

Modern Foreign Languages (French) Progression

Years 3 and 4

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none"> Do they understand short passages made up of familiar language? Do they understand instructions, messages and dialogues within short passages? Can they identify and note the main points and give a personal response on a passage? <p><i>Spoken at near normal speed with no interference. May need short sections repeated.</i></p>	<ul style="list-style-type: none"> Can they have a short conversation where they are saying 2-3 things? Can they use short phrases to give a personal response? <p><i>Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary the questions or statements.</i></p>	<ul style="list-style-type: none"> Can they read and understand short texts using familiar language? Can they identify and note the main points and give a personal response? Can they read independently? Can they use a bilingual dictionary or glossary to look up new words? 	<ul style="list-style-type: none"> Can they write 2-3 short sentences on <a familiar topic>? Can they say what they like and dislike about <a familiar topic>? <p><i>They write short phrases from memory and their spelling is readily understandable.</i></p>

Year 3:

Taught through:

UNIT 1: Moi (All about me): children are introduced to the foreign language and the fact that French is spoken in France and elsewhere. The work in this unit also aims to increase the children's awareness of other languages and the diversity within their class. They will begin to respond to and ask questions about names and ages and start to talk about members of their family in French. They will also start to count in French and recognise some letter names.

UNIT 2: Jeux et chansons (Games and songs): children will learn to listen and respond to a French version of a well-known song. They will play games using numbers in French and learn how to talk about their favourite games. They will also learn or extend their knowledge of numbers to 20.

UNIT 3: On fait la fete (Celebrations): children will learn language relating to their achievements in activities and games and of celebrations of special occasions. They also learn to say the name of the month in which they celebrate their birthday.

UNIT 4: Portraits (Portraits): the children learn the names for the main parts of the body and colours. They also learn how to describe someone, understand descriptions and ask questions about physical appearance.

UNIT 5: Les quatre amis (The four friends): the children learn to listen and respond to a French story. They learn how to talk about animals and describe their movement and colour. They add to their repertoire of verbs and learn to respond to questions with negatives. They prepare for a performance of a story/song and perform the story/song to another class or in assembly.

UNIT 6: Ca pousse! (Growing things): the children learn the names of some vegetables grown in the garden and how to say which they like and dislike. They describe the life cycle of a plant in French. They also join in with a well-known story using French words and take a more active role in storytelling. They gain a cultural understanding of markets in French-speaking countries. They also learn how to say what they would like to buy in a market, take part in market role-plays and organise dialogue in the correct order.

Year 4:

Taught through:

UNIT 7: On y va (All aboard): the children learn the names of some francophone countries and some towns in France. They learn the days of the week and some phrases about the weather. They also learn different modes of transport in French and say how they get to school and how they would travel to a French-speaking country.

UNIT 8: L'argent de poche (Pocket Money): the children learn to express likes and dislikes and prepare and perform a radio and television advertisement. They develop confidence in manipulating numbers and learn about the euro.

UNIT 9: Raconte-moi une histoire (Tell me a story): the children develop a greater understanding of sounds and spellings and continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to one another. They learn the traditional story of Sleeping Beauty in French and perform it to an audience.

UNIT 10: Vive le sport! (Our sporting lives): the children learn the names for some sports and some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week, learn to say what activities they do on particular days and ask and answer questions about a diary. They gain confidence in talking about healthy and unhealthy foods and design and make a poster in French to promote healthy living.

UNIT 11: Le carnaval des animaux (Carnival of the animals): the children learn a range of animal names, explore what sounds animals make in French, talk about animal habitats and describe animals. They also begin to learn how to tell the time.

UNIT 12: Quel temps fait-il? (What's the weather like?): the children learn a wider variety of phrases used to talk about the weather and how to say the temperature (including with negative numbers). They also learn the names of some common articles of clothing worn in different types of weather. They listen to Aesop's fable Le vent et le soleil ('The wind and the sun'). They learn to say the date and use it in a spoken report.

Years 5 and 6

Listening and responding	Speaking	Reading and responding	Writing
<ul style="list-style-type: none">• Do they understand longer passages made up of familiar language in simple sentences?• Can they identify the main points and some details? <p><i>Spoken at near normal speed with no interference. May need some items to be repeated.</i></p>	<ul style="list-style-type: none">• Can they hold a simple conversation with at least 3-4 exchanges?• Can they use their knowledge of grammar to adapt and substitute single words and phrases? <p><i>Their pronunciation is generally accurate and they show some consistency in their intonation.</i></p>	<ul style="list-style-type: none">• Can they understand a short story or factual text and note some of the main points?• Can they use context to work out unfamiliar words?	<ul style="list-style-type: none">• Can they write a paragraph of about 3-4 simple sentences?• Can they adapt and substitute individual words and set phrases?• Can they use a dictionary or glossary to check words they have learnt? <p><i>They will draw largely on memorised language.</i></p>

Year 5:

Taught through:

UNIT 13: Bon appetite, bonne sante (Healthy eating): In this unit, the children learn how to talk about the different foods and drinks they might find in a packed lunch. They start to express likes and dislikes about food in longer sentences, and to talk about which foods are good for your health. Children are given the opportunity to compare aspects of British and French culture and also to practise following and creating their own recipes.

UNIT 14: Je suis le musician (I am the music man): In this unit, the children listen to different genres of music from around the world and discuss their musical preferences. They also learn new ways of expressing opinions. Musical instruments are looked at, and children are given the opportunity to talk about which instruments they play, as well as to learn an adaptation of the song 'I am the Music Man'. They go on to explore rhythm and how this can be an aid to memorisation. Working together, the children then create and perform a rap, consolidating previously learnt language and further developing their musical awareness.

UNIT 15: En route pour l'école (On the way to school): In this unit, the children learn how to say the alphabet in French and practise this in practical activities involving a town plan with grid references. They also practise and gain increasing confidence in using numbers and move on to higher numbers. The local area and routes to school are discussed, with children learning how to talk about places in a town or village. They learn to follow and give directions, and to respond to verbal instructions by moving around a space. Children develop their ability to tell the time in French, using half hours and describing the time they go to school. Finally, they are taught about the importance of clear communication, and learn strategies to ensure that meaning is conveyed in conversations.

UNIT 16: Scene de plage (Beach scene): In this unit, children learn about the Impressionist style of painting and famous French artists who were part of that movement. They have several opportunities to think about different features of art work, and learn how to describe objects and colours within a painting. This gives them the foundation to paint their own beach scene in the style of the Impressionists.

UNIT 17: Les quatre saisons (The four seasons): In this unit, the children learn about the months of the year in the context of seasons. They consider when their birthdays fall, and learn about expected weather patterns during the four seasons. They are taught a song to reinforce vocabulary, and are then introduced to the Greek myth of Persephone. By looking at model dialogues based on that story, the children are able to write their own descriptive role-plays, which culminate in a performance.

UNIT 18: Les Planetes (The planets): In this unit, the children take a close look at the planets. They learn about the planets' connection to the days of the week and their position in relation to the sun. Grammatical skills are developed, when children construct sentences about the planets including nouns, proper nouns and adjectives. They also do further work on how to make use of connectives to join sentences. Finally, the children present their knowledge of planets through ICT or by making a booklet.

Year 6 :

Taught through:

UNIT 19: Notre école (Our school): In this unit, children learn the names of different places around their school and talk about what they do there. They revise their knowledge of time and build on this, learning how to use 'a quarter' and 'minutes past' the hour. They look at the structure of the day and the subjects they study at school, and also learn how to talk about physical appearance in French, writing a description of someone who works in a school to practise this.

UNIT 20: Notre monde (The world about us): In this unit, the children look at different aspects of our world. They first learn the names of the continents in French. They then revise their knowledge of weather vocabulary and use this to describe some African countries. Animals are discussed, with special emphasis on the plural form, and the children talk about habitats and the geographical features of several landscapes. They move on to compare and contrast France and some French-speaking African countries, before finally thinking and writing about imaginary worlds.

UNIT 21: Le passe et le present (Then and Now): In this unit, the children are taught how to discuss and write about places in a town. Their learning is extended by looking at features of a town from the past compared with one from the present day and this is consolidated when the children present their findings. They are given opportunities to create longer sentences and their general descriptive powers improve, as they go on to talk about items of clothing and someone's appearance. They also have some fun with a dance, learning how to follow instructions for the jive and to perform as a group

UNIT 22: Ici et la (Out and about): In this unit, the children are introduced to some new language to talk about fairground rides and attractions. They look at French cinema and different genres of film in general, expressing their own preferences. In the context of cinema, the children study the 24 hour clock in greater detail and practise using this. They learn to ask and answer questions about what they want to do in their free time, planning diaries and inviting others to join in activities. They also use numbers up to 100.

UNIT 23: Monter un café (Creating a café): In this unit, the children learn some new vocabulary for foods and drinks, including snacks. They are taught about café culture in France and consider how this compares with British culinary traditions. A song about a waiter forms the basis of several activities and children are given the opportunity to write their own verses. Instructional texts are revisited, when pupils look at how to make milkshakes. Finally, consolidating the language from the unit, they perform a role-play based in a café in order to entertain an audience.

UNIT 24: Quoi de neuf? (What's in the news?): In this unit, the children study French and British newspapers. They look at the layout, the common elements, and the way in which news is presented in different sections. Children express opinions about the various features such as sport, music and culture, and they learn to talk about other people's feelings, using the third person and conveying information in longer sentences. They also study a French TV guide, being introduced to new elements such as programme titles, and consolidating their knowledge of the days of the week and the 24 hour clock. Finally, pupils are given the opportunity to design their own newspaper front page. Using their imagination and prior knowledge, they create headlines and then a written report, which they perform to the class as part of a group news bulletin.