequence chunks To build vocabulary | Family members, Personality, Likes/ dislikes | Description Opinion and Justification The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Use correct word order. Use a variety of vocabulary. | <i>Which sentence is correctly ordered?</i> A) J’aime mon frère parce qu’il est drôle. B) Parce qu’il est drôle j’aime mon frère. C) Mon frère j’aime parce qu’il est drôle. D) J’aime parce qu’il est drôle mon frère. | Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words. |
| Lesson 1 Week 6 To develop reading and listening skills | Family members, Personality, Likes/ dislikes | Description Opinion and Justification The Present | Family members, Physical and character adjectives | I will be able to: <ul style="list-style-type: none"> Use key sounds to identify information. Use context to decipher meaning. Reflect on own work and improve when needed. | <i>If you hear “Je n’aime pas ma sœur parce qu’elle est méchante”, what does it mean?</i> A) I like my sister because she is kind. B) I don’t like my sister because she is mean. C) I don’t like my brother because he is funny. D) I like my sister because she is funny. | Translation into L2: Students to translate 7 sentences into L2 from written/audio stimulus. |