HAGBOURNE C.E. PRIMARY SCHOOL



'Be the best you can be'

CARE - COURAGE - RESPECT - RESPONSIBILITY

Curriculum Information

Modern Foreign Languages (MFL)

The National Curriculum Programme of Study for MFL states the following:

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.'

Intent

Good modern foreign language teaching aims to teach pupils to:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

At Hagbourne, we teach French to Key Stage 2. The main objective for each lesson is that all children enjoy learning MFL and feel that they leave Key Stage 2 with a foundation upon which to build in the coming years of their language journey.

We recognise and celebrate that our community is diverse and understand that language-learning is essential for children to begin to understand the world around them; French lessons aim to illustrate the cultural similarities and differences between France and the UK.

During lessons, children will be exposed to French in a variety of ways; we use authentic spoken materials as much as possible to allow the children to build up their 'ear' for French. They are taught about what life in France is like for children and how this differs from or is similar to life here in the UK. They are also taught that French is spoken in other countries beyond France.

Teaching of French closely follows the most up-to-date pedagogy and methodology that the school has access to; Gianfranco Conti's methodology of sentence-builder based learning.

Implementation

We achieve this by:

- Setting common learning opportunities which are open-ended and can have a variety of responses; these enable less able learners to access the same learning as more able peers and do not put 'glass-ceilings' on the most able linguists
- Setting tasks of increasing difficulty, some children not completing all tasks
- Playing a variety of engaging language games to whet the appetite for further learning
- Providing resources of different complexity according to the ability of the child
- Providing different levels of support to enable less able children to access the curriculum in line with their peers e.g. through effective use of TA support within the classroom
- Frequent revision of basic structures and phrases to ensure 'deep learning' of key information

- Encouraging an ‘active lesson’ with as many planned movement opportunities as possible

Planning:

Key Stage 2:
We use the national curriculum scheme of work for MFL as the basis for our curriculum planning. Our curriculum planning is in three phases (long-term, medium-term and short-term). Provision for French is separate from other subjects, with all children having a weekly hour lesson (or equivalent) with an MFL specialist or their classroom teacher.

Resources:
A specially designed Scheme of Work has been produced by the subject leader who has a specialism for language teaching. This is based on the sentence builder approach and is designed to allow for a clear progression across the key stage.

Inclusion:
At Hagbourne Primary School, we teach French to all KS2 children, whatever their ability. French forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our French teaching, we provide learning opportunities that match the needs of children with learning difficulties as well as offering challenge to more able children.

Cross-curricular links:

English
Teaching of a foreign language; breaking the language down into its component parts, understanding how to manipulate language is extremely beneficial to the children’s skills in English learning. The repetition of key semantics for language learning can only strengthen their understanding of the English language. The scheme of work encourages the use of adjectives, conjunctions, giving opinions and justifications for example both orally and in the written form, reiterating these key concepts for all learners.

Mathematics
From foundation stage onwards, children are taught numbers in French in a very repetitive nature; supporting all learners numeracy skills. Number is used in many different formats; telling the time, money, birthdays etc.

Personal, Social and Health Education (PSHE) and Citizenship

Foreign language learning makes children appreciate that they are members of a global community. It encourages them to think about how others see the world, their culture and ways of celebrating. This makes them reflect on their own values and beliefs as well as accepting that other countries may have different values or points of view.

Impact

Assessment

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in French by making informal judgements as we observe the children during lessons.

Teachers assess children's work in French by making assessments as they observe them working during lessons. This allows the teacher to make assessments of attainment and progress for each child. The teacher will decide if a child is working towards, at or above their age.

Often, most of a French lesson is oral/aural based learning, immediate oral feedback is provided by the teacher during the lesson and all children are encouraged to engage as often as possible every lesson.

Where work is recorded, it will be marked according to the school marking policy. Where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. After receiving feedback in their books, children should have the opportunity to respond to it and 'polish/re-draft' their work if appropriate at the beginning of the next lesson.

Where appropriate teachers may choose to use more formal or summative assessment methods for assessing progression.

Monitoring and Evaluation

French will be monitored and evaluated by the MFL Subject Leader alongside the SLT to ensure the implementation of the National Curriculum 2014 and to ensure the development of quality teaching and learning.

This will be complete through:

- Monitoring pupil work,
- Maintaining an overview of National Curriculum coverage,
- Identifying areas of learning that require development,

- Reviewing and evaluating the annual Action Plan to identify future developments.

The policy is intrinsically linked with and is informed by other school policies, including:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Early Years Policy
- Special Educational Needs Policy
- Homework Policy

Long Term Plan

Year 3	Year 4	Year 5	Year 6
Greetings and saying your name	Greetings and saying your name (recapping basics) Animals and number I have/I have not I would like	Greetings and saying your name (recapping basics) Introducing self; Age/description. Character and others he is/she is/has etc.	I live in (places and countries)
Numbers 1-20 How old are you? Classroom commands	Family members He/she is called	Sports I do/I play Days of the week	I live in (house and location)
How are you? I am fine/happy/sad etc.	Self description—hair and eyes +colour. Adjectival agreement.	Likes and dislikes +sport(and other) Giving reasons, building longer sentences.	Rooms in the house
Animals I have I want	Describing others (appearance) Il/elle a	The weather and seasons	At school, School subjects items in pencil case
Adjectival agreement with animals and objects in the classroom	Nouns and colours – adjectival agreement	Sports and weather	The future -jobs
Recap terms 1-5 Cultural Study of France- Research French cuisine	Recapping terms 1-5 Cultural study of France – French speaking countries	Recapping Terms 1-5 Cultural study – French sports	Writing about yourself—letter to next school Cultural study of France- French school system

VOCABULARY/PHONETICS	SPEAKING	READING	WRITING	GRAMMAR

Please note: Each strand should be apparent and incorporated into every session or at least be taught discreetly in every term.

Differentiation (including for LA and HA)

The sentence builders have been designed with differentiation at their core. The children will be working at expected level at each term if they are able to use all 4 skill areas (listening, speaking, reading and writing) independent of the support sheet. LA children will be supported by the sentence builder sheet; however, they will be able to engage in all 4 areas. HA children will be able to create their own sentences veering away from the sentence builder sheet – these will be of a good level of accuracy but may contain some grammatical or lexical errors.

Year 3 Term 1

Greetings and Saying your Name

KNOWLEDGE & UNDERSTANDING
• How to greet someone in French, asking or someone's name and responding to the question

Prior Learning	Future Learning
• Possibly none	• To ask how old someone is ang give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Not sounding out the end of words** **È = /air/** **In = /an/**	Bonjour, salut, bon matin, bonsoir bon après-midi, bonne nuit, comment t'appelles-tu? Je ma'appelle , au'revoir	• Know that to ask a question you must raise your voice at the end. • That some words are masculine and some words are feminine and that will change the adjective. E.G. **Bon** après midi, but **Bonne** nuit

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context (à tout à l'heure, à bientôt etc)

Bonjour



Salut



Bon matin



Bonsoir



Bon après-midi



Bonne nuit



Comment t’appelles-tu?

Je m’appelle Marie.



Au’revoir



Salut



Year 3 Term 2

Ages/counting to 20/classroom commands/yes/no/thank you

KNOWLEDGE & UNDERSTANDING		
• To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you		
Prior Learning		**Future Learning**
• . How to greet someone in French, asking or someone's name and responding to the question		• Asking how someone is and being able to respond in 5 different ways
Core Skills/Phonetic focus	**Vocabulary**	**Grammar skills**
Speaking/Listening/Reading/Writing **Oi - /wa/** **Eu = /er/** **Qu = /k/**	Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, quel âge as-tu? J'ai…ans, levez-vous, asseyez-vous, silence, oui, non, merci.	• Know that to ask a question you must raise your voice at the end. • That you have your age in French (verb avoir)

ASSESSMENT STATEMENTS		
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Un	1
Deux	2
Trois	3
Quatre	4
Cinq	5
Six	6
Sept	7
Huit	8
Neuf	9
Dix	10

Onze	11
Douze	12
Treize	13
Quatorze	14
Quinze	15
Seize	16
Dix-sept	17
Dix-huit	18
Dix-neuf	19
Vingt	20



Levez-vous!



Asseyez-vous!



Silence!



Oui



Non



Merci



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Year 3 Term 3

How are you/ I am…

KNOWLEDGE & UNDERSTANDING
• Asking how someone is and being able to respond in 5 different ways

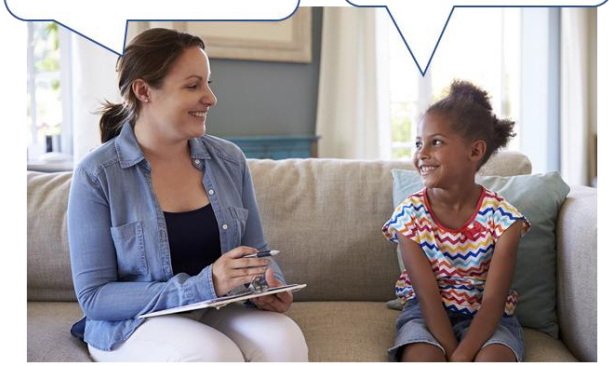
Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is ang give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you	• Saying how many pets you have and their colour

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Ç = /s/** **En = /on/** **R = rolling r sound**	Comment ça-va?, ça-va bien, comme ci, comme ça, ça-va mal, je suis content(e), je suis triste	• Know that to ask a question you must raise your voice at the end. • Gender and adjectival agreement

ASSESSMENT STATEMENTS		
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• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context

Comment ça-va?

Ça-va bien!



Comme-ci comme-ça



Ça-va mal!





Je suis…
I am…

content(e)



triste



Year 3 Term 4

As-tu un animal?

KNOWLEDGE & UNDERSTANDING
• Asking and answering about pets, saying how many you have.

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways	• Pets and classroom items – saying how many you have/need and giving their colour

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Ai =/ay/** **ien= /ee-an/** **eau = /oh/**	Oui, J'ai, je veux. Je voudrais, non, je n'ai pas d'animal, un , deux, trois, quatre, cinq, chat, chien, hamster, oiseau, poisson, serpent, lapin, cochon, d'Inde, souris, tortue	• Know that to ask a question you must raise your voice at the end. • Understand that there is an agreement between number and gender in French • Understand that plurals can alter the spelling and sound in French • Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context

As-tu un animal?

Oui, j'ai

(Yes,I have)

Je veux

(I want)

Je voudrais

(I would like)

Non, Je n'ai pas d'animal.

(No, I don't have an animal)

un(e) 1

deux 2

trois 3

quatre 4

cinq 5

masculine pets

chat(s) *cat(s)*

chien(s) *dog(s)*

hamster(s)

oiseau(x) *bird(s)*

poisson(s) *fish*

serpent(s) *snake(s)*

lapin(s) *rabbit(s)*

cochon(s) d'Inde

feminine pets

souris *mouse/mice*

tortue(s) *tortoise(s)*

Year 3 Term 5

Combien?

KNOWLEDGE & UNDERSTANDING

- Pets and classroom items – saying how many you have/need

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have	• Cultural understanding of France – French cuisine

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Y= /ee/** **is = /ee/** **eu =/er/** **ch= /sh/**	J'ai, je veux, je voudrais, Voici, un, deux, trois, quatre, cinq, stylo, crayon, livre, chien, poisson, serpent, lapin, ordinateur, souris, tortue, chaise, table, gomme, règle,	• Know that to ask a question you must raise your voice at the end. • That some words are masculine and some words are feminine and that will change the adjective. • Understand that plurals can alter the spelling and sound in French. • Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Combien?

J'ai

(I have)

Je veux

(I want)

Je voudrais

(I would like)

Voici

(Here is)

un	1
deux	2
trois	3
quatre	4
cinq	5

une	1
deux	2
trois	3
quatre	4
cinq	5

masculine items

stylo(s) *pen(s)*

crayon(s) *pencil(s)*

livre(s) *book(s)*

chien(s) *dog(s)*

poisson(s) *fish*

serpent(s) *snake(s)*

lapin(s) *rabbit(s)*

feminine items

souris *mouse/mice*

tortue(s) *tortoise(s)*

chaise(s) *chair(s)*

table(s)

gomme(s) *rubber(s)*

Year 3 Term 6

Recap of Terms 1-5 plus a cultural study of France – French Cuisine

KNOWLEDGE & UNDERSTANDING
• Recapping all from terms 1-5 then a case study on French cuisine

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have • Pets and classroom items – saying how many you have/need	• Asking and answering about pets, number and colour

Core skills	Vocabulary	Grammar skills
Speaking, listening, reading, writing Cultural understanding of French cuisine	As per terms 1-5	• As per terms 1-5

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match the contexts.

Year 4 Term 1

As-tu un animal?

KNOWLEDGE & UNDERSTANDING

- Asking and answering about pets -number and colour

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have	• Introducing family members and giving their names

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **in = /an/** **no sounds at the end of the word: souris/gris**	, Oui, J'ai, je veux. Je voudrais, non, je n'ai pas d'animal, un , deux, trois, quatre, cinq, chat, chien, hamster, oiseau, poisson, serpent, lapin, cochon, d'Inde, souris, tortue, noir, blanc, marron, gris, rouge, orange	• Know that to ask a question you must raise your voice at the end. • That some words are masculine and some words are feminine and that will change the adjective. • Understand that plurals can alter the spelling and sound in French. • Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

As-tu un animal?

Oui, j'ai
(Yes,I have)

Je veux
(I want)

Je voudrais
(I would like)

Non, Je n'ai pas d'animal.
(No, I don't have an animal)

un(e)	1
deux	2
trois	3
quatre	4
cinq	5

masculine pets

chat(s) *cat(s)*
chien(s) *dog(s)*
hamster(s)
oiseau(x) *bird(s)*
poisson(s) *fish*
serpent(s) *snake(s)*
lapin(s) *rabbit(s)*
cochon(s) d'Inde *Guinea pig(s)*

masculine colours

noir(s) *black*
blanc(s) *white*
marron *brown*
gris *grey*
rouge(s) *red*
orange

feminine pets

souris *mouse/mice*
tortue(s) *tortoise(s)*

feminine colours

noire(s) *black*
blanche(s) *white*
marron *brown*
grise(s) *grey*
rouge(s) *red*
orange

Year 4 Term 2

Ma Famille

KNOWLEDGE & UNDERSTANDING

- Introducing family members and giving their names

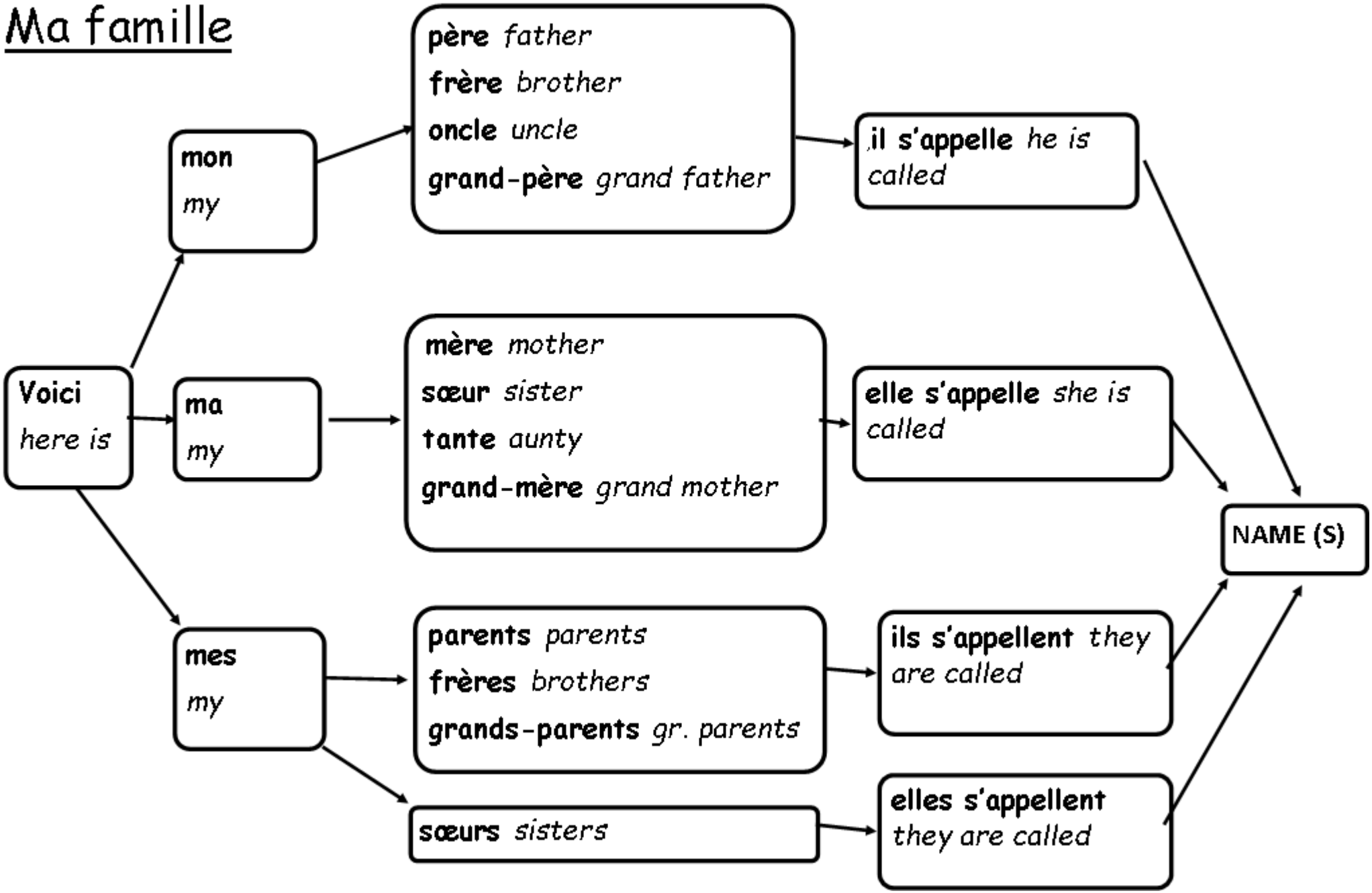
Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have • Introducing family members and giving their names	• Describing personal hair/eye colour and personal characteristics

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **È = /air** **No difference in sound for s'appelle/s'appellent – do not pronounce ent** **No pronouncing final s on words**	Voici, mon/ma/mes père, mère, frère, oncle, grand-père, soeur, tante, grand-mère, parents, il s'appelle, elles s'appelle, ils s'appellent, elles s'appellent	• Understand that possessive pronouns in French change depending on gender • Understand how to conjugate the reflexive verb s'appeller to match number • Understand the pronouns il/elle • Understand that the French use accents to change to sound of the vowels • Singular and plural nouns

ASSESSMENT STATEMENTS

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Ma famille


Voici
here is
mon
my
ma
my
mes
my
père father
frère brother
oncle uncle
grand-père grand father
mère mother
sœur sister
tante aunty
grand-mère grand mother
parents parents
frères brothers
grands-parents gr. parents
sœurs sisters
il s'appelle he is called
elle s'appelle she is called
ils s'appellent they are called
elles s'appellent they are called
NAME (S)

Year 4 Term 3

Moi

KNOWLEDGE & UNDERSTANDING

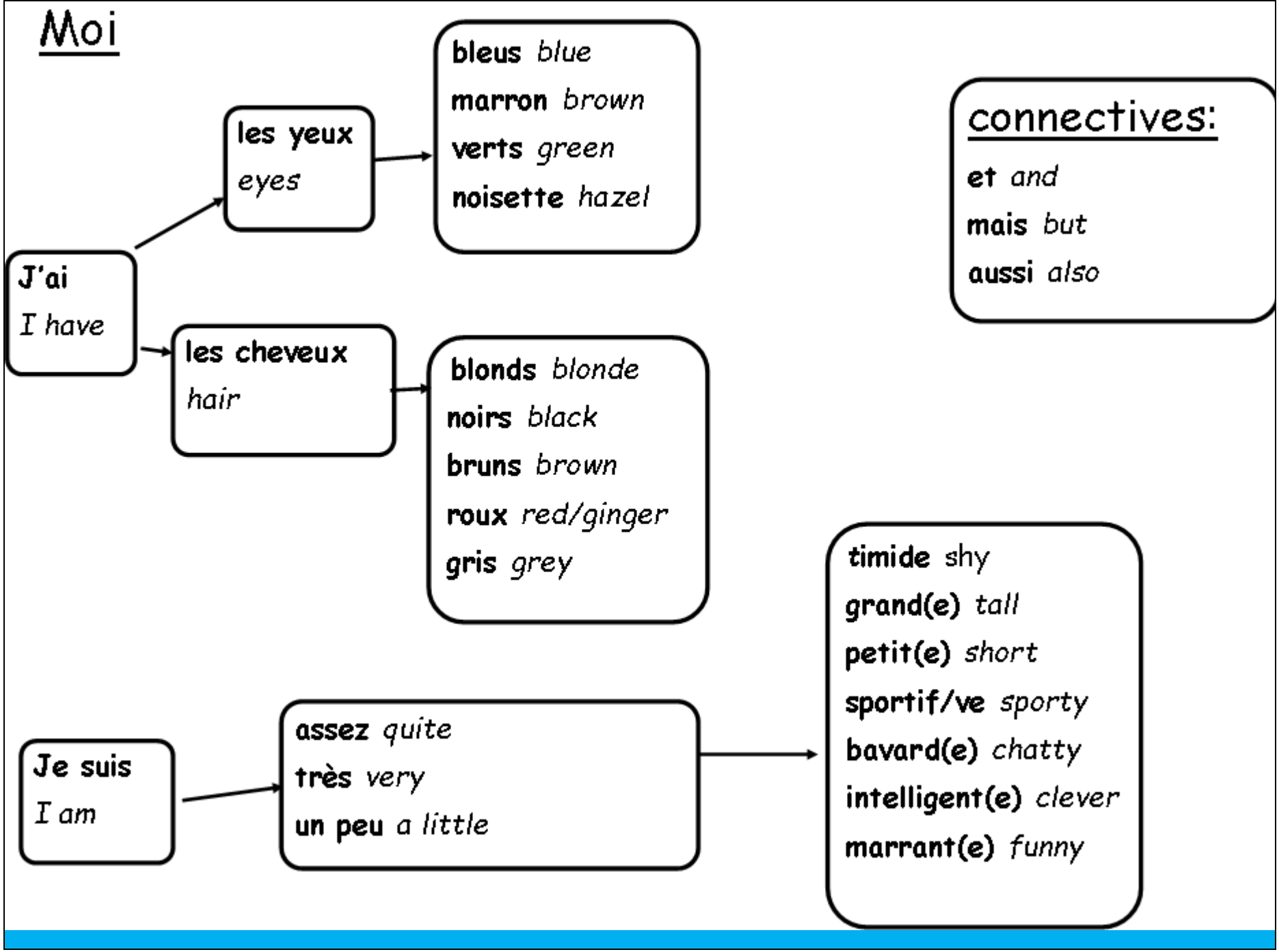
- Describing personal hair/eye colour and personal characteristics

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have	• Describing others, hair, eyes and personal characteristics

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Eux= /er/** **No pronouncing z at end of word** **Liaison between les and yeux /lezyuh/**	J'ai, je suis, les yeux, les cheveux, bleu, marron, vert, noisette, roux, gris, brun assez, très, un peu, timide, grand, petit, sportif, bavard, intelligent, marrant, et, mais, aussi	• That some words are masculine and some words are feminine and that will change the adjective. • Adjectival changes for plural • Using avoir/être in the first person singular present tense • Using quantifiers • Using connectives to build longer sentences • Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS

WORKING TOWARDS	WORKING AT EXPECTED LEVEL	WORKING AT GREATER DEPTH
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Moi
J'ai
I have
les yeux
eyes
bleus blue
marron brown
verts green
noisette hazel
les cheveux
hair
blonds blonde
noirs black
bruns brown
roux red/ginger
gris grey
connectives:
et and
mais but
aussi also
Je suis
I am
assez quite
très very
un peu a little
timide shy
grand(e) tall
petit(e) short
sportif/ve sporty
bavard(e) chatty
intelligent(e) clever
marrant(e) funny

Year 4 Term 4

Il/Elle

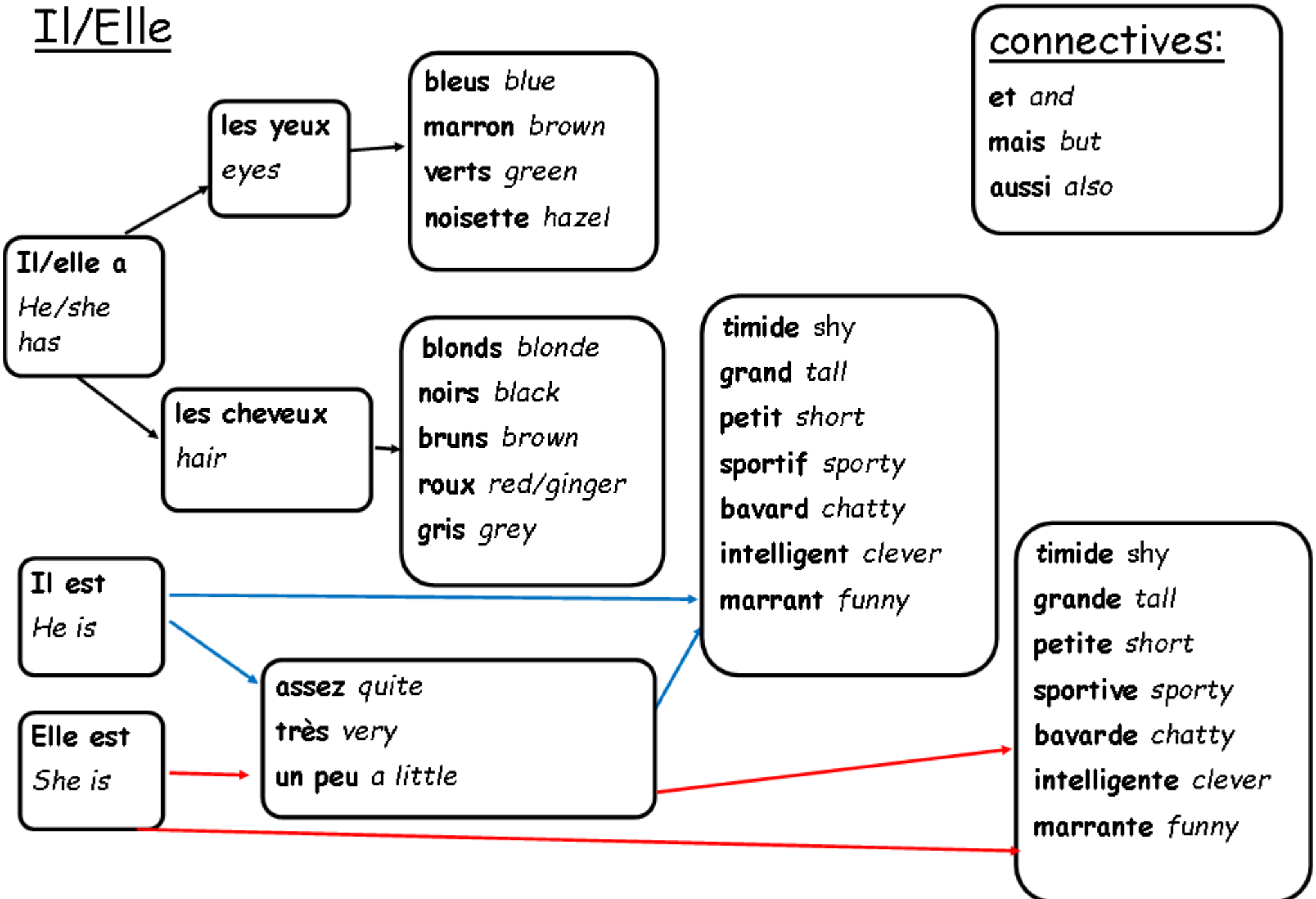
KNOWLEDGE & UNDERSTANDING
• Describing others, hair, eyes

Prior Learning	Future Learning
• Asking and answering about pets, saying how many you have • Describing personal hair/eye colour and personal characteristics	• Pets and classroom objects – number and colour

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Oux = /ooh/** **Au = /oh/**	Il/elle est il/elle a les yeux,les cheveux, bleu, marron, vert, noisette, roux, gris, brun assez, très, un peu, timide, grand, petit, sportif, bavard, intelligent, marrant, et, mais, aussi	• That some words are masculine and some words are feminine and that will change the adjective. • Adjectival changes for plural • Using avoir/être in the third person singular present tense • Using quantifiers • Using connectives to build longer sentences • Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Il/Elle



connectives:

et *and*

mais *but*

aussi *also*

Year 4 Term 5

Nouns and colours

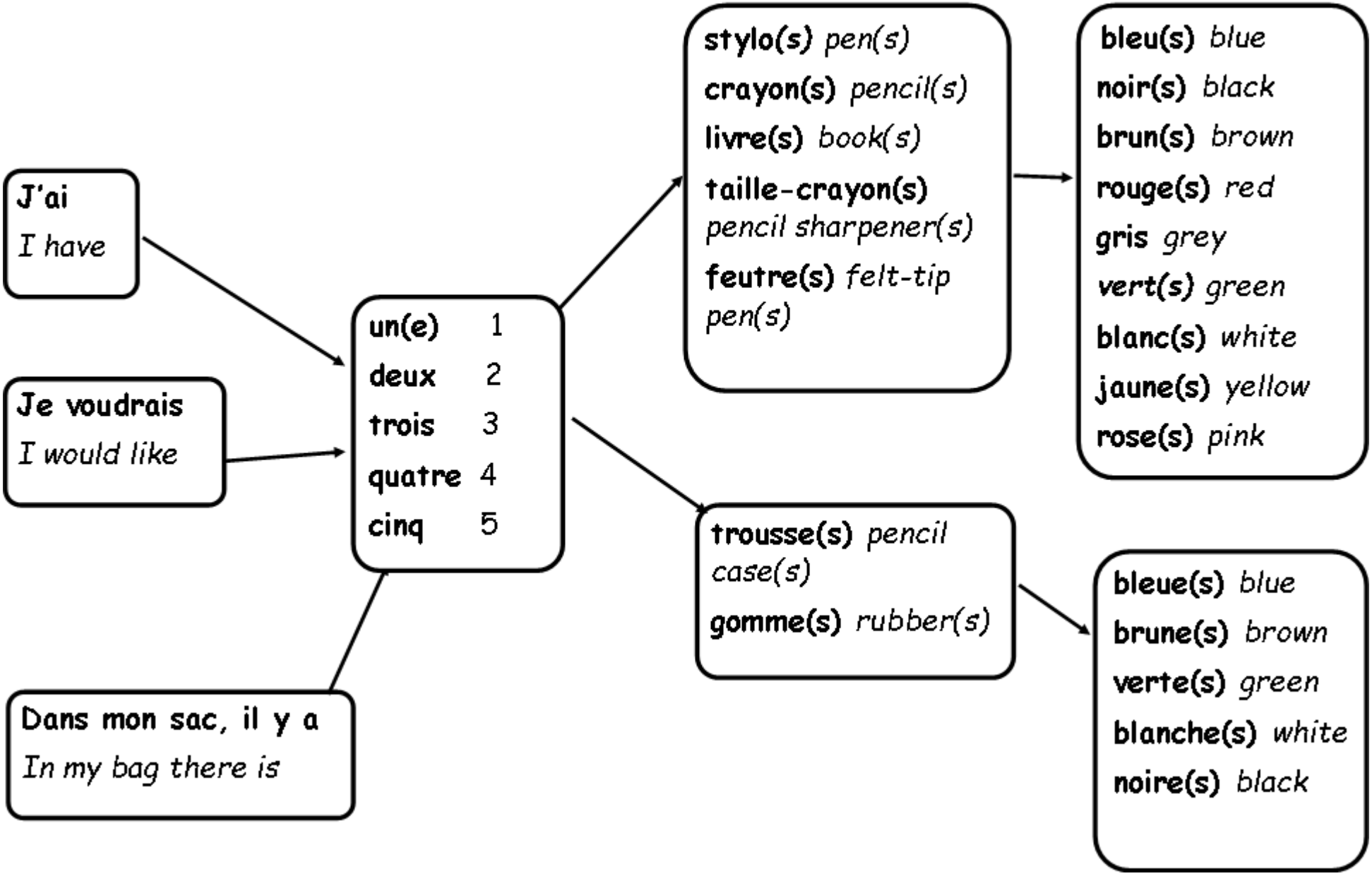
KNOWLEDGE & UNDERSTANDING
• Pets and classroom objects – number and colour

Prior Learning	Future Learning
• Asking and answering about pets, saying how many you have • Describing personal hair/eye colour and personal characteristics • Describing others', hair, eyes and personal characteristics	• Cultural understanding of France – French Speaking Countries

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Anc= /on/** **Ent = /on/**	J'ai, je veux, je voudrais, Voici, un, deux, trois, quatre, cinq, stylo, crayon, livre, chien, poisson, serpent, lapin, ordinateur, souris, tortue, chaise, table, gomme, règle,bleu, noir, brun, rouge, gris, vert,blanc, jaune, rose Dans mon sac, il y a	• That some words are masculine and some words are feminine and that will change the adjective. • Understand that plurals can alter the spelling and sound in French. • Using the conditional and present tense to convey a desire (vouloir)

ASSESSMENT STATEMENTS		
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Nouns and colours



Year 4 Term 6

Recap of Terms 1-5 then cultural study of French Speaking Countries (pays Francophones)

KNOWLEDGE & UNDERSTANDING
• Pets and classroom items – saying how many you have/need

Prior Learning	Future Learning
• How to greet someone in French, asking or someone's name and responding to the question • To ask how old someone is and give a response. To count to 20 in French, to follow 3 classroom commands, to say yes/no/thank you • Asking how someone is and being able to respond in 5 different ways • Asking and answering about pets, saying how many you have • Describing personal hair/eye colour • Describing others', hair, eyes	• Cultural understanding of France – French cuisine

Core skills	Vocabulary	Grammar skills
Speaking, listening, reading, writing	As per terms 1-5	• As per terms 1-5

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Year 5 Term 1

Moi/Il/elle

KNOWLEDGE & UNDERSTANDING
• Describing hair/eyes and personal characteristics

Prior Learning	Future Learning
• Describing personal hair/eye colour • Describing others', hair, eyes	• Days of the weeks and sports in French

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **An= /on/** **No pronouncing t at the end of words**	J'ai, Je suis, Il/elle est il/elle a les yeux, les cheveux, bleu, marron, vert, noisette, roux, gris, brun assez, très, un peu, timide, grand, petit, sportif, bavard, intelligent, marrant, et, mais, aussi	• That some words are masculine and some words are feminine and that will change the adjective. • Adjectival changes for plural • Using avoir/être in the third person singular present tense • Using quantifiers • Using connectives to build longer sentences • Irregular adjectival changes for masculine/feminine.

ASSESSMENT STATEMENTS		
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Moi

J'ai
I have

les yeux
eyes

bleus *blue*
marron *brown*
verts *green*
noisette *hazel*

les cheveux
hair

blonds *blonde*
noirs *black*
bruns *brown*
roux *red/ginger*
gris *grey*

Je suis
I am

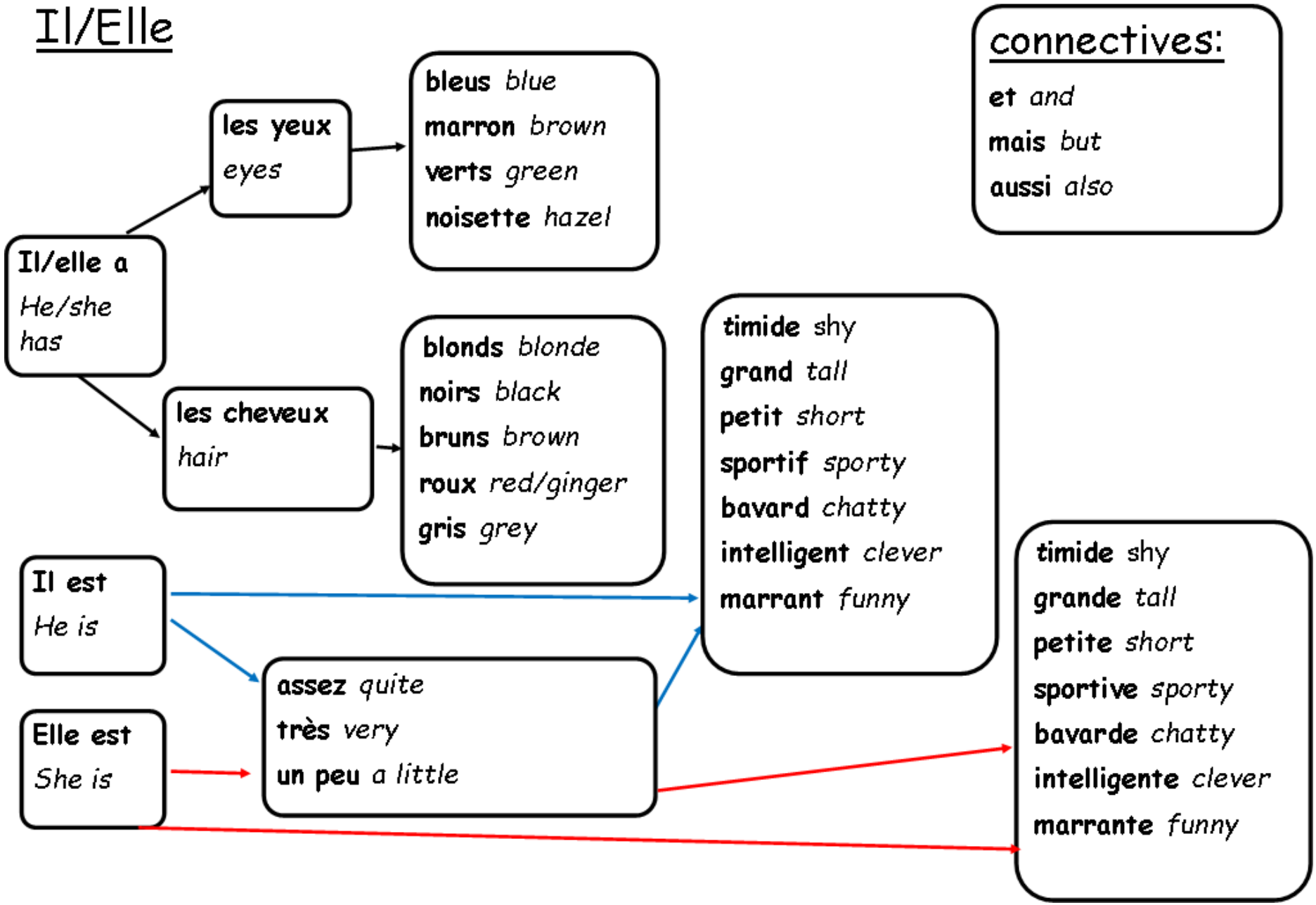
assez *quite*
très *very*
un peu *a little*

timide shy
grand(e) *tall*
petit(e) *short*
sportif/ve *sporty*
bavard(e) *chatty*
intelligent(e) *clever*
marrant(e) *funny*

connectives:

et *and*
mais *but*
aussi *also*

Il/Elle


Il/elle a
He/she has
les yeux
eyes
bleus blue
marron brown
verts green
noisette hazel
les cheveux
hair
blonds blonde
noirs black
bruns brown
roux red/ginger
gris grey
Il est
He is
Elle est
She is
assez quite
très very
un peu a little
timide shy
grand tall
petit short
sportif sporty
bavard chatty
intelligent clever
marrant funny
timide shy
grande tall
petite short
sportive sporty
bavarde chatty
intelligente clever
marrante funny
connectives:
et and
mais but
aussi also

Year 5 Term 2

Les sports

KNOWLEDGE & UNDERSTANDING
• Days of the weeks and sports in French

Prior Learning	Future Learning
As per year 3/4	• Sports likes/dislikes

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Di = /dee/** **É = /ay/**	Lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche, je joue au je fais, badminton, tennis, rugby, cricket, golf, du/de la, vélo, judo, ski, karate, cheval, danse, gymnastique, natation, C'est cool, amusant, bon pour la santé	• Days of the week have no capital letters unless at the start of a sentence. • Jouer is used for ball sports and followed by au • Faire is used for all non-ball sports and followed by de • De changes depending on gender of sport

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Les sports

Lundi *Monday*
Mardi *Tuesday*
Mercredi *Wednesday*
Jeudi *Thursday*
Vendredi *Friday*
Samedi *Saturday*
Dimanche *Sunday*

Je joue au
I play

badminton
tennis
foot *football*
rugby
cricket
golf

c'est cool *it's cool*
c'est amusant(e)
it's fun
c'est bon pour la santé
it's good for your health

Je fais
I do

du
some

vélo *bike riding*
judo
ski
karate
cheval *horse riding*

de la
some

danse
gymnastique
natation *swimming*

Year 5 Term 3

Les sports (likes/dislikes)

KNOWLEDGE & UNDERSTANDING
• Sports likes/dislikes

Prior Learning	Future Learning
• As per year 3/4 • Sports and days of the week	• The weather and seasons

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Mu = /moo/** **Tion= /si-on/** **Qu= /k/** **Ce = /ss/**	J'aime je n'aime pas, j'adore, je déteste le foot, le tennis, le vélo, le cricket, le karaté, le rugby, le golf, la danse, la natation, la gymnastique, parce que, c'est cool, amusant, bon pour la santé bon marché, cher, ennuyeux, facile, difficile, et mais, aussi	• Positive and negative of aimer • Er verbs in present tense first person • Use of justification • Use of connectives to extend sentences

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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Likes and dislikes (sports)



Year 5 Term 4

The weather

KNOWLEDGE & UNDERSTANDING
• The weather and seasons

Prior Learning	Future Learning
As per year 3+4 • Sports • Likes and dislikes	• The weather and sports

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **nua= /noo-ah/** **au = /oh/** **in= /an/** **em= /om/** **eil=/ay/**	Au printemps, en été, en automne, en hiver, il fait beau/mauvais, du soleil, nuageux, chaud, froid il y a du vent, soleil, il neige, il gèle	• Faire is used for the weather • Il y a

ASSESSMENT STATEMENTS		
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The weather

Au printemps *In the spring*
En été *In the summer*
En automne *In the autumn*
En hiver *In the winter*

il fait beau *it's fine/nice*
il fait mauvais *it's not nice*
il fait du soleil *it's sunny*
il fait nuageux *it's cloudy*
il fait chaud *it's hot*
il fait froid *it's cold*

il y a du vent *it's windy*
il y a du soleil *it's sunny*

il neige *it's snowing*
il gèle *it's freezing*

connectives:

et *and*
mais *but*
aussi *also*

Year 5 Term 5

The weather and sports

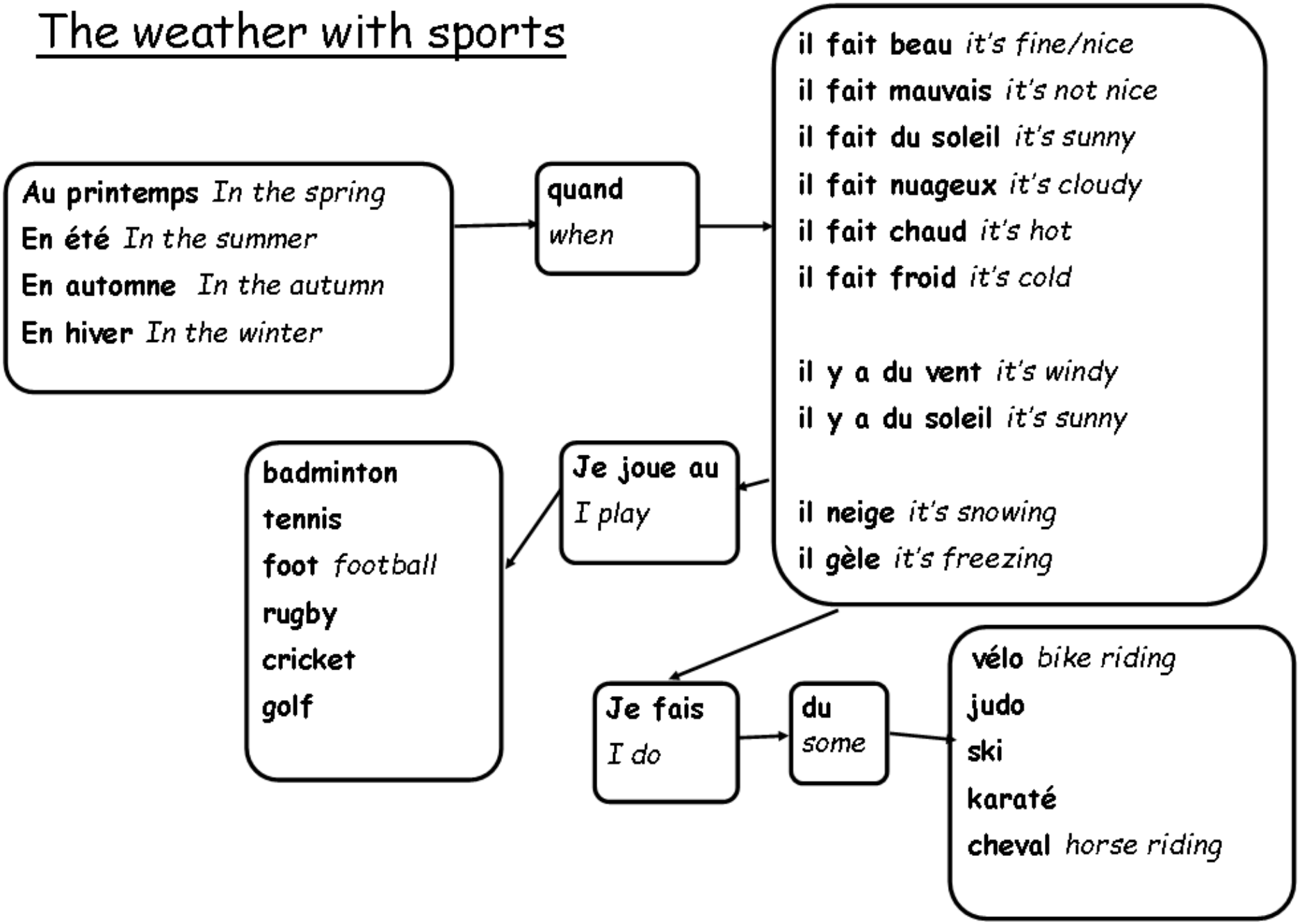
KNOWLEDGE & UNDERSTANDING
• The weather and sports

Prior Learning	Future Learning
• As per year 3 +4 • The weather • Sports • Likes and dislikes	• Cultural understanding of France – French sports

Core skills /Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Ei = /air/** **Au = /oh/** **Em =/om/**	Au printemps, en été en automne, en hiver, quand , il fait beau/mauvais, du soleil, nuageux, chaud, froid il y a du vent, soleil, il neige, il gèle, je joue au je fais, badminton, tennis, rugby, cricket, golf, du/de la, vélo, judo, ski, karaté, cheval, danse, gymnastique, natation,	• Er verbs in present tense first person • Use of justification • Use of connectives to extend sentences • Faire is used for the weather

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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The weather with sports



Year 5 Term 6

Recap of Terms 1-5 then cultural study of French Sports

KNOWLEDGE & UNDERSTANDING	
• Pets and classroom items – saying how many you have/need	
Prior Learning	**Future Learning**
As per year 3, 4 and 5 (terms 1-5)	• Where I live (cities and countries)

Core skills	Vocabulary	Grammar skills
Speaking, listening, reading, writing	As per terms 1-5	• As per terms 1-5

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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Year 6 Term 1

Where I Live (place)

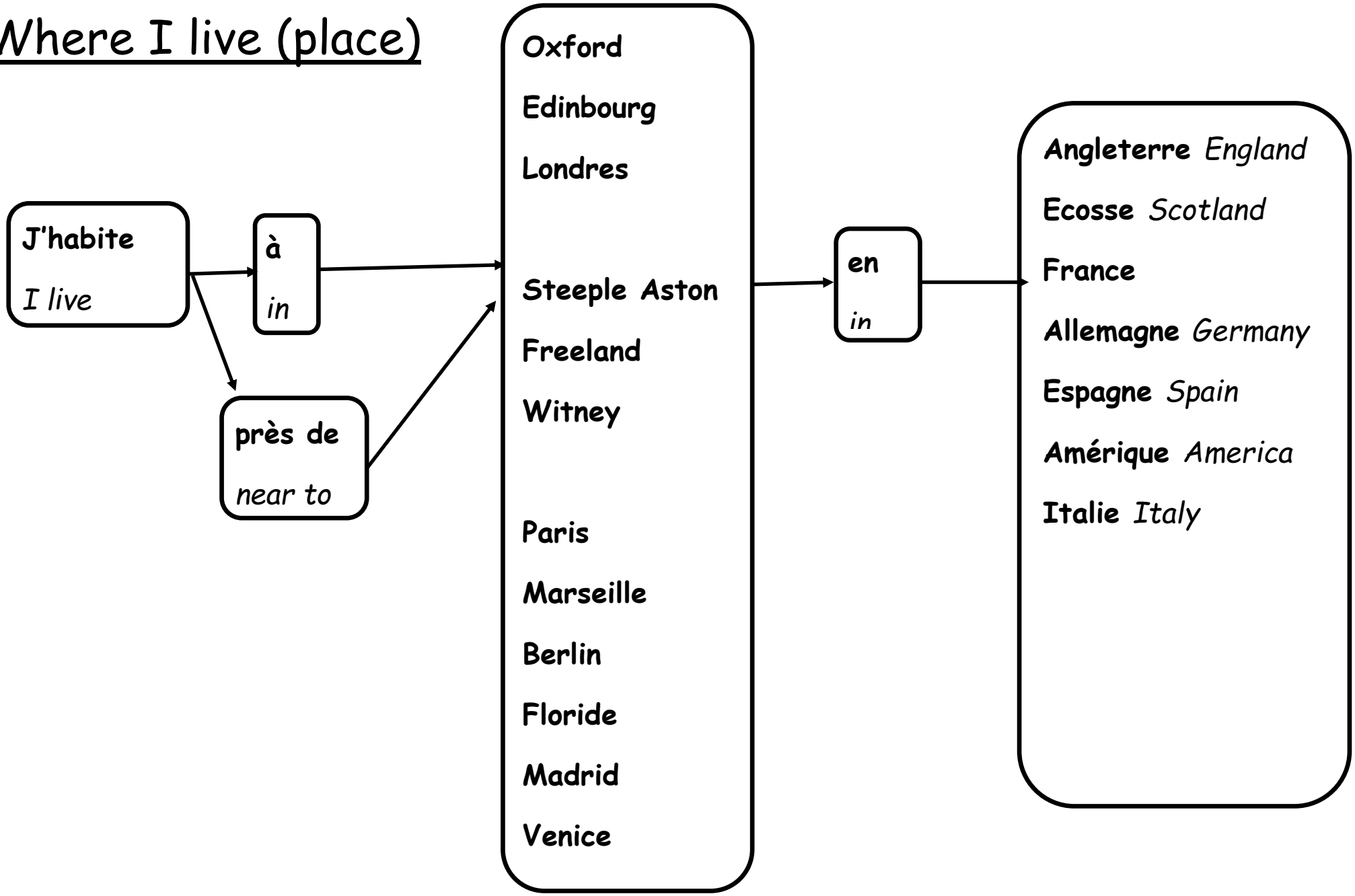
KNOWLEDGE & UNDERSTANDING
• Saying which town and country you live in

Prior Learning	Future Learning
As per year 3, 4 and 5	• Where I live (setting)

Core skills/ Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **do not pronounce h** **an= /on/** **agne = /an-yuh/**	J'habite à/ près de + place names, en Angleterre, Ecosse, France, Allemagne, Espagne, Amérique, Italie	• Habiter in first person • À for towns/en for countries • prepositions

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
• Children will be able to say/read/write and recognise most or all the words on the sheet but will require the sheet to help prompt them most of the time	• Children will be able to say/read/write and recognise most or all the words on the sheet and will not require the sheet to help prompt them.	• Children will confidently say/ recognise/read/write all of the words without support and may bring in other words to match this context.

Where I live (place)



Year 6 Term 2

Where I live (place 2)

KNOWLEDGE & UNDERSTANDING
• Pets and classroom items – saying how many you have/need

Prior Learning	Future Learning
I live in + countries/towns	• Where I live (house)

Core skills/ Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Ou = /ooh/** **Age = /arj/** **Mer = /mair/**	J'habite, il/elle/name habite, je voudrais habiter dans une maison, un appartement, à la campagne/montagne/plage, au bord de la mer, en ville, dans un village, parce que c'est pittoresque/près de la mer, mieux pour la santé, bon marché, cher, propre, plus tranquille	• Habiter in first/third person present tense • Conditional tense • à/en/au/dans prepositions • use of connectives • quantifiers

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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Where I live (place)

J'habite

I live

Il habite

He lives

Elle habite

She lives

Peter habite

Peter lives

dans

.

une maison *a house*

un apartement *a flat*

à la campagne

in the countryside

à la montagne

in the mountains

à la plage

on the beach

au bord de la mer

at the seaside

en ville

in a town

pittoresque *pretty*

près de la mer *near to the sea*

mieux pour la santé *better for your health*

bon marché *cheap*

cher *expensive*

propre *clean*

plus tranquille *quieter*

parce que c'est

because it is

Je voudrais habiter

I would like to live

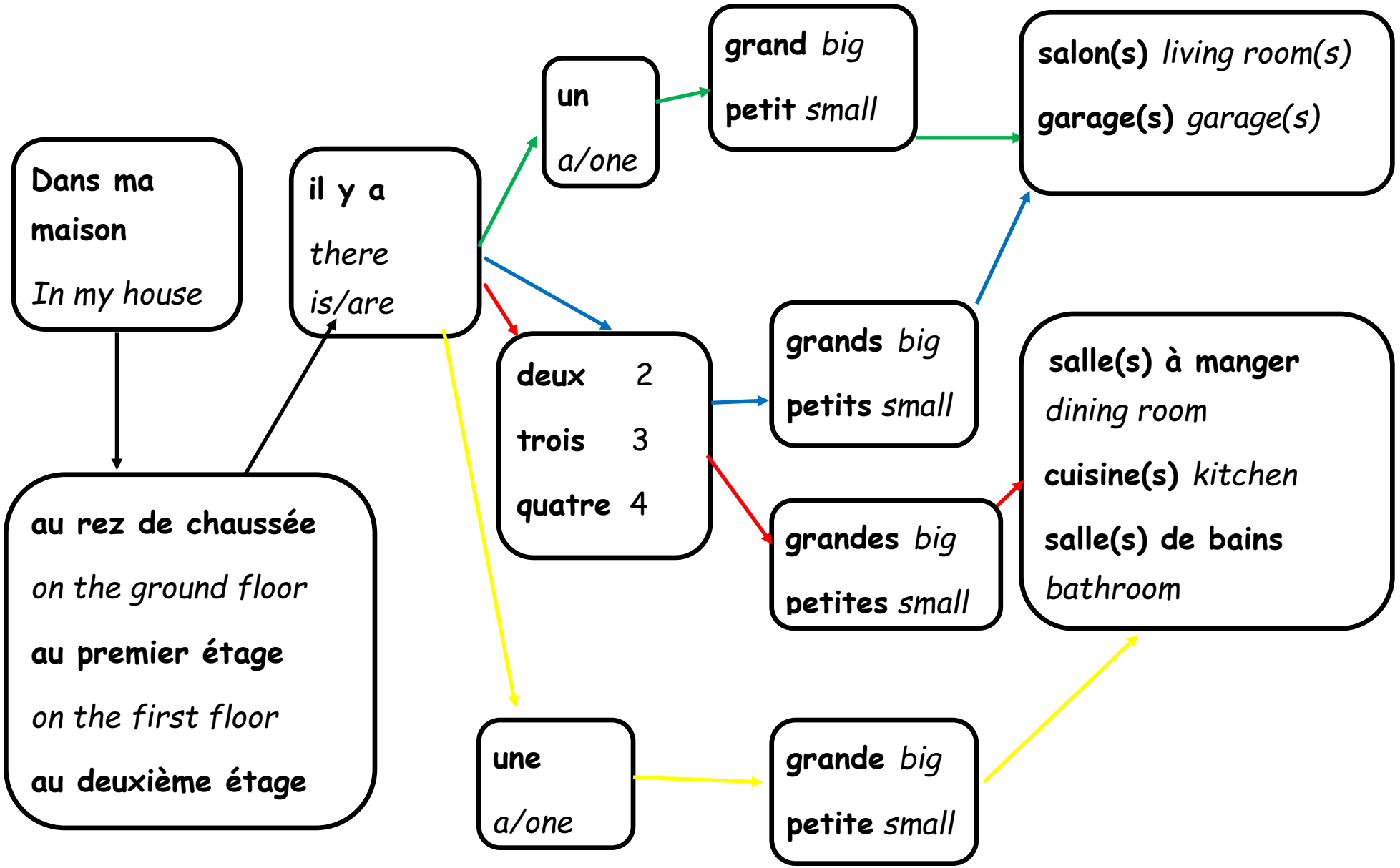
Year 6 Term 3

Where I live (house)

KNOWLEDGE & UNDERSTANDING		
• Talking about your home		
Prior Learning		**Future Learning**
Where I live place, setting		• At school
Core skills/Phonetic focus	**Vocabulary**	**Grammar skills**
Speaking, listening, reading, writing **ui = /wi/** **er = /ay/**	Dans ma maison il y a grand/petit salon, garage, salle à manger, cuisine, salle de bains, chambre, au rez de chaussée, au premier/deuxième étage,	• Masculine/feminine adjectival agreement • Plural agreement, • Ordinal numbers

ASSESSMENT STATEMENTS		
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Where I live (house)



Year 6 Term 4

At School

KNOWLEDGE & UNDERSTANDING
• Discussing school subjects, likes, dislikes, favourite subjects

Prior Learning	Future Learning
As per year 3, 4 and 5	• Where I live (cities and countries)

Core skills	Vocabulary	Grammar skills
Speaking, listening, reading, writing **Sci = /see/** **En = /on/**	Ma matière préférée est le français, les sciences, l'anglais, la drâme, les maths, l'histoire, le sport, la géographie, la danse, l'éducation réligieuse, la musique, A l'école j'aime/je déteste parce que c'est facile, difficile, amusant, interessant, nul, ennuyeux, et mais, aussi	• Singular and plural adjectival agreement • Aimer/detester in first person present tense. • Using connectives to increase sentence length.

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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At school

Ma matière préférée c'est

My faourite school subject is

Mes matières préférées sont

A l'école j'aime

At school I like

A l'école je déteste

le français *French*

les sciences

l'anglais *English*

la drâme *drama*

les maths

l'histoire

le sport

la géographie

la danse

connectives:

et *and*

mais *but*

parce que c'est

because it is

facile *easy*

difficile *difficult*

amusant(e) *fun*

interessant(e) *interesting*

nul(le) *rubbish*

Year 6 Term 5

In the Future (jobs)

KNOWLEDGE & UNDERSTANDING
• Saying what job you would like in the future and why

Prior Learning	Future Learning
As per year 3, 4 and 5, school subjects, giving opinions and justifications	• Compiling a letter about yourself • Cultural learning on French schools.

Core skills/Phonetic focus	Vocabulary	Grammar skills
Speaking, listening, reading, writing **ir = /ear/** **eur = /er/** **g = /juh/** **en=/on/**	Je voudrais devenir médecin/professeur/vétérinaire/infirmier/musician/constructeur/pompier/avocat parce que, ca paye bien, je suis forte en, ca sera intéressant/ j'aime les animaux, j'aime aider les gens, et, mais, aussi	• Conditional tense • Masculine/feminine changes for jobs • connectives

ASSESSMENT STATEMENTS		
WORKING TOWARDS	**WORKING AT EXPECTED LEVEL**	**WORKING AT GREATER DEPTH**
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In the future

Je voudrais devenir

I would like to become

médecin(e) *doctor*

professeur *teacher*

vétérinaire *vet*

infirmier *nurse (m)*

infirmière *nurse (f)*

musicien(ne) *musician*

contructeur *builder*

parce que

because

ca paye bien *it pays well*

je suis fort(e) en (sciences/maths etc) I am good at (science/maths etc)

ce sera intéressant *it will be interesting*

j'aime les animaux *I like animals*

j'aime aider les gens *I like*

connectives:

et *and*

mais *but*

aussi *also*

Year 6 Term 6

Letter about yourself then cultural study of French School system

KNOWLEDGE & UNDERSTANDING	
• Writing about yourself using prior learning from years 3 onwards and a cultural study of French schools	
Prior Learning	**Future Learning**
As per year 3, 4 and 5 (terms 1-5)	KS3 learning – will vary depending on setting.

Core skills	Vocabulary	Grammar skills
Speaking, listening, reading, writing	As per terms 1-5	• As per terms 1-5

ASSESSMENT STATEMENTS		
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Year 3
Progression and Assessment

Topic	Listening		Speaking		Reading		Writing		Evidence of GD	Areas for improvement/other comments
	WT	OT	WT	OT	WT	OT	WT	OT		
Greetings										
Age/numbers Classroom Commands										
How are you?										
Pets										
Pets and classroom objects										
Cultural study										

Year 4
Progression and Assessment

Topic	Listening		Speaking		Reading		Writing		Evidence of GD	Areas for improvement/other comments
	WT	OT	WT	OT	WT	OT	WT	OT		
As-tu un animal?										
Ma famille										
Moi										
Il/Elle										
Nouns and colours										
Cultural study										

Year 5
Progression and Assessment

Topic	Listening		Speaking		Reading		Writing		Evidence of GD	Areas for improvement/other comments
	WT	OT	WT	OT	WT	OT	WT	OT		
Moi Il/Elle										
Sports										
Sports (likes/dislikes)										
The weather										
The weather and sports										
Cultural study										

Year 6
Progression and Assessment

Topic	Listening		Speaking		Reading		Writing		Evidence of GD	Areas for improvement/other comments
	WT	OT	WT	OT	WT	OT	WT	OT		
Where I live (countries)										
Where I live (place 2)										
My house										
AT school										
In the future (jobs)										
Cultural study										

Key Stage 1 Suggested Activities

Year 1	Year 2
Counting to 5 Un, deux, trois, quatre, cinq	**Counting to 10** Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix
Colours Rouge, bleu, vert, noir, blanc	**Colours** Jaune, violet, rose, gris, orange
Animals Chien, chat, souris, serpent, hamster	**Animals** Oiseau, canard, poisson, lapin, cochon
Classroom commands Écoutez, regardez, levez-vous, asseyez-vous, silence	**Classroom commands** Sautez, frappez les mains, tournez-vous, arrêtez, allez
Classroom objects Un stylo, un crayon, un ordinateur, un livre, le professeur	**Classroom objects** Une gomme, un cahier, le papier, le tableau, une chaise, une table
Cultural study – where is France? How can we travel there?	Cultural study – Christmas in France