

**Edward Peake CofE Middle School  
French Curriculum Progression 2023-24**

**Curriculum Intent:**

The intention of our curriculum is to provide a broad, balanced and knowledge rich language education which ensures every child is offered challenging and engaging learning experiences with Christian values at their heart. Through our four key concepts in French **(linguistic competence, knowledge about language, creativity and cultural diversity)**, we aim to produce a rounded curriculum that is accessible to all learners and creates a solid foundation for future study/use for real purposes in both a personal and professional context.

Our main aims are to:

- **Live:** Foster pupils' curiosity and deepen their understanding of other countries and cultures so that they can be open and adaptable to new experiences and more tolerant of different ways of thinking and living.
- Enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and writing.
- **Love:** Explore different approaches to familiar thinking and develop a greater understanding of and respect for language and culture.
- **Learn:** Provide the foundation for the continued learning of French (and further languages) therefore equipping pupils to communicate effectively for personal and professional purposes, both at home and abroad.
- Develop the skills and confidence of language learners to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world.

**Curriculum Implementation:**

Skills and Knowledge	Year 5/6	Year 7	Year 8
<b>Writing</b>	Pupils will: <ul style="list-style-type: none"> <li>- Copy single words accurately</li> <li>- write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>- Demonstrate knowledge of grammar to manipulate language and create sentences of their own</li> <li>- Ask for and give basic information about themselves</li> <li>- Convey meaning from French into</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Write or copy simple words correctly</li> <li>- Label items</li> <li>- Complete short sentences or phrases</li> <li>- Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs.</li> <li>- Write some familiar words from</li> </ul>	Pupils will: <ul style="list-style-type: none"> <li>- Write or copy simple words correctly</li> <li>- Label items</li> <li>- Complete short sentences or phrases</li> <li>- Write a few short sentences with support, giving basic information and using the present tense of frequently-used verbs.</li> <li>- Write some familiar words from memory</li> </ul>

	<p>English (translation)</p> <ul style="list-style-type: none"> <li>- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>- Integrate previously learned language with newly acquired language</li> </ul>	<p>memory</p> <ul style="list-style-type: none"> <li>- Use spelling and accents which may not be accurate, but the meaning is clear.</li> <li>- Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.</li> <li>- Translate familiar words into the target language</li> <li>- Use straightforward language with increasing accuracy, where the meaning is clear, but there may be major errors.</li> <li>- Write several short, linked sentences to give information and express simple opinions, referring to the present.</li> <li>- Translate familiar short phrases into the target language.</li> <li>- Use straightforward language mostly accurately, where the meaning is clear, but there may be major errors with verbs.</li> <li>- Write short texts for different purposes using mainly memorised language, referring to the present <b>or</b> the future.</li> <li>- Express opinions and give simple reasons.</li> <li>- Translate simple sentences into the target language.</li> <li>- Use straightforward language mostly accurately where the meaning is clear, but there may be errors with verbs.</li> <li>- express and develop ideas clearly and with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>- Use spelling and accents which may not be accurate, but the meaning is clear.</li> <li>- Write several short sentences with support to give information and express simple opinions, using the present tense of frequently-used verbs.</li> <li>- Translate familiar words into the target language</li> <li>- Use straightforward language with increasing accuracy, where the meaning is clear, but there may be major errors.</li> <li>- Write several short, linked sentences to give information and express simple opinions, referring to the present.</li> <li>- Translate familiar short phrases into the target language.</li> <li>- Use straightforward language mostly accurately, where the meaning is clear, but there may be major errors with verbs.</li> <li>- Write short texts for different purposes using mainly memorised language, referring to the present <b>or</b> the future.</li> <li>- Express opinions and give simple reasons.</li> <li>- Translate simple sentences into the target language.</li> <li>- Use straightforward language mostly accurately where the meaning is clear, but there may be errors with verbs.</li> <li>- express and develop ideas clearly and with increasing accuracy</li> <li>- write prose using an increasingly</li> </ul>
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		<ul style="list-style-type: none"> <li>- write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</li> </ul>	<p>wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language</p> <ul style="list-style-type: none"> <li>- Write short texts for different purposes, referring to the present and the future <b>or</b> the present and the past.</li> <li>- Express and justify opinions.</li> <li>- Translate into the target language longer sentences containing familiar words and grammatical structures.</li> <li>- Generally accurate in using straightforward language and meaning is clear, but there may be minor errors with verbs.</li> </ul>
<p><b>Grammar</b></p>	<p>Pupils will gain an understanding of:</p> <ul style="list-style-type: none"> <li>- the patterns and sounds of language and link the spelling, sound and meaning of words (phonics, SSC)</li> <li>- Position of adjective</li> <li>- Adjectival agreement</li> <li>- Nouns and gender</li> <li>- Gender agreement rules</li> <li>- Reflexive verbs (<i>s'appeler</i>)</li> <li>- High-frequency regular and irregular verb conjugation</li> <li>- <i>avoir</i> and <i>être</i></li> <li>- <i>Venir de</i></li> <li>- 1st, 2nd, 3rd person present tense of <i>avoir</i> and <i>s'appeler</i></li> <li>- articles/determiners</li> <li>- Possessive adjectives</li> <li>- Pupils will begin to recognise rules and patterns</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, tense</li> <li>- use accurate grammar, spelling and punctuation.</li> </ul> <p>Understand and use:</p> <ul style="list-style-type: none"> <li>- nouns (singular and plural)</li> <li>- gender and articles: definite and indefinite articles (masculine, feminine and plural)</li> <li>- key high-frequency verb forms: <i>c'est, j'ai, je suis</i></li> <li>- numbers</li> <li>- regular adjectives (masculine and feminine singular forms only)</li> <li>- subject pronouns: <i>je, tu, il, elle, on</i></li> <li>- verbs of opinion in first person singular, followed by a noun</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Understand the following grammatical terms in English: Noun, article, adjective, pronoun, verb, tense</li> <li>- use accurate grammar, spelling and punctuation.</li> </ul> <p>Understand and use:</p> <ul style="list-style-type: none"> <li>- nouns (singular and plural)</li> <li>- gender and articles: definite and indefinite articles (masculine, feminine and plural)</li> <li>- key high-frequency verb forms: <i>c'est, j'ai, je suis</i></li> <li>- numbers</li> <li>- regular adjectives (masculine and feminine singular forms only)</li> <li>- subject pronouns: <i>je, tu, il, elle, on</i></li> <li>- verbs of opinion in first person singular, followed by a noun (<i>j'aime,</i></li> </ul>

	<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>(j'aime, j'adore, je n'aime pas, je déteste)</li> <li>- the present tense of regular –er verbs (singular forms only)</li> <li>- simple questions: using intonation to change a statement into a question</li> <li>- the simple negative: ne ... pas with present tense verbs</li> <li>- simple connectives (et, mais, aussi, puis)</li> <li>- intensifieurs/qualifieurs/quantifieurs (très, assez, un peu, trop, beaucoup)</li> <li>- Dates</li> <li>- Time (24 hr clock)</li> <li>- regular adjectives: agreement and position (including plurals)</li> <li>- possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses)</li> <li>- interrogatives (e.g. comment, quand, où, qui)</li> <li>- the present tense of key irregular verbs: aller, avoir, être, faire (singular forms only)</li> <li>- verbs followed by à and de plus a noun (e.g. jouer au foot, aller à la piscine, faire du sport)</li> <li>- simple questions using est-ce que and qu'est-ce que</li> <li>- the partitive article (du, de la, de l', des)</li> <li>- adverbs of frequency (e.g. quelquefois, tous les jours)</li> <li>- the present tense of regular verbs (full paradigm)</li> <li>- modes of address (tu and vous)</li> <li>- adverbs of place (ici, là-bas);</li> </ul>	<ul style="list-style-type: none"> <li>j'adore, je n'aime pas, je déteste)</li> <li>- the present tense of regular –er verbs (singular forms only)</li> <li>- simple questions: using intonation to change a statement into a question</li> <li>- the simple negative: ne ... pas with present tense verbs</li> <li>- simple connectives (et, mais, aussi, puis)</li> <li>- intensifieurs/qualifieurs/quantifieurs (très, assez, un peu, trop, beaucoup)</li> <li>- Dates</li> <li>- Time (24 hr clock)</li> <li>- regular adjectives: agreement and position (including plurals)</li> <li>- possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses)</li> <li>- interrogatives (e.g. comment, quand, où, qui)</li> <li>- the present tense of key irregular verbs: aller, avoir, être, faire (singular forms only)</li> <li>- verbs followed by à and de plus a noun (e.g. jouer au foot, aller à la piscine, faire du sport)</li> <li>- simple questions using est-ce que and qu'est-ce que</li> <li>- the partitive article (du, de la, de l', des)</li> <li>- adverbs of frequency (e.g. quelquefois, tous les jours)</li> <li>- the present tense of regular verbs (full paradigm)</li> <li>- modes of address (tu and vous)</li> <li>- adverbs of place (ici, là-bas);</li> <li>- adverbs of time in the present (aujourd'hui)</li> </ul>
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		<p>adverbs of time in the present (aujourd'hui)</p> <ul style="list-style-type: none"> <li>- common simple prepositions</li> <li>- the infinitive following verbs of liking (e.g. j'aime + infinitive)</li> <li>- the modal verbs pouvoir and vouloir (present tense, singular forms only)</li> <li>- negative after de (e.g. il n'y a pas de...)</li> <li>- Connective parce que</li> <li>- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions</li> </ul>	<ul style="list-style-type: none"> <li>- common simple prepositions</li> <li>- the infinitive following verbs of liking (e.g. j'aime + infinitive)</li> <li>- the modal verbs pouvoir and vouloir (present tense, singular forms only)</li> <li>- negative after de (e.g. il n'y a pas de...)</li> <li>- Connective parce que</li> <li>- the present tense of common irregular verbs (full paradigm, plus all plural subject pronouns)</li> <li>- the near future tense (aller + infinitive)</li> <li>- The present tense of common reflexive verbs</li> <li>- Je voudrais + infinitive</li> <li>- time expressions for use with the near future tense (e.g. demain, ce week-end, ce soir, l'année prochaine)</li> <li>- two tenses together, the present and the near future <b>or</b> the present and the past</li> <li>- develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussions</li> </ul>
<b>Speaking</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Reproduce French sounds</li> <li>- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>- Use simple set phrases (with support)</li> <li>- speak in sentences, using familiar</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Say single words and short phrases with support</li> <li>- Imitate a model of correct pronunciation and intonation</li> <li>- Give basic information and opinions using familiar vocabulary</li> <li>- Begin to show awareness of sound patterns</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Say single words and short phrases with support</li> <li>- Imitate a model of correct pronunciation and intonation</li> <li>- Give basic information and opinions using familiar vocabulary</li> <li>- Begin to show awareness of sound patterns</li> </ul>

	<p>vocabulary, phrases and basic language structures</p> <ul style="list-style-type: none"> <li>- Ask for and give basic information about themselves</li> <li>- engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>- Integrate previously learned language with newly acquired language</li> <li>- Demonstrate knowledge of grammar to manipulate language and create sentences of their own</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer a range of simple questions, sometimes in one conversation</li> <li>- Exchange simple opinions</li> <li>- Take part in(a range of) brief dialogues, using short phrases referring to the present</li> <li>- answer a few questions in the present tense based on a picture</li> <li>- Ask or respond to questions referring to a single time frame (present). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions</li> <li>- Describe and give information in short dialogues using familiar vocabulary and common grammatical structures</li> <li>- initiate and develop conversations, coping with unfamiliar language and unexpected responses</li> <li>- express and develop ideas clearly and with increasing accuracy</li> <li>- speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>- use a wide range of vocab (e.g. from different topic areas)</li> <li>- Use more than one subject pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>- Ask and answer a range of simple questions, sometimes in one conversation</li> <li>- Exchange simple opinions</li> <li>- Take part in(a range of) brief dialogues, using short phrases referring to the present</li> <li>- answer a few questions in the present tense based on a picture</li> <li>- Ask or respond to questions referring to a single time frame (present). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions</li> <li>- Describe and give information in short dialogues using familiar vocabulary and common grammatical structures</li> <li>- initiate and develop conversations, coping with unfamiliar language and unexpected responses</li> <li>- express and develop ideas clearly and with increasing accuracy</li> <li>- speak coherently and confidently, with increasingly accurate pronunciation and intonation</li> <li>- use a wide range of vocab (e.g. from different topic areas)</li> <li>- Use more than one subject pronoun.</li> <li>- Take part in longer conversations, describing, informing, giving details and expressing and justifying opinions.</li> <li>- Use a range of common vocabulary and grammatical structures referring to the present and the future <b>or</b> the present and the past.</li> </ul>
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<p><b>Listening</b></p>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- listen attentively to spoken language and show understanding by joining in and responding</li> <li>- Hear and recognise <ul style="list-style-type: none"> <li>- Individual sounds</li> <li>- Sounds in words</li> <li>- Sounds in authentic texts</li> </ul> </li> <li>- Understand what they hear</li> <li>- Become familiar with high frequency structures</li> <li>- Understand sentences covering multiple topics including information about yourself and someone else</li> <li>- appreciate stories and songs in the target language</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Recognise key vocabulary</li> <li>- Understand vocabulary in context</li> <li>- Understand unfamiliar language in a familiar context</li> <li>- Recognise cognates which sound different due to French pronunciation (SSC)</li> <li>- listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>- transcribe words and short sentences that they hear with increasing accuracy</li> <li>- Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary</li> <li>- Demonstrate understanding of a range of familiar phrases and opinions spoken clearly</li> <li>- Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly</li> <li>- Demonstrate understanding of main points and opinions from a short passage using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.</li> <li>- Demonstrate understanding of main points, opinions with reasons and some detail in short passages which include reference to either the present <b>or</b> the future, spoken clearly.</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Recognise key vocabulary</li> <li>- Understand vocabulary in context</li> <li>- Understand unfamiliar language in a familiar context</li> <li>- Recognise cognates which sound different due to French pronunciation (SSC)</li> <li>- listen to a variety of forms of spoken language to obtain information and respond appropriately</li> <li>- transcribe words and short sentences that they hear with increasing accuracy</li> <li>- Demonstrate understanding of familiar words and phrases, spoken clearly and repeated if necessary</li> <li>- Demonstrate understanding of a range of familiar phrases and opinions spoken clearly</li> <li>- Demonstrate understanding of main points and opinions from sentences using familiar vocabulary, spoken clearly</li> <li>- Demonstrate understanding of main points and opinions from a short passage using a range of familiar vocabulary, short phrases and common verbs in the present tense, spoken clearly.</li> <li>- Demonstrate understanding of main points, opinions with reasons and some detail in short passages which include reference to either the present <b>or</b> the future, spoken clearly.</li> <li>- Demonstrate understanding of</li> </ul>
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			<p>main points, opinions with reasons and details in a range of short passages which include reference to the present and the future, spoken clearly or the present and the past.</p> <ul style="list-style-type: none"> <li>- Transcribe longer phrases.</li> </ul>
<b>Reading</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Start decoding and reading/understanding unknown words in French</li> <li>- Become familiar with high-frequency structures</li> <li>- read carefully and show understanding of words, phrases and simple writing</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of familiar words and phrases</li> <li>- Read familiar words and phrases aloud</li> <li>- Translate familiar words into English</li> <li>- Demonstrate understanding of a range of familiar written phrases and opinions</li> <li>- Match sound to print by reading aloud words and phrases (SSC)</li> <li>- Translate familiar short phrases into English</li> <li>- Demonstrate understanding of main points and opinions in a sentence using familiar language</li> <li>- Translate short, simple sentences into English</li> <li>- Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense</li> <li>- Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present <b>or</b> the future</li> </ul>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of familiar words and phrases</li> <li>- Read familiar words and phrases aloud</li> <li>- Translate familiar words into English</li> <li>- Demonstrate understanding of a range of familiar written phrases and opinions</li> <li>- Match sound to print by reading aloud words and phrases (SSC)</li> <li>- Translate familiar short phrases into English</li> <li>- Demonstrate understanding of main points and opinions in a sentence using familiar language</li> <li>- Translate short, simple sentences into English</li> <li>- Demonstrate understanding of main points and opinions in short written texts using a range of familiar vocabulary, short phrases and common verbs in the present tense</li> <li>- Demonstrate understanding of main points, opinions with reasons and details in short written texts, which include reference to the present <b>or</b> the future</li> <li>- Use a bilingual dictionary or</li> </ul>



		<ul style="list-style-type: none"> <li>- Use a bilingual dictionary or glossary to look up unfamiliar words.</li> <li>- Understand short texts written for target-language learners</li> <li>- Translate longer sentences into English</li> <li>- Use context and cognates to decode words</li> <li>- read and show comprehension of materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</li> </ul>	<ul style="list-style-type: none"> <li>- glossary to look up unfamiliar words.</li> <li>- Understand short texts written for target-language learners</li> <li>- Translate longer sentences into English</li> <li>- Use context and cognates to decode words</li> <li>- read and show comprehension of materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material</li> <li>- Demonstrate understanding of main points, details, overall message and opinions with reasons in short written texts, referring to the present and the future or the present and the past <b>or</b> the present and the past.</li> <li>- Understand short authentic texts adapted for target-language learners (e.g. menus, short adverts, short messages).</li> <li>- Translate longer, more complex sentences into English.</li> </ul>
<p><b>Where in the curriculum is this taught?</b></p>	<ul style="list-style-type: none"> <li>- Ça va?</li> <li>- Comment t'appelles-tu?</li> <li>- Quel âge as-tu?</li> <li>- Où habites-tu?</li> <li>- Où viens-tu?</li> <li>- As-tu des frères et sœurs?</li> <li>- Comment il/elle s'appelle?</li> <li>- Comment ils/elles s'appellent?</li> <li>- Quel âge a. . ?</li> </ul>	<p><b>Dynamo 1 Module 2 En Classe</b>  Talking about colours  Telling the time  Saying what you wear to school  Using adjectives after nouns  Talking about your school day  Using -er verbs  Learning about a typical French school  Saying what there is or isn't</p>	<p><b>Dynamo 1 Module 5 En ville</b>  Talking about places in a town or village  Understanding prices in French  Saying where you go at the weekend  Using the verb aller (to go)  Inviting someone out  Using the verb vouloir (to want)  Ordering drinks and snacks in a café  Using the tu and vous forms of the verb</p>

Agreeing and disagreeing

**Key questions:**

- Quelle heure est-il?
- Qu'est-ce que tu penses de tes matières?
- Tu aimes . . . ?
- Qu'est-ce que tu portes?
- Ta journée scolaire est comment?
- Tu . . . à quelle heure?
- Qu'est-ce que tu fais à . . . ?
- Quel est ton jour préféré?

**Dynamo 1 Module 3 Mon temps libre**

Talking about weather and seasons

Key French sounds

Talking about which sports you play

Using jouer à

Talking about activities you do

Using the verb faire

Discovering sport in French-speaking countries

Using cognates and context

Talking about what you like doing

Using aimer + the infinitive

**Key questions:**

- Quel temps fait-il?
- Tu aimes le sport?
- Qu'est-ce que tu fais?
- Est-ce que tu fais souvent (le vélo)?
- Qu'est-ce que tu aimes faire sur ton portable/ta tablette?
- Qu'est-ce que tu aimes faire?
- Est-ce que tu aimes faire. . . ?

Saying what you are going to do  
Using the near future tense (aller + infinitive)

**Key questions:**

- Qu'est-ce qu'il y a dans ta ville/ton village?
- Où vas-tu le weekend?
- Tu veux aller au café?
- Tu veux venir?
- Rendez-vous à quelle heure?
- Vous désirez?
- C'est combien, s'il vous plaît?
- Qu'est-ce que tu vas faire à Paris?

Dynamo 2 vert Module 1 Vive les vacances!

Talking about school holidays

Using the verbs avoir and être

Saying what you visited and what it was like

Using the perfect tense of visiter

Saying what you did during the holidays

Using the perfect tense of regular -er verbs

Understanding the perfect tense of irregular verbs

Listening and reading for negatives in the perfect tense

Taking part in an interview about a holiday

Using the perfect tense of aller

**Key questions:**

- Tu as combien de semaines de vacances?
- Tu es où en vacances?
- Qu'est-ce que tu as visité à Genève?
- C'était comment?

			<ul style="list-style-type: none"><li>- Qu'est-ce que tu as fait pendant les vacances?</li><li>- Tu es allé(e) où en vacances?</li><li>- Avec qui?</li><li>- Tu as voyagé comment?</li><li>- Qu'est-ce que tu as fait?</li><li>- Qu'est-ce que tu as mangé?</li></ul>
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**Curriculum Impact:**

Pupils achieve academically, are ready for their next steps in education and have high aspirations for their future. Students have an enjoyable, positive and meaningful language-learning experience which enables them to appreciate the benefits of knowing another language other than their own and to feel confident and excited about learning and using a foreign language in and beyond the classroom. Through our delivery of high quality subject-specialist teaching and cultural insight, we will nurture students and promote a linguistic curiosity and the intrinsic motivation to explore and respect other cultures and people.