

Heene Church of England (Aided) Primary School

'Learning together, loving others, guided by God'



FRENCH

National Curriculum Requirement

<u>Early Years</u>	<u>Key Stage 1</u>	<u>Key Stage 2</u>
Non-statutory	Non-statutory	<ul style="list-style-type: none"> • Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing • understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

PROGRESSION

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn Term 2021	Non-statutory	Non-statutory	Early Start French Ch1: Greetings, goodbyes - Salut! Au revoir! Ch2: How are you? - Ça va? Ch3: What's your name? - Comment t'appelles-tu? Ch4: Alphabet - L'alphabet Ch5: My family - Ma famille	The Primary French Project Niveau Bleu Module 1 Greetings Paris Landmarks	The Primary French Project Niveau Blanc Module 1 Dans le jardin Module 2	The Primary French Project Niveau Rouge Module 1 Telling the time Town buildings	The Primary French Project Niveau Tricolore Module 1 Months How are you?

			Ch17: Happy Christmas! - Joyeux Noël!	Module 2 Numbers 0-6 Countries of the UK	Les animaux Couleurs	Module 2 Town buildings cont. Numbers 22-31 Telling the time cont.	Module 2 Nationality In the classroom
Spring Term 2022	Non-statutory	Non-statutory	Early Start French Ch6: Numbers zero to 12 – Les nombres de 0 à 12 Ch7: How old are you? – Quel âge as-tu? Ch8: Brothers and sisters – As-tu des frères et des soeurs? Ch9: Do you have a pet? – As-tu un animal? Ch10: Colours – Les couleurs Ch11: Months of the year – Les mois de l’année	The Primary French Project Niveau Bleu Module 3 Numbers 7-10 Paris Landmarks Module 4 Numbers 11-12 There is/are Paris Landmarks	The Primary French Project Niveau Blanc Module 3 Les animaux Couleurs Module 4 Dans la mer Dans les bois	The Primary French Project Niveau Rouge Module 3 Ordinal numbers Capitals around the world Module 4 Writing a letter	The Primary French Project Niveau Tricolore Module 3 My day at school Module 4 Getting to school Recreation
Summer Term 2022	Non-statutory	Non-statutory	Early Start French Ch12: Numbers 13 to 31 - Les nombres de 13 à 31 Ch13: When's your birthday? - Joyeux anniversaire! Ch14: Days of the week - Les jours de la semaine Ch15: What's today's date? - Quelle est la date aujourd'hui? Ch16: Weather - Quel temps fait-il?	The Primary French Project Niveau Bleu Module 5 Age Where I live UK Landmarks Module 6 Il y a Je suis UK Landmarks	The Primary French Project Niveau Blanc Module 5 Questions Favourite Animals Module 6 Home and garden	The Primary French Project Niveau Rouge Module 5 Days of the week Numbers cont. Q&A Module 6 Sports	The Primary French Project Niveau Tricolore Module 5 Family and jobs Pets Module 6 Weather Clothing

SKILLS PROGRESSION – Speaking and Listening

EYFS Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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n/a	n/a	<p>Listen and show understanding of single words through physical or spoken response. Understand and respond to:</p> <ul style="list-style-type: none"> • greetings • classroom instructions <p>Identify Paris landmarks Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. Listen and identify rhyming words and particular sounds in songs and rhymes.</p> <p>Recognise a familiar question and respond with a simple rehearsed response Q&A: name, age, where you live Ask how something is spelt. Asking a question Use C'est as an opener to a question or a statement.</p> <p>Speak in sentences Speak or read aloud using intonation to help convey meaning. Use images or speaking frames to ask and answer questions, to create sentences, and to read aloud.</p>	<p>Questions Use rising intonation to create or recognise a spoken question Use question words to create or recognise a spoken question, e.g. où?</p> <p>Simple sentences and questions Ask spoken questions using a range of question words and create simple spoken responses</p> <p>Compound Sentences Create a compound spoken sentence by using a conjunction to link 2 simple sentences.</p> <p>Reading aloud Read aloud the text of familiar rhymes, stories or songs. Read aloud some simple sentences from a speaking frame.</p>	<p>Tell the time Tell and understand the time on the hour, the half hour, the quarter hour</p> <p>Use numbers Understand and use numbers 0-60</p> <p>Asking a question Understand and use a range of questions; be able to use tone of voice, inversion and question words.</p> <p>Create spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a coordinating conjunction</p> <p>Vocabulary Understand and use a wider range of verbs</p>	<p>Formal and informal speech Know that there is a formal and informal/familiar register of speech in French and recognise examples of each.</p> <p>Asking a question Understand and use a range of questions; be able to recognise and ask spoken questions using a question tag.</p> <p>Create longer spoken sentences Use speaking frames to create simple, complex and compound sentences. Create compound spoken sentences using a relative pronoun.</p>
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SKILLS PROGRESSION – Reading and Writing

EYFS/Year One	Year Two	Year Three	Year Four	Year Five	Year Six
n/a	n/a	<p>Read and show understanding of familiar single words and phrases Use pictures, props or texts to read aloud or to ask and answer questions.</p>	<p>Questions Use question words and punctuation (question mark) to create or recognise a question in written form</p>	<p>Create written sentences Use writing frames to create simple, complex and compound sentences.</p>	<p>Create written sentences Use writing frames to create simple, complex and compound sentences.</p>

		<p>Understand the role of punctuation Use commas and full stops in writing. Know that a fronted adverbial is followed by a comma.</p> <p>Write and say simple familiar words to describe people, places, things and actions using a model Use images or writing frames to ask and answer questions, and to create sentences and short texts. Write single familiar words from memory with understandable accuracy.</p>	<p>Simple sentences Create simple written sentences</p> <p>Compound Sentences Create a compound written sentence by using a conjunction to link 2 simple sentences.</p>	<p>Create compound written sentences using a coordinating conjunction</p> <p>Create complex written sentences using a subordinating conjunction</p> <p>Be familiar with a simple letter format.</p>	<p>Create compound written sentences using a relative pronoun</p> <p>Create complex written sentences using a subordinating conjunction</p> <p>Writing the date Know how to write the date, including details of syntax, capital letters and punctuation. Know a range of conventions for writing the date in numerical format.</p>
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SKILLS PROGRESSION - Grammar					
EYFS/ Year One	Year Two	Year Three	Year Four	Year Five	Year Six
n/a	n/a	<p>Name, identify and use parts of speech Give a definition and example of:</p> <ul style="list-style-type: none"> • a noun • a proper noun • a conjunction • a verb • an adverb <p>Use a fronted adverbial to open a sentence</p> <p>Know the 4 definite articles: le, la, l', les</p> <p>Identify cognates/shared words Know that <i>no.</i> is used as a number label in French and English</p> <p>Translation</p>	<p>Name and identify parts of speech Know and use a range of masculine and feminine ordinary nouns</p> <p>Give a definition and example of:</p> <ul style="list-style-type: none"> • an ordinary noun • a pronoun • an adjective • a conjunction • a verb • an adverb <p>Know and use a range of adverbial phrases of place</p> <p>Use possessive adjectives; understand how they match the gender and number of the noun</p> <p>Negative Adverb Identify and use a negative adverb</p> <p>Know how to modify the indefinite article following the negative adverb</p>	<p>Parts of speech Give a definition and example of</p> <ul style="list-style-type: none"> • an adverb of time • an adverb of place • a negative adverb • a coordinating conjunction • a subordinating conjunction • a preposition • a pronoun <p>Position of adjectives Know that some adjectives precede the noun, and that others follow it</p> <p>Agreement of noun and adjective</p>	<p>Verbs Understand and use the terms infinitive, conjugated, regular, irregular, stem and ending</p> <p>Know that the verb ending must agree with the subject.</p> <p>Be familiar with a verb paradigm (regular verb), present tense.</p> <p>Possessive adjective Recognise some possessive adjectives.</p> <p>Know that a possessive adjective must agree with the noun it is modifying.</p> <p>Agreement of noun and adjective Know how nouns and adjectives agree by gender and number;</p>

		<p>Know that we translate ideas, not words (one language is not a copy of another) e.g. How old are you? Tu as quel âge?</p>	<p>Fronted Adverbial Know that this can be used as a sentence starter</p> <p>Adverbial pronoun Use the adverbial pronoun en</p> <p>Plural Know how to form the plural of a noun and its determiner Recognise and use the plural form of the indefinite article Know some plural verb forms</p> <p>Numeral as determiner Use a numeral as a determiner</p> <p>Cognate Give a definition and example of a cognate</p> <p>Gender Know that in French, nouns have a grammatical gender, masculine and feminine Know that in English, nouns do not have a grammatical gender Know that the determiner must match the gender of the noun that it introduces</p> <p>Adjectival agreement by gender Know that the adjective must agree with the noun it qualifies Know how to modify an adjective to make it agree with a feminine noun</p> <p>Question Words Know what a question word is</p> <p>Syntax Know that syntax is the order in which words and phrases are put together to make a meaningful sentence. Understand how the adjective is placed in French and in English</p>	<p>Know how nouns and adjectives agree by gender and number</p> <p>Questions Know how to form questions using tone of voice, and inversion.</p> <p>Terminology Understand and use the terms clause, main clause, subordinate clause, simple, compound and complex sentences, coordinating conjunction, cognate and false friend, compound word, ordinal number, definite and indefinite article, conjugated verb, infinitive.</p>	<p>Know that some adjectives are invariable (they do not agree by gender or number)</p> <p>Questions Know how to create a question by using a question tag.</p> <p>Relative pronoun The relative pronoun qui can join together 2 clauses to make a compound sentence.</p> <p>Futur proche Use the futur proche – aller + infinitive</p>
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SKILLS PROGRESSION – Pronunciation and Spelling

EYFS Year One	Year Two	Year Three	Year Four	Year Five	Year Six
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n/a	n/a	<p>Spell certain words Say some alphabet letters Know how to say a capital letter Spell Paris, Nounours. Know that personal names and place names begin with a capital letter Recognise the ligature oe, and be able to write it in certain words, e.g. Sacré-Coeur Use the circumflex accent correctly Know that the acute accent appears only over the letter e, e.g. Sacré-Coeur</p> <p>Phonics and pronunciation Pronounce the phoneme [ɛ̃] or [oɛ̃] as in un Pronounce the phoneme [y] as in tu. Know that the final consonant in a word is almost always silent, e.g. Paris Know that the acute accent changes the sound of the letter e, e.g. Sacré-Coeur</p>	<p>Liaison Understand the concept of liaison.</p> <p>Elision Understand the concept of elision Know that an apostrophe is used in writing when elision occurs</p> <p>Silent final consonant Know that there are exceptions to the silent final consonant rule, e.g. ours, in which the final 's' is sounded out</p> <p>Accents Notice the grave accent in some words, e.g. où.</p> <p>Phonics and pronunciation Pronounce the phoneme [w].and recognise its grapheme 'oi', as in poisson, bois, trois and étoile. Know that In English, the grapheme 'oi' is pronounced [øː] as in oil, boil and soil. Know what a homophone is. Apply knowledge of liaison and elision when reading aloud</p>	<p>Know how to pronounce the phoneme represented by the digraph qu, in both French and English. Show deeper understanding of the concepts of liaison and elision in speaking and writing.</p> <p>The circumflex accent Notice the circumflex accent in some words, e.g. âge Know how the pronunciation and spelling of an adjective can change when it agrees with a feminine noun.</p> <p>Capital letters Know that a capital letter is not given to days of the week in French.</p>	<p>The cedilla Notice the cedilla in some words, e.g. Ça va? Know how to write it, and know how to pronounce words in which it appears.</p> <p>The circumflex accent Know that the circumflex can be used over any vowel to show that a historical letter has disappeared from the spelling of the word, e.g. âge, château.</p> <p>Ligatures Recognise the oe ligature in certain French words, and be able to write it correctly, e.g. soeur.</p> <p>Capital letters Know that a capital letter is not given to months of the year in French. Use the terminology upper case and lower case when spelling words</p>
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SKILLS PROGRESSION – Dictionary Skills					
EYFS/Year One	Year Two	Year Three	Year Four	Year Five	Year Six
n/a	n/a	<p>Know what a bilingual dictionary is Know what a headword is Know that headwords appear in alphabetical order Identify cognates / shared words Know that no. is used as a number label in French and English</p>	<p>Locate headwords in a bilingual dictionary</p>	<p>Apply key terminology when using a dictionary: bilingual, headword, entry, type of word, translation. The infinitive is form of the verb used as the head word in a dictionary.</p>	<p>Use a bilingual dictionary efficiently and effectively Know that written information is almost always stored in alphabetical order in reference material. The French and English alphabets are identical in appearance, & have 26 letters.</p>

SKILLS PROGRESSION – Language Learning Skills					
EYFS	Year Two	Year Three	Year Four	Year Five	Year Six

Year One					
n/a	n/a	Listen carefully and try to copy pronunciation Identify and use strategies for memorising new vocabulary, e.g. say ten times under your breath; practise with a partner; gradually cover a sentence until you can read it from memory Use images or speaking frames	Use a speaking frame to create spoken sentences with accurate syntax. Use a writing frame to create written sentences with accurate spelling, syntax and punctuation.	Use strategies for memorising and recalling vocabulary.	Use vocabulary lists to learn and memorise new vocabulary.

SEQUENCE OF LEARNING – (not applicable to Year 2)					
Knowledge Organiser put across a double page at the start of the module. <i>Students can add other vocab or practice writing words on this page. Students can also be encouraged to highlight words that are cognates.</i>	Date and WALT <i>In English from Year 3. Progress to date in French in Year 4. Students to write the date without support from Year 5.</i>	Recap learning so far <i>This is built into each powerpoint/lesson plan</i>	Explore – Speaking & Listening <i>This is built into each powerpoint/lesson plan</i>	Explore – Grammar and Writing <i>This is built into each powerpoint/lesson plan</i>	Plenary <i>Discuss and practice what has been learned and practiced this lesson.</i>

	MODIFICATION	CHALLENGE
Year 3	Provide scaffolds/sentence frames Reduce vocab demands	Reading - Using the knowledge of the sound of some letter strings, read aloud individual familiar words. Apply knowledge to read aloud unfamiliar words Writing - write some words and phrases accurately from memory
Year 4	Provide scaffolds/sentence frames Reduce vocab demands	Reading - Demonstrate knowledge of liaison and elision when reading aloud Writing - Write some words, phrases and sentences accurately from memory
Year 5	Provide scaffolds/sentence frames Reduce vocab demands	Reading - Read longer sentences and short paragraphs and understand the gist and some detail. Writing - Write sentences from memory, using familiar vocabulary with a high degree of accuracy.
Year 6	Provide scaffolds/sentence frames Reduce vocab demands	Reading - Read longer sentences and short paragraphs and understand the gist and some detail. Writing - Write sentences from memory, using familiar vocabulary with a high degree of accuracy.