



*"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."* National Curriculum 2014.

### Our Intent

The language curriculum at South Hykeham Community Primary School aims to promote an interest in, and enthusiasm for, language learning by introducing the language in a way that is enjoyable and accessible for all. It seeks to encourage the children to be curious about how the language works and make comparisons between the phonology and grammar of their own language, thereby deepening their understanding of their own language rules and conventions.

Our languages curriculum is not only designed to teach the children to understand, speak, read and write another language but also to enable them to develop a wider understanding of the world outside of our own community. It encourages the children to be interested and curious about other cultures and provides them with experiences to learn about similarities and differences between other cultures and their own. It also promotes positive attitudes towards other languages and cultures, which enables them to appreciate diversity and promotes the fundamental British value of mutual respect and tolerance of those with different faiths and beliefs.

Our curriculum is based on the iLanguages Scheme of Work, which follows the 2014 Primary MFL National Curriculum and aims for all children to:

- Understand and respond to spoken and written language from a variety of authentic sources;
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, **including through discussion and asking questions**, and continually improving the accuracy of their pronunciation and intonation;
- 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.

The curriculum provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enables 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.



### Implementation

At South Hykeham Community Primary School, we teach French to all KS2 children in individual year groups from Year 3 to Year 6, for up to 1 hour, once a week. The curriculum is taught through a specific weekly lesson but is revisited throughout the week during other lessons, subjects and parts of the day - e.g. answering the register in French, using French numbers in maths etc.

Our curriculum, based on the iLanguages scheme of work, is fully aligned to the National Curriculum and through this children are 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: feminine, masculine 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.
- Develop an understanding of, and respect for, French speaking cultures.

These are taught in a fun and engaging way; through games, songs, drama, online activities etc. and lessons are designed to develop a love of language learning.



### Implementation continued

The curriculum is progressive between year groups and this progression is outlined in our long term map, which shows the progression of objectives and topics to be taught. The progression of skills across year groups is outlined in our Age Related Expectations (A.R.E.) document, which teachers use to ensure that children are able to make progress regardless of their starting points. Children with SEND are supported to access our languages curriculum by adapting resources and content where necessary, as well as through additional adult support, where required. All children are encouraged and inspired to reach their full potential in languages and an emphasis is placed on the children understanding the purpose behind learning another language.

In addition, our curriculum has a spiralling content, which means that key skills, concepts and topics are revisited to ensure that retrieval of prior knowledge can take place, therefore enabling learning to build progressively. This revisiting not only facilitates the transfer of learning into children's long-term memories but also enables the children to develop a deeper understanding of what they have learnt and hence develop 'mastery' of languages.

### Impact

By the end of KS2, the vast majority of children will have developed 'mastery' of the content of our curriculum and are ready for language learning at KS3. This means that they will have a respect for, and understanding of, French culture and will have developed fluency in the language skills they have been taught; some children will have an even greater depth of knowledge and understanding of the language and culture.

They will have met the key aims of the National Curriculum 2014, as outlined previously, and children will be able to:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- 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.

As well as:

- Demonstrate an appreciation of, and respect for, other languages and cultures.

Teachers will use formative and summative assessment to assess the children against the Age Related Expectations (A.R.E.) for each Year group as outlined in our Year group assessment grids. This information will then be used to ascertain how well children have met their A.R.E. by the end of the year.



## National Curriculum.

### Expectations

#### Expectations

Languages are taught throughout K.S.2 at South Hykeham Community Primary School and the expectations are set out by the 2014 National Curriculum, which are as follows:

Pupils are expected 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, including: feminine and masculine 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.



## South Hykeham Community Primary School French Long term map



|           | Autumn 1                                                                                                                                                             | Autumn 2                                                                                                                                              | Spring 1                                                                                                                                                                                                      | Spring 2                                                                                                                                                      | Summer 1                                                                                                                                                                    | Summer 2                                                                                                                                       |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Y3</b> | Greetings and French culture<br>Classroom instructions<br>Animals vocabulary<br>Numbers and plurals                                                                  | Connectives and simple sentences<br>Gender<br>Memorisation and storytelling<br>Saying my name<br>French names<br>Christmas                            | Je suis<br>Colours<br>Opinions<br>Word order of adjectives<br>A traditional story: the Enormous turnip                                                                                                        | Numbers 1-10<br>French maths: addition and subtraction<br><i>J'ai</i> (I have)<br>Age<br>Easter                                                               | Definite ( <i>le, la, les</i> ) and indefinite ( <i>un, une, des</i> ) articles<br><i>Je voudrais</i> (I would like)<br>Extending sentences with <i>mais</i>                | <i>C'est</i><br>Extending sentences with <i>aussi</i><br>Numbers 1-15<br>Days of the week<br>Assessments<br>Paris project                      |
| <b>Y4</b> | Revision of animals and classroom instructions<br>A French poem<br>How to use a French bilingual dictionary<br>Parts of the body<br>Introduction to the negative     | Colours<br>Adjectival agreements<br>Food<br>Opinions about food<br>Goldilocks story<br>Christmas: the snowman                                         | <i>Je voudrais</i> with food<br>Phonemes <b>e</b> and <b>an</b><br>Revise numbers 1-15<br>Months<br>Numbers 16-31<br>French maths: division and multiplication<br>April fool's day ( <i>poisson d'avril</i> ) | Dates and birthdays<br>Personal descriptions (hair and eye colour)<br>The third person (verbs)<br>Phonemes <b>r</b> and <b>ch</b>                             | Family vocabulary<br>Possessive adjectives ( <i>mon, ma, mes</i> )<br>Phoneme <b>eu</b><br>Further dictionary skills<br>Clothing vocabulary<br>Revise adjectival agreements | Memorise a short text (Talk4writing)<br>Revise food, opinions, months, numbers and personal descriptions<br>Assessments<br>French food project |
| <b>Y5</b> | Revise opinions<br>Sports vocabulary<br>Sports clothing<br>Verb <i>avoir</i><br>Phonemes <b>a</b> and <b>ai</b><br>Masculine and feminine nouns<br>Dictionary skills | Weather vocabulary<br>Hobbies vocabulary<br>Pets<br>Phonemes <b>qu</b> and <b>oi</b><br>Traditional tale: The fox and the crow<br>Christmas in France | Verb <i>être</i><br>Dictionary skills<br>Revise dates<br>Numbers 32-60<br>School subjects                                                                                                                     | Words starting with <b>h</b><br>Primary school in France<br>Subject preferences<br>Reasons<br>Verb <i>aller</i><br>Transport vocabulary<br>Easter: Mardi gras | Items in a classroom<br>Possessive adjectives (revision and new)<br>Prepositions<br>Pronunciation: silent letters at the end of words                                       | Revise aller<br>The simple future tense<br>Revision<br>Assessments<br>Project: West Africa where French is spoken                              |
| <b>Y6</b> | Revise <i>avoir</i> and <i>être</i><br>Questions<br>Telling the time<br>Daily routine                                                                                | Daily routine in other countries<br>Houses<br>Rooms in a house<br>Christmas: toys from around the world                                               | <i>Je peux</i> + infinitive<br>Bedroom descriptions<br>Places in a town                                                                                                                                       | Revise places in town<br>Revise <i>aller</i><br>Directions<br>Revise food<br>Buying food<br>April fool's day                                                  | Numbers 61-100<br>Ordering food in a café<br>Famous French food and menus<br>The perfect (past) tense                                                                       | The perfect (past) tense<br>Revision<br>Assessments<br>The French alphabet                                                                     |



# SHCPS French Skills Progression



| Listening                           | Year 3                                                                                           | Year 4                                                                                                            | Year 5                                                                                                       | Year 6                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Listen and understand</b>        | Listen to and understand familiar spoken words and phrases.                                      | Listen to and understand basic phrases and/or questions and identify key points in a few short, spoken sentences. | Listen to and understand the main points and some detail in extended sentences and short passages.           | Listen to and understand the main points and key details from a range of passages including complex language and reference to past and future tenses. |
| <b>Listen and recount</b>           | Follow along and repeat key words, phrases or short sentences from a song, rhyme, poem or story. | Join in the re-telling of simple stories, songs, rhymes or poems including the use of visual cues or prompts      | Listen to and recount familiar stories, songs, rhymes or poems, including the use of visual cues or prompts. | Listen to and recount from memory familiar stories, songs, rhymes and poems.                                                                          |
| <b>Identify sound-spelling link</b> | Identify phonemes in the target language and use them to aid understanding.                      | Use strings of phonemes to help understand new words and short phrases.                                           | Listen and apply knowledge of phonemes to help understand extended sentences.                                | Listen and apply knowledge of phonemes to help understand more complex extended sentences.                                                            |
| <b>Transcribe</b>                   | Listen to the phoneme or words including the phoneme and transcribe accurately.                  | Listen to high-frequency familiar words and phrases and transcribe accurately.                                    | Listen to and write sentences on familiar topics reasonably accurately by applying phonic knowledge.         | Listen to and extended write sentences with complex structures mostly accurately by applying phonic knowledge.                                        |



# SHCPS French Skills Progression



| Reading                            | Year 3                                                                                          | Year 4                                                                                                 | Year 5                                                                                                                                | Year 6                                                                                                                                                                     |
|------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Read and understand</b>         | Read and understand some familiar written words and short phrases, sometimes using visual cues. | Read and understand a range of familiar written phrases and simple sentences.                          | Read and understand a variety of short simple texts (for gist or detail) in different formats and different contexts.                 | Read and understand a variety of texts (for gist or detail) including extended and complex sentences on a range of familiar topics.                                        |
| <b>Read aloud</b>                  | Read aloud individual words and short phrases with accurate pronunciation.                      | Read aloud a series of sentences with accurate pronunciation and intonation.                           | Read aloud a short text such as a poem with accurate pronunciation and intonation, using tone of voice and gesture to convey meaning. | Read aloud from a variety of different types of texts including some unfamiliar language confidently with good expression. Broaden vocabulary through reading more widely. |
| <b>Use reference materials</b>     | Identify familiar words in a text.                                                              | Use a dictionary to find the meaning and gender of nouns from English to French and French to English. | Use a dictionary to find the meaning of high-frequency adjectives and verbs from English to French and French to English.             | Use a dictionary to find the meaning of unfamiliar nouns, adjectives and verbs from English to French and French to English.                                               |
| <b>Apply phonic knowledge</b>      | Read aloud words and short phrases, applying some phonic knowledge.                             | Apply phonic knowledge to support reading and read words, with increasingly accurate pronunciation.    | Read extended sentences accurately that contain mostly familiar language, applying phonic knowledge.                                  | Read both familiar and new words, phrases and sentences aloud with understandable pronunciation applying phonic knowledge.                                                 |
| <b>Apply knowledge of alphabet</b> |                                                                                                 | Be able to recognise and use letters of alphabet to spell short, basic words with support.             | Be able to recognise and use letters of the alphabet excluding accented letters with support.                                         | Be able to recognise and use letters of the alphabet including accented letters.                                                                                           |





# SHCPS French Skills Progression



| Speaking                  | Year 3                                                                                                                    | Year 4                                                                                                          | Year 5                                                                                                                                                                | Year 6                                                                                                                                                                                                                                                                |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Speak</b>              | Repeat and say familiar words and short simple phrases, including likes and dislikes, using understandable pronunciation. | Produce short pre-prepared phrases on a familiar topic, with secure pronunciation and intonation.               | Produce extended sentences using sentence builders to communicate for practical purposes on familiar topics with good pronunciation and intonation.                   | Use extended and complex sentences with more detailed information independently, sometimes from memory, including presenting to an audience, on a range of familiar topics with good pronunciation and intonation and increasing confidence, fluency and spontaneity. |
| <b>Listen &amp; speak</b> | Ask and answer simple pre-learned questions from memory and use several short phrases and questions.                      | Take part in short dialogues about familiar topics with 2-3 exchanges with secure pronunciation and intonation. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including opinions and reasons. | Take part in short conversations using familiar structures and vocabulary. Can adapt models successfully to give an extended response including reference to the past and future.                                                                                     |





# SHCPS French Skills Progression



| Writing                      | Year 3                                                                                                             | Year 4                                                                                                                                       | Year 5                                                                                                                                            | Year 6                                                                                                                                                                   |
|------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Write with support</b>    | Copy words and short phrases accurately.                                                                           | Write sentences accurately using support such as a sentence builder or word list to check spellings.                                         | Write extended sentences and short texts accurately on a few topics using a sentence builder or writing frame for support.                        | Write extended texts accurately on a few topics using a sentence builder or writing frame for support and including unfamiliar words found in a dictionary.              |
| <b>Write independently</b>   | Write some familiar simple words from memory, with plausible spelling.                                             | Write several short phrases or sentences from memory with understandable spelling.                                                           | Write extended sentences and short texts from memory on a familiar topic with reasonably accurate spelling.                                       | Write extended sentences including complex structures to create a text from memory, on familiar topics for different purposes with mostly accurate spelling.             |
| <b>Adapt a written model</b> | Substitute one element in a simple phrase or sentence to vary the meaning (e.g. the colour adjective or the noun). | Adapt different elements of a sentence to create new sentences using a sentence builder.                                                     | Use a short text as a model for an independent piece of writing on a familiar topic, using reference materials to proof read to improve accuracy. | Use a text with complex structure as a model for an independent piece of writing on familiar topics, using reference materials to proof read to improve accuracy.        |
| <b>Translate</b>             | Translate words from French to English and English to French.                                                      | Translate phrases or simple sentences from French to English and English to French including the use of a dictionary or supporting resource. | Translate sentences or short texts from French to English and English to French including the use of a dictionary or supporting resource.         | Translate texts including subordinate clauses or complex language from French to English and English to French including the use of a dictionary or supporting resource. |



# SHCPS French Skills Progression



| Grammar                            | Year 3                                                                                                                                                                                            | Year 4                                                                                                                  | Year 5                                                                                                                | Year 6                                                                                                                                               |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grammar:</b><br><b>Articles</b> | Use indefinite ( <i>un, une, des</i> ) articles in the masculine, feminine and plural nouns.<br><br>Use definite ( <i>le, la, l', les</i> ) articles in the masculine, feminine and plural nouns. |                                                                                                                         | Use definite and indefinite articles with increasing accuracy.                                                        | Use gender and articles (singular and plural), showing knowledge of the patterns learnt, but still frequent errors and omissions in independent use. |
| <b>Nouns</b>                       | Form regular plural nouns.                                                                                                                                                                        | Use a variety of plural nouns, including some irregular ones.                                                           | Build bank of further nouns through use of a dictionary.                                                              |                                                                                                                                                      |
| <b>Adjectives</b>                  | Identify adjective and noun position.<br><br>Identify position of more than one adjective with a noun.<br><br>Use masculine, feminine and plural adjectives correctly.                            | Use adjectives (agreement and position) with more confidence.<br><br>Use possessive adjectives ( <i>mon, ma, mes</i> ). | Use adjectival agreements in a wider range of topics.<br><br>Understand word order and agreements: nouns, adjectives. | Agree adjectives for number and gender after <i>ils/elles</i><br><br>Understand word order and agreements: nouns, adjectives, verbs                  |
| <b>Conjunctions</b>                | Use the conjunctions <i>et, aussi, mais</i> .                                                                                                                                                     | Use the conjunctions <i>parce que</i> and <i>car</i> .                                                                  | Use conjunctions <i>comme, en plus</i>                                                                                |                                                                                                                                                      |

# SHCPS French Skills Progression

| Grammar con.        | Year 3                                                                                                                                                                                                                                                                      | Year 4                                                                                                                                                                                                                                                        | Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbs</b>        | <p>Use the high-frequency verb forms in the 1<sup>st</sup> person with regular opinion verbs and and irregular verbs: (e.g. <i>j'ai, je suis</i>) and opinion verbs confidently.</p> <p>Use <i>c'est</i>.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p> | <p>Use the high-frequency verb forms in the 1<sup>st</sup> and 3<sup>rd</sup> person (eg <i>j'ai, il/elle a, je suis, il/elle est</i>) confidently.</p> <p>Use opinions + infinitive verbs.</p> <p>Use <i>je voudrais</i> to express a desire or request.</p> | <p>Use wider range of conjugated opinion verbs with infinitive verbs.</p> <p>Use 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> singular and 1<sup>st</sup> person plural of several regular 'ER' verbs in the present tense in addition to the irregular high frequency verbs including <i>avoir</i> (to have), <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>Use weather phrases <i>faire</i>.</p> <p>Use the near future tense with singular subject pronouns.</p> <p>Use <i>je voudrais</i> with an infinitive verb to express a desire or request.</p> <p>Use the near future tense in the 1<sup>st</sup> person singular <i>je vais</i> and 1<sup>st</sup> person plural <i>nous allons</i> with variety of infinitives</p> | <p>Use the full conjugation of the verbs <i>être</i> and <i>avoir</i> in several different contexts, still with some errors.</p> <p>Use the perfect tense with auxiliary <i>avoir</i> and <i>or être</i> with regular verbs in the 1<sup>st</sup> person.</p> <p>Imperfect phrases; e.g. <i>c'était, j'étais, j'avais</i></p> <p>Introduction to reflexive verbs in the 1<sup>st</sup> person relating to daily routine.</p> <p>Modal verb; <i>je peux</i> + infinitive (I can ...)</p> <p>Use near future with <i>aller</i> + infinitive using various subject pronouns</p> <p>Focus on verb + partitive</p> <p>Use the proper future in the 3<sup>rd</sup> person singular to add reasons.</p> |
| <b>Negatives</b>    | <p>Use the negative '<i>ne...pas</i>' with opinion verbs in the 1<sup>st</sup> person.</p>                                                                                                                                                                                  | <p>Use the negative '<i>ne...pas</i>' with a range of high frequency verbs in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>                                                                                                                               | <p>Use the negative <i>ne... pas</i> with variety of high frequency verbs and parts including '<i>il n'y a pas de</i>'.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Use of different negative structures (<i>ne... pas, ne... plus, ne... que, ne...rien</i>) with variety of high frequency verbs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Prepositions</b> |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                               | <p>Prepositions of place and location (countries), (<i>sur, sous, devant</i>).</p> <p>Verb with prepositions: (<i>faire de, jouer à</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Prepositions of direction relating to location in towns/rooms (<i>près de, loin de, à gauche, à droite</i>)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |



# SHCPS French Skills Progression



| Grammar con.          | Year 3                                                                                                                                                                                                                   | Year 4                                                                                                                                                                                                       | Year 5                                                                                                                                                                                                         | Year 6                                                                                                                                                                                                                                                                                                    |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Adverbs               |                                                                                                                                                                                                                          | Adverbs of intensity (très, assez)                                                                                                                                                                           | Adverbs of frequency: (quelquefois, toujours, tous les jours)                                                                                                                                                  | Adverbs of time, sequence) (analogue times), (après, ensuite, le soir)                                                                                                                                                                                                                                    |
| More complex language |                                                                                                                                                                                                                          |                                                                                                                                                                                                              |                                                                                                                                                                                                                | Use comparative language (plus/ moins que and mieux/pire).<br><br>Use subordinating connectives si (if) and some may be able to use que (which).<br><br>Form question words.                                                                                                                              |
| Cultural capital      | Foster children's curiosity about France: an introduction to France and its capital city.<br><br>Key vocabulary relating to traditional events, i.e. Christmas and Easter.<br><br>Appreciate authentic songs and rhymes. | Foster children's curiosity about life in France: an introduction to daily life in France.<br><br>Typical customs and traditions e.g. April Fool's Day.<br><br>Appreciate authentic songs, poems and rhymes. | Introduction to the French-speaking world.<br><br>Learn about festivals, such as Mardi Gras and wider coverage of French traditions, such as Epiphany.<br><br>Appreciate French fables (the Fox and the Crow). | Deepen children's understanding of the wider French-speaking world and beyond.<br><br>Ordering food in authentic setting.<br><br>Independent research into a French-speaking country.<br><br>A global focus including authentic resources such as French menus.<br><br>Children's lives around the world. |