



## School: Sundon Lower School

### Curriculum Progression for: French

|                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                                            |                                                                                                                                                                                                  |                                                                 |                                                                 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| <b>Intent</b>     | <ul style="list-style-type: none"> <li>• To develop confidence and enjoyment in learning a foreign language, including playing with words, letters, groups of letters and sounds.</li> <li>• To provide an interest in learning other languages.</li> <li>• To communicate with increasing confidence, continually improving the accuracy of pronunciation and intonation.</li> <li>• To develop the four skills of listening, speaking, (oracy) reading and writing (literacy) and focusing on oracy in Years 3 and 4.</li> <li>• To understand and respond to spoken and written language.</li> <li>• To use the opportunity to develop children's knowledge of grammar through looking at another language, using similarities and differences to develop understanding.</li> <li>• To understand and develop skills of how to learn a language: vocabulary, grammar, skills</li> <li>• To learn about the countries and cultures where the foreign language is spoken across the world.</li> <li>• To provide an informed awareness of countries, cultures and languages other than our own.</li> <li>• To understand that people believe and celebrate different things.</li> <li>• To stimulate and encourage curiosity about other cultures.</li> <li>• To break down barriers and develop inter-cultural understanding among the children through celebrating different languages and language learning.</li> <li>• To review and develop language learnt through revisiting and extending at each stage – cyclical or spiral curriculum – each stage allows you to practise and extend what has gone before.</li> </ul> |                                                                                                                                                                                         |                                                                                                                                                            |                                                                                                                                                                                                  |                                                                 |                                                                 |
|                   | <b>Autumn 1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Autumn 2</b>                                                                                                                                                                         | <b>Spring 1</b>                                                                                                                                            | <b>Spring 2</b>                                                                                                                                                                                  | <b>Summer 1</b>                                                 | <b>Summer 2</b>                                                 |
| <b>Year 3</b>     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                         |                                                                                                                                                            |                                                                                                                                                                                                  |                                                                 |                                                                 |
| <b>Vocabulary</b> | Phonemes: oi, eu, ou, ch<br><br>Greetings:<br>Bonjour, salut, au revoir,<br><br>Introductions:<br>Je m'appelle, J'ai X ans,<br>Ça va bien merci, Ça va très bien, comme ci, comme ça / pas mal, Ça ne va pas, Ça va mal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Phonemes: oi, eu, ou, ch<br><br>Classroom instructions:<br>prenez vos crayons, possédez vos crayons, ouvrez vos cahiers, fermez vos cahiers, viens ici, venez ici, regardez le tableau, | Phonemes: oi, eu, ou, ch<br><br>Continue to use all classroom instructions learned in Autumn term.<br>Days of the weeks:<br>lundi, mardi, mercredi, jeudi, | Phonemes: oi, eu, ou, ch<br><br>Continue to use all classroom instructions learned in Autumn term.<br>Months of the year:<br>janvier, février, mars, avril, mai, juin, juillet, août, septembre, | Revise and revisit all previous vocabulary now in written form. | Revise and revisit all previous vocabulary now in written form. |

# Harlington and Sundon Academy Trust



|  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                              |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                    |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  | <p>Questions : Comment appelle-tu ? Quel age as-tu ? Comment ça va ?</p> <p>Classroom instructions: levez-vous, asseyez-vous, chut taisez-vous, depechez-vous, écoutez bien, levez la main, baissez la main, très bien,</p> <p>Numbers 0-10: Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> | <p>marches, courez, sautez</p> <p>Colours:<br/>Rouge, rose, orange, vert, noir, blanc, gris, marron, jaune, bleu, violet,</p> <p>Year 3 simple nativity.</p> | <p>vendredi, samedi, dimanche,</p> <p>Food:<br/>Les chips, les bonbons, les carottes, les sucettes, le chocolat, le poisson, le coca, le fromage, le gâteau,</p> <p>Fruit:<br/>Les pommes, les poires, les prunes, les fraises, les bananes, les tomates, les oranges,</p> | <p>octobre, novembre, décembre</p> <p>Body parts:<br/>La tête, la bouche, l'épaule, la main, la jambe, le nez, le bras, le ventre, le genou, le pied, les yeux, les oreilles, les dents, les cheveux</p> <p>Zoo animals:<br/>Un tigre, un éléphant, un crocodile, un lion, un singe, un flamant, un ours, un pingouin, un hippopotame, une giraffe, une souris</p> |  |  |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

**Key strands are taught throughout the year for all topics.**

**Literacy strand - reading and writing are delivered during the Summer term when revising the topics.**

|                             | <u><b>Oracy</b></u>                                                                                                                                                                     | <u><b>Literacy</b></u>                                                                                                                                                                                                                         | <u><b>Intercultural Understanding (IU)</b></u>                                                                                                                                                                                        | <u><b>Knowledge about Language (KAL)</b></u>                                                                                                                                                                                                          |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Key skills by strand</b> | <p>–</p> <p>Enjoy listening to and speaking in French</p> <p>Respond to single words and short phrases of spoken language with mimes and identifying the correct picture or object.</p> | <p><u><b>Reading</b></u></p> <p>Match nouns (single words) with pictures.</p> <p>Recognise familiar/high frequency words in written form.</p> <p>Read aloud taught vocabulary, paying particular attention to the phonemes: oi, eu, ou, ch</p> | <p>Locate a few European countries where French is spoken.</p> <p>Identify social conventions in France: greetings</p> <p>Know some facts about French foods.</p> <p>Experience / appreciate some stories, poems, songs in French</p> | <p>Identify specific sounds, phonemes and words</p> <p>Imitate the pronunciation of sounds</p> <p>Recognise how sounds are represented in written form</p> <p>Notice the spelling of familiar words</p> <p>Recognise question forms and negatives</p> |

# Harlington and Sundon Academy Trust



|                            |                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                              |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | Look at the person speaking and respond with non-verbal communication.<br>Understand key questions<br>Respond to simple stories                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 | Hear main word classes                                                                                                                                                                                                                                                                                                       |
|                            | <b><u>Speaking</u></b> <ul style="list-style-type: none"> <li>• Give a few simple instructions.</li> <li>• Answer a few simple questions.</li> <li>• Ask key questions: greetings</li> <li>• Mimic and repeat key words and phrases.</li> <li>• Use correct pronunciation in spoken word.</li> <li>• Perform simple, prepared dialogues, with prompts.</li> </ul> | <b><u>Writing</u></b> <p>Label single nouns accurately – copying the words from a list.</p>                                                                                                                                                   |                                                                                                                                                                                                                                                                                                 | <b><u>Language Learning Strategies (LLS)</u></b> <p>Use mimes, pictures, games and rhymes to help memorise vocabulary.<br/>Pick out and recognise cognates.<br/>Use the context of what they see/read to determine some of the meaning<br/>Use gestures to show they understand<br/>Sort words into groups / categories.</p> |
| <b>Knowledge by strand</b> | Enjoy listening to and speaking in French<br>Listen and respond to familiar spoken words, phrases and sentences<br>Communicate with others using simple words and phrases and short sentences                                                                                                                                                                     | Recognise and understand some familiar words and phrases in written form<br>Read aloud in chorus, with confidence and enjoyment, from a known text<br>Write some familiar simple words using a model<br>Write some familiar words from memory | Appreciate the diversity of languages spoken within their school<br>Talk about the similarities and differences of social conventions between different cultures<br>Identify countries where the language is spoken.<br>Recognise a children's song, rhyme or poem well know to native speakers |                                                                                                                                                                                                                                                                                                                              |
| <b>Knowledge</b>           | <b><u>Grammar</u></b><br>Nouns – <ul style="list-style-type: none"> <li>• Learn a range of nouns</li> <li>• Recognise the two groups of nouns, masculine and feminine</li> </ul>                                                                                                                                                                                  |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                              |



## Adjectives –

- Understand and use some simple adjectives with c'est.... e.g. c'est bleu, c'est rouge

## Verbs –

- Understand instruction verbs (imperative) and how they sound when given to a group. ('ay') Levez vous, taisez vous

# Harlington and Sundon Academy Trust



| Year 4                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                        |                                                                        |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------|
| <b>Vocabulary</b>              | <p>Phonemes: an, in, on, au</p> <p>Classroom instructions:<br/>Ouvrez les yeux, fermez les yeux, écrivez cela, dessinez cela, croisez les bras, répétez, montrez moi, rangez la table, sortez doucement,</p> <p>Vowels:<br/>A, e, l, o, u, y</p> <p>Recap: zoo animals from year 3.</p> <p>Adjectives:<br/>Féroce, long, rigolo, gros, enorm, grand, timide, petit, gentil,</p> <p>Weather:<br/>Il pleut, Il neige, il fait beau, il fait chaud, il fait froid, il fait mauvais, il y a du vent, il y a du soleil, il y a du brouillard,</p> | <p>Phonemes: an, in, on, au</p> <p>All previous classroom instructions.</p> <p>Clothing:<br/>Un pull, un tee-shirt, un short, un pantalon, un chapeau, un malliot de bain, une jupe, une robe, une chemise, une echarpe, des chaussettes, des chaussures, des bottes, des baskets,</p> <p>Year 4 nativity</p> | <p>Phonemes: an, in, on, au</p> <p>All previous classroom instructions.</p> <p>Family<br/>Mon grand-pere, mon pere, mon frere, ma grand-mere, ma mere, ma soeur, ma famille, mes parents,</p> <p>J' ai / Je n'ai pas<br/>Il s'appelle / Elle's appelle</p> <p>Animals/pets:<br/>Un chat, un chien, un cheval, un hamster, un lapin, un poisson, un oiseau, un cochon d'Inde, une souris, une tortue</p> <p>Des animaux</p> | <p>Phonemes: an, in, on, au</p> <p>All previous classroom instructions.</p> <p>Numbers 11-21:<br/>Onze, douze, trieze, quatreze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un.</p> <p>+ et – moins x fois<br/>divise par = font</p> <p>Likes/dislikes:<br/>J'adore, j'aime, j'aime beaucoup, je deteste, je n'aime pas</p> <p>Leisure activities:<br/>Danser, nager, lire, manger, regarder la tele, jouer au foot, netball, tennis, aller au parc, aller au restaurant, au café</p> <p>Et, mais,</p> | <p>Revise and revisit all previous vocabulary now in written form.</p> | <p>Revise and revisit all previous vocabulary now in written form.</p> |
| <b>Visit/Special Occasions</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | French Christmas celebrations                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                            | French Easter celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                        | Bastille Day                                                           |

# Harlington and Sundon Academy Trust



Key strands are taught throughout the year for all topics.  
Reading and writing skills are delivered during the Summer term.

|                      | Oracy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Intercultural understanding (IU)                                                                                                                                                                                     | Knowledge about Language (KAL)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key skills by strand | <p><b><u>Listening</u></b></p> <p>Understand and respond to longer phrases and a series of instructions/nouns with the right mimes, pictures, action – do what is asked from instructions in French. Identify main points from something you hear spoken at near normal speed. Identify key verb phrases when used: c'est, j'ai, je suis, il y a...</p> <p><b><u>Speaking</u></b></p> <p>Give a series of instructions with accurate pronunciation of 'ay=ez' with mimes as prompts. Ask for and give information about current topic being learnt. Give simple opinions. Perform simple dialogues from memory. Repeat sentences modelled by teacher. Join in with story-telling</p> | <p><b><u>Reading</u></b></p> <p>Match single words and short phrases to pictures / mimes from topics covered. Recognise / pick out a range of familiar phrases. Read aloud taught vocabulary paying particular attention to the phonemes: an, in, on, au and the pronunciation of the vowels.</p> <p><b><u>Writing</u></b></p> <p>Label key vocabulary accurately – nouns and verbs. Copy sentences, adapting key information so it is true about yourself.</p> | <p><b><u>Intercultural understanding (IU)</u></b></p> <p>Explain how people in France celebrate different occasions. Identify different social conventions – formal and friendly. Know some key towns in France.</p> | <p><b><u>Knowledge about Language (KAL)</u></b></p> <p>Reinforce and extend recognition of word classes and understand their function. Recognise and apply simple agreements, singular and plural. Use question forms. Apply phonic knowledge of the language to support reading and writing.</p> <p><b><u>Language Learning Strategies</u></b></p> <p>Use mimes, pictures, games, labels and songs to help memorise vocabulary. Use mental associations to help remember words: sound and meaning. Apply knowledge of phonics to aid understanding. Use flashcards to help learn meanings. Use context and previous knowledge to determine meaning and pronunciation. Plan and prepare for a language activity.</p> |

# Harlington and Sundon Academy Trust



|                            |                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                   |                                                                                               |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                            |                                                                                                                                                                                                  |                                                                                                                                                                                                                                            |                                                                                                                                                                   | Sort words into categories<br>Ask for repetition and clarification<br>Read and memorise words |
| <b>Knowledge by strand</b> | Listen to and identify words and short phrases<br>Communicate by asking and answering a wider range of questions<br>Memorise and present a short text                                            | Read and understand familiar written phrases<br>Follow a short text while listening and reading, saying some of the text<br>Read a wider range of words, phrases and sentences aloud<br>Write some familiar words and phrases without help | Talk about celebrations of which they have experience<br>Know about similar celebrations in other cultures<br>Compare aspects of everyday life at home and abroad |                                                                                               |
| Knowledge                  | <b><u>Grammar</u></b><br>Nouns and articles – <ul style="list-style-type: none"> <li>Pick out nouns and identify if they are masculine, feminine from the definite/indefinite article</li> </ul> |                                                                                                                                                                                                                                            |                                                                                                                                                                   |                                                                                               |



- Identify the different words for 'the': le/la/l'/les
- Start to use the right word for 'the': le/la/l'/les
- Identify the different words for 'a/an/some': un/une/des
- Start to use the right word for 'a/an/some': un/une/des
- Identify the different words for 'my': mon/ma/mes
- Start to use the right word for 'my': mon/ma/mes

## Adjectives –

- Review and use increasing range of adjectives
- Recognise the difference between masculine and feminine

## Verbs –

- Identify the spelling of instruction verbs (imperative) and match to the sound (ay – ez)
- Use the verb avoir in the first person – J'ai
- Use the verb etre in the first person – Je suis
- Recognise the personal pronouns: je, tu, elle, il
- Use regular 'er' verbs in the first person with likes and dislikes: j'adore, j'aime, je n'aime pas, je deteste

## Conjunctions –

- et