

French Toolkit - Intent and Curriculum Progression

Our Vision & Rationale

French is taught across KS2 in accordance with the guidelines set out by the National Languages Strategy. It is widely understood that the early acquisition of a foreign language facilitates the learning of other languages later in life, and we are aware of trying to provide our pupils with the tools and skills required to do this. We aim to provide a broad understanding of French, and to encourage language learning skills that can be reflected to better understand the workings of English grammar. At St Mark's we recognise that we are living in an ever-changing global community. Learning French is a bridge to communication with other communities, and broadens cultural understanding.

By learning the basics of French, children:

- are introduced to language in a way that is fun, and that builds confidence and resilience.
- begin to recognise the advantages of communicating in another language, and feel empowered to do so.
- develop a deeper interest in language, while engaging in its structure, pronunciation and purpose.
- develop a broad working vocabulary.
- recognise links to grammar in the English curriculum, and thereby improve competence in their existing language.

In Spring 2021 we introduced structured planning from Language Angels, a resource which keeps abreast of development and change, and which enables all teachers to access language teaching. Children learn words and phrases in French through speaking, reading, listening and writing, but also gain insights into a culture different from their own. Intercultural understanding enhances their learning and enjoyment, and builds on the school's ethos of respecting other people and taking an active interest in the wider world.

Learning French opens regular opportunities within classes to relate practically to other diverse languages and cultures that may be represented across the school, and to celebrate similarity and differences. Children who struggle with other subjects often respond well to the fun way that French is taught, where there is less pressure to read, write or contribute as an individual, and more on oral skills and everybody starting from the same place; most tasks can also be differentiated, with extensive scaffolding to support.

An effective French learner

Is increasingly skilful in oracy, including listening, speaking and interaction	Has strategies for learning a language, including songs, rhymes, repetition, resources, games and more	Develops vocabulary around a range of topics, as well as the grammatical technicalities of the language.	Is always prepared to try, and makes links in their wider learning.	Understands the cultures of the countries where the language is spoken, including similarities and differences
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These learning behaviours are particularly helpful in becoming an effective linguist:



Purpose of study
 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.

- Aims**
 The national curriculum for languages aims to ensure that all pupils:
- 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.

Attainment targets

By the end of key stage 2, pupils should be able to:

1. Listen attentively to spoken language and show understanding by joining in and responding.
2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
4. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
6. Present ideas and information orally to a range of audiences.
7. Read carefully and show understanding of words, phrases and simple writing.
8. Appreciate stories, songs, poems and rhymes in the language.
9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
11. Describe people, places, things and actions orally and in writing.
12. Understand basic grammar appropriate to the language being studied, including: 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.

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Year 3

Year 3 Key skills

Speaking

- Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).
- Speak aloud familiar words or short phrases in chorus.
- Use correct pronunciation when speaking and start to see links between pronunciation and spelling.

Listening

- Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).

- Develop understanding of the sounds of individual letters and groups of letters (phonics).

Reading

- Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.
- Read aloud familiar words or short phrases in chorus.

Writing

- Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).

Grammar

- Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.

By the end of Year 3 pupils should:

- Understand numbers 1-10 and be able to say, read and write them.
- Be familiar with the days of the week and be able to say them and recognise them in written form.
- Use simple greetings (e.g. saying hello and goodbye, saying how they are).
- Ask and answer simple questions about name and age.
- Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).
- Use simple adjectives (e.g. colours).
- Use some simple verbs in the first person “I” form (e.g. I am and I play).
- Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 3	Unit: I’m Learning French (E)	Unit: Animals (E)	Unit: Musical Instruments (E)	Unit: I can... (E)	Unit: Ice Creams (E)	Unit: Fruits (E)
	Assessment -Pinpoint France on a map of the world -Highlight other famous French cities -Talk about other countries where French is spoken	Assessment -Be introduced to ten animals in French. -Match all the new French words to the appropriate picture. -Remember the words for at least five animals in French unaided.	Assessment -Name ten instruments in French. -Match all the new French words to the appropriate picture. -Remember the words for at least five instruments and their	Assessment -Recognise some common French verbs/activities. -Use these verbs to conv appropriate picture. -Use these verbs in the infinitive with je peux...	Assessment	Assessment -Name and recognise up to 10 fruits in French. -Attempt to spell some of these nouns -Ask somebody in French if they like a particular fruit.

	<p>-Say their name and how they are feeling in French -Count to ten in French</p>	<p>-Attempt to spell at least three animals correctly in French.</p>	<p>correct gender in French, unaided. -To say that they play an instrument of their choice correctly in French.</p>			<p>-Say what fruits they like and dislike.</p>
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Year 4

Year 4 Key skills:

Speaking

- Communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- Present short pieces of information to another person.
- Apply phonic knowledge to support speaking (also reading and writing).

Listening

- Listen for and identify specific words and phrases in instructions, stories and songs.
- Follow a text accurately whilst listening to it being read.

Reading

- Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).
- Accurately read a wider range of familiar written words, phrases and short

Writing

- Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

Grammar

- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
- Introduce and use the negative form.
- Begin to look at what a fully conjugated verb looks like.

By the end of Year 4 pupils should:

- *Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).*
- *Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)*
- *Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).*
- *Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).*
- *Understand and use verbs in the first person "I" form (perhaps also have a look at a fully conjugated regular verb and show where the first person "I" form is).*
- *Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils).*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R 4	Unit: Vegetables (E)	Unit: Presenting Myself (I)	Unit: Family (I)	Unit: Classroom (I)	Unit: At the Tea Room (I)	Unit: My Home (I)
	Assessment -Name and recognise up to 10 vegetables in French. -Attempt to spell some of these nouns (including the correct article) -Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.	Assessment -Count to 20. -Say their name and age. -Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. -Tell you where they live. -Tell you their nationality and understand basic gender agreement rules.	Assessment -Tell somebody the members, names and various ages of either their own or a fictional family in French. -Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. -Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. -Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	Assessment -Recognise and repeat from memory simple classroom objects and use the correct gender. -Say what they have and do not have in their pencil case. -Recognise and respond to simple classroom commands and praise.		Assessment -Say whether they live in a house or an apartment and say where it is. -Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. -Tell somebody in French what rooms they have or do not have in their home. -Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age)

Year 5

Year 5 Key skills:

Speaking

- Take part in short conversations using sentences and familiar vocabulary.
- Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.
- Understand and express simple opinions using familiar topics and vocabulary.

Listening

- Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).
- Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.

Reading

- Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).

Writing

- Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).
- Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)
- Check spellings with a dictionary.

Grammar

- Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.
- Use the negative form, possessives and connectives.
- Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.

By the end of Year 5 pupils should:

- Understand and use the alphabet to assist in correct spelling and pronunciation.
- Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).
- Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.
- Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).
- Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).
- Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).

- Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).
- Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they". This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit: As tu un animal?	Unit: What is the Date? (I)	Unit: The Weather (I)	Unit: Clothes (I)	Unit: Habitats (I)	Unit: The Olympics
Y E A R 5	Assessment -Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. -Tell somebody in French if they have or do not have a pet. -Ask somebody else in French if they have a pet. -Tell somebody in French the name of their pet. -Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").	Assessment -Repeat and recognise the months of the year in French. -Ask when somebody has a birthday and say when they have their birthday. -Say the date in French. -Recognise key dates in the French calendar.	Assessment Repeat and recognise the vocabulary for weather in French. -Ask what the weather is like today. -Say what the weather is like today. -Describe the weather in different regions of France using a weather map with symbols.	Assessment -Repeat and recognise the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. -Use the verb PORTER in French with increasing confidence and say what they wear in different weather/situations. -Describe clothes in terms of their color and apply adjectival agreement. -Use the possessives with increased accuracy.	Assessment -Tell somebody in French the key elements animals and plants need to survive in their habitat. -Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. -Tell somebody in French which animals live in these different habitats. -Tell somebody in French which plants live in these different habitats.	

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Year 6

Year 6 Key skills:

Speaking

- Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.
- Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).
- Use connectives to link together what they say so as to add fluency.

Listening

- Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.
- Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.

Reading

- Read aloud with expression and accurate pronunciation.
- Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required))

Writing

- Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).
- Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.)
- Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).

Grammar

- Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.
- Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.
- Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).

By the end of Year 6 pupils should:

- Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).

- *Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.*
- *Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)*
- *Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).*
- *Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)*
- *Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.*
- *Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)*
- *Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).*
- *Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.*
- *Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.*

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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: At School (P)	Unit: World War II (P)	Unit: The Weekend (P)	Unit: Healthy Lifestyle (P)	Unit: Vikings (P)	Unit: Me in the World (P)
<p>Assessment</p> <ul style="list-style-type: none"> -Repeat and recognise the vocabulary for school subjects. -Say what subjects they like and dislike at school. -Tell the time (on the hour) in French. -Say what time they study certain subjects at school. 	<p>Assessment</p> <ul style="list-style-type: none"> -Group/order unknown vocabulary to help decode text in French. -Improve their listening and reading skills. -Say what the differences were in city and country life during the war. -Learn to integrate all their new and previous language writing a letter. 	<p>Assessment</p> <ul style="list-style-type: none"> -Ask what the time is in French. -Tell the time accurately in French. -Learn how to say what they do at the weekend in French. -Learn to integrate connectives into their work. 	<p>Assessment</p> <ul style="list-style-type: none"> -Name and recognise ten foods and drinks that are considered good for your health. -Name and recognise ten foods and drinks that are considered bad for your health. -Say what activities they do to keep in shape during the week. -Say in general what they do to keep a healthy life-style. 	<p>Assessment</p> <ul style="list-style-type: none"> -Name in French, the key periods in ancient Britain, in chronological order. -Describe themselves physically by pretending to be a member of a fictitious Viking family. -Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. -Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. -Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to 	<p>Assessment</p> <ul style="list-style-type: none"> -Learn about the many countries in the Francophone world. -Learn about different festivals (religious and non-religious) around the world. -Understand that we are different and yet all the same. -How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).

					move to third person singular. -Recognise and start to understand commonly used reflexive verbs and pronouns.	
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