

Edward Peake CofE Middle School
French Curriculum Progression

Curriculum Intent:

The intention of our curriculum is to provide a broad, balanced and knowledge rich education which ensures every child is offered challenging and engaging learning experiences with Christian values at their heart. Through our four key concepts (**linguistic competence, knowledge about language, creativity and cultural diversity**) in French, we aim to produce a rounded curriculum that gives various access points and multiple potential future uses for all of our learners.

Our main aims are to:

- **Live:** Foster pupils' curiosity and deepen their understanding of other countries and cultures so that they can be more open and adaptable to new experiences.
- Enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and writing.
- **Love:** Learn new ways of thinking and read great literature in French.
- **Learn:** Provide the foundation for learning further languages therefore equipping pupils to study and work in other countries.
- Develop the skills and confidence of language learners to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world.

Skills and Knowledge	Year 5	Year 6	Year 7	Year 8
Listening	<p>Pupils know how to:</p> <p>Demonstrate understanding of words and short phrases, spoken clearly and repeated if necessary. The short phrases may include simple opinions with <i>c'est ...</i></p> <p>Demonstrate understanding of a range of phrases and simple opinions, spoken clearly. The phrases generally include more than</p>	<p>Pupils know how to:</p> <p>Demonstrate understanding of a short sequence of a few related sentences or a dialogue with 2–3 short exchanges. These may include: - -</p> <p>-simple reasons for opinions</p> <p>-occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>)</p> <p>-occasional instances of</p>	<p>Pupils know how to:</p> <p>Demonstrate understanding of the main points and details of passages or dialogues covering two time frames (present–future or present–past or past–future). These should include some sentences with linked clauses or sub-clauses and may also include:</p> <p>– a mixture of infinitive</p>	<p>Pupils know how to:</p> <p>Demonstrate understanding of the main points and details of passages or dialogues covering three time frames (present, past and future). These should include some sentences with linked clauses or sub-clauses and may also include:</p> <p>– a mixture of infinitive structures (e.g. opinions with infinitives and modals</p>

	<p>one key bit of information (e.g. a noun and an adjective). May include exchanges with a single question, repeated in each listening item.</p> <p>Transcribe familiar words.</p>	<p>aimer + infinitive</p> <p>-several short sentences using aimer + infinitive (with no other structures in the mix).</p> <p>Demonstrate understanding of the main points and details of a passage, a few exchanges, or a description. These should include some sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – opinions with reasons – opinions with infinitives – a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – more than one subject pronoun – short items in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix). <p>Transcribe familiar short phrases.</p>	<p>structures (e.g. opinions with infinitives and modals with infinitives)</p> <ul style="list-style-type: none"> – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas). <p>May also need to infer overall meaning.</p> <p>Transcribe longer phrases</p>	<p>with infinitives)</p> <ul style="list-style-type: none"> – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas). May also need to infer overall meaning. <p>Transcribe sentences.</p>
	Where in the curriculum this is taught:	Where in the curriculum this is taught:	Where in the curriculum this is taught:	Where in the curriculum this is taught:

	<p>1 As-tu des frères et sœurs? 2 Voici ma salle de classe! 3 Tu aimes ça? 4 Tu es comment? 5 Qu'est-ce que tu fais? 6 Mon interview par vidéo! 1 Qu'est-ce que tu penses de tes matières? 2 Qu'est-ce que tu portes? 3 Ta journée scolaire est comment? 4 C'est comment, un collègue français? 5 Un collègue super cool!</p>	<p>1 Tu es sportif/sportive? 2 Qu'est-ce que tu fais? 3 Le sport dans les pays francophones 4 Tu aimes faire ça? 5 Questions, questions, questions! 1 Décris-moi ta famille 2 Où habites-tu? 3 Qu'est-ce que tu manges au petit déjeuner? 4 On fait la fête! 5 Une drôle de famille</p>	<p>1 Qu'est-ce que tu as visité? 2 Qu'est-ce que tu as fait pendant les vacances? 3 Qu'est-ce que tu as fait? 4 Tu es allé(e) où? 1 C'est carnaval! 2 La fête de la musique 3 Et avec ça? 4 Qu'est-ce que tu vas manger? 5 Le marché de Noël 1 Ma vie numérique 2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question!</p>	<p>1 Ma vie numérique 2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question! 1 Elle est comment, ta région? 2 Qu'est-ce que tu dois faire à la maison? 3 Ma routine, ta routine 4 J'ai déménagé! 5 Bienvenue en Corse 1 C'est plus amusant! 2 Pour aller au stade? 3 Qu'est-ce qu'il faut faire? 4 Vous allez bien? 5 Allez les futurs champions!</p>
Speaking	<p>Pupils know how to:</p> <p>Say single words and short phrases with support. (Lexical repetition - no manipulation of grammar)</p> <p>Imitate a model of correct pronunciation and intonation.</p> <p>Answer a range of simple questions. May ask occasional simple questions that have been learnt lexically.</p> <p>Give basic information using short sentences. May give simple opinions with <i>c'est</i> ...</p>	<p>Pupils know how to:</p> <p>Ask a few simple questions with support and answer a few different simple questions in the present tense. This may include:</p> <ul style="list-style-type: none"> – taking part in brief dialogues involving 2–3 exchanges – giving simple opinions – using occasional sentences with linked clauses or sub-clauses (e.g. with <i>mais</i> or <i>parce que</i>) – using occasional instances of <i>aimer</i> + infinitive – making simple statements about a picture. 	<p>Pupils know how to:</p> <p>Ask and answer a range of simple questions, sometimes in one conversation; answer a few questions in the present tense based on a picture; take part in a more in-depth transactional roleplay. Speak or respond to questions referring to a single time frame (past, present or future). This should include using some complex sentences with linked clauses or sub-clauses and giving opinions with more detailed reasons. This may also</p>	<p>Pupils know how to:</p> <p>Take part in a conversation, picture-based task or role-play or give a presentation which requires reference to three time frames, using some sentences with linked clauses or sub-clauses. This may also include:</p> <ul style="list-style-type: none"> – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs (e.g. from

	<p>(Lexical repetition - no manipulation of grammar.)</p> <p>Begin to show awareness of sound patterns.</p>	<p>At times show an ability to manipulate language to be grammatically correct (e.g. using the correct verb or adjectival endings).</p> <p>Ask and answer a range of simple questions, sometimes in one conversation; answer a few questions (in the present tense) based on a picture; and take part in a simple transactional role-play. This should include using some complex sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – giving opinions with reasons – giving opinions with infinitives – using a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – using more than one subject pronoun – giving brief statements in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix). 	<p>include:</p> <ul style="list-style-type: none"> – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using an even wider range of vocab (e.g. from different topic areas) – using more than one subject pronoun. <p>Begin to speak spontaneously (e.g. by giving an unsolicited opinion).</p>	<p>different topic areas).</p> <p>Demonstrate spontaneity by asking unsolicited questions, and expand answers.</p>
	<p>Where in the curriculum this is taught:</p> <p>1 As-tu des frères et sœurs?</p>	<p>Where in the curriculum this is taught:</p> <p>1 Tu es sportif/sportive?</p>	<p>Where in the curriculum this is taught:</p> <p>1 Qu'est-ce que tu as visité?</p>	<p>Where in the curriculum this is taught:</p> <p>1 Ma vie numérique</p>

	<p>2 Voici ma salle de classe! 3 Tu aimes ça? 4 Tu es comment? 5 Qu'est-ce que tu fais? 6 Mon interview par vidéo! 1 Qu'est-ce que tu penses de tes matières? 2 Qu'est-ce que tu portes? 3 Ta journée scolaire est comment? 4 C'est comment, un collège français? 5 Un collège super cool!</p>	<p>2 Qu'est-ce que tu fais? 3 Le sport dans les pays francophones 4 Tu aimes faire ça? 5 Questions, questions, questions! 1 Décris-moi ta famille 2 Où habites-tu? 3 Qu'est-ce que tu manges au petit déjeuner? 4 On fait la fête! 5 Une drôle de famille</p>	<p>2 Qu'est-ce que tu as fait pendant les vacances? 3 Qu'est-ce que tu as fait? 4 Tu es allé(e) où? 1 C'est carnaval! 2 La fête de la musique 3 Et avec ça? 4 Qu'est-ce que tu vas manger? 5 Le marché de Noël 1 Ma vie numérique 2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question!</p>	<p>2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question! 1 Elle est comment, ta région? 2 Qu'est-ce que tu dois faire à la maison? 3 Ma routine, ta routine 4 J'ai déménagé! 5 Bienvenue en Corse 1 C'est plus amusant! 2 Pour aller au stade? 3 Qu'est-ce qu'il faut faire? 4 Vous allez bien? 5 Allez les futurs champions!</p>
Reading	<p>Pupils know how to:</p> <p>Demonstrate understanding of and read aloud a range of phrases and simple opinions, as well as simple (single) questions with short answers. The phrases generally include more than one key bit of information (e.g. a noun and an adjective).</p> <p>Translate very short phrases into English.</p>	<p>Pupils know how to:</p> <p>Demonstrate understanding of main points and details of short texts, dialogues or descriptions. These should include some sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – opinions with reasons – opinions with infinitives – a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – more than one subject pronoun – short items in a more complex tense when first taught (e.g. the near future, 	<p>Pupils know how to:</p> <p>Demonstrate understanding of main points and details of short texts, dialogues or descriptions which focus on a single time frame (present, future or past). These should include some sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – opinions with more detailed reasons – an even wider range of vocab and verbs (e.g. from more than one topic area). 	<p>Pupils know how to:</p> <p>Demonstrate understanding of main points and details in texts and dialogues covering three time frames (present, past and future). These should include some sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives) – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – some authentic or

		<p>perfect or conditional, with no other structures in the mix).</p> <p>May also need to work out the meaning of occasional words using contextual clues and cognates.</p> <p>Translate into English sentences with the following characteristics:</p> <ul style="list-style-type: none"> – a slightly wider topic range – sequencers, time expressions and connectives – opinions with reasons – a variety of verbs – opinions with infinitives – limited range of pronouns – occasional instances of <i>aimer</i> + infinitive – occasional sentences with linked clauses and sub-clauses – short items in a single complex tense or using a single verb structure (e.g. near future tense, perfect tense, conditional, imperfect, modal verbs with infinitives) 	<p>Students may also need to work out the meaning of occasional words using contextual clues, cognates and knowledge of grammar. Students may also need to infer overall meaning.</p> <p>Use a bilingual dictionary or glossary to look up unfamiliar words.</p> <p>Understand short texts written for target-language learners (e.g. songs, simple poems).</p> <p>Translate into English sentences with the following characteristics:</p> <ul style="list-style-type: none"> – a slightly wider topic range – sequencers, time expressions and connectives – opinions with detailed reasons – a variety of verbs – occasional opinions with infinitives – occasional modals with infinitives – all sentences in a single time frame – past, present or future – some sentences with linked clauses and sub-clauses. 	<p>semi-authentic texts. May also need to work out the meaning of occasional words using contextual clues, cognates and knowledge of grammar. May also need to infer overall meaning.</p> <p>Translate into English sentences or a short paragraph containing some of the following characteristics:</p> <ul style="list-style-type: none"> – sentences covering three time frames (over a range of sentences rather than necessarily just within one sentence) – longer sentences with linked clauses and sub-clauses – opinions with detailed reasons and some discursive language to justify reasons – a variety of opinions and/or modals with infinitives.
	Where in the curriculum this	Where in the curriculum this	Where in the curriculum this	Where in the curriculum this

	<p>is taught:</p> <ol style="list-style-type: none"> 1 As-tu des frères et sœurs? 2 Voici ma salle de classe! 3 Tu aimes ça? 4 Tu es comment? 5 Qu'est-ce que tu fais? 6 Mon interview par vidéo! <p>1 Qu'est-ce que tu penses de tes matières?</p> <p>2 Qu'est-ce que tu portes?</p> <p>3 Ta journée scolaire est comment?</p> <p>4 C'est comment, un collège français?</p> <p>5 Un collège super cool!</p>	<p>is taught:</p> <ol style="list-style-type: none"> 1 Tu es sportif/sportive? 2 Qu'est-ce que tu fais? 3 Le sport dans les pays francophones 4 Tu aimes faire ça? 5 Questions, questions, questions! <p>1 Décris-moi ta famille</p> <p>2 Où habites-tu?</p> <p>3 Qu'est-ce que tu manges au petit déjeuner?</p> <p>4 On fait la fête!</p> <p>5 Une drôle de famille</p>	<p>is taught:</p> <ol style="list-style-type: none"> 1 Qu'est-ce que tu as visité? 2 Qu'est-ce que tu as fait pendant les vacances? 3 Qu'est-ce que tu as fait? 4 Tu es allé(e) où? <p>1 C'est carnaval!</p> <p>2 La fête de la musique</p> <p>3 Et avec ça?</p> <p>4 Qu'est-ce que tu vas manger?</p> <p>5 Le marché de Noël</p> <p>1 Ma vie numérique</p> <p>2 On va au ciné?</p> <p>3 Quels sont tes loisirs?</p> <p>4 Tu as fait des achats?</p> <p>5 Ça, c'est la question!</p>	<p>is taught:</p> <ol style="list-style-type: none"> 1 Ma vie numérique 2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question! <p>1 Elle est comment, ta région?</p> <p>2 Qu'est-ce que tu dois faire à la maison?</p> <p>3 Ma routine, ta routine</p> <p>4 J'ai déménagé!</p> <p>5 Bienvenue en Corse</p> <p>1 C'est plus amusant!</p> <p>2 Pour aller au stade?</p> <p>3 Qu'est-ce qu'il faut faire?</p> <p>4 Vous allez bien?</p> <p>5 Allez les futurs champions!</p>
Writing	<p>Pupils know how to:</p> <p>Copy simple words correctly. Although supported, students demonstrate that they understand the meaning of what they are writing</p> <p>Translate single words into the target language, with support.</p> <p>Write individual short phrases, giving basic information and using the present tense of frequently-used verbs. Phrases are produced</p>	<p>Pupils know how to :</p> <p>Write a paragraph of linked sentences as part of a passage, dialogue or description. This should include using some complex sentences with linked clauses or sub-clauses and may also include:</p> <ul style="list-style-type: none"> – giving opinions with reasons – giving opinions with infinitives – using a wider range of vocab (e.g. from different sub-topics with a common theme like 'school') – using more than one 	<p>Pupils know how to:</p> <p>Write short texts, referring to two time frames and using some sentences with linked clauses or sub-clauses. This may also include:</p> <ul style="list-style-type: none"> – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs (e.g. from different topic areas). <p>Translate into the target language sentences that</p>	<p>Pupils know how to:</p> <p>Write short texts, referring to three time frames (present, past and future) and using some sentences with linked clauses or sub-clauses. This may also include:</p> <ul style="list-style-type: none"> – using a mixture of infinitive structures in the present tense (e.g. opinions with infinitives and modals with infinitives) – using more discursive language to justify opinions – using a wider range of vocab and verbs (e.g. from different topic areas).

	<p>lexically and do not necessarily show grammatical understanding.</p> <p>Spelling and accents may not be accurate, but the meaning is clear.</p>	<p>subject pronoun. Write a series of short items in a more complex tense when first taught (e.g. the near future, perfect or conditional, with no other structures in the mix).</p> <p>Translate sentences into French. These may include:</p> <ul style="list-style-type: none"> – some sentences with linked clauses or sub-clauses – a wider range of vocab (e.g. from different sub topics with a common theme like 'school') – a range of common verbs in present tense – more than one subject pronoun – a set of very simple, repetitive sentences in a complex new tense (e.g. the near future, perfect or conditional). <p>Shows awareness of how to manipulate grammatical structures. Write generally accurately using straightforward language and meaning is clear, but there may be errors with verbs.</p>	<p>refer to two time frames (within a set of sentences). These should include some sentences with linked clauses or sub-clauses and may include:</p> <ul style="list-style-type: none"> – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – using a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives). <p>Write generally accurately using straightforward language and meaning is clear, but there may be minor errors with verbs.</p>	<p>Translate into the target language sentences that refer to three time frames (within a set of sentences). These should include some sentences with linked clauses or sub-clauses and may include:</p> <ul style="list-style-type: none"> – more discursive language to justify opinions – a wider range of vocab and verbs (e.g. from different topic areas) – using a mixture of infinitive structures (e.g. opinions with infinitives and modals with infinitives). <p>Write mostly accurately and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses).</p>
	<p>Where in the curriculum this is taught: 1 As-tu des frères et sœurs?</p>	<p>Where in the curriculum this is taught: 1 Tu es sportif/sportive?</p>	<p>Where in the curriculum this is taught: 1 Qu'est-ce que tu as visité?</p>	<p>Where in the curriculum this is taught: 1 Ma vie numérique</p>

	2 Voici ma salle de classe! 3 Tu aimes ça? 4 Tu es comment? 5 Qu'est-ce que tu fais? 6 Mon interview par vidéo! 1 Qu'est-ce que tu penses de tes matières? 2 Qu'est-ce que tu portes? 3 Ta journée scolaire est comment? 4 C'est comment, un collègue français? 5 Un collègue super cool!	2 Qu'est-ce que tu fais? 3 Le sport dans les pays francophones 4 Tu aimes faire ça? 5 Questions, questions, questions! 1 Décris-moi ta famille 2 Où habites-tu? 3 Qu'est-ce que tu manges au petit déjeuner? 4 On fait la fête! 5 Une drôle de famille	2 Qu'est-ce que tu as fait pendant les vacances? 3 Qu'est-ce que tu as fait? 4 Tu es allé(e) où? 1 C'est carnaval! 2 La fête de la musique 3 Et avec ça? 4 Qu'est-ce que tu vas manger? 5 Le marché de Noël 1 Ma vie numérique 2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question!	2 On va au ciné? 3 Quels sont tes loisirs? 4 Tu as fait des achats? 5 Ça, c'est la question! 1 Elle est comment, ta région? 2 Qu'est-ce que tu dois faire à la maison? 3 Ma routine, ta routine 4 J'ai déménagé! 5 Bienvenue en Corse 1 C'est plus amusant! 2 Pour aller au stade? 3 Qu'est-ce qu'il faut faire? 4 Vous allez bien? 5 Allez les futurs champions!
--	--	--	---	--

Curriculum Impact:

Pupils achieve academically, are ready for their next steps in education and have high aspirations for their future. Ultimately, we want our students to have a love of languages and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people.

- **Live:** Foster pupils' curiosity and deepen their understanding of other countries and cultures so that they can be more open and adaptable to new experiences.
- Enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and writing.
- **Love:** Learn new ways of thinking and read great literature in French.
- **Learn:** Provide the foundation for learning further languages therefore equipping pupils to study and work in other countries.
- Develop the skills and confidence of language learners to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world.