

LANGUAGES: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

**“If you talk to a man in a language he understands, that goes to his head.
If you talk to him in his own language, that goes to his heart.” - Nelson Mandela**

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.

YEAR 3

Curriculum Content:	The key things we want children to know/ be able to do:
<p>Greetings – Say and respond to bonjour, salut and au revoir. Say and respond to Ça va? and Et toi? using très bien, pas très bien and comme çà, comme ça.</p> <p>Classroom Instructions – Say and respond to taisez-vous, écoutez, regardez, répétez, levez-vous and asseyez-vous. Understand that French has silent letters and that –z is always silent when at the end of a word. Learn how to pronounce the phoneme é.</p> <p>Animals – Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent.</p>	<p>LISTENING</p> <ul style="list-style-type: none"> • begin to listen attentively to spoken language and show understanding by joining in and responding <ul style="list-style-type: none"> ◦ short dialogues of about 2 sentences (questions/answers) • begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <ul style="list-style-type: none"> ◦ know some vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs /trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu) • begin to appreciate stories, songs, poems and rhymes in the language <ul style="list-style-type: none"> ◦ nursery rhymes, language songs, authentic material whole school / topic based <p>SPEAKING</p> <ul style="list-style-type: none"> • begin to engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Learn to sing a well-known French song.
Learn how to pronounce the phoneme ch.

Numbers and Plurals –

Say and respond to un chat, un chien, un cochon, un lapin, une tortue, un serpent and une souris.

Say and respond to un, deux, trois and form plurals.

Learn how to pronounce the phoneme un.

Conjunctions and Simple Sentences –

Say and respond to voici and et and form a simple sentence using these words.

Revise how to pronounce the phoneme un.

Gender –

Start to understand the concept of gender and how un and une point to different genders.

Learn how to pronounce the phoneme u.

Pronounce un and une correctly.

My Name Is –

Say je m'appelle and respond to et toi?

Devise and take part in a simple role play.

The verb 'to be' (être) –

Say and respond to je suis and form a sentence with the phrase.

Can identify some cognates in French.

Learn how to pronounce the phoneme j.

Christmas in France –

Learn a French Christmas song and make a French Christmas card.

Enjoy a simple Christmas-themed story and learn some vocabulary relating to Christmas.

- begin to ask and answer yes/no questions, ask and answer questions with question word (comment / quel age / où / qu'est-ce que) , answers in sentences (with a verb)
- begin to explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
 - vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)
- begin to speak in sentences; including familiar vocabulary, phrases and basic language structures
 - begin to use some of the following verbs - avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- begin to present ideas and information orally to a range of audiences
 - tu (informal) / vous (formal), role plays (market, cafe)
- begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)
- begin to describe people, places, things and actions orally
 - adjectival,verb, plural endings, verb endings
- begin to use pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
 - vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)

READING

- begin to read carefully and show understanding of words, phrases and simple writing
 - eg.write a 3-sentence paragraph
- begin to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
 - begin to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)

Colours –

Say and respond to eight colours: bleu, rouge, jaune, vert, marron, rose, orange and gris.

Use je suis with a colour.

Colours and Opinions –

Give a simple opinion j'adore or je déteste about a colour.

Use le with a colour when giving an opinion about it.

Learn how to pronounce the phonemes a and the short e.

Word Order/Adjectives –

Understand, write and say a sentence describing the colour of an animal using the correct word order.

Some can use two different colours and a connective to describe an animal.

French culture –

Understand that French is spoken in France and elsewhere.

Say and respond to bonjour, salut and au revoir, à tout à l'heure and à bientôt.

Understand the convention of kissing on the cheek when greeting.

WRITING

- begin to write phrases from memory, and adapt these to create new sentences, to express ideas clearly
 - write a sentence about themselves/topics covered
- give opinions with the same structure across a range of topics
 - eg. food, hobbies, clothes, music
- begin to describe people, places, things and actions in writing
 - eg. write a sentence

GRAMMAR

Begin to understand basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

CULTURE

Begin to understand some cultural issues relevant to the country being studied:

- greetings (handshake, bises/kisses, un check/elaborate fist pump)
- geography of France/french-speaking countries
- famous french people, artists (painters, musiciacs, etc.)
- landmarks
- food and drink
- school day
- festivals and celebrations
- climate, population
- history

YEAR 4

Curriculum Content	The key things we want children to know/be able to do
<p>Numbers (1-10) – Understand and act out a simple story Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers.</p> <p>Numbers and the verb ‘to have’ (avoir) – Understand and say numbers 1-10 and zero in French and do simple addition and subtraction sums using these numbers. Understand and use j’ai and know the difference between j’ai and je suis.</p> <p>Age – Understand someone asking how old they are (quel âge as-tu?) and reply using a sentence stating their age. Learn how to pronounce the phoneme ai.</p> <p>Definite And Indefinite Articles (le/la/les, un/une) – Understand the difference between le/la/les and un/une in French and know when to use each type of article. Take part in a simple role play based on a story.</p> <p>Easter – Understand and enjoy an Easter-themed story. Learn about Easter traditions in France. Sing a French song.</p> <p>‘I would like...’ (je voudrais...) – Understand the phrase Qu’est-ce que tu voudrais? Use the phrase je voudrais in appropriate contexts.</p> <p>Conjunctions ‘but/also’ (mais/aussi) – Create sentences using the language j’adore/ je déteste ... mais je voudrais. Ask questions with c’est qui? Extend sentences with et and aussi.</p>	<p>LISTENING</p> <ul style="list-style-type: none"> ● Become more able to listen attentively to spoken language and show understanding by joining in and responding <ul style="list-style-type: none"> ○ e.g. short dialogues of about 3 sentences (questions/answers) ● Become more able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <ul style="list-style-type: none"> ○ e.g. know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu) ● Be more able to appreciate stories, songs, poems and rhymes in the language: nursery rhymes, language songs, real authentic material <ul style="list-style-type: none"> ○ e.g. whole school / topic based <p>SPEAKING</p> <ul style="list-style-type: none"> ● Be more able engaging in some conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ● ask and answer a yes/no question, ask and answer questions with question word (comment / quel age / où / qu’est -ce que) ● Be more able exploring some of the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ● vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu) ● Be more able speaking in sentences, using familiar vocabulary, phrases and basic language structures ● Be more able using a wider range of verbs (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire) ● Be more able presenting ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe) ● Become familiar with a broader range of vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary ● Become more confident using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference) ● Be more able at describing people, places, things and actions orally (adjectival endings, verb endings)

Numbers (1–15) –

Revise numbers 1-10 Learn numbers 11-15. Learn how to pronounce the nasal phoneme on

Days Of The Week –

Revise j'adore/et toi? Learn days of the week. Learn how to pronounce the r phoneme correctly.

Animals/Classroom Instructions –

Revise animals learnt in Y3. Learn words for four new animals in French. Start to learn how to use a bilingual French-English dictionary. Read and practise reciting an authentic French poem.

Parts Of The Body –

Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.

Colours –

Be able to say and understand parts of the body. Be able to read, say and understand words for colours.

Animals –

Say and respond to un chat, un chien, un cochon, un lapin, une souris, une tortue and un serpent. Learn to sing a well-known French song. Learn how to pronounce the phoneme ch.

- Use more accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Know a wider range of vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)

READING

- Be more able to read carefully and show understanding of words, phrases and simple writing (4 sentence paragraph)
- Develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Become more familiar using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)

WRITING

- Develop skills to write phrases from memory, and adapt these to create new sentences, to express ideas clearly and write some sentences about themselves/topics covered
- Be more able to give opinions with the same structure across a range of topics (e.g. food, hobbies, clothes)
- Be more able to describe people, places, things and actions in writing
- Write some sentences

GRAMMAR

Show a wider understanding of a range of basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire

- articles (le/la/les, un/une)

CULTURE

Develop a wider understanding of:

- o greetings (handshake, bises/kisses, un check/elaborate fist pump)
- o geography of France / French speaking countries
- o famous French people, artists (painters, musicians)
- o landmarks
- o food and drink
- o school day
- o festivals and celebrations
- o climate, population
- o history

YEAR 5

Curriculum Content

Facial Features –

Learn the words grand and petit to describe size. Learn five words for facial features. Learn how to find the plural form of nouns in a bilingual dictionary.

Adjective Agreements –

Start to understand that adjectives must agree with the noun they describe. Start to recognise the adjective agreement rule. Start to apply the adjective agreement rule.

Food –

Learn some words for food items. Pronounce words with the ‘on’ and ‘om’ nasal sounds. Give opinions with reasons about food.

Shopping For Food –

Revise ‘je voudrais’ and use it with different food items. Pronounce words with the ‘e’ sound.

Numbers (revision) –

Revise food items and numbers 1-15. Learn words for months. Pronounce words with the ‘an’ sound.

The key things we want children to know/be able to do

LISTENING

- Be able to listen attentively to spoken language and show understanding by joining in and responding
 - o e.g. short dialogues of about 4 sentences (questions/answers)
- Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Know most: vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)
- Be able to appreciate stories, songs, poems and rhymes in the language: nursery rhymes, language songs, real authentic material
 - o e.g. whole school / topic based

SPEAKING

- Be able to engage in conversations; ask and answer most questions; express opinions and respond to those of others; seek clarification and help ask and answer yes/no question, ask and answer questions with question word (comment / quel age / où / qu’est -ce que), answers in sentences (with a verb)
- Be able to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Numbers –

Revise words for months and numbers 1-15. Learn numbers 16-31. Be able to do some maths in French including division and multiplication.

Dates, Birthdays and Name Days –

Revise numbers 1-31 and months. Learn how to understand and say and write dates. Learn about birthday traditions in France and name days.

Family –

Learn words for family members. Start to recognise different words for 'my' in French. Be able to ask and answer the question Tu as des frères ou des sœurs?

Possessive Pronouns –

Revise words for family members. Learn the different words for 'my' in French (possessive adjectives). Know when to use the correct word for 'my'.

Clothes –

Learn words for clothing. Use mental associations to remember words. Be able to ask and answer the question Que portes-tu? Revise words for colours. Use colours to describe clothing with correct adjectival agreements. Understand and write a short description of an outfit.

Classroom Instructions/Opinions –

Revise classroom instructions. Revise opinions. Learn how to pronounce the 'j' phoneme correctly

- know most vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)
- Be able to speak in sentences, using familiar vocabulary, phrases and basic language structures
- Use most verbs (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)
- Present ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe)
- Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)
- Be able to describe people, places, things and actions orally (adjectival endings, verb endings)
- Use pronunciation and intonation mostly accurately so that others understand when they are reading aloud or using familiar words and phrases
- Understand most vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/ trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)

READING

- Be able to read carefully and show understanding of words, phrases and simple writing (5 sentence paragraph)
- Broaden vocabulary and developability to understand new words that are introduced into familiar written material, including through using a dictionary
- Use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)

WRITING

- Be able to write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Write a number of sentences about themselves/topics covered
- Be able to give opinions with the same structure across a range of topics
 - (e.g. food, hobbies, clothes)
- Be able to describe people, places, things and actions in writing
- write a number of sentences

GRAMMAR

Be able to understand most basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

CULTURE

Understand a range of:

- greetings (handshake, bises/kisses, un check/elaborate fist pump)
- geography of France / French speaking countries
- famous French people, artists (painters, musicians)
- landmarks
- food and drink
- school day
- festivals and celebrations
- climate, population
- history

YEAR 6

Curriculum Content

Sports and Opinions –

Learn words for sports: tennis, football, natation, karate, hockey, badminton, rugby, fléchettes. Revise opinions.

Sports Clothing –

Revise words for sports and opinions. Revise clothes and 'je porte' in the context of sports clothing. Learn the word 'pour' and use it in context.

The key things we want children to know/be able to do

LISTENING

- Listen attentively to spoken language and show a good understanding by joining in and responding to short dialogues of about 5 sentences (questions/answers)
- Explore a wide range of patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Revise 'avoir' –

Revise j'ai and learn tu as, il a, elle a and nous avons (parts of avoir). Revise how to pronounce the 'a' phoneme correctly.

Negative Verbs (ne pas) –

Revise j'ai and learn tu as, il a, elle a and nous avons (parts of avoir) and use it with the negative. Enjoy a traditional story and revise how to pronounce the 'ai' phoneme correctly. Revise the adjectival agreement rule and apply it in writing

Weather –

Learn how to describe the weather. Be able to give a simple weather forecast

Hobbies –

Learn words for hobbies. Revise weather vocabulary. Pronounce the phoneme 'qu' accurately.

Pets –

Revise words for pets. Enjoy a traditional tale.

Maths/Months/Dates Revision –

Revise numbers 1-31 and terms for sums. Practise sums in French. Learn numbers 32-60. Revise months and say and understand dates.

School Subjects –

Learn words for school subjects. (L'histoire, la géographie, les sciences, l'EPS, le français, l'anglais, la musique) Learn how to pronounce words starting with 'h'. Learn about French primary school timetables. Describe preferences of school subjects and reasons why

- know all vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)
- Appreciate a wider range of stories, songs, poems and rhymes in the language: nursery rhymes, language songs, real authentic material whole school / topic based

SPEAKING

- Engage in a wider range of conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Ask and answers a range of yes/no question, ask and answer questions with question word (comment / quel age / où / qu'est -ce que) , answers in sentences (with a verb)
- Explore all the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)
- Speak using a wider range of sentences, using a wider range of familiar vocabulary, phrases and basic language structures (avoir / être / porter / aimer / détester / aller / jouer/ manger / boire)
- Present a wider range of ideas and information orally to a range of audiences tu (informal) / vous (formal), role plays (market, cafe)
- Further develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary
- To be more able to use bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)
- To be more able to describe people, places, things and actions orally (adjectival endings, verb endings)
- Use accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- vowels, nasal sounds on/an/en/am/in/un/ain/im, consonants (ch, ss, gn, ç) silent letters (h, s, t, d, x), digraphs/trigraphs (au/o/eau, ou, ai/ei, oui, oi, eu)

READING

- Read more carefully and show a greater understanding of words, phrases and simple writing (short paragraph)
- Further develop vocabulary and ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Be more able using bilingual dictionaries (two parts, genders for nouns nf/nm, synonyms, word class) / online dictionaries (reverso / word reference)

WRITING

- Write a range of phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Write several sentences about themselves/topics covered
- Give opinions with the same structure across a range of topics
 - (e.g. food, hobbies, clothes)
- Further describe people, places, things and actions in writing
- Write several sentences

GRAMMAR

Be able to use and understand basic grammar appropriate to the language being studied, including:

- feminine and masculine forms
- the different forms of high-frequency verbs (verb endings)
- agreement of the adjectives (+e, +s)
- position of the adjectives (before/after the nouns)
- plural forms of the nouns
- infinitive form (to swim / to do, raw form of the verb you find in a dictionary)
- asking questions (word order)
- partitive article Some (du/de la / de l', des)
- possessive pronouns (mon/ma/mes, ton/ta/tes, son/sa/ses)
- negative form (ne ...pas)
- il y a / il n'y a pas de
- forms of the verb (je / tu / il elle on)
- avoir / être / porter / aimer / détester / aller / jouer/ manger / boire
- articles (le/la/les, un/une)

CULTURE

Understand a wide range of cultural issues:

- greetings (handshake, bises/kisses, un check (elaborate fist pump))
- geography of France / French speaking countries
- famous French people, artists (painters, musicians)
- landmarks
- food and drink
- school day
- festivals and celebrations
- climate, population
- history

