

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

French Progression map

Learning a language provides our pupils with an opening to another culture and serves to deepen their understanding of the world. We aim for our pupils to be confident in expressing their ideas and thoughts in another language and to respond to its speakers. It will provide a foundation for learning other languages and potentially support study or work in another country.

Table 1: French progression map year 4 to Key stage 4

Theme : Listening	During year 4 listening activities, pupils will be learning to	During year 5 listening activities, pupils will be learning to	During year 6 listening activities, pupils will be learning to	During year 7 listening activities, pupils will be learning to	During year 8 listening activities, pupils will be learning to	During year 9 listening activities, pupils will be learning to	At the start of KS4 pupils will be learning to
	identify specific phrases in songs and rhymes and demonstrate understanding.	identify rhyming words and specific sounds in songs and rhymes.	identify patterns of language in songs and rhymes.	differentiate between different SSC (symbol-sound correspondences).	transcribe words and short sentences with increasing accuracy.	pick out key details, ignoring words which are not needed in a listening comprehension	AQA Core content. Students study all of the themes on which the assessments are based.
	repeat modelled phrases using correct pronunciation	understand the main points from short spoken French material.	understand some specific details from short spoken French material.	obtain information from short spoken French material.	obtain information from a variety of spoken French material.		Listening – what is being assessed? Listening and responding to different types of language. 25% of GCSE
	show understanding of phrases and	show understanding of	show understanding of more complex	pick out key facts when completing	pick out key facts within different time frames when		

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	words through physical response.	simple sentences through physical response.	sentences through physical response.	listening comprehensions.	completing listening comprehensions.		

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Theme: Speaking	During year 4 speaking activities, pupils will be learning to	During year 5 speaking activities, pupils will be learning to	During year 6 speaking activities, pupils will be learning to	During year 7 speaking activities, pupils will be learning to	During year 8 speaking activities, pupils will be learning to	During year 9 speaking activities, pupils will be learning to	At the start of KS4 pupils will be learning to
	identify letter strings, contractions and silent letters in familiar words and to pronounce when modelled.	pronounce words accurately using knowledge of letter string sounds to support and observe silent letter rules.	predict pronunciation of some unfamiliar words in a sentence using knowledge of letter strings and silent letter rules.	predict the pronunciation of unfamiliar words using knowledge of phonics.	speak with increasingly accurate pronunciation and reasonable fluency.	pronounce verb endings accurately; collect useful phrases and idioms when speaking	Speaking – Communicating and interacting effectively in speech for a variety of purposes: role play; photocard and general conversation 25% of GCSE As per the GCSE criteria, students are expected to be able to provide information and opinions in three time frames in order to achieve a 5, therefore we put the emphasis on
	name objects and actions and begin to link with conjunction.	say a sentence using familiar language.	use familiar vocabulary to say several longer sentences using a scaffold. converse briefly without prompts.	ask and answer topic-related closed questions.	ask and answer topic-related open and closed questions.	initiate and develop conversations, coping with some unfamiliar language	
	ask and answer simple questions.	engage in a short, scaffolded conversation using a range of simple familiar questions.	ask and answer more complex questions with a scaffold of responses.	respond to some open question cues: e.g <i>que, qu'est-ce que, qui, où?</i>	respond to a range of open question cues e.g <i>que, qu'est-ce que, qui, où, quand, comment, pourquoi?</i>	initiate and develop conversations, seeking clarification through questioning on any unfamiliar language and	

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						unexpected questions,	grammar and tenses.
	use intonation appropriate to questions or instructions.	use intonation to mark exclamation.	adapt intonation to questions, instructions and exclamations.	hold brief structured conversations using some appropriate intonation.	hold structured conversations using increasingly accurate intonation.	express and develop ideas clearly with increasing accurate pronunciation and intonation. Observe social conventions such as formal modes of address.	
	expresses preference.	describe joy, shock and approval.	express a simple opinion: J'aime, je n'aime pas.	express a range of opinions e.g j'aime, je n'aime pas, Je préfère, je déteste.	express opinions using more sophisticated language e.g. je pense que, à mon avis.	develop and categorise a range of opinions to produce more complex responses.	
			supplement an opinion with a simple adjective.	justify opinions with <i>car</i> or <i>parce que</i> .	justify opinions using linked sentences.	link ideas with a range of more complex conjunctions and time expressions.	
	present a simple rehearsed	present prepared ideas and	present prepared ideas and	talk about familiar topics using	talk about a familiar topic coherently using two tenses.	present information and	

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	statement to a partner.	information to a partner.	information to a small group.	prepared vocabulary.		opinions in three time frames.	

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Theme: Reading	During year 4 reading activities, pupils will be learning to	During year 5 reading activities, pupils will be learning to	During year 6 reading activities, pupils will be learning to	During year 7 reading activities, pupils will be learning to	During year 8 reading activities, pupils will be learning to	During year 9 reading activities, pupils will be learning to	At the start of KS4 pupils will be learning to
	read and show understanding of simple phrases.	read simple sentences containing familiar words and a limited number of unfamiliar words, understanding the main points.	read simple sentences containing familiar and unfamiliar words, understanding the main points and some detail.	show comprehension of short texts using context to support understanding of purpose and main details.	show comprehension of a range of texts using context to support understanding of purpose and main details.	develop translation techniques when answering unprepared questions.	Understanding and responding to different types of written language
	begin to recognise simple noun cognates.	identify both nouns and verbs that are cognates. e.g animal, chante	recognise a wide range of cognates and some false cognates. e.g. chat=cat	identify true and false cognates to determine meaning and gist from the text.	understand texts that expand understanding of language and culture.	understand original/adapted materials from different sources. Use social/cultural context when reading to enhance understanding of unseen texts /videos.	Reading comprehensions in French and English and a translation from French to English. 25% GCSE
	use context to predict the meaning of new words.	use language knowledge to determine the meaning of new words.	use knowledge of cognates to determine the meaning of new words.	apply knowledge of language to support accurate translation work of short material into English.	apply knowledge of language to support accurate translation work of short material written in more than one tense into English.	understand purpose, elicit important details and ideas.	

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	use a simple bilingual dictionary to find the meanings of French words.	use a bilingual dictionary to translate nouns into French and identify their gender	use a bilingual dictionary to translate English to French and French to English.	use a bilingual dictionary without additional support.	use glossaries, bilingual dictionaries and key word lists.	navigate and create own online flash card resources.	

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Theme: Writing	During year 4 writing activities, pupils will be learning to	During year 5 writing activities, pupils will be learning to	During year 6 writing activities, pupils will be learning to	During year 7 writing activities, pupils will be learning to	During year 8 writing activities, pupils will be learning to	During year 9 writing activities, pupils will be learning to	At the start of KS4 pupils will be learning to
	write simple phrases from memory using a writing frame.	write simple sentences from memory using visual prompts.	write several sentences from memory drawing on familiar topic vocabulary.	write several sentences from memory using an increasingly wide range of grammar and vocabulary.	write several sentences from memory in more than one tense, using an increasingly wide range of grammar and vocabulary.	express and develop ideas clearly with increasing accuracy orally and in writing. Manipulate a variety of key grammatical structures and patterns.	Communicate effectively for a variety of purposes. Structured writing Tasks ; Open ended tasks . Translations from English to French photo responses (will differ according to paper taken)
				translate simple sentences into French.	translate sentences in two tenses into French.		
	write simple sentences describing people, places, things and actions using a scaffold.	write several simple sentences using familiar vocabulary to describe people, places, things and actions.	use familiar vocabulary to create several longer sentences using a scaffold.	write more detailed responses following models to improve accuracy of grammar, spelling and punctuation.	write more detailed responses using two tenses, following models to improve accuracy of grammar, spelling and punctuation.		
			choose more creative and complex language to describe people, places, things and actions.	form creative and complex sentences using the present tense, adjectival agreements, linking words, intensifiers, opinions and negatives.	form creative and complex sentences in two tenses using adjectival agreements, linking words, intensifiers, opinions and negatives.	develop a wide range of vocabulary in order to give and justify opinions.	Students must be able to provide information and opinions in three time frames in order to achieve a 5.

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	show awareness of accent.	understand the impact of accents.	understand the impact of accents and position them correctly when writing.	apply accents to familiar words.	apply accurate spelling including the correct position of accents.	use accurate grammar, spelling and punctuation.	

Theme: Grammar	During year 4 grammar activities, pupils will be learning to use and understand	During year 5 grammar activities, pupils will be learning to use and understand	During year 6 grammar activities, pupils will be learning to use and understand	During year 7 grammar activities, pupils will be learning to use and understand	During year 8 grammar activities, pupils will be learning to use and understand	During year 9 grammar activities, pupils will be learning to use and understand	By the end of KS4 Pupils will know the following
	<p>regular -er verbs in 3rd person singular eg. une grenouille saute</p> <p>adjectives that precede the noun - petit, grand</p> <p>Avoir and mettre - 1st person</p> <p>Word class</p>	<p>the indefinite article: un/une</p> <p>masculine and feminine nouns</p> <p>adjectival position</p> <p>some adjectives that precede the noun</p>	<p>the definite and indefinite article le, la, l', les, un, une, des.</p> <p>plural nouns</p> <p>masculine and feminine adjectival agreement</p>	<p>the definite and indefinite article le, la, l', les, un, une, des.</p> <p>how to say 'in' with countries and cities (en, au, aux, à)</p> <p>adjectives of nationality</p> <p>opinions: à mon avis c'est ..</p>	<p>present tense of regular -er verbs</p> <p>present tense of faire</p> <p>jouer au/à la/aux ...</p> <p>faire du/de la/des</p> <p>negatives ne ..pas ne ...jamais ... ne ..personne ne... rien</p>	<p>Theme 1 : Identity and culture</p> <p>using en au aux a + countries and town</p> <p>Avoir Être</p> <p>Expressing opinions and</p>	<p>.Pronouns - use of y, .en</p> <p>. position and order of object pronouns</p>

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	<p>The negative - ce n'est pas</p> <p>adjectival agreement (singular)</p>	<p>être and avoir in the 1st person singular</p> <p>masculine and feminine adjectival agreement (singular)</p> <p>c'est, il y a, je vois, j'entends</p> <p>je peux + infinitive (statement and question)</p> <p>open questions: - Qu'est-ce qu'il y a..? Que vois-tu? Qu'entends-tu?</p> <p>phrases of place eg chez moi, dans ma chambre, dans le</p>	<p>(singular and plural)</p> <p>the BAGS adjectival rule</p> <p>être and avoir - 1st and 3rd person singular (including negative): je suis, je ne suis pas. J'ai, je n'ai pas de..</p> <p>possessive adjectives: mon, ma, mes</p> <p>regular -er verbs 1st and 3rd person (singular and plural)</p> <p>relative pronoun qui</p>	<p>parce que c'est ...car c'est ...</p> <p>Qualifiers - très, assez, vraiment</p> <p>masculine and feminine adjectival agreement (singular and plural)</p> <p>relative pronoun qui e.g Dans ma famille j'ai un frère qui s'appelle Thomas.</p> <p>possessive adjectives: mon, ma, mes, ton, ta, tes</p> <p>connectives: mais, car, parce que.</p> <p>present tense of regular -er verbs (1st/2nd/3rd person singular)</p> <p>i' with verbs beginning with a vowel</p>	<p>comparisons <i>plus/moins + adjective + que</i></p> <p>depuis + time + present tense</p> <p>aller in the present tense</p> <p>more opinions in the present tense à mon avis, je pense que je crois que, je trouve que ...</p> <p>J'aimerais (bien)/je voudrais plus infinitive</p> <p>Modal verbs plus infinitive</p> <p>immediate future tense</p> <p>adjectival agreement</p>	<p>using intensifiers</p> <p>Opinion verbs</p> <p>Using qui and que</p> <p>.Possessive adjectives</p> <p>.Question words</p> <p>.More complex negatives</p> <p>.Comparatives and superlatives</p> <p>.Direct / indirect object pronouns</p> <p>.Grace à</p>	<p>.relative: <i>qu</i> e ;<i>qui</i></p> <p>.relative: <i>do nt</i> (R)</p> <p>.object: direct and indirect</p> <p>.Possessive (<i>le mien</i>)</p> <p>.Demonstrative (<i>celui</i>) (R)</p> <p>.Conjunctions</p> <p>.Common subordinating conjunctions eg <i>comme; lorsque; parce que; puisque; quand; que; si</i></p>

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		<p>jardin, dans ma trousse.</p> <p><u>compound sentences</u></p> <p><u>conjunction:</u> et</p>	<p>eg. un cochon qui vole</p> <p><u>questions - Que fait le/la/l'....?</u></p> <p><u>negative sentence construction - 1st, 3rd person (singular and plural)</u> eg. Le gentil petit cochon ne pleure pas dans la salle de bains.</p> <p><u>subject pronouns - je,il/elle</u></p> <p><u>compound sentences with parce que</u></p>	<p><u>negative forms: ne ... pas</u></p> <p><u>comparisons: plus/moins + adjective + que</u></p> <p><u>present tense of irregular verb être (je suis, tu es)</u></p> <p><u>Present tense of irregular verb avoir (1st/2nd/3rd person singular: j'ai, tu as. il/elle/on a</u></p> <p><u>aller in the present tense</u></p> <p><u>faire in the present tense (1st, 2nd and 3rd persons)</u></p> <p><u>present tense of reflexive verbs 1st and 2nd and 3rd person (se lever, se coucher)</u></p>	<p><u>opinions in the past tense</u> je pense que /je trouve que /je crois que/à mon avis c'était.</p> <p><u>to use il y a plus time (ago)</u></p> <p><u>possessive adjectives</u> (mon, ma mes, ton, ta, tes, son/sa/ses, notre,votre,vos)</p> <p><u>open and closed question words:</u> est-ce que,qu'est-ce que, que, qui, où, quand,comment, pourquoi?</p> <p><u>time expressions:</u> present, future and past: normalement, d'habitude. L'année</p>	<p>. Depuis + imperfect tense</p> <p>Jouer à</p> <p>faire de</p> <p>present tense of more irregular verbs</p> <p>verbs + infinitive</p> <p>revision of present tense – regular verbs reflexive verbs</p> <p>Immediate future and future tense</p> <p>Adverbs of frequency</p>	<p>. Common compound prepositions eg à côté de; près de; en face de; à cause de; au lieu de</p> <p>.Tenses: future imperfect conditional</p> <p>• Present participle, including use after en Pluperfect</p>

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				<p><u>time expressions</u></p> <p><u>12 hour clock</u></p> <p><u>il y a un/une/des ... il n'y a pas de/d'....</u></p> <p><u>prepositions</u> <u>au/à la/à l'/aux</u></p> <p><u>immediate future tense</u></p>	<p>prochaine, demain. L'année dernière, hier.</p> <p><u>conjunctions – et puis, après, quand</u></p> <p><u>J'aime/Je n'aime pas plus infinitive</u></p> <p><u>Perfect tense with avoir and je suis allé</u></p> <p><u>opinions in the past tense: C'était ...+ adjective</u></p> <p><u>il y a and il y avait</u></p>	<p>Pronoun 'en'</p> <p>Perfect tense – regular verbs</p> <p>Imperfect tense of common verbs</p> <p>using perfect and imperfect tenses together</p> <p>il est possible + subjunctive</p>	<p>.Passive voice: Future imperfect and Perfect tenses (R) Perfect infinitive Subjunctive mood in commonly used expressions (R)</p>

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Theme: Intercultural understanding	During year 4 pupils will be learning to	During year 5 pupils will be learning	During year 6 pupils will be learning	During year 7 pupils will be learning	During year 8 pupils will be learning	During year 9 pupils will be learning to	At the start of KS4 pupils will be learning to
	<p>know the main festivals and celebrations in France.</p> <p>know about some aspects of everyday life and compare them to their own.</p> <p>compare traditional stories</p> <p>know how you could travel to France.</p>	<p>to look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>to recognise similarities and differences between places within France</p> <p>to compare symbols, objects or products which represent their own culture with those of France.</p>	<p>to know some of the differences between people e.g. regional differences including produce</p> <p>to present information about an aspect of French culture</p> <p>to know the main festivals and celebrations in France.</p> <p>to listen to and read popular short stories; rhymes, sing short songs and enjoy tongue twisters.</p>	<p>to locate countries where French is spoken.</p> <p>to know about some aspects of everyday life and compare them to their own.</p> <p>to understand some similarities and differences between social conventions at home and in France.</p> <p>to compare symbols, objects or products which represent their own culture with those of France.</p> <p>to understand differences in education systems between France, England.</p>	<p>facts about French holiday destinations and French conventions</p> <p>facts about further aspects of their everyday lives from the perspective of someone from another country e.g diet, their schooling/education, popular youth culture- music, fashion, homes and neighbourhoods</p> <p>to compare attitudes towards aspects of everyday life e.g famous French sportsmen and women; Tour de France, famous French musicians/singers, French eating habits Different mealtimes.</p>	<p>Develop creative expression and expand understanding of the language and culture.</p>	<p>Develop creative expression and expand understanding of the language and culture.</p>

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<p><u>Yearly overview plan:</u> Autumn term core language, grammar and intercultural understanding.</p>	<p>During year 4 pupils are learning</p>	<p>Autumn term 1 and 2 year 5: <u>La Francophonie and all about me:</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 6: <u>Sentence construction with BAGS adjectives:</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 7: <u>The world around me and My family.</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 8: <u>My hobbies:</u> Pupils are learning</p>	<p>Autumn Term Year 9</p>	<p><u>KS4</u></p>
	<p><u>numbers 20-31 questions, answers and sentences builders:</u> Qui est-ce? C'est .. Ce n'est pas... Dans le sac il y a .. et..</p> <p><u>further adjectives of colour:</u> blanc, brun, noir, orange, rose, violet</p> <p><u>vocabulary for a game:</u> Coin! Coin! Encore!</p>	<p><u>to give register responses:</u> présent, présente; absent absente</p> <p><u>to respond to greetings:</u> Bonjour, salut, au revoir, bonsoir, bonne nuit Comment ça va? Ça va? Ça va bien, très bien, mal, très mal</p> <p><u>to use basic language:</u> s'il vous plait merci oui, non monsieur, mada me</p>	<p><u>to use key verbs:</u> c'est, Il y a / J'entends/Je vois</p> <p><u>to use definite articles:</u> le, la, les, l'</p> <p><u>to use more masculine nouns.</u> eg: un/le cochon, un/l' éléphant, un/le lion, un/le papillon, un/le renard, un/le dauphin, un/le mouton, un/l' oiseau, un/le poisson, un/le chat, un/l'ours, un/le cheval, un/le dauphin, un/le chien, un/le lion.</p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to locate countries where French is spoken.</u></p> <p><u>to understand the definite and indefinite article le, la, l', les, un, une, des.</u></p> <p><u>to name some countries:</u> l'Angleterre, l'Écosse, le pays de Galles, l'Irlande, la France, l'Espagne, l'Allemagne, l'Italie, le Portugal.</p> <p><u>to know how to say 'in' with countries and cities (en, au, aux, à).</u> <u>to give their name.</u></p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to recognise the question forms "qu'est-ce que", que, qui, où, quand, pourquoi?</u> Qu'est-ce que tu fais le weekend? Que fais-tu comme loisirs? Quand? Avec qui? Ou? Pourquoi?</p> <p><u>to revisit the present tense of regular-er verbs in the present tense.</u></p> <p><u>to revisit the present tense of jouer plus au/à la/aux.</u></p>	<p>Year 9 See AQA documentation for the full range of vocabulary required at GCSE according to the prescribed themes</p> <p>Theme 1-3.3</p> <p>Identity and culture</p> <p>Free time Hobbies</p>	<p><i>DfE in parallel with OFQUAL are currently in consultation with language teachers regarding the new proposed changes to GCSE</i></p> <p>A Subject</p>

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	<p><u>masculine animal nouns</u> eg: un cochon, un éphant, un mouton, un lion, un papillon, un ours</p> <p><u>feminine nouns</u> eg: une poule, une souris, une baleine, une araignée, une abeille, une chenille, une grenouille</p> <p><u>adjectives that precede the noun:</u> petit, grand</p>	<p><u>to give their name</u> Comment tu t'appelles? Tu t'appelles comment?</p> <p>Je m'appelle...</p> <p><u>to use numbers 1-31.</u></p> <p><u>to give their age.</u> Quel âge as-tu? J'aians</p> <p><u>to understand classroom language and classroom instructions: -</u></p>	<p><u>to use more feminine; nouns</u> eg une/la baleine, une/l' araignée, une/l' abeille, une/la chenille, une/la grenouille, une/la perruche, une/la souris, une/la libellule, une/la panthère.</p> <p><u>to understand singular adjectival agreement .</u></p> <p><u>to understand the BAGS adjectival rule:</u> adjectives that precede the noun rule : e.g petit/petite, grand/grande,</p>	<p>Bonjour! Salut! Comment t'appelles-tu? Je m'appelle..</p> <p><u>to say where they live.</u> Où habites-tu? J'habite ... en Angleterre, en Écosse, au pays de Galles, au Portugal.</p> <p><u>to know adjectives of nationality and give nationality.</u> Je suis anglais(e), français(e),</p> <p><u>to say which languages they speak.</u> Quelle langue parles-tu? Je parle ... anglais, français, espagnol. On parle français en France.</p>	<p><u>to revisit the present tense of faire plus du/de la/des to describe what activities they do.</u></p> <p><u>to revisit the present tense of aller plus au/à la/aux to describe where they go.</u> Je retrouve mes copains. Je joue au foot/baby-foot/billard. Je bavarde avec mes copains. Je regarde un film. Je vais au bar. Je fais des concerts.</p>	<p>Sport</p> <p>Theme 1 Topic 3: Free-time activities</p> <p>Free time Hobbies Sport</p> <p>3.1 Topic 2 Technology in everyday life</p>	<p>Content Review document has published a list of taught vocabulary and grammar. The Consultation period closes 19th May 2021</p> <p>The proposed change</p>

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<p><u>Yearly overview plan:</u> Autumn term core language, grammar and intercultural understanding.</p>	<p>During year 4 pupils are learning</p>	<p>Autumn term 1 and 2 year 5: <u>La Francophonie and all about me:</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 6: <u>Sentence construction with BAGS adjectives:</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 7: <u>The world around me and My family.</u> Pupils are learning</p>	<p>Autumn term 1 and 2 year 8: <u>My hobbies:</u> Pupils are learning</p>	<p>Autumn Term Year 9</p>	<p><u>KS4</u></p>
	<p><u>sentence starters</u> eg. Chez moi, dans ma chambre, dans mon placard <u>verbs eg:</u> sauter, voler, nager, danser</p> <p><u>months:</u> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Quelle est la date? C'est le ... + month.</p> <p><u>vocabulary from a song:eg</u></p>	<p>levez-vous, asseyez-vous, écoutez, regardez, taisez-vous, montrez-moi. <u>to use je peux + infinitive.</u> (statement and question) Je peux entrer? Je peux aller aux toilettes, s'il vous plaît? j'ai oublié.</p> <p><u>to use être and avoir in the 1st person singular (je suis, j'ai).</u></p> <p>j'ai une question. je suis désolée. Je suis Tom</p>	<p>jeune , énorme, gros/grosses, beau/bel/belle, méchant/mechan te, joli/jolie,jeune,gentil/gentille</p> <p><u>to use more phrases of place.</u> chez moi, dans le salon, dans la cuisine, dans ma chambre, dans le garage, dans la salle de bains, dans la salle à manger, dans le jardin, dans la mer, dans les bois, dans mon lit, dans mon sac.</p> <p><u>to understand the possessive</u></p>	<p><u>to give their age.</u> Tu as quel age ? j'ai X ans.</p> <p><u>Autumn term 2: My family</u></p> <p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to use the present tense of irregular verb avoir.</u></p> <p><u>to describe their own eyes.</u></p> <p><u>to understand adjectival agreement (masculine, feminine, plural).</u></p> <p>J'ai/Tu as/Il a/Elle a/on a les yeux bleus/verts/gris/marron fonce /bleu clair.</p>	<p><i>je joue aux jeux vidéo ,je joue sur ma console de jeux vidéo, je tchate sur Internet. J'écoute de la musique,je fais du sport/shopping, je fais des courses, je regarde la télé/des clips vidéo, je vais sur Internet/en ville/au cinéma</i></p> <p><u>to use time expressions.</u> <i>le weekend, normalement tous les jours, le lundi, toujours, une fois par semaine</i></p> <p><u>to use possessive adjectives</u> <i>mon, ma mon, ma, mes, ton, ta, tes, son,</i></p>		<p><i>s will include a definitive list of taught words where there shall be no surprises for candidates sitting MFL exams and there shall be no advantage to being a</i></p>

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	<p>une culotte, une chemise, une veste, des lunettes</p>	<p><u>to recognise days months.</u></p> <p><u>to give their birthday:</u> Quelle est la date de ton anniversaire? Mon anniversaire est le.. Joyeux Anniversaire!</p> <p><u>to understand the alphabet.</u> Comment ça s'écrit? Ça s'écrit...</p> <p><u>to name pencil case items with un/une.</u></p>	<p><u>adjectives mon, ma, mes.</u></p> <p><u>to choose more creative and complex language to describe people, places, things and actions.</u></p> <p><u>Example sentence by end of term:</u> Je vois une grande chenille rouge dans les bois. Il y a un jeune poisson rouge dans la mer.</p> <p><u>to identify patterns of language in songs and rhymes.</u></p>	<p><u>to describe their own hair.</u> J'ai/tu as/il a/elle a/on a les cheveux noirs/bruns/blonds/ roux et longs/courts/mi-longs/raides/nattés/bouclés Je n'ai pas de cheveux. Il/elle/on n'a pas de cheveux.</p> <p><u>to introduce family members and apply possessive adjectives correctly</u> <u>mon/ma/mes, ton/ta/tes.</u></p> <p><u>to use the relative pronoun qui.</u> e.g Dans ma famille j'ai un frère qui s'appelle Thomas.</p> <p>Dans ma famille il y a mon..ma ...mes + family members</p>	<p>sa, ses, votre, votre, vos.</p> <p><u>to use a wider range of negatives to describe what they don't do/where they don't go.</u> ne ..pas ne ...jamais ne... rien</p> <p><u>to use depuis + time + present tense to describe how long they have done something for.</u></p> <p><u>to use comparisons to compare activities:</u> plus/moins + adjective + que</p>		<p><i>native speaker</i></p>

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		<p><u>conjunction: et.</u></p> <p><u>to identify rhyming words and specific sounds in songs and rhymes.</u></p> <p><u>to understand the main points from short spoken French material.</u></p> <p><u>to show understanding of simple sentences through physical response.</u></p>	<p><u>to understand some specific details from short spoken French material.</u></p> <p><u>to show understanding of more complex sentences through physical response.</u></p> <p><u>to predict pronunciation of some unfamiliar words in a sentence using knowledge of letter strings and silent letter rules.</u></p> <p><u>to use familiar vocabulary to say several longer</u></p>	<p>J'habite avec ... Ma mère /mon père/ mes parents qui s'appelle/ s'appellent J'ai un frère/deux sœurs qui s'appelle(nt) ... Je n'ai pas de frères ou de sœurs. Je suis fils/fille unique. Je n'ai plus de père/mère. Mes parents sont séparés/divorcés.</p> <p><u>to describe family members' physical descriptions using avoir.</u></p> <p><i>il a .. elle a ils ont elles ont</i></p> <p><u>to use the present tense of irregular verb être</u> <u>to describe their personality and to apply adjectival agreement correctly.</u></p>	<p><u>to give a wider range opinions in the present tense.</u> parce que/car à mon avis, je pense que je crois que ..je trouve que ...</p> <p><u>Autumn term 2</u></p> <p><u>to understand the weather</u> Quel temps fait-il? Il y a du soleil, il y a du brouillard, il y a du vent, il y a des orages, il pleut, il gèle, il fait chaud, il fait froid, il fait beau, il neige</p> <p><u>to use j'aime, je n'aime pas, j'adore, je déteste, je préfère</u></p>		

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		<p><u>to pronounce words accurately using knowledge of letter string sounds to support and observe silent letter rules.</u></p> <p><u>to say a sentence using familiar language.</u></p> <p><u>to engage in a short conversation using a range of simple familiar questions.</u></p> <p><u>to write simple sentences from</u></p>	<p><u>sentences using a scaffold.</u></p> <p><u>to converse briefly without prompts.</u></p> <p><u>to present prepared ideas and information to a small group.</u></p> <p><u>to read simple sentences containing familiar and unfamiliar words understanding the main points and some detail.</u></p> <p><u>to recognise a wide range of cognates and</u></p>	<p>Tu es comment? Je suis/Tu es quelqu'un de/d'... Je suis/Je ne suis pas ...actif (-ive), sportif (-ive), créatif (-ive), amusant(e), bavard(e), gentil(le), intelligent(e) paresseux(-euse), travailleur/euse, courageux (euse), sociable, sympa, adorable.</p> <p><u>to use intensifiers :</u> très, un peu, assez</p> <p><u>to use connectives:</u> mais, car, parce que, cependant</p> <p><u>to describe family members' personality using the irregular verb être.</u> ma mère est + adjectives, intensifiers, connectives. mes frères sont..</p>	<p><u>followed by the infinitive.</u> <u>to say what they like doing in different weathers using quand and si</u></p> <p>Quand il fait beau, j'aime aller à la plage. Cependant, s'il pleut, je préfère regarder la télé.</p> <p><u>to say what they are going to do in the near future tense</u></p> <p><u>to understand modal verbs followed by the infinitive</u> Je veux, je peux, je dois plus infinitive.</p>		

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		<p><u>memory using visual prompts.</u></p>	<p><u>some false cognates.</u></p> <p><u>to use knowledge of cognates to determine the meaning of new words.</u></p> <p><u>to use a bilingual dictionary to translate English to French and French to English.</u></p> <p><u>to understand the impact of accents and position them correctly when writing.</u></p>	<p><u>to form a negative sandwich using ne..pas</u></p>	<p>Pupils could describe New Year's resolutions using je voudrais, je veux, je dois and je vais followed by the infinitive.</p> <p>facts about further aspects of their everyday lives from the perspective of someone from another country</p>		

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<p>Spring term 1 core language, grammar and intercultural understanding.</p>		<p><u>to use the indefinite articles:</u> un, une.</p> <p><u>to use singular masculine animal nouns.</u> eg: un chat, un chien, un poisson, un ours, un oiseau, un canard, un mouton, un cheval, un chameau,, un singe, un lapin, un escargot.</p> <p><u>to use singular feminine animal nouns.</u> eg: une coccinelle, une tortue, une vache, une pie, une chèvre une poule, une souris,</p>	<p><u>to use regular -er verbs for creative sentence building.</u> eg: manger, voler, nager, sauter, danser, parler, pleurer.</p> <p><u>Example sentence:</u></p> <p>La grande abeille jaune mange chez moi.</p> <p><u>to use subject pronouns il/elle.</u></p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to state which school subjects they study on different days and how often they have them.</u> les matières: le français, l'anglais, la géographie, l'histoire, les maths, la musique, les SVT, la technologie, l'EPS, les arts plastiques</p> <p><u>to tell the time.</u> Quelle heure est-il?</p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to describe where they go on holiday with the correct preposition en/au/aux/ à</u> Où vas-tu en vacances normalement/en été? Tu vas où en vacances? Je vais en France, en Allemagne, en Belgique, en Angleterre, en</p>		<p>See AQA recommended list according to themes</p> <p>Foundation tier 1200 lexical items to be learned and a further 500 at</p>

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		<p><u>to use four key verbs - c'est, il y a , je vois, j'entends</u></p> <p><u>to use colours and their singular agreements:</u></p> <p>C'est de quelle couleur?</p> <p>bleu/bleue, gris/grise, jaune, vert/verte, rouge, noir/noire, blanc/blanche , brun/brune, orange, rose, violet/violette.</p> <p><u>to respond to questions: Que vois-tu? Qu'entends-tu? Qu'est-ce qu'il y a ...? Qu'est-ce que c'est?</u></p> <p><u>to use the conjunction: et.</u></p> <p>Example of a sentence by end of term: Je vois/j'entends/c'est un</p>	<p><u>Example sentence:</u></p> <p>il mange dans les bois et elle nage dans la mer.</p> <p><u>to use simple negatives. ne... pas</u></p> <p>Example sentence: Un gentil petit cochon ne pleure pas dans la salle de bains.</p> <p><u>to understand some specific details from short spoken French material.</u></p> <p><u>to show understanding of more complex</u></p>	<p>Il est... et demi le matin, l'après-midi , le soir</p> <p><u>to say when lessons are using time and time expressions.</u></p> <p>Quelle heure est-il? Il est une heure dix/quart/vingt/et demie. Il est deux heures moins vingt/moins le quart/moins dix. Il est midi/minuit. Il est sept heures du matin/soir. C'est quel jour? C'est à quelle heure? une fois par semaine, deux fois par semaine, tous les jours.</p> <p><u>to understand that j' is used before with verbs beginning with a vowel.</u></p>	<p>Espagne, au Portugal, en Irlande, au Pays de Galles, en Ecosse, aux Etats Unis, à Londres d'habitude, normalement, quelquefois .</p> <p><u>to say who they go on holiday with and where they stay.</u></p> <p>Je reste chez moi en Angleterre Où loges-tu? Tu loges où? je vais/ je reste à la montagne, au bord de la mer, à la campagne, /en ville, à l'hôtel, dans un camping Tu y vas avec qui? Avec qui ?</p>		<p>Higher tier</p>

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		<p>canard gris et Il y a une abeille jaune et noire.</p> <p><u>to identify rhyming words and specific sounds in songs and rhymes.</u></p> <p><u>to understand the main points from short spoken French material.</u></p> <p><u>to show understanding of simple sentences through physical response.</u></p> <p><u>to pronounce words accurately using knowledge of letter string sounds to support and observe silent letter rules.</u></p> <p><u>to say a sentence using familiar language.</u></p> <p><u>to read simple sentences containing familiar words and a limited number of</u></p>	<p><u>sentences through physical response.</u></p> <p><u>to predict pronunciation of some unfamiliar words in a sentence using knowledge of letter strings and silent letter rules.</u></p> <p><u>to use familiar vocabulary to say several longer sentences using a scaffold.</u></p> <p><u>to converse briefly without prompts.</u></p> <p><u>to read simple sentences containing familiar and</u></p>	<p><u>to use opinion verbs plus the noun.</u> j'adore/j'aime/je déteste /je préfère les maths c'est plus adjective</p> <p><u>to use negative forms: ne ... pas.</u></p> <p><u>to justify opinions using parce que c'est plus adjective.</u></p> <p><u>to give opinions.</u> using à mon avis c'est .. parce que c'est ...car c'est</p> <p><u>to use comparisons: plus/moins + adjective + que.</u></p>	<p>Avec ma famille, mon copain, ma copine, mes copains, mes copines, ma mère mon père, ma soeur, mon frère, mon club.</p> <p><u>to say where they like to go on holiday in different seasons, depending on the weather.</u> Où est-ce que tu aimes aller s'il fait beau?(etc) Quand/si plus weather j'aime aller au/en/aux... En été, en hiver, au printemps, en automne j'aime aller en/au parce que/ car..</p>		

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		<p><u>unfamiliar words understanding the main points.</u></p> <p><u>to identify both nouns and verbs that are cognates.</u></p> <p><u>to use language knowledge to determine the meaning of new words.</u></p> <p><u>to use a bilingual dictionary to translate nouns into French and identify their gender.</u></p> <p><u>to write several simple sentences using familiar vocabulary to describe people, places, things and actions.</u></p>	<p><u>unfamiliar words understanding the main points and some detail.</u></p> <p><u>write several sentences from memory drawing on familiar topic vocabulary.</u></p> <p><u>to choose more creative and complex language to describe people, places, things and actions.</u></p>	<p><u>To say what there is and isn't at their school using il y a and il n'y a pas de</u></p>	<p><u>facts about French holiday destinations and French conventions</u></p>		

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

<p><u>Yearly overview plan:</u> Spring term 2 core language, grammar and intercultural understanding.</p>	<p>During year 4 pupils are learning</p>	<p>Spring term 2 year 5: <u>Extended sentence construction.</u> Pupils are learning</p>	<p>Spring term 2 year 6: <u>Sentence construction with plurals and time.</u> Pupils are learning</p>	<p>Spring term 2 year 7: <u>My school.</u> Pupils are learning</p>	<p>Spring term 2 Year 8 Holidays in the future: Pupils are learning</p>	<p>Spring 2 Year 9</p>	<p>KS4</p>
		<p><u>to use some adjectives that precede the noun and their singular agreements</u> eg petit/petite, grand/grande, énorme, gros/ grosse.</p> <p><u>to use some phrases of place</u> eg chez moi, dans ma chambre, dans le jardin, dans ma trousse.</p> <p><u>to write several simple sentences using familiar vocabulary to describe people, places, things and actions</u></p> <p><u>Example sentences:</u> J'entends un petit chat noir dans le</p>	<p><u>to use the relative pronoun qui.</u></p> <p><u>Example sentences:</u></p> <p>Je vois un petit cochon rose <i>qui</i> vole dans le jardin. Il y a une jeune chenille verte <i>qui</i> mange dans ma trousse.</p> <p><u>to use plural nouns using les and numbers.</u> note: de is used immediately before a plural adjective eg je vois de jolies abeilles - so avoid teaching des here.</p> <p><u>to understand adjectival</u></p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to describe their school using adjectives, negatives, intensifiers, linking words and comparatives.</u> J'adore/J'aime/Je déteste ça. Je n'aime pas ça. Ça va. Ma matière préférée, c'est ... ; fort/e nul/ mauvais en . À mon avis.. C'est ... actif, créatif, ennuyeux, intéressant, inutile, nul, passionnant, relaxant, utile.</p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to form sentences using the immediate future tense to describe where they are going to go on holiday.</u></p> <p><u>to form negative sentences using the immediate future tense.</u> je ne vais pas aller</p> <p><u>to describe their dream holiday using je</u></p>	<p>Theme 3.13 topic 3</p> <p>Life at school & college</p> <p>My studies</p> <p>3.1.2 Theme 2: topic 2</p> <p>Healthy unhealthy living</p> <p>Lifestyle comparisons</p> <p>New Health resolutions Alcohol & drug</p>	

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		<p>jardin. Je vois une grande souris blanche dans ma chambre.</p> <p><u>to understand the main points from short spoken French material.</u></p> <p><u>to show understanding of simple sentences through physical response.</u></p> <p><u>to pronounce words accurately using knowledge of letter string sounds to support and observe silent letter rules.</u></p> <p><u>to say a sentence using familiar language.</u></p> <p><u>to read simple sentences containing</u></p>	<p><u>agreement in the plural.</u></p> <p><u>to use regular -er verbs in the 3rd person plural.</u></p> <p><u>Example sentences:</u></p> <p>Il y a <i>trois</i> jeunes moutons bruns <i>qui</i> jouent chez moi.</p> <p>Je vois <i>les</i> méchants moutons noirs <i>qui</i> jouent dans le jardin.</p> <p><u>to use à + time.</u> e.g à 11h à midi</p> <p><u>example sentence:</u></p> <p>Il y a un grand chien brun qui joue chez moi à dix heures.</p>	<p><i>C'est plus/moins intéressant que mais, car, parce que</i></p> <p>Je vais au collège (X). Je suis en sixième/cinquième /quatrième/troisième. Il y a ... élèves dans ma classe.</p> <p>J'ai beaucoup de copains.</p> <p>Les matières sont intéressantes.</p> <p>J'aime bien mon collège.</p> <p><u>to describe teachers using adjectives, negatives, linking words and intensifiers.</u></p> <p><u>To describe their school uniform.</u></p>	<p><u>voudrais/j'aimerais</u></p> <p>⋮</p> <p>Pour mes vacances de rêves, je voudrais/j'aimerais aller a/au/aux/en/visiter/faire...</p> <p><u>to compare symbols, objects or products which represent their own culture with those of France</u></p>		

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		<p><u>familiar words and a limited number of unfamiliar words understanding the main points.</u></p> <p><u>to write simple sentences from memory using visual prompts.</u></p> <p><u>to write several simple sentences using familiar vocabulary to describe people, places, things and actions.</u></p> <p><u>to understand the impact of accents.</u></p>	<p><u>to understand some specific details from short spoken French material.</u></p> <p><u>to show understanding of more complex sentences through physical response.</u></p> <p><u>to use familiar vocabulary to say several longer sentences using a scaffold.</u></p> <p><u>to converse briefly without prompts.</u></p> <p><u>to read simple sentences containing familiar and unfamiliar words, understanding the</u></p>	<p><i>Qu'est-ce que tu portes? Au collège je porte.</i></p> <p><u>to understand differences in education systems between France, England.</u></p>			

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			<p><u>main points and some detail.</u></p> <p><u>to write several sentences from memory drawing on familiar topic vocabulary.</u></p> <p><u>to use familiar vocabulary to create several longer sentences using a scaffold.</u></p> <p><u>to choose more creative and complex language to describe people, places, things and actions.</u></p>				

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

<p><u>Yearly overview plan:</u> Summer term 1: core language, grammar and intercultural understanding.</p>	<p>During year 4 pupils are learning</p>	<p>Summer term 1 year 5: <u>Complex sentence construction.</u> Pupils are learning</p>	<p>Summer term 1 year 6: <u>Sentence construction with clothing and the body.</u> Pupils are learning</p>	<p>Summer term 1 year 7: <u>My daily life.</u> Pupils are learning</p>	<p>Summer term 1 year 8: <u>The perfect tense:</u> Pupils are learning</p>	<p>summer term 1 year 9</p>	<p>KS4</p>
		<p><u>to give simple opinions</u> c'est excellent, super, fantastique, terrible, nul.</p> <p><u>to use expressions of annoyance, surprise, disbelief, disagreement</u> eg: Zut alors! Tu rigoles! C'est pas possible! C'est incroyable!</p> <p><u>to understand punctuation words:</u> virgule, point, point d'exclamation, point d'interrogation.</p> <p><u>to use questions:</u> Que vois-tu? Qu'entends-tu? Qu'est-ce qu'il y a ...? Qu'est-ce que c'est?</p> <p><u>to write several simple sentences using familiar</u></p>	<p><u>to use new -er verb porter first and third person:</u></p> <p><u>to understand some words for clothes</u> : e.g un chapeau, un pantalon, une chemise, un pull, une jupe, une robe, des chaussures, des bottes-</p> <p>example sentence: je porte une petite jupe grise. Il porte un joli pantalon noir.</p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to conjugate regular -er verbs in the present tense</u></p> <p><u>to use the verb jouer in the present tense plus au/ à la /aux</u> jouer au foot/handball, jouer aux jeux vidéo,</p> <p><u>to use phrases of time to describe daily routine.</u> le week-end, le jeudi, le samedi soir, une/deux fois par semaine, tous les jours, toujours, quelquefois, souvent</p>	<p><u>a range of skills across the term from the listening, speaking, reading and writing themes.</u></p> <p><u>to use je suis allé to say where they have been.</u></p> <p>Pupils may also learn je suis sorti, je suis resté, je suis rentré.</p> <p><u>to form the perfect tense with avoir to say what they have done</u> J'ai joué au foot/au beach-volley/au basket.</p>	<p>3.1.1 Theme 1: Identity and culture</p> <p>Food/diet/ eating out World Foods</p> <p>Festivals Restaurant problems Francophone Festivals</p>	

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		<p><u>vocabulary to describe people, places, things and actions</u></p> <p><u>to use compound sentences using et</u></p> <p><u>Example sentences:</u></p> <p>Je vois une grande poule noire dans ma trousse. C'est pas possible! Que vois tu?</p> <p>Je vois un petit chien blanc dans le jardin et j'entends une grande vache rose. Tu rigoles! Zut alors! Qu'entends-tu?</p> <p><u>to show understanding of simple sentences through physical response.</u></p> <p><u>to pronounce words accurately using knowledge of letter string sounds to</u></p>	<p><u>to use and understand the definite articles: le, la, les, l'.</u></p> <p><u>to say the parts of the body in the singular and plural. (including animal parts)</u> eg: la tête, le visage, le nez, les yeux, les cheveux, les oreilles, la bouche, la jambe, le pied, les pattes, la queue, les poils.</p> <p><u>to use avoir in 3rd person: il a/elle a.</u></p> <p><u>example sentence:</u></p>	<p><u>to use other regular-er verbs to describe daily routine.</u></p> <p>Je retrouve mes copains. Je bavarde avec mes copains. Je regarde un film, je tchate sur Internet, je mange chez moi.</p> <p><u>to use reflexive verbs in the present tense to describe daily routine:</u></p> <p>je me réveille je me lève je me douche je m'habille je me brosse les dents Je me couche le week-end, le jeudi, le samedi soir, une/deux fois par semaine, tous les jours, tousjours,</p>	<p>J'ai visité le parc/un musée/la tour Eiffel.</p> <p>J'ai acheté des souvenirs/des cartes postales/un T-shirt.</p> <p>J'ai mangé une glace/un hamburger/des frites.</p> <p>J'ai bu de la limonade/du coca/de l'eau. J'ai vu le Colisée/un taxi jaune.</p> <p>J'ai fait une promenade/du shopping/du skate.</p>		

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		<p><u>support and observe silent letter rules.</u></p> <p><u>to say a sentence using familiar language.</u></p> <p><u>to engage in a short conversation using a range of simple familiar questions.</u></p> <p><u>to use intonation to mark exclamation.</u></p> <p><u>to describe joy, shock and approval.</u></p> <p><u>to present prepared ideas and information to a partner.</u></p> <p><u>to read simple sentences containing familiar words and a limited number of unfamiliar words understanding the main points.</u></p>	<p>Il a une tête et deux mains et Il porte un pantalon.</p> <p><u>to understand some specific details from short spoken French material.</u></p> <p><u>read simple sentences containing familiar and unfamiliar words understanding the main points and</u></p> <p><u>understand the impact of accents and position them</u></p>	<p><i>quelquefois, souvent, puis, après ensuite.</i></p> <p>to understand some similarities and differences between social conventions at home and in France.</p> <p>to compare symbols, objects or products which represent their own culture with those of France.</p>	<p>J'ai regardé un film J'ai nagé/dansé.</p> <p><u>to use il y a plus time (ago)</u> il y a deux semaines, il y a un an, il y a un mois.</p> <p><u>to use time expressions to say when they have done something</u></p> <p>l'année dernière / la semaine dernière, hier, l'été/l'hiver dernier, je suis allé(e) ... (tout) d'abord, puis, après, ensuite, pour finir.</p>		

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		<p><u>to write simple sentences from memory using visual prompts.</u></p>	<p><u>correctly when writing.</u></p>		<p><u>to use il y avait to say what there was and to use correct adjectival agreement.</u> il y avait beaucoup de.. il y avait des musées intéressants, une belle plage, une grande ville.</p> <p><u>to give an opinion in the past tense.</u> je pense que /je trouve que /je crois que/à mon avis c'était super, délicieux (-euse), magnifique, génial(e), extraordinaire, cool</p>		

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Yearly overview plan: Summer term 1: core language, grammar and intercultural understanding.	During year 4 pupils are learning	Summer term 1 year 5 : <u>Complex sentence construction.</u> Pupils are learning	Summer term 1 year 6 : <u>Sentence construction with clothing and the body.</u> Pupils are learning	Summer term 1 year 7 : <u>My daily life.</u> Pupils are learning	Summer term 1 year 8 : <u>The perfect tense:</u> Pupils are learning	summer term 1 year 9	KS4

Yearly overview plan: Summer 2 core language, grammar and intercultural understanding		Summer term 2 year 5 : <u>Buying things in France.</u> Pupils are learning	Summer term 2 year 6 : <u>Sentence construction and expressing likes and dislikes.</u> Pupils are learning.	Summer term 2 year 7 : <u>My daily life.</u> Pupils are learning	Summer term 2 year 8 : <u>Out and about</u> Pupils are learning	Summer term 2 year 9	KS4
		<u>to ask for items in a shop:</u> Je voudrais plus simple or cognate foods and common items.eg: Je voudrais un croissant, un pain au chocolat, une gaufre, un coca, un	<u>to state simple opinions: c'est plus adjectives</u> eg c'est + excellent super,fantastique; terrible; nul, bon, incroyable.	<u>a range of skills across the term from the listening, speaking, reading and writing themes.</u> <u>to use the present tense of the irregular verb faire to describe daily routine.</u>	<u>a range of skills across the term from the listening, speaking, reading and writing themes</u> <u>to say what they eat and drink in more than one tense.</u> Choose from present, future, past or	3.12 Theme 2 Topic 4 Holidays & travel Festivals (last cycle) This is the ideal time to study Holidays. This ties in with the	

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<p><u>Yearly overview plan:</u> Summer 2 core language, grammar and intercultural understanding</p>		<p>Summer term 2 year 5: <u>Buying things in France.</u> Pupils are learning</p>	<p>Summer term 2 year 6: <u>Sentence construction and expressing likes and dislikes.</u> Pupils are learning.</p>	<p>Summer term 2 year 7: <u>My daily life.</u> Pupils are learning</p>	<p>Summer term 2 year 8: <u>Out and about</u> Pupils are learning</p>	<p>Summer term 2 year 9</p>	<p>KS4</p>
		<p>sandwich, un paquet de chips, un café, une baguette, une carte postale, un timbre,</p> <p><u>Example conversation:</u></p> <p>-Je voudrais un croissant s'il vous plaît</p> <p>-et avec ça?</p> <p>-je voudrais un pain au chocolat</p> <p>-C'est tout?</p> <p>-Oui/non</p> <p>-C'est combien?</p> <p>-Ca fait 2 euros</p>	<p><u>to make compound sentences with parce que and mais.</u></p> <p><u>to create a monster storyboard using creative and complex language to describe people, places, things and actions.</u></p> <p>example storyboard based on learning from the year:</p> <p>Voici mon monstre qui porte une chemise bleue. Il saute dans le jardin. Il a les yeux verts et il a deux têtes, mais il ne vole pas dans ma chambre. C'est incroyable!</p>	<p><u>to use du/de la/des/d' after faire.</u> <i>je fais des magasins je fais du sport je fais mes devoirs je fais de la cuisine je fais un club</i></p> <p><u>to use the present tense of irregular verb aller to describe daily routine.</u></p> <p><u>to use prepositions au/à la/à l'/aux ('to/at the') after aller.</u> <i>je vais/on va/aux magasins à la piscine au collège, au cinéma</i></p>	<p>conditional.: Je mange/je vais manger/j'ai mangé/je voudrais manger..</p> <p><u>to buy or order food and drink</u></p> <p><u>to describe what they wear in more than one tense.</u> Choose from present, future, past and conditional. Je porte/je vais porter/j'ai porté/je voudrais porter..</p> <p><u>to compare attitudes towards aspects of everyday life.</u></p> <p><u>to compare symbols, objects or products</u></p>	<p>free time topics studied earlier on in the year - we can revise the vocabulary and expressions, and discuss Past and Future holidays, which enables us to revise the past, present and future time frames.</p>	

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		<p>-Merci, au revoir!</p> <p><u>to understand the main points from short spoken French material.</u></p> <p><u>to show understanding of simple sentences through physical response.</u></p> <p><u>to say a sentence using familiar language.</u></p> <p><u>to engage in a short conversation using a range of simple familiar questions.</u></p> <p><u>to use intonation to mark exclamation.</u></p>	<p><u>to use language of opinion.</u> eg: j'aime, je n'aime pas,</p> <p><u>to use and understand the definite articles:</u> le, la, les, l'.</p> <p><u>to express likes and dislikes with some basic food items.</u> e.g le fromage, le sirop, le pain au chocolat, les galettes, les crêpes.</p> <p>Example sentence: J'aime le fromage parce que c'est bon.</p> <p><u>to understand some specific details from short spoken French material.</u></p> <p><u>to ask and answer more complex</u></p>	<p><i>au centre sportif.</i></p> <p><u>To use the immediate future tense to describe what they are going to do.</u></p> <p>Je vais (all parts of verb aller) plus faire and the -er verbs learnt during the term.</p> <p><u>about some aspects of everyday life and compare them to their own.</u></p>	<p><u>which represent their own culture with those of France</u></p> <p><u>facts about further aspects of their everyday lives from the perspective of someone from another country</u> e.g diet, their schooling/education, popular youth culture- music, fashion, homes and neighbourhoods</p>		

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		<p><u>to present prepared ideas and information to a partner.</u></p> <p><u>to identify both nouns and verbs that are cognates.</u></p> <p><u>to use language knowledge to determine the meaning of new words.</u></p> <p><u>to write simple sentences from memory using visual prompts.</u></p> <p><u>to look at further aspects of their everyday lives from the perspective of</u></p>	<p><u>questions with a scaffold of responses.</u></p> <p><u>to adapt intonation to questions, instructions and exclamations.</u></p> <p><u>to express a simple opinion: J'aime, je n'aime pas.</u></p> <p><u>to supplement an opinion with a simple adjective.</u></p> <p><u>to present prepared ideas and information to a small group.</u></p> <p><u>to recognise a wide range of cognates and some false cognates.</u></p> <p><u>to use knowledge of cognates to determine</u></p>				

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		<p><u>someone from another country</u></p> <p><u>to recognise similarities and differences between places within France</u></p> <p><u>to compare symbols, objects or products which represents their own culture with those of France</u></p>	<p><u>the meaning of new words.</u></p> <p><u>to use a bilingual dictionary to translate English to French and French to English.</u></p> <p><u>to write several sentences from memory drawing on familiar topic vocabulary.</u></p> <p><u>to use familiar vocabulary to create several longer sentences using a scaffold.</u></p> <p><u>to choose more creative and complex language to describe people, places, things and actions.</u></p>				

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

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Table 2: French progression map year 1 to year 4

Themes	During year 1 pupils are learning	During year 2 pupils are learning	During year 3 pupils are learning	During year 4 pupils are learning
Listening	to listen to familiar songs or rhymes translated to French.	to join in with familiar songs in French.	to listen and identify specific words in songs and rhymes and demonstrate understanding.	to listen and identify specific phrases in songs and rhymes and demonstrate understanding.
			to listen and repeat words using correct pronunciation.	to listen and repeat modelled phrases using correct pronunciation.
			show understanding of single words through physical response.	to show understanding of phrases and words through physical response.
Speaking		to reply to greetings in French.	to identify individual sounds in words and pronounce accurately when modelled.	to identify letter strings, contractions and silent letters in familiar words and pronounce when modelled.
			name objects and actions.	to name objects and actions and begin to link with conjunction.
			to recognise a familiar question and respond with a simple rehearsed response.	to ask and answer simple questions.
			to use intonation appropriate to questions.	to use intonation appropriate to questions or instructions.
			to express likes and dislikes	to express preferences.
			to describe an object using adjectives to a partner.	to present a simple rehearsed statement to a partner.

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

Table 2: French progression map year 1 to year 4

Themes	During year 1 pupils are learning	During year 2 pupils are learning	During year 3 pupils are learning	During year 4 pupils are learning
Reading			to read and show understanding of simple single words.	to read and shows understanding of simple phrases.
			to identify French words that are used in English.	to begin to recognise simple noun cognates
			to use picture clues to predict the meaning of new words.	to use context to predict the meaning of new words.
			to match English and French words by meaning.	to use a simple bilingual dictionary to find the meanings of French words.
Writing			to write single words from memory.	to write simple phrases from memory using a writing frame.
			to write phrases to describe people, places, things and actions using a model.	to write simple sentences to describe people, places, things and actions using a scaffold.
				to show awareness of accent.
Grammar			indefinite article - un/une imperative vous form of - er verbs pronouns - je /tu position of colour adjectives question: Qu'est-ce que c'est? adjective agreement - présent/présente	adjectives that precede the noun - petit, grand adjectival agreement (singular) the negative - ce n'est pas... regular -er verbs in 3rd person singular eg. une grenouille saute avoir and mettre - 1st person word class

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

Table 2: French progression map year 1 to year 4

Themes	During year 1 pupils are learning	During year 2 pupils are learning	During year 3 pupils are learning	During year 4 pupils are learning
Core language	<p>Bonjour Au revoir Bonne nuit Bon anniversaire</p>	<p>Bonjour Au revoir Bonne nuit Bon anniversaire Merci S'il vous plaît Monsieur Madame Numbers 1 - 10</p>	<p>numbers 1-20 <u>phrases of greeting/celebration:</u> Bonjour, Salut, Au revoir, Bonsoir, Bonne nuit Bon anniversaire Joyeux Noël Bonne Année Monsieur, Madame, Mademoiselle Comment tu t'appelles? Je m'appelle... <u>to Ask politely:</u> S'il vous plaît, s'il te plaît, merci Oui, non <u>to respond to the register:</u> présent, présente <u>classroom instructions:</u> - levez-vous, asseyez-vous, écoutez, regardez, taisez-vous, montrez-moi, croisez les bras <u>days of the week:</u> Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Aujourd'hui c'est... <u>adjectives of colour:</u> C'est de quelle couleur? bleu, gris, jaune, vert, rouge <u>vocabulary for sentence building:</u> Voici, et, un bonhomme de neige, un renne, le Père Noël, un chat, un chien, un cadeau, un sapin</p>	<p>numbers 20-31 <u>questions, answers and sentences builders:</u> Qui est-ce? C'est .. Ce n'est pas... Dans le sac il y a .. et.. <u>further adjectives of colour:</u> blanc, brun, noir, orange, rose, violet <u>vocabulary for a game:</u> Coin! Coin! Encore! <u>masculine animal nouns eg:</u> un cochon, un éléphant, un mouton, un lion, un papillon, un ours <u>feminine nouns eg:</u> une poule, une souris, une baleine, une araignée, une abeille, une chenille, une grenouille <u>adjectives that precede the noun:</u> petit, grand <u>sentence starters eg:</u> Chez moi, dans ma chambre, dans mon placard <u>verbs eg:</u> sauter, voler, nager, danser <u>months:</u> janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Quelle est la date? C'est le ... + month. <u>vocabulary from a song:eg</u></p>

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

Table 2: French progression map year 1 to year 4

Themes	During year 1 pupils are learning	During year 2 pupils are learning	During year 3 pupils are learning	During year 4 pupils are learning
			<p><u>verbs:</u> Courez, marchez, marchez sur la pointe des pieds, sautez, dansez</p> <p><u>adverbs</u> eg. vite, lentement</p> <p><u>question and response:</u> Qu'est-ce que c'est? C'est..</p> <p><u>masculine and feminine nouns:</u> un pinceau, un feutre, un crayon, un stylo, une gomme, une règle.</p>	<p>une culotte, une chemise, une veste, des lunettes</p>
Intercultural understanding		<p>to know that French is a language.</p> <p>to locate France.</p>	<p>to know the different languages spoken by pupils in the school.</p> <p>to locate countries where French is spoken.</p> <p>to know the similarities and differences between social conventions at home and in France.</p>	<p>to know the main festivals and celebrations in France.</p> <p>to know about some aspects of everyday life and compare them to their own.</p> <p>Compare traditional stories</p> <p>to know how you could travel to France.</p>

Supporting reference documents

Ian Bauckham- Nov 2016 —Chair of review : Teaching School Council :Modern Foreign languages Pedagogy Review
 NCELP : National Centre for Excellence in Language Pedagogy: Year 7 and 8 French
 AQA GCSE French and Spanish Specification papers for First teaching October 2016

French progression map: All years. Table 1: Year 4 to key stage 4. Table 2: Year 1 to year 4

'The Cultural hook' Building Cultural capital in the hinterland of knowledge = ALL (Association for Language Learning)
Rachel Hawkes (2021) Language and Culture - 'A room with a view ' NCELP
Emma Marsden and Rachel Hawkes 2020 NCELP Rationale, Scope and Key Principals –