

Holy Family Catholic School – Faculty of Communication and Culture
Autumn Term 1 2026-27 Year 8 French

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	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present		I will be able to: - Identify key sounds - Use key sounds Spell key words correctly	Quelle phrase signifie "I like pizza"? A. Je déteste la pizza. B. J'aime la pizza. ☒ C. Je mange la pizza. D. Je bois la pizza.	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	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine	Saying what people eat and drink	I will be able to: Use correct word order Use a variety of vocabulary	Quelle phrase est correcte ? A. J'aime les pommes parce qu'elles sont délicieuses. ☒ B. J'aime parce qu'elles sont délicieuses les pommes. C. Les pommes j'aime sont délicieuses parce qu'elles. D. Parce qu'elles sont délicieuses j'aime les pommes sont.	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.

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		behaviour in the present				
Lesson 1 Week 3 To develop reading and listening skills To develop translation and writing skills	Simple opinions, food and drink items, positive and negative adjectives	Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Saying what people eat and drink	I will be able to: - Use key sounds to identify information - Use context to decipher meaning Use a range of vocabulary to discuss myself and others	Que signifie : "Je n'aime pas le lait parce qu'il est mauvais" ? A. I like milk because it is good. B. I do not like milk because it is bad. ☒ C. I drink milk because it is bad. D. Milk is my favourite drink	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.
Lesson 1 Week 4 To engage with sound patterns To develop pronunciation of key sounds	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects	Food and drink items	I will be able to: - Identify key sounds - Begin to use key sounds Begin to spell key words correctly	Que prends-tu au petit-déjeuner ? A. Le lundi. B. Je mange des céréales. ☒ C. C'est délicieux. D. À l'école.	Word and chunk level dictation: Students to write variety of words/chunks in L2 from teacher prompt in L2.

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		and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present				
Lesson 1 Week 5 To be able to sequence chunks To build vocabulary	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Food and drink items, mealtimes	I will be able to: - Use correct word order - Use a variety of vocabulary	Quelle question est correcte ? A. Tu manges quoi au déjeuner ? ☒ B. Quoi tu manges au déjeuner ? C. Tu quoi manges au déjeuner ? D. Manges tu quoi au déjeuner ?	Word and chunk jumble: Students to complete 7 x L2 sentences using L1 prompt with jumbled chunks/words.

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Lesson 1 Week 6 To develop reading and listening skills	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Food and drink items, mealtimes	I will be able to: - Use key sounds to identify information - Use context to decipher meaning	Que signifie : "Le soir, je bois de l'eau et je mange du poisson" ? A. In the morning I drink water and eat fish. B. In the evening I drink water and eat fish. ☒ C. In the evening I drink milk and eat fish. D. In the evening I drink water and eat chicken.	Translation into L1: Students to translate 7 sentences into L1 from written/audio stimulus.
Lesson 1 Week 7 To develop translation and writing skills	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and	Food and drink items, mealtimes	I will be able to: - Use key sounds to identify information. - Use context to decipher meaning. Reflect on own work and improve when needed.	Quelle traduction est correcte ? "At lunch I eat a sandwich and I drink water." A. Au déjeuner, je mange un sandwich et je bois de l'eau. ☒ B. Au déjeuner, je bois un sandwich et je mange de l'eau. C. Je mange au déjeuner de l'eau et un sandwich.	Translation into L2: Students to translate 7 sentences into L1 from written/audio stimulus. (Green pen task)

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		contrasting, Describing routine behaviour in the present			D. Au déjeuner, je mange un sandwich et je prends de l'eau.	
Lesson 1 Week 8 To consolidate prior learning (weeks 1-7)	Mealtimes, Food and drink items, Verbs with food/drink	Forming questions, Describing and identifying people, Describing places, objects and natural phenomena, Expressing feelings, Comparing and contrasting, Describing routine behaviour in the present	Food and drink items, mealtimes	I will be able to: • Use key sounds to identify information • Create own texts • Reflect on own work and improve when needed.	Quelle phrase est la meilleure ? A. Au petit-déjeuner, je mange des céréales parce qu'elles sont délicieuses. ☒ B. Au petit-déjeuner, je mange des céréales parce qu'elles sont lundis. C. Au petit-déjeuner, je bois des céréales parce qu'elles sont délicieuses. D. Au petit-déjeuner, je mange des céréales parce qu'elles sont un déjeuner	Translation into L2: Students to translate 7 sentences into L1 from written/audio stimulus.