



# French Curriculum and Progression of Skills

**The National Curriculum states that learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils’ curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.**

At BHJS, we recognise that the process of learning a language has the same effect on the brain as exercising has on the muscles. Because language learning is such a complex process, the brain regions involved in it are enhanced. It also provides an opening to other cultures. Full knowledge of a language includes remembering the words (lexicon), learning its sound system (phonology), acquiring the writing system (orthography), getting familiar with the grammar (syntax) and picking up the subtle ways to express oneself (pragmatics). Our curriculum sparks children’s curiosity and deepens their understanding of the world, developing a passion for languages, tolerance and mutual respect. The teaching enables pupils to have the confidence to use spoken French in and outside of the classroom, to recognise and remember sound patterns and use their knowledge of French phonics, grammatical structures and vocabulary to form sentences. We provide a balance of spoken and written activities, giving children opportunities to communicate for practical purposes, and give them a foundation for learning further languages at secondary school.

Our intention is to provide all learners with the confidence to want to engage in lessons, to feel uninhibited while using new sounds and words so that they can communicate verbally, and in writing, with confidence. Progression is built into our curriculum so that, as children work their way through the four-year course, they gradually extend their vocabulary and come to grips with more complex language. A variety of resources and forms of media are used to bring the French language and culture alive in lessons and throughout the school. Events we are proud of include our French Café, our language assemblies and the part we play in mentoring future teachers as part of the Secondary Language Ambassadors Programme.

Areas of Study	Year 3	Year 4	Year 5	Year 6
	Classroom commands French phonics Numbers 1 – 20 Days – emoji song Classroom objects Alphabet Colours Clothing Body Bastille Day	Numbers 1-50 Months – months song Birthdays + celebrations Animals – describing by colour Members of the family Mardi Gras Parts of the body – heads shoulders song The Hungry Caterpillar Countries Nationality French Café	Numbers 50-100 Alphabet Fruit – likes and dislikes Places in the town Rooms in house Furniture in bedroom Hobbies – diary entries School subjects – giving opinion La Tour Eiffel	Personal information 10-100/100-1000 Pronouns Regular verbs formation Weather Avoir / Etre Personality words (with etre) Time Using dictionaries Shopping for groceries Native TV series “French Extra” Duolingo

Progression of Skills				
Lexicon	<b>National Curriculum</b> <b>-Pupils should listen attentively to spoken language and show understanding by joining in and responding</b>			
	Year 3	Year 4	Year 5	Year 6
	Pupils will be able to recognise and understand a few familiar spoken words and phrases. They will be able to show understanding through a variety of games such as “guess what I am holding” and join in by playing, hide and seek	Pupils will be able to recognise and understand a range of familiar words and phrases and will be able to answer simple questions and give basic information. The game of Blockbusters is used at the start of each half term to see how many words and phrases they can remember from previous lessons.	Pupils will be able to understand the main points from a short written or spoken passage They will be able to engage in conversations; ask and answer simple questions and talk about their interests, which fruit they like and dislike, describe animals and clothes by colour.	Pupils will be able to understand most parts of a short written or spoken passage They will be able to talk about oneself and present ideas in sentences and will be able to recognise and use connectives to lengthen sentences - et/mais/aussi
Phonology	<b>National Curriculum</b> <b>-Pupils should develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</b>			
	Year 3	Year 4	Year 5	Year 6
	Pupils will be able to recognise key phonics to help them pronounce words correctly and to find patterns in similar spellings of words. Pupils will be able to explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words.	Pupils will be able to use their knowledge of key French phonics and apply this to new words to help say them correctly. Regular revisiting of key sounds will help these sounds patterns stick.	They will have developed accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words	Pupils will be able to identify and use key French phonics correctly and more instinctively without being explicitly reminded of which phonics make which sounds
Orthography	<b>National Curriculum</b> <b>-Pupils should read carefully and show understanding of words, phrases and simple writing. They should also broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b>			
	Year 3	Year 4	Year 5	Year 6

	They will be able to recognise and show understanding of words, phrases and simple writing and will be able to spell core vocabulary.	They will have been given the chance to practice reading and writing language they have learned in class	They will be able to write a few short sentences using expressions learned in lessons about their town	They will have broadened their vocabulary and developed their ability to understand new words through using a dictionary
Pragmatics	<b>National Curriculum</b> <b>-Pupils should describe people, places, things and actions orally* and in writing</b>			
	Year 3	Year 4	Year 5	Year 6
	They will be able to recognise, remember, say and spell words for 1-20, days of the week, objects in a pencil case, colours, clothes and some parts of the body and know the phonics oi, in, en, an, y, eu.	They will be able to recognise, remember, say and spell the words for months, animals, members of the family, as well as the topic words from year 3. They will be able to use a full sentence to describe animals by colour and say when their birthday is.	They will be able to engage in conversations; ask and answer simple questions and talk about their interests and when they do each activity, name a variety of places in their town, describe the colours of fruit and give their opinion.	They will be able to talk about oneself and present ideas in sentences and will be able to recognise and use connectives to lengthen sentences - <i>et/mais/aussi</i> , talk about the weather, say the time and describe someone's personality using the correct form of <i>etre</i> .
Syntax	<b>National Curriculum</b> <b>-Pupils should understand basic grammar including feminine, masculine, 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.</b>			
	Year 3	Year 4	Year 5	Year 6
	They will be familiar with the terms feminine and masculine, cognates and false friends and will have explored the use of adjectives and their position in a sentence.	Pupils will be able to identify where adjectives are placed in a sentence and will be able to describe objects by their colour.	Pupils will be able to recognise and use common connectives in a sentence.  Pupils will be able to express positive and negative opinions in different contexts.	They should be able to write phrases from memory, adapting these to create new sentences.  They should be able to understand 8 personal pronouns and their order in a verb paradigm – <i>je/tu/il/elle/nous/vous/ils/ells</i>
Key Vocabulary	Year 3	Year 4	Year 5	Year 6
	Classroom commands	Numbers 1-50	Numbers 50-100	Personal information

	<p>French phonics</p> <p>Numbers 1 – 20</p> <p>Days</p> <p>Classroom objects</p> <p>Alphabet</p> <p>Colours</p> <p>Clothing</p> <p>Body</p> <p>Bastille Day</p>	<p>Birthdays + celebrations</p> <p>Animals</p> <p>Members of the family</p> <p>Mardi Gras</p> <p>Parts of the body</p> <p>The Hungry Caterpillar</p> <p>Countries</p> <p>Nationality</p> <p>French Café</p>	<p>Alphabet</p> <p>Fruit</p> <p>Places in the town</p> <p>Rooms in house</p> <p>Furniture in bedroom</p> <p>Hobbies</p> <p>School subjects</p> <p>La Tour Eiffel</p>	<p>Pronouns</p> <p>Regular verbs formation</p> <p>Avoir / Etre</p> <p>Personality words (with etre)</p> <p>Time</p> <p>Weather</p> <p>Using dictionaries</p> <p>Shopping for groceries</p> <p>Native TV series French Extra</p> <p>Duolingo</p>
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