

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

French Curriculum



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French Curriculum

School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE	<ul style="list-style-type: none">• Key stage 2: National Curriculum.• Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”, Ofsted research review series Languages• Use of additional resources such as (but not limited to); Twinkl, The Oak Academy, BBC Bitesize KS2.• Use of the Language Angels French scheme.
PROVISION	<ul style="list-style-type: none">• French is the language we have chosen to teach as part of our Modern Foreign Languages.• French is taught to the children in Key Stage 2.• It is taught through a planned weekly session to each class.
KNOWLEDGE	<ul style="list-style-type: none">• Children need to develop the ability to speak in French, understand spoken French and to be able to write in French sentences.• The programme of study is divided into three teaching types which build to develop the children’s knowledge and skills.• Early Language Teaching Type- entry level units, appropriate to children with little or no previous foreign language learning.• Intermediate Teaching Type- increase in the level of challenge by increasing the amount and complexity of foreign language presented to pupils.• Progressive Teaching Type- most challenging unit for children who have a good understanding of the basics of the language they are learning.• Within each teaching type the knowledge is covered for: speaking, listening, reading, writing and grammar.• Grammar is integrated and taught discretely throughout all units. Specific grammar units can also be used to support children’s understanding.• The knowledge in the French curriculum is intended to be progressive and is designed to not only build on prior learning but to ensure acquisition deliberately overlaps and is repetitive. Children will be able to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning.• Where possible and appropriate units will be linked to class topics/ cross-curricular themes.• In addition to language units, these will be supplemented by celebrations and understanding of the French culture.• There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.
SKILLS	<ul style="list-style-type: none">• Within each session children will work on developing the following skills: speaking, listening, reading, writing and grammar.• Children will also learn French phonics to support their oral fluency.• In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.



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	<ul style="list-style-type: none"> • These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more complex language concepts and greater learner autonomy.
MEANINGFUL START POINTS	<ul style="list-style-type: none"> • Children need to know where subjects exist in real life. “We are linguists”. They need to understand where the language is spoken and why it is important for them to learning it. They should relate it back to the English language or, if they speak other languages, to those that they speak. • Initial learning should link to the child and their part in the subject in real life. In French each theme or topic should always start with “What languages do I speak?” (and what vocabulary I know in my home language linked to a topic)
VOCABULARY AND LANGUAGE	<ul style="list-style-type: none"> • Children should build a bank of French words – understanding meanings and then use in the correct context. • They should also understand how to build these in to sentences. • They will begin to understand word classes, tenses and grammar in French. • Throughout their French learning journey, children will collect banks of vocabulary for them to refer back to and use.
ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none"> • To bring the learning alive the children should experience things first hand through experiences in school such as a French café, painting by numbers in French, having the opportunity to speak to a native French speaker face to face or online, linking with secondary schools’ language departments etc. • Further aspects of French can be developed through the use of technology e.g. translating larger texts, creating French posters etc. • Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- Events that are happening in France, French culture, links to other languages spoken in school/ by the community. • Making the most of resources available- for example using children who speak different languages as an example to all, using staff who can speak French to support, access local secondary schools’ languages departments. • Using all of our senses to be fully immersed in learning and aid retention what can they hear, see, smell etc when learning.
INDIVIDUAL DEVELOPMENT	<ul style="list-style-type: none"> • Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning • Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about languages that can be learnt. • Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey for example- finding out more about France. • Nurture ambitions and aspirations- talk about careers where the ability to speak in different languages can be useful. • Learning a second language also offers pupils the opportunity to explorer relationships between language and identity, developing a deeper understanding of other cultures and the world around them, children are able to make comparisons with their own identify/ culture. • The learning platform offers a multisensory approach to learning. It has a wide range of audio, visual and kinaesthetic teaching styles that support working memory and create a want to learn foreign languages.



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Knowledge Progression map

	Year 3	Year 4	Year 5	Year 6
Vocabulary	<ul style="list-style-type: none"> • Understand numbers 1-10 • Be familiar with days of the week • Use simple greetings (e.g. hello and goodbye, saying how they are) • Ask and answer simple questions about name and age • Understand familiar nouns including the correct article (e.g. animals, musical instruments) • Use simple adjectives (e.g. colours) 	<ul style="list-style-type: none"> • Understand numbers 1-100 (multiples of 10) and say, read, write them (e.g. in dates and other numeracy activities) • Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple commands) • Understand and communicate using a wider range of familiar nouns (e.g. classroom items, animals, musical instruments, food and drink) • Understand and use adjectives to describe people, places, things, and themselves (e.g. characters in a story, family members, their age, nationality, where they live). 	<ul style="list-style-type: none"> • Follow and give simple instructions and descriptions (e.g. the date, weather, what they are wearing) • Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as numbers from 1-31 should be familiar. • Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). • Understand and communicate simple descriptions orally and in writing (e.g. of a 	<ul style="list-style-type: none"> • Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices). • Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. • Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities)



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			<p>scene, a person, a place, the weather).</p> <ul style="list-style-type: none">• Be able to read longer passages of text and answer questions (orally or in writing about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).• Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country.	<p>they like, foods they don't like etc.)</p> <ul style="list-style-type: none">• Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)• Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.
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				<ul style="list-style-type: none">• Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).• Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of
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				unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages
Phonics	<ul style="list-style-type: none"> Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. OI sound in trois & noir ON sound in marron OU sound in rouge CH sound in cheval Silent letters and liason. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. 	<ul style="list-style-type: none"> IN sound in cinq I sound in huit, dix, Patrick, habite & Paris ILLE sound in famille & fille IQUE sound in unique Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/ anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. H Aspiré. E.g. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' 	<ul style="list-style-type: none"> Understand and use the alphabet to assist in correct spelling and pronunciation É sound in février, décembre E sound in septembre & novembre EAU sound in beau 	<ul style="list-style-type: none"> QU sound in informatique & musique Ç sound in français AN sound in anglais, français, amusant & intéressant EN sound in sciences GNE sound in montagnes -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.



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	<ul style="list-style-type: none"> • Nasal sounds. Starting to explore the four French nasal sounds (on, un in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton 	<p>but there is no liaison. The final 's' in les remains SILENT when used with haricots verts.</p> <ul style="list-style-type: none"> • Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. • 		
<p>Grammar</p>	<ul style="list-style-type: none"> • Use simple verbs in the first person "I" form • Nouns, gender, article/determiners and verbs. • Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French. • Introduction to three definite articles le, la and les • Learning how to categorise nouns in French by their article/determiner, gender and plurality. • Modal verb plus infinitive. 	<ul style="list-style-type: none"> • Understand and use verbs in the first person "I" form- also look at a fully conjugated regular verb and show where the first person "I" form is. • Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. • Nouns, articles and determiners in singular and plural form. • Adjectival agreement (the adjective to show whether the person or object described is male or female) • Possessive adjectives 	<ul style="list-style-type: none"> • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they". This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing). • To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • The only ordinal number for saying the date in French is the 1st (premier) after that only 	<ul style="list-style-type: none"> • Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) • Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have



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			<p>cardinal numbers are used. No 2nd, 3rd , 4th etc.</p> <ul style="list-style-type: none">• Indefinite articles• Adjectival agreement with irregular verbs•	<p>on the pattern of changes to the endings of the verb for each personal pronoun.</p> <ul style="list-style-type: none">• Reflexive verbs• Near future tense
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Skills Progression map

	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
Speaking	<ul style="list-style-type: none"> Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.



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<p>Reading</p>	<ul style="list-style-type: none"> Recognise and understand familiar written words and short phrases basic nouns and first person “I” form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).
<p>Writing</p>	<ul style="list-style-type: none"> Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.) Check spellings with a dictionary. 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).



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Grammar	<ul style="list-style-type: none">• Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.	<ul style="list-style-type: none">• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.• Introduce and use the negative form.• Begin to look at what a fully conjugated verb looks like.	<ul style="list-style-type: none">• Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.• Use the negative form, possessives and connectives.• Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	<ul style="list-style-type: none">• Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.• Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.• Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
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Subject Overview

We are beginning a new French curriculum in the academic year 2023-24. As the new curriculum is more thorough and dives deeper into the language, there may be gaps in knowledge from the children’s prior exposure to language teaching. The complete French curriculum will be phased in over two years to account for these gaps.

Academic Year 2023-24

	Autumn		Spring		Summer	
Year 3	<p><u>Extra Teaching:</u> <u>Phonetics 1</u></p> <p>Sounds: ch, ou, on ,oi</p>	<p><u>Early Language Teaching: Animals</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Animals (with article/ determiner) I am- je suis <p>Phonics:</p> <ul style="list-style-type: none"> CH sound in cheval OU sound in souris & mouton ON sound in cochon & mouton OI sound in oiseau Silent letters and liaison. ‘D’ is not pronounced in canard and the 	<p><u>Early Language Teaching: Instruments</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Instruments (with article/ determiner) <p>Phonics:</p> <ul style="list-style-type: none"> OU sound in joue ON sound in violon Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but 	<p><u>Early Language Teaching: I am Able...</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Action verbs I am able/ I am not able- je peux/ je ne peux pas <p>Phonics:</p> <ul style="list-style-type: none"> CH sound in chanter OU sound in jouer d’un instrument Silent Letters. ‘X’ is one of the 6 most commonly silent consonants in French. The “x” in peux is 	<p><u>Early Language Teaching: Fruits</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Fruits Like/ dislike <p>Phonics:</p> <ul style="list-style-type: none"> OI sound in poire Silent letters. We will see that the letter ‘s’ is not pronounced in ‘les’ or the plural version of the fruits as final consonants are nearly always silent letters in French. Liaison. Understanding 	<p><u>Early Language Teaching: Ice Creams</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Ice cream flavours I would like- je voudrais <p>Phonics:</p> <ul style="list-style-type: none"> ON sound in citron CH sound in pistache Silent letters. We will see that the final letter ‘s’ is not pronounced in ‘voudrais’ or the final ‘t’ in ‘chocolat’ This happens often in French.



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<ul style="list-style-type: none"> • Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. <p>Grammar:</p>	<p>last 's' is not pronounced in souris.</p> <ul style="list-style-type: none"> • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender, article/determiners and verbs. • To learn that nouns in French can have different articles/determiners based on their 	<p>the 's' in des is silent.</p> <ul style="list-style-type: none"> • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon and instruments. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only. • Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 	<p>therefore not pronounced.</p> <ul style="list-style-type: none"> • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds do not exist in English and are made through the nose not the mouth! Words like danser and chanter <p>Grammar:</p> <ul style="list-style-type: none"> • Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. • The negative sentence structure in French follows the rule of 'ne' plus the 	<p>better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front. 	<ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron. Made from the back of the mouth, not the front. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender & high frequency verb. • Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. • Becoming more familiar with the high frequency verb conjugation je voudrais
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		<p>gender (masculine and feminine nouns).</p> <ul style="list-style-type: none"> Looking more closely at two indefinite articles/determiners: un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French. 	<p>'jouer' (to play), 'je joue' (I play).</p> <ul style="list-style-type: none"> Learning that nouns in French can have different articles based on their gender (masculine/feminine nouns) and plurality. Introduction to three definite articles le, la and les (l' is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality 	<p>conjugated MODAL verb, 'peux', plus 'pas', and finally followed by the INFINITIVE verb.</p>	<p>Grammar:</p> <ul style="list-style-type: none"> Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. 	<ul style="list-style-type: none"> Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.
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					Exploring how to make the fruits plural in French.	
Year 4	<p><u>Extra Teaching: Phonetics 1-2</u></p> <p>Sounds: I, IN, IQUE, ILLE</p> <p><u>Early Language Teaching: Seasons</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Seasons Conjunctions- et/ car <p>Phonics:</p> <ul style="list-style-type: none"> ON sound in saison OU sound in poussent OI sound in oiseaux Silent letters. We will start to notice that there are lots of silent letters in French. For example, we will see that the letter ‘t’ is not pronounced in 	<p><u>Early Language Teaching: Vegetables</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Vegetables I would like – je voudrais Measures (kilo, half kilo) <p>Phonics:</p> <ul style="list-style-type: none"> CH sound in champignon ON sound in oignon Liaison. The reason why the final letter ‘s’ in les is sometimes pronounced and sometimes left silent in the unit is due to liaison in French. If the article/determiner is followed by a 	<p><u>Intermediate Teaching: Presenting Myself</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Greetings Nationality Numbers to 20 <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinq I sound in huit, dix, Patrick, habite & Paris Silent letters. ‘S’ is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when ‘s’ is the final consonant in a word. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with 	<p><u>Intermediate Teaching: My Family</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Family members and relations Names and ages Numbers 1-70 <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinq & cinquante I sound in famille, Lisa, Jacqueline, petite & fille ILLE sound in famille & fille IQUE sound in unique Silent letters. The final consonant (‘s’) is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in 	<p><u>Intermediate Teaching: In the Classroom</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Classroom objects <p>Phonics:</p> <ul style="list-style-type: none"> I sound in livre, calculatrice & ciseaux Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a words. Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux 	<p><u>Intermediate Teaching: At the Tearoom</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Food and drink from a café Asking for items <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinquante. I sound in sandwich, limonade, grenadine & brioche Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception!



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	<p>'et', 'est' and the 'd' is not pronounced in 'chaud'. Starting to notice that final consonants are often silent letters in French.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver, printemps, car and préférée. Beginning to notice that this sound is made from the back of the mouth, not the front. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when we do not use one in English. For 	<p>noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines.</p> <ul style="list-style-type: none"> • H Aspiré. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' but there is no liaison. The final 's' in les remains SILENT when used with haricots verts <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns and articles/determiners in plural form. • Learning that the plural definite article/determiner (the word for 'the') is les in French and does not change. 	<p>a vowel as seen in je suis anglais/ anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.</p> <ul style="list-style-type: none"> • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French. <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in 	<p>French.</p> <ul style="list-style-type: none"> • Elision in je m'appelle/ il s'appelle/ elle s'appelle/ j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, articles/ determiners & possessive adjectives. • Exploring possessive adjectives in French with a focus only on 'my'. • Understanding that there are three words in French mon, ma, mes for our one 	<ul style="list-style-type: none"> • Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender, articles/determiners & use of the negative. • Understanding that nouns in French are gendered and that this affects the choice of article/determiner. • Moving from revisiting j'ai... ('I have') to learning 	<p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.
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	<p>example, spring in French is 'le printemps'.</p> <ul style="list-style-type: none"> Starting to notice also that there are more words in French for 'the' than in English! 	<ul style="list-style-type: none"> Both the noun and definite article/determiner in French change in plural form. This does not happen in English. 	<p>French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female</p>	<p>word 'my' in English.</p>	<p>the negative option je n'ai pas de... ('I do not have') in French.</p>	
Year 5	<p>Extra Teaching Phonetics: 1-3</p> <p>Sounds: É E È EAU EUX</p> <hr/> <p>Intermediate Teaching: My Family</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Family members and relations Names and ages Numbers 1-70 <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinq & cinquante I sound in famille, Lisa, Jacqueline, petite & fille ILLE sound in famille & fille 	<p>Intermediate Teaching: The Date</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Days of the week Months Numbers 1-31 Birthdays <p>Phonics:</p> <ul style="list-style-type: none"> É sound in février, décembre E sound in septembre & novembre Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet Guttural 'R'. Becoming 	<p>Intermediate Teaching: What is the weather?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Weather types Ask about the weather <p>Phonics:</p> <ul style="list-style-type: none"> E sound in le & de EAU sound in beau Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words. 	<p>Intermediate Teaching: Do you have a pet?</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Pets Asking if someone has a pet Conjunctions et/ mais <p>Phonics:</p> <ul style="list-style-type: none"> É sound in Cécile E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' & 't' are often 	<p>Intermediate Teaching: My Home</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Types of house Location words Rooms of the house Ask about a persons house <p>Phonics:</p> <ul style="list-style-type: none"> E sound in appartement EAU sound in bureau Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 	<p>Intermediate Teaching: Habitats</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Habitats Animals Plants <p>Phonics:</p> <ul style="list-style-type: none"> É sound in désert & océan E sound in le EAU sound in chameau & eau Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent



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<ul style="list-style-type: none"> • IQUE sound in unique • Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. • Elision in je m'appelle/ il s'appelle/ elle s'appelle/ j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, articles/ determiners & possessive adjectives. • Exploring possessive adjectives in French with a focus only on 'my'. • Understanding that there are three 	<p>more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Ordinal & cardinal numbers. • To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc. 	<ul style="list-style-type: none"> • Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes. <p>Grammar:</p> <ul style="list-style-type: none"> • Use of il y a & faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, 	<p>silent at the end of French words.</p> <ul style="list-style-type: none"> • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. • Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. <p>Grammar:</p>	<p>'t' is not pronounced in et. These two consonants are often silent when they are at the end of words.</p> <ul style="list-style-type: none"> • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <p>Grammar:</p> <ul style="list-style-type: none"> • Indefinite articles, negative & high frequency verbs. • Revisiting again the indefinite 	<p>when at the end of French words.</p> <ul style="list-style-type: none"> • Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, requin and singe. <p>Grammar:</p> <ul style="list-style-type: none"> • Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.
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	<p>words in French mon, ma, mes for our one word 'my' in English.</p>		<p>but it is how it is expressed in French! Understanding it is not always a word for word translation.</p>	<ul style="list-style-type: none"> • Indefinite articles, high frequency verbs & negative. • Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. • Indefinite articles/determiners un and une. • Negative structure je n'ai pas de/d'... 	<p>articles un and une . Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb.</p> <ul style="list-style-type: none"> • Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure. 	
Year 6	<p><u>Extra teaching:</u> <u>Phonetics 1-4</u></p> <p>Sounds: QU GNE Ç EN AN</p> <p><u>Intermediate Teaching: The Date</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Days of the week 	<p><u>Intermediate Teaching: Do you have a pet?</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Pets • Asking if someone has a pet • Conjunctions et/ mais <p>Phonics:</p> <ul style="list-style-type: none"> • É sound in Cécile 	<p><u>Intermediate Teaching: Clothes</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Items of clothing • Describing clothing <p>Phonics:</p> <ul style="list-style-type: none"> • É sound in écharpe 	<p><u>Progressive Teaching: At School</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • School subjects • Like/ dislike • When subjects take place <p>Phonics:</p>	<p><u>Progressive Teaching: At the Weekend</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Time • Activities <p>Phonics:</p> <ul style="list-style-type: none"> • QU sound in quelle, informatique & musique 	<p><u>Progressive Teaching: Me in the World</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Environment <p>Phonics:</p> <ul style="list-style-type: none"> • QU sound in quel, qu'est-ce



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<ul style="list-style-type: none"> Months Numbers 1-31 Birthdays <p>Phonics:</p> <ul style="list-style-type: none"> É sound in février, décembre E sound in septembre & novembre Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of the mouth, not the front. <p>Grammar:</p> <ul style="list-style-type: none"> Ordinal & cardinal numbers. 	<ul style="list-style-type: none"> E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the 't' is not pronounced in et & chat. 's' & 't' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an 	<ul style="list-style-type: none"> E sound in chemise & chemisier EAU sound in manteau Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the 	<ul style="list-style-type: none"> QU sound in informatique & musique Ç sound in français AN sound in anglais, français, amusant & intéressant EN sound in sciences Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with 	<ul style="list-style-type: none"> AN sound in bandes, amusant, intéressant & fatigant EN sound in prends & finalement Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an 	<p>que, quelle & plastique</p> <ul style="list-style-type: none"> Ç sound in ça & français GNE sound in montagnes EN sound in commence, Valentin & environnement AN sound in dans, Canada, musulman & France Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. -ent is not pronounced in trouvent as it is part of the verb
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	<ul style="list-style-type: none"> To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc. 	<p>apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d'... 	<p>back of the mouth, not front</p> <p>Grammar:</p> <ul style="list-style-type: none"> Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced Adjectival agreement is also revisited and extended using colours. 	<p>a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p> <p>Grammar: Nouns, gender, definite articles & high frequency regular verb étudier. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>	<p>apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p> <p>Grammar: Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p>	<p>conjugation and a silent letter string.</p> <p>Grammar:</p> <ul style="list-style-type: none"> Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.
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Academic Year 2024-25 onwards

	Autumn		Spring		Summer	
Year 3	<p><u>Extra Teaching: Phonetics 1</u></p> <p>Sounds: ch, ou, on ,oi</p>	<p><u>Early Language Teaching: Animals</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Animals (with article/ determiner) I am- je suis <p>Phonics:</p> <ul style="list-style-type: none"> CH sound in cheval OU sound in souris & mouton ON sound in cochon & mouton OI sound in oiseau Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. Nasal sounds. Starting to explore the four French nasal 	<p><u>Early Language Teaching: Instruments</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Instruments (with article/ determiner) <p>Phonics:</p> <ul style="list-style-type: none"> OU sound in joue ON sound in violon Contractions & silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). 	<p><u>Early Language Teaching: I am Able...</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Action verbs I am able/ I am not able- je peux/ je ne peux pas <p>Phonics:</p> <ul style="list-style-type: none"> CH sound in chanter OU sound in jouer d'un instrument Silent Letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. Nasal sounds. Exploring the four French nasal sounds (on, un, in and an). These sounds 	<p><u>Early Language Teaching: Fruits</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Fruits Like/ dislike <p>Phonics:</p> <ul style="list-style-type: none"> OI sound in poire Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally 	<p><u>Early Language Teaching: Ice Creams</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Ice cream flavours I would like- je voudrais <p>Phonics:</p> <ul style="list-style-type: none"> ON sound in citron CH sound in pistache Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat' Guttural 'R'. This happens often in French. Becoming more familiar with the French 'r' sound as seen in fraise and citron . Made from the



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	<p>familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front.</p> <ul style="list-style-type: none"> • Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. <p>Grammar:</p>	<p>sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender, article/determiners and verbs. • To learn that nouns in French can have different articles/determiners based on their gender (masculine and feminine nouns). • Looking more closely at two indefinite articles/determine 	<p>This sound does not exist in English and is made through the nose not the mouth! Words like violon and instruments.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, definite articles/determiners and high frequency verb 'jouer' in 1st person singular only. • Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 'jouer' (to play), 'je joue' (I play). • Learning that nouns in French can have different articles based on their gender (masculine/ 	<p>do not exist in English and are made through the nose not the mouth! Words like danser and chanter</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French. • The negative sentence structure in French follows the rule of 'ne' plus the conjugated MODAL verb, 'peux', plus 'pas', and finally followed by the INFINITIVE verb. 	<p>silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front. <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender, articles/determiners and plural form. We will be exploring the 	<p>back of the mouth, not the front.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender & high frequency verb. • Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. • Becoming more familiar with the high frequency verb conjugation je voudrais • Learning that je voudrais is the verb conjugation for I would like/want. From the verb vouloir to want.
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		<p>rs: un (for masculine nouns) and une (for feminine nouns).</p> <ul style="list-style-type: none"> • Learning how to categorise nouns by gender (un or une). • Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French. 	<p>feminine nouns) and plurality.</p> <ul style="list-style-type: none"> • Introduction to three definite articles le, la and les (l' is not seen in this unit). • Learning how to categorise nouns in French by their article/determiner, gender and plurality 		<p>concept of gender in French and starting to understand better that nouns in French are either masculine or feminine.</p> <ul style="list-style-type: none"> • Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. • Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. • There is only one plural option. Exploring how to make the fruits plural in French. 	
Year 4	<u>Extra Teaching: Phonetics 1-2</u>	<u>Intermediate Teaching: My Family</u>	<u>Intermediate Teaching: Goldilocks</u>	<u>Intermediate Teaching: In the Classroom</u>	<u>Intermediate Teaching: At the Tearoom</u>	<u>Intermediate Teaching: What is the weather?</u>



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	<p>Sounds: I, IN, IQUE, ILLE</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> Family members and relations Names and ages Numbers 1-70 <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinq & cinquante I sound in famille, Lisa, Jacqueline, petite & fille ILLE sound in famille & fille IQUE sound in unique Silent letters. The final consonant ('s') is not pronounced in appelles, ans, soeurs, mes grands-parents, les or parents. This often happens in French. Elision in je m'appelle/ il s'appelle/ elle s'appelle/ j'ai. This is generally in order to facilitate pronunciation in French. Dropping of 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Story vocabulary <p>Phonics:</p> <ul style="list-style-type: none"> I sound in petit, lit & il ILLE sound in fille Silent letters. The 's' is not pronounced in the final 's' of fois and the 't' is not pronounced in et and forêt. Both letters are often silent when they are at the end of a French word. Liaison. 'Ils ont'. When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Classroom objects <p>Phonics:</p> <ul style="list-style-type: none"> I sound in livre, calculatrice & ciseaux Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a words. Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux Elision. J'ai. Dropping the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows 	<p>Vocabulary:</p> <ul style="list-style-type: none"> Food and drink from a café Asking for items <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinquante. I sound in sandwich, limonade, grenadine & brioche Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception! <p>Grammar: Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by</p>	<p>Vocabulary:</p> <ul style="list-style-type: none"> Weather types Ask about the weather <p>Phonics:</p> <ul style="list-style-type: none"> E sound in le & de EAU sound in beau Silent letters. The 'd' is not pronounced in chaud, 's' is not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent. These letters are often silent at the ends of words. Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one
	<p>Intermediate Teaching: Presenting Myself</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Greetings Nationality Numbers to 20 <p>Phonics:</p> <ul style="list-style-type: none"> IN sound in cinq I sound in huit, dix, Patrick, habite & Paris Silent letters. 's' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/ anglaise (pronunciation 					



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	<p>will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'.</p> <ul style="list-style-type: none"> • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation. It is not optional in French. <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / 	<p>the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, articles/ determiners & possessive adjectives. • Exploring possessive adjectives in French with a focus only on 'my'. • Understanding that there are three words in French mon, ma, mes for our one word 'my' in English. 	<p>the next word. This technique is called a liaison. It makes it very difficult in French to determine where one word ends and the next begins!</p> <p>Grammar:</p>	<p>which begins with a vowel of mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Nouns, gender, articles/determiners & use of the negative. • Understanding that nouns in French are gendered and that this affects the choice of article/determiner. • Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de... ('I do not have') in French. 	<p>their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks.</p>	<p>word starts and finishes.</p> <p>Grammar:</p> <p>Use of il y a & faire in weather phrases. Learning that often in different languages, like in French, structures can be unique to that language. We say it is hot but in French it is 'doing' hot! In English we say it is sunny but in French 'there is' sun. It does not make perfect sense in English, but it is how it is expressed in French! Understanding it is not always a word for word translation.</p>
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	being described is female					
Year 5	<p><u>Extra Teaching Phonetics: 1-3</u></p> <p>Sounds: É E È EAU EUX</p>	<p><u>Intermediate Teaching: The Date</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Days of the week Months Numbers 1-31 Birthdays <p>Phonics:</p> <ul style="list-style-type: none"> É sound in février, décembre E sound in septembre & novembre Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. Made from the back of 	<p><u>Intermediate Teaching: My Home</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Types of house Location words Rooms of the house Ask about a persons house <p>Phonics:</p> <ul style="list-style-type: none"> E sound in appartement EAU sound in bureau Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when 	<p><u>Intermediate Teaching: Clothes</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Items of clothing Describing clothing <p>Phonics:</p> <ul style="list-style-type: none"> É sound in écharpe E sound in chemise & chemisier EAU sound in manteau Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to 	<p><u>Intermediate Teaching: The Olympics</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Olympics Sports <p>Phonics:</p> <ul style="list-style-type: none"> QU sound in olympiques & antique Ç sound in français EN sound in commence, pendant & argent AN sound in antique, pendent & grands Silent letters. The 's' is not pronounced in grands, antiques and the 't' is not pronounced in amusant, barbant or fatigant. -ENT is not pronounced at the end of a word as in avaient as it is 	<p><u>Intermediate Teaching: Habitats</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Habitats Animals Plants <p>Phonics:</p> <ul style="list-style-type: none"> É sound in désert & océan E sound in le EAU sound in chateau & eau Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words. Nasal sounds. Exploring the four French nasal sounds
	<p><u>Intermediate Teaching: Do you have a pet?</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Pets Asking if someone has a pet Conjunctions et/ mais <p>Phonics:</p> <ul style="list-style-type: none"> É sound in Cécile E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' & 't' are often silent at 					



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	<p>the end of French words.</p> <ul style="list-style-type: none"> • 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. • Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. <p>Grammar:</p> <ul style="list-style-type: none"> • Indefinite articles, high frequency verbs & negative. 	<p>the mouth, not the front.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Ordinal & cardinal numbers. • To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. • The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd, 4th etc. 	<p>they are at the end of words.</p> <ul style="list-style-type: none"> • Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. <p>Grammar:</p> <ul style="list-style-type: none"> • Indefinite articles, negative & high frequency verbs. • Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus 	<p>wear). This is the same for all 3rd person plural endings in the present tense.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. Made from the back of the mouth, not front <p>Grammar:</p> <ul style="list-style-type: none"> • Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. • The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb 	<p>part of the verb conjugation and a silent letter string.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectival agreement & irregular verb faire. • To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article). • To explore the whole present tense verb conjugation of the verb faire. 	<p>(on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, requin and singe.</p> <p>Grammar:</p> <ul style="list-style-type: none"> • Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.
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	<ul style="list-style-type: none"> Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/ determiners un and une. Negative structure je n'ai pas de/d'... 		<p>on j'habite from the verb habiter a regular ER verb.</p> <ul style="list-style-type: none"> Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure 	<p>porter is introduced</p> <ul style="list-style-type: none"> Adjectival agreement is also revisited and extended using colours. 		
Year 6	<p><u>Extra teaching:</u> <u>Phonetics 1-4</u></p> <p>Sounds: QU GNE Ç EN AN</p> <hr/> <p><u>Progressive Teaching: At School</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> School subjects Like/ dislike When subjects take place <p>Phonics:</p> <ul style="list-style-type: none"> QU sound in informatique & musique Ç sound in français 	<p><u>Progressive Teaching: Healthy Lifestyle</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Healthy items of food/ drink Unhealthy items of food/ drink Exercise/ sports Recipes <p>Phonics:</p> <ul style="list-style-type: none"> QU sound in électroniques EN sound in entier AN sound in manger, santé, viande & mélange 	<p><u>Progressive Teaching: At the Weekend</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Time Activities <p>Phonics:</p> <ul style="list-style-type: none"> QU sound in quelle, informatique & musique AN sound in bandes, amusant & fatigant EN sound in prends & finalement 	<p><u>Progressive Teaching: Planets</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Planets Space <p>Phonics:</p> <ul style="list-style-type: none"> EN sound in centre/ seulement AN sound in orange & grand(e) Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et or seulement. These two consonants are 	<p><u>Progressive Teaching: Vikings</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Physical appearance (height, hair colour, eye colour) Daily routine <p>Phonics:</p> <ul style="list-style-type: none"> Ç sound in garçon & français EN sound in intelligent, violent & excellent AN sound in grand & terrifiant. Silent letters. The 'd' is not 	<p><u>Progressive Teaching: Me in the World</u></p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Environment <p>Phonics:</p> <ul style="list-style-type: none"> QU sound in quel, qu'est-ce que, quelle & plastique Ç sound in ça & français GNE sound in montagnes EN sound in commence, Valentin & environnement



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	<ul style="list-style-type: none"> • AN sound in anglais, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aines the 't' is not pronounced in sport or the 'x' in ennuyeux. These letters are often silent at the end of words in French. • Elision. J'étudie. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. 	<ul style="list-style-type: none"> • Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. These two letters are often silent when they are the final consonants in words. <p>Grammar:</p> <ul style="list-style-type: none"> • First person singular conjugation of high frequency verbs, use of the negative & imperative instructions. • Use of manger in first person singular (je mange) and also boire (je bois) also in their negative form (je ne mange pas & je ne bois pas). 	<ul style="list-style-type: none"> • Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words. • Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to 	<p>often silent when seen at the ends of words in French.</p> <ul style="list-style-type: none"> • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, orange, marron, crème and noir. Made from the back of the mouth, not the front. <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectival agreement. • Further work explaining and consolidating how adjectives can (and often do) change spelling in French depending if the noun they are describing is a singular, plural masculine or feminine noun. 	<p>pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced.</p> <ul style="list-style-type: none"> • Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation. It is not optional in French and is a type of contraction. <p>Grammar:</p> <ul style="list-style-type: none"> • Adjectival agreement, high frequency regular 	<ul style="list-style-type: none"> • AN sound in dans, Canada, musulman & France • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string. <p>Grammar:</p> <ul style="list-style-type: none"> • Verbs & near future tense. • Revisiting the 1st person conjugation of the verb aller (to go) je
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	<p>Grammar: Nouns, gender, definite articles & high frequency regular verb <i>étudier</i>. Revision of definite article le, la, l' and les. Focus on 1st person singular conjugation of verb <i>étudier</i> with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.</p>	<ul style="list-style-type: none"> Exploring verbs in the imperative form to give instructions. 	<p>facilitate pronunciation. It is not optional in French.</p> <p>Grammar: Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue. Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for joining two phrases together and opinions.</p>		<p>& irregular verbs, conjunctions, possessives & reflexive verbs.</p> <ul style="list-style-type: none"> Revisiting much of the grammar introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être. Improving accuracy using adjectives and introducing the concept of reflexive verbs in French. 	<p>vais with the infinitive utiliser (to use) for the near future.</p>
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