

## **Progression Document for MFL 2025-2026**

### ***Knowledge content, grammar, phonics, vocabulary***

*MFL at Burton Road is delivered through our specialist MFL teacher during PPA time and is based on timetabled blocks of learning (4 half terms per year). French is the main language taught to all KS2 students in order for students to make as much progression as possible. The following long-term plan has been modified from the 2023 to reflect the current composition of mixed year classes, and serves as the long-term plan from September 2024.*

**Content knowledge progression rationale:** We have chosen each topic with the end curricular goal in mind- our trip to France in year 6 and so that our children have acquired a broad range of vocabulary so they have embedded the foundations for further foreign language learning in KS3. Our topics have a real purpose so the children can use real life transactional language within the classroom or whilst visiting France. Our topics have been sequenced in a way so that key grammatical elements can be revisited and built upon each time and the order of them allows up reconnect their prior learning when learning new content. Our scheme is planned so that children are taught by our language's specialist 4 half terms per year on rotation with computing and music.

### **Languages and Culture in EYFS and KS1**

Although children do not formally learn foreign languages in EYFS and KS1, they do have some exposure to it before they begin foreign language learning in LKS2. For example, children sometimes answer the register in different languages using simple greetings (hello, bonjour, hola, ciao). They also learn about different religions, cultures and celebrations from different countries. This exposes them to foreign traditions across the world. We teach the children about diversity amongst children in their class and how this may be different with themselves. Other examples of celebrations from different countries and cultures we learn about are Diwali and Chinese New Year. We aim to do this to raise the profile of foreign languages and cultures before children begin foreign language learning and so they have a curiosity about other cultures and the world.

**Cultural Capital** - Depending on where timetabling falls, the following cultural capital elements we aim to cover are:

**Years 3 and 4-** Christmas nouns and traditions in France, Halloween time in France, Epiphany – The Three Kings, Carnival time, Easter nouns and traditions, where France

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is, how to get to France, places in France and why learning a language is important, Bastille Day.

**Years 5 and 6** - A focus on the town of St Malo (Children visit this town in Year 6 on the French trip), French speaking countries, why learning a language is important, eating out, the French school day, school lunchtimes in France, currency – euros.

**Phonics Progression:** We have devised our phonics progression document using elements of Rachel Hawkes' accredited phonics scheme and the Read Write Inc phonics scheme (our English phonics programme) to plan the sequencing of the learning for each phoneme. 32 Key phonetical sounds have been recycled over the 4 stages. Progression is evidenced by the T&L activities. Stages 1 and 2 focus solely on the sounds within singular words, to recognise them and to pronounce them. In stages 3 and 4, students not only recognise and pronounce the words, they must spell other words using the sounds. We plan to focus on one new phoneme each lesson, however this will not be limited. The children will not only be using this new phoneme within that lesson as they will be exposed to other sounds within the lesson when acquiring a broad range of vocabulary and learning the key grammatical features. In each year group, we have broken down how they will be learning these sounds. In LKS2 the focus will be on learning the new sounds- both single letters and digraphs. Then in UKS2 this knowledge will be revised and applied in a range of contexts. Our phonics will be explicitly taught for 5-10 minutes in each lesson.

Overview:

Year 3 –single letter sounds, vowels and silent letters.

Year 4- Digraphs and alternative sounds.

Year 5 – Recap from 3/4 and listen to *singular sounds/words* and unfamiliar words so I can write or say them with more accuracy.

Year 6- Recap from 3/4 and listen to *short phrase/sentences* and unfamiliar words so I can write or say them with more accuracy. Read single unknown words more readily.

**Vocabulary:** Careful consideration has been taken to order the vocabulary depending on which phonics sounds have been taught but also to put the topics into context and to teach the vocabulary needed to have a breadth of knowledge. The ordering of when the vocabulary is taught has been planned. We have carefully sequenced our topics so that a grammatical element can be embedded and threaded throughout our topics. We have also carefully chosen specific nouns for phonetical and grammatical teaching points so that it can be taught in context. We will be exposing children to other vocabulary whilst teaching our topics, however this is not essential knowledge that we are expecting the children to retain, but to understand the meaning, for example teacher use of questions and commands. **Vocabulary recycled and/or revisited.**


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**Grammar** -has been carefully considered to show progression and the timing of delivery is considered against the maturity of students and their understanding of English SPAG. Where possible, English SPAG terminology is used frequently, so that children can easily make comparisons with their own language. Grammar has been mapped to the ASCL KS2-KS3 French transition toolkit- attached below

**Grammar Threads (from the tool kit are highlighted)** : Subject pronouns, Gender, Adjectives and agreement, Negative, Conjunctions, Determiners, plurals, Questions and question words, intensifiers (like an adverb- very, enough, really), core structures, adverbial phrases, numbers, simple/ compound and complex sentences

**Key verbs:** avoir, être, faire, aller, habiter, porter, jouer, étudier, J’aime, Je n’aime pas, J’adore, Je déteste

Year Group	Block 1	Block 2	Block 3	Block 4
<p><b>Class 6 (Y3) Content</b></p> <p align="center"></p> <p>This class is all about speaking and writing <b>a few words</b> and <b>short phrases</b>.</p> <p>It is also about understanding through listening and reading words and short phrases.</p>	<p><b>Welcome to French</b> <i>Introductions to French and France</i></p> <p>To understand where France is located, to identify some major towns and to learn some basic facts about the country and its people.</p> <p>To learn basic greetings/ commonly used conversational language:</p> <p>Greetings-different words for hello and goodbye.</p> <p>Asking and saying how <b>you feel</b> today.</p>	<p><b>The Calendar</b> <i>Recognising and writing a date</i></p> <p><b>Numbers 1-20</b></p> <p>Days of the week</p> <p>Months of the year</p> <p>Dates- how to write <b>the date</b> and understand a written or spoken date.</p>	<p><b>Introducing Me</b> <i>Extension of Block 1 where students can add more information about themselves.</i></p> <p><b>Feelings: an extension of how you are feeling today to other feelings using Je suis or J’ai and adjectives.</b></p> <p>Using <b>adjectives</b> to talk about how you feel-<b>Je, tu.</b></p> <p><b>Some use of adjective spelling change due to gender.</b></p> <p>Asking someone’s age and giving an age, using <b>Numbers 1-20</b></p> <p><b>J’ai</b></p>	<p><b>Welcome to School</b> <i>An introduction to classroom language.</i></p> <p>Understanding Classroom instructions.</p> <p>Speaking to my teacher in French.</p> <p>Decoding French through cognates.</p> <p>Understanding why it is important to learn another language.</p>

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	<p>Asking someone's name and giving your name- <u>Name-je</u></p> <p>Numbers 1-10</p> <p>Learning the names of some colours -C'est</p>		<p><b>Ane Extension of Colours:</b> New colours and the addition of opinion phrases... I like J'aime Je n'aime pas Ma couleur préférée c'est</p> <p>Asking where someone lives and saying where you live? J'habite à... Où habites-tu?</p>	<p>General conversation- Rounding up the year's work: greetings, feelings, colours, age, where they live.</p>
<p><b>Class 6 (Y3) Essential Vocabulary</b></p>	<p>Je m'appelle Bonjour Au -revoir Salut Bonsoir Bonne nuit Comment ça va? Ça va bien Ça va très bien Comme çi comme ça Ça va mal Comment t'appelles-tu? Je m'appelle</p> <p>Numbers : Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</p>	<p>Days : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Months : Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>Numbers – recap of block 1 numbers. Numbers 10-20: Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt.</p> <p>Quelle est la date aujourd'hui ?</p>	<p>Je suis... content (e) triste malade Calme fatigué (e) J'ai... Faim Soif Chaud Froid Comment ça va?  J'ai... ans Quel âge as -tu?  Je n'aime pas la couleur...</p>	<p>Ecoutez Regardez Montrez-moi Répétez Silence Levez-vous Asseyez-vous</p> <p>Je peux aller à la toilette ? Je peux chercher de l'eau Je ne comprends pas Je comprends J'ai fini Je ne sais pas J'ai une question</p> <p>Cognates: Limonade</p>

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	<p>Colours : Rouge, jaune, noir, vert, bleu, blanc C'est de quelle couleur ? C'est....</p>		<p>J'aime la couleur... rouge jaune blanc noir bleu vert rose orange gris marron violet</p> <p>J'habite à.... Où habites-tu?</p> <p>Et= and</p> <p>La plage La colline La forêt La montagne La rivière Le pré Le volcan Amiens Fontainebleau Chamonix Clermont Ferrand</p>	<p>Pizza Coca Brun Café Yaourt Rose, céréales, éléphant, girafe, thé, orange, hamburger, collège, déteste, géographie, histoire, maths, famille, content, adore, visité, Italie, touristique, photos, cinéma, acteur, foot, rugby, volley, télé, cyclisme</p>
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<p><b>Class 6 (Y3) Phonics</b> single letter sounds, vowels and silent letters.</p>	<p>Single letter sounds- consonants</p> <p>Consonants not in English ç (ss <b>greedy letter</b>), h (silent), r (rr <b>greedy letter</b>), x (z)</p> <p>5</p>	<p>Vowels –a, e, i(<b>ee- what can you see</b>), o, u (<b>oo-poo at the zoo</b>) oe (<b>ir-whirl and twirl</b>) è (<b>air that’s not fair</b>)</p> <p>7</p>	<p>Silent end sounds- if a French word ends in t,d s, n, x these are usually silent</p> <p>5</p>	<p>Bringing all phonetical sounds together from this year.</p>
<p><b>Class 6 (Y3) Grammar</b></p> <p>Concentration on lexicogrammar, which is the introduction of grammar through communicative functions. Children love the idea of being able to communicate and speak French, and naturally will be inquisitive about how to talk about themselves. Therefore, there is a strong focus on the subject pronouns of Je and Tu – in order to ask and answer questions. Ce- C’est ( it is) will be introduced so children can introduce nouns. Questions words will be examined as will the use of intonation when asking a question. Students will be introduced to the</p>	<p>Subject pronouns- je/ tu/ ce</p> <p>Basic verbs</p> <p>Numbers</p> <p>Question intonation – voice goes up at the end of a question.</p>	<p>No use of capitals with days, months or seasons.</p> <p>Basic verbs</p> <p>Numbers</p>	<p>J’ai (I have) is sometimes used when we use I am. J’ai faim- I am hungry J’ai soif - I am thirsty</p> <p>Why and when Je turns to J’</p> <p>Adjectives</p> <p>Questions</p> <p>Basic verbs</p>	<p>Ez on verbs as commands</p> <p>Question words and intonation at the end of questions.</p> <p>Comment Quel/ quelle Où</p> <p>Basic verbs</p> <p>Negatives</p>

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<p>common irregular verbs of avoir (to have) and être (to be) so that they can communicate age and feelings.</p>				
<p><b>Class 7 (Mixed Y3/ 4)</b></p> <p></p> <p>These classes are all about expressing and understanding short phrases. The phrase level is being built up by the use of adjectives, and expanding knowledge and use of verbs. Students will be introduced to conjunctions: et (and) aussi (also) and mais (but).</p>	<p><b>About Me</b></p> <p><i>This unit will briefly recap the work from Year 3 for the students entering this class who will not be following the Class 6 Scheme of work. It will also extend knowledge by adding birthdays and adding higher numbers to 31.</i></p> <p>General conversation:  <b>Greetings, name, how you feel, where you live. Favourite colour</b></p> <p><b>Numbers 1-31</b>  <b>(recall of numbers 1-20)</b></p> <p>Birthdays          Mon anniversaire  <b>Quelle est la date de ton anniversaire? - Recap of months of the year.</b></p> <p>Assessment: General conversation</p>	<p><b>My Family</b></p> <p><i>This unit builds on the use of adjectives from Year 3, and reinforces the grammatical concept of genders and how adjectives change spelling depending on who they are describing.</i> Introduction of third person verb use- Il/ Elle.</p> <p>Family members</p> <p><b>Recognition of the possessive adjectives my: mon/ ma/ mes.</b></p> <p><b>Further use of the verb avoir (to have) to third person:</b></p> <p><b>J'ai, Je n'ai pas de.</b>  <b>Il a Elle a ( He has ...She has...)</b></p> <p><b>Third person use of names :</b>  <b>Il s'appelle/elle s'appelle</b></p> <p>Description of age/hair/eyes-  <b>new adjectives</b>          Introduction of <b>adjectives in a sentence. Colour, length.</b></p>	<p><b>At School</b></p> <p><i>This unit revisits the area of school. Vocabulary acquisition expands to being able to say what items are in your pencil case, and what items you see in a classroom. The grammatical concepts of determiners are examined. The different words for the determiner, A; as well as the different words for the determiner, The. Including plural determiner for some. The concept of gender will be once again be encountered.</i></p> <p>Items in a pencil case.</p> <p>The determiner, A: un/une/des.</p> <p>What you see around a Classroom.</p> <p>The determiner, The: le, la, les, l'</p> <p>Using the determiners</p> <p><b>Making words plural</b></p>	<p><b>Animals at the Zoo</b></p> <p><i>This unit meets the animals students will see at the Zoo when on their French trip. Again, this unit builds on the other three unit by reinforcing the concept of gender and the determiners met in the previous unit. This time, there will be a focus on colours and describing the animals using colours as adjectives. Understanding that adjectives agree with the gender of the noun being described and also follow the noun in word order.</i></p> <p>Zoo animal nouns</p> <p>Parts of the face nouns</p> <p>Parts of the body nouns</p> <p><b>Numbers as determiners/plurals</b></p> <p><b>Using colours as adjectives- word order and spelling change.</b></p>

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		<p>Personality- <b>adjectives</b> and parts of the verb être ( to b e)  <b>Je suis</b> Je ne suis pas ( I am, I am not)</p> <p>Il est, elle est ( He is, She is..)          Introduction of idea and masculine and feminine (gender)</p> <p>Introduction to intensifiers to say how much someone is of a personality.</p> <p><b>Assessment:</b> Describe a picture/photo in writing</p>	<p>Swapping determiners – swapping the for a and vice versa.</p> <p>Finding words French nouns in a bilingual dictionary and identifying the gender.</p> <p>Assessment: Grammar and listening.</p>	<p>Describing animals- verb, determiner, body part, <b>colour</b></p> <p><b>Avoir – J'ai, Il a, Elle a,</b></p> <p>Assessment: Reading understanding descriptive sentences about zoo animals.</p>
<p><b>Class 7 (Mixed Y3/ 4), Essential Vocabulary</b></p>	<p><b>Je m'appelle</b>          Bonjour          Au -revoir          Salut          Bonsoir          Bonne nuit  <b>Comment ça va?</b>          Ça va bien          Ça va très bien          Comme çi comme ça          Ça va mal  <b>Comment t'appelles-tu?</b>          Je m'appelle          Je suis... content (e)          triste          malade</p>	<p><b>Parts of the verb avoir</b> ( to have)  <b>J'ai, Je n'ai pas de.</b>          Il a Elle a</p> <p>Ma mère, mon père, mon grandpère, ma grandmère, ma tante, mon oncle, mon cousin, ma cousine,          Other members of the family on a need to know basis.</p> <p><b>Les yeux</b>  <b>Les cheveux</b>  <b>Colours</b>          Longs          Courts          mi-longs</p>	<p>Un crayon          Un stylo          Un cahier          Un livre          Une gomme          Une règle          Une trousse          Une calculatrice          des livres</p> <p>la salle de classe          la porte          la fenêtre          la table          la chaise          le tableau</p>	<p>la girafe          La gorille          Le serpent          Le perroquet          Le tigre          L'éléphant          Le singe          Le lion          Le zèbre  <b>Colours from Yr 3</b>          Orange, marron, rose, brun, violet          La tête, les yeux, les oreilles, la bouche, les dents, le cou, les épaules, les bras, les mains, les pattes, les jambes, les pieds,</p>

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	<p>calme fatigué (e) Comment ça va? J'ai... ans Quel âge as-tu? Quelle est ta couleur préférée ? Ma couleur préférée c'est... Je n'aime pas ... J'aime ... rouge jaune blanc noir bleu vert rose orange gris marron violet</p> <p>J'habite à.... Où habites-tu?</p> <p>Quelle est la date de ton anniversaire ?</p> <p>Mon anniversaire c'est le....</p> <p>Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six,</p>	<p>Il s'appelle/elle s'appelle</p> <p>Parts of the verb être Je suis Je ne suis pas</p> <p>Il est , elle est</p> <p>Adjectives of personality: Drôle, timide, cool, bavard, agaçant, sportif, sérieux</p> <p>Introduction of possessive determiners- My Mon, ma, mes Mon used for masculine and in front of nouns beginning with a vowel.</p> <p>Introduction to intensifiers: très, assez, un peu to say how much someone is like their personality trait.</p> <p>Use of conjunctions: et, mais and aussi to extend ideas.</p>	<p>le tableau interactif le professeur les élèves</p> <p><u>Determiners:</u> Un/ une/ des Le/ la/les/ l'</p>	<p>Les cheveux, le fourrure, la queue</p> <p><b>Numbers as determiners:</b> <b>1-10</b></p> <p><b>Avoir- To have</b> <b>J'ai- I have</b> <b>IL a - He/ it has</b> <b>Elle a - She/ it has</b></p>
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	vingt sept, vingt-huit, vingt-neuf, trente, trente-et un  <b>Connectives :</b> Et Aussi Mais			
<b>Class 7 (Mixed Y3/ 4), Phonics</b>  Digraphs and alternative sounds.	Recap of Yr 3 ( Class 6) phonics  Consonants – ç, silent h, y  Vowels – l, è  Silent consonants at the end of words.	Digraphs- <b>special friends</b>  All the graphemes that make the ‘ay may I play sound’- ay, ai, é, er, et, ez  6	Digraphs- <b>special friends</b> un (urne)  ch ( <b>sh said the horse to the hissing snake</b> )  eau and au ( <b>ow blow the snow</b> ) 3  ou ( <b>oo poo at the zoo</b> )  oi (wah)  ui (wee) 7	eux, eu (uh)  an, on, en (on)  que ( <b>kkk kangaroo</b> )  ille ( <b>ee what can you see</b> )  in (en)  gn (nyuh)  6
<b>Class 7 (Mixed Y3/ 4), Grammar</b>  In this year, students are all about expressing and understanding short phrases. The phrase level is being built up using adjectives.	<b>Subject pronouns</b> <b>Masculine and Feminine (Gender).</b> <b>Adjectives and agreement</b> <b>Questions and question words</b> <b>Numbers</b> simple sentences <b>Basic verbs</b> Connectives Use of cognate knowledge.	Introduction of possessive determiners- My Mon, ma, mes Mon used for masculine and in front of nouns beginning with a vowel.	<b>Basic verbs</b> <b>Plurals</b> Using a bilingual dictionary.  <b>The concept of gender – feminine and masculine.</b>  Determiners-	<b>Plurals</b> <b>Basic verbs</b> <b>Numbers</b> Use of Determiners from block 3- Students attention will be continually drawn to the <b>gender</b> of a new noun when introduced.


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<p>Students must understand the concept of gender first and how to use and identify the key determiners of “a, the and some” according to gender. They will also expand their knowledge and use of verbs in the first and third person. Introduction of two key essential but irregular verbs of avoir and être. Students will be introduced to conjunctions: et (and) aussi (also) and mais (but) to expand their ideas.</p>	<p>Using a bilingual dictionary.</p>	<p>Key irregular verb of avoir ( to have) in order to describe who someone has in their family and to say what colour eyes and hair someone might have. Using subject pronouns: Je, Il and Elle.          J’ai _ I have          Il a – He has          Elle a – She has</p> <p>Key irregular verb of être to be in order to describe what someone is like with the subject pronouns Je, IL and elle.          Je suis – I am          Il est- He/ it is          Elle est- She/ it is          Je ne suis pas – I am not          Elle/ il n’est pas – She/ he isn’t</p> <p>Adjectives- extension of adjective knowledge to include adjectives of personality. Word order is the same as adjectives of colour. Some adjectives have irregular endings- euse/ eux          Some adjectives stay the same.</p>	<p>Le          La          Les          L’          Un          Une          Des</p>	<p>Plurals-</p> <p>To show an ability to recognise and form nouns in the plural using the s ending, and awareness that there is an X ending- cheveux</p> <p>Key irregular verb avoir in first and third person:          J’ai = I have          IL a = He/ it has          Elle a= She/ it has</p> <p>Colours as adjectives:          Word order of French adjectives – majority go after the noun.          Agreement – Spelling change of adjective to reflect gender of the noun being described.</p> <p>Use of conjunctions: et, mais and aussi to extend ideas.</p>
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		<p>Introduction to intensifiers: très, assez, un peu to say how much someone is like their personality trait.</p> <p>Use of conjunctions: et, mais and aussi to extend ideas.</p>		
<p><b>Class 8 (Y4) Content</b></p> <p></p> <p>These classes are all about expressing and understanding short phrases. The phrase level is being built up by expanding the knowledge of nouns- use and application of determiners according to gender or plurality. The understanding of gender will help when using adjectives, and also knowledge of the verbs avoir and être will expand to include the third person singular. Students will be introduced to conjunctions: et (and) aussi (also) and mais (but).</p>	<p><b>More About Me</b>  <i>This unit will build on the conversation work from Classes 6 and 7 ( for those from class 7 it will be a consolidation of information previously covered), and will expand information about themselves.</i>                  General conversation:                  1. Greetings, name, how you feel, age, where you live, favourite colour.                  2. Numbers 1-31                  [recall of numbers 1-20]                  3. Birthday                  Mon anniversaire                  Quelle est la date de ton anniversaire?- Recap of months of the year.                  4. Family members                  5. Likes and dislikes and cognates</p>	<p><b>Fruit and Vegetables</b>  <i>This unit focuses on nouns and determiners. We examine how to identify new words via cognates ( revisited from classes 6 and 7), and via the use of a bilingual dictionary. The grammatical concepts of determiners are examined. The different words for the determiner, A; as well as the different words for the determiner, The. Including plural determiner for some. The concept of gender will once again be encountered.</i></p> <p>1. Items of Fruit                  The determiner, A: un/une/des.</p> <p>2. Items of Vegetables                  The determiner, The: le, la, les, l’</p> <p>Using the determiners</p> <p>3. Making words plural</p>	<p><b>Role Plays</b>  <i>This unit continues to examine nouns, how to find nouns in a dictionary, how to identify their gender, how to apply the determiners A and The. We look at how to use numbers as determiners. Students extend their noun knowledge to a short phrase, using key verbs such as J’ai (I have), Je suis (I am) and Je voudrais (I would like). These phrases are applied to real life situations, which would be useful during the French Trip in Year 6.</i></p> <p><b>Au marché-</b> Ordering fruit and vegetables politely at the market. Use of Je voudrais.</p> <p><b>Chez le médecin</b> – saying what hurts at the doctors.</p>	<p><b>Monstre à Paris</b>  <i>This unit builds on the use of adjectives from Year 3, and reinforces the grammatical concept of genders and nouns. Students will see how you can expand a noun phrase with the use of an adjective and how adjectives change spelling depending on who they are describing. Introduction of third person verb use- Il/ Elle with avoir and être.</i></p> <p><i>Students will watch a children’s, French cartoon, A Monster In Paris.</i>  <i>From this students will be asked to describe some of the characters: eyes, hair and personality.</i></p> <p>Further use of the verb avoir ( to have) to third person:</p>

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<p><b>Grammar Threads (from the tool kit are highlighted)</b>          : Subject pronouns, Gender, Adjectives and agreement, Negative, Conjunctions, Determiners, plurals, Questions and question words, intensifiers (like an adverb- very, enough, really), core structures, adverbial phrases, numbers, simple/compound and complex sentences</p> <p><b>Key verbs:</b> avoir, etre, faire, aller, habiter, jouer, manger, Je bois, J'aime, Je n'aime pas, J'adore, Je déteste</p>	<p>6. Revision          7. Assessment – Conversation and Phonics.          8. Pancake Day and Dictionary work</p>	<p>4. Using the determiner and swapping determiners – swapping the for a and vice versa.</p> <p>5. Finding words French nouns in a bilingual dictionary and identifying the gender.</p> <p>6. Assessment: Grammar, reading and phonics.</p> <p>7. Food and traditions at Easter in France.</p>	<p>Parts of the body.          How to tell the doctor you are not feeling well and what the problem is.          Use of <b>J'ai</b> and <b>Je suis</b>.</p> <p>Assessment: Speaking -role play.          Listening – Working out what is being asked for at the market or said to the doctor.</p>	<p><b>J'ai, Je n'ai pas</b> de.          Il a Elle a ( He has ...She has...)</p> <p>Third person use of names :          Il s'appelle/elle s'appelle</p> <p>Description of hair/eyes- new adjectives          Introduction of adjectives in a sentence. <b>Colour</b>, length.</p> <p>Personality- adjectives and parts of the verb être ( to be )  <b>Je suis Je ne suis pas</b> ( I am, I am not)</p> <p>Il est, elle est ( He is, She is..)          Introduction of idea and masculine and feminine (gender)</p> <p>Introduction to intensifiers to say how much someone is of a personality.</p> <p>Assessment: Writing and phonics.</p>
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<p><b>Class 8 (Y4) Essential Vocabulary:</b></p> <p>Je m'appelle          Bonjour          Au -revoir          Salut          Bonsoir          Bonne nuit          Comment ça va?          Ça va bien          Ça va très bien          Comme çi comme ça          Ça va mal          Comment t'appelles-tu?          Je m'appelle          Je suis... content (e)                            triste                            malade                            calme                            fatigué (e)          Comment ça va?          J'ai... ans          Quel âge as -tu?          Je n'aime pas la couleur...          J'aime la couleur...          rouge          jaune          blanc          noir          bleu          vert          rose          orange          gris          marron</p>	<p><b>Fruit and Vegetables – Nouns</b></p> <p>Fruits – un/ une des</p> <p>Une pomme –an apple          Une banane- a banana          Une pêche- a peach          Une tomate- a tomato          Une orange- an orange          Une poire- a pear          Une fraise_ a Strawberry          Un melon- a melon          Un concombre- a cucumber  <b>Des raisins – Some grapes</b></p> <p>Vegetables – le, la, les, l'</p> <p>La carotte – the carrot          La salade – the lettuce          Le brocoli- the broccoli          Le chou- the cabbage          Le chou-fleur – the cauliflower  <b>Les pommes de terre- potatoes</b>  <b>Les legumes – the vegetables</b>  <b>Les petits-pois- the peas</b>          L'haricot-vert – the green bean          L'oignon – the onion</p>	<p>Je voudrais – I would like          S'il vous plait - Please          Merci – Thank you          Merci beaucoup – Thank you very much</p> <p><b>Numbers as determiners</b></p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf</p> <p><b>Fruits – un/ une des</b></p> <p>Une pomme –an apple          Une banane- a banana          Une pêche- a peach          Une tomate- a tomato          Une orange- an orange          Une poire- a pear          Une fraise_ a Strawberry          Un melon- a melon          Un concombre- a cucumber  <b>Des raisins – Some grapes</b></p> <p><b>Vegetables – le, la, les, l'</b></p> <p>La carotte – the carrot          La salade – the lettuce          Le brocoli- the broccoli          Le chou- the cabbage          Le chou-fleur – the cauliflower</p>	<p>Parts of the verb avoir ( to have)          J'ai, Je n'ai pas de.          Il a Elle a          Il n'a pas de..          Elle n'a pas de..          Les yeux          Les cheveux  <b>Colours</b>                            Longs                            Courts                            mi-longs          Il s'appelle/elle s'appelle</p> <p>Parts of the verb être          Je suis Je ne suis pas          Il est , elle est</p> <p>Adjectives of personality:          Gentil(ille), drôle, timide, ,grand (e), petit (e), méchant(e)          Introduction to intensifiers:          très, assez, un peu to say how much someone is like their personality trait.</p> <p>Use of conjunctions: et, mais and aussi to extend ideas.</p>
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	<p>violet</p> <p>J'habite à... Où habites-tu?</p> <p>Quelle est la date de ton anniversaire ?</p> <p>Mon anniversaire c'est le.....</p> <p>Vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt sept, vingt-huit, vingt-neuf, trente, trente-et un</p> <p>Ma mère, mon père, mon grandpère, ma grandmère, ma tante, mon oncle, mon cousin, ma cousine, Other members of the family on a need to know basis.</p> <p>Introduction of possessive determiners- My Mon, ma, mes Mon used for masculine and in front of nouns beginning with a vowel.</p> <p><b>New cognates :</b></p> <p>Les consoles, le sport, les pizzas, les animaux, , le foot, la danse, les mangas, le tennis, la Nintendo, les</p>	<p><u>Determiners:</u> Un/ une/ des Le/ la/les/ l'</p> <p>Dictionary skills- find new veg Cognates – to identify fruit and vegetables first without using reference materials.</p> <p><b>Easter Food</b></p> <p>L'agneau – lamb Les oeufs de Pâques – Easter eggs Les cloches en chocolat – Easter Bells in chocolate. Le chocolat - Chocolate Le fromage – cheese Le vin - wine</p>	<p>Les pommes de terre- potatoes Les legumes – the vegetables Les petits-pois- the peas L'haricot-vert – the green bean L'oignon – the onion</p> <p>Le pied – the foot La jambe- the leg Le bras – the arm L'épaule– the shoulder La tête – the head Le genou- the knee Les dents- the teeth La bouche – th mouth Le nez – the nose Les oreilles – the ears L'oreille – ear Les yeux – eyes L'œil - eye</p> <p>Je suis malade – I am ill</p> <p>J'ai mal au.. pied, bras, genou</p> <p>J'ai mal à la..jambe, tête</p> <p>J'ai mal à l'...épaule, oreille, œil</p>	
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	<p>spaghettis, le rugby, les reptiles, la musique, les insectes, les maths, les weekends, le cinéma, le rap, la violence</p> <p><b>Connectives :</b>  <b>Et</b>  Aussi  Mais</p>		<p><b>J'ai</b> mal aux ... genoux, oreilles, yeux</p>	
<p><b>Class 8 (Y4) Grammar</b></p> <p>In this year, students are all about expressing and understanding short phrases. The phrase level is being built up using nouns and then adjectives. Students must understand the concept of gender first and how to use and identify the key determiners of “a, the and some” according to gender.</p>	<p><b>Subject pronouns</b>  <b>Masculine and Feminine (Gender).</b>  <b>Adjectives and agreement</b>  <b>Questions and question words</b>  <b>Numbers</b>  simple sentences  <b>Basic verbs</b>  Introduction of possessive determiners- My  Mon, ma, mes  Mon used for masculine and in front of nouns beginning with a vowel.</p> <p><b>Connectives</b>  <b>Use of cognate knowledge.</b></p>	<p><b>Basic verbs</b>  <b>Plurals-</b>  To show an ability to recognise and form nouns in the plural using the s ending, and awareness that there is an X ending- choux</p> <p>Using a bilingual dictionary.</p> <p><b>The concept of gender – feminine and masculine.</b></p> <p>Determiners-  Le</p>	<p><b>Basic verbs</b>  <b>Key expressions</b>  <b>Numbers as determiners</b>  <b>Plurals</b></p> <p>The concept of gender – feminine and masculine.</p> <p>Determiners-  Le  La  Les  L'</p> <p>Un  Une</p>	<p>Key irregular verb of être to be in order to describe what someone is like with the subject pronouns <b>Je</b>, <b>IL</b> and <b>elle</b>.</p> <p><b>Je suis – I am</b>  <b>Il est- He/ it is</b>  <b>Elle est- She/ it is</b>  <b>Je ne suis pas – I am not</b>  <b>Elle/ il n’est pas – She/ he isn’t</b></p> <p><b>Adjectives- extension of adjective knowledge to include adjectives of personality. Word order is the same as adjectives</b></p>

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<p>They will also expand their knowledge and use of verbs in the first and third person. Introduction of two key essential but irregular verbs of avoir and être. Students will be introduced to conjunctions: et (and) aussi (also) and mais (but) to expand their ideas.</p>	<p>Using a bilingual dictionary.</p>	<p>La Les L'  Un Une Des</p>	<p>Des</p>	<p>of colour. Some adjectives have irregular endings- euse/ eux Some adjectives stay the same.</p> <p>Introduction to intensifiers: très, assez, un peu to say how much someone is like their personality trait.</p> <p>Use of conjunctions: et, mais and aussi to extend ideas.</p>
<p><b>Class 8 (Y4) Phonics</b></p> <p>Digraphs and alternative sounds.</p>	<p>Recap of Yr 3 ( Class 6) phonics</p> <p>Consonants – ç, silent h, y</p> <p>Vowels – l, è</p> <p>Silent consonants at the end of words.</p>	<p>Digraphs-special friends</p> <p>un (urne)</p> <p>ch (sh said the horse to the hissing snake)</p> <p>eau and au (ow blow the snow)</p> <p>3</p> <p>ou (oo poo at the zoo)</p> <p>oi (wah)</p> <p>ui (wee)</p> <p>7</p>	<p>Digraphs-special friends</p> <p>All the graphemes that make the 'ay may I play sound'- ay, ai, é, er, et, ez</p> <p>6</p>	<p>eux, eu (uh)</p> <p>an, on, en (on)</p> <p>que (kkk kangaroo)</p> <p>ille (ee what can you see)</p> <p>in (en)</p> <p>gn (nyuh)</p> <p>6</p>

<p><b>Class 9 (Y5)</b></p>	<p><b>Mon Monstre- My Monster</b></p>	<p><b>Barnsley-My Town</b></p>	<p><b>St Malo- My Town in France</b></p>	<p><b>Ready for France</b></p>

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<p><b>Content</b></p>  <p>This class is all about expressing and understanding extended sentences and more than one sentence at a time.</p>	<p><i>This unit follows on naturally from the Au zoo module, which was covered at the end of Year 4. It also deepens knowledge of nouns, gender, determiners and how colours work as adjectives. In the Au zoo module, we saw students understanding the word placement and order of colours as adjectives. In this unit, students will look deeply at phrase/ sentence structure in order to describe how a monster looks.</i></p> <p>Revision of parts of body and face. Recap of determiners and gender. Examination and implementation of colours as adjectives within sentences. Use of numbers as determiners.</p> <p>Assessment: A written description of a monster and accurate picture of the description.</p>	<p><i>In this unit, students revisit opinion verbs by saying whether they like/ dislike Barnsley. They now begin to extend their sentence by adding reasons on to their opinions, explaining them. Students continue with getting used to conjugating an-er verb but now begin to learn the full paradigm of subject pronouns. Students continue to use adjectives both after and before the noun, in order to give some description of where they live.</i></p> <p>To say whether you like living in Barnsley or not: <b>Extending opinions with reasons</b></p> <p>To say whether your town is big/small and other BAGS adjectives and more descriptive details</p> <p>Further Subject pronouns: Je, Tu, il, elle, on, nous, vous, ils, elles</p> <p>Conjugation of the full -er verb: habiter and recognise the pattern in order to say and understand who lives where.</p>	<p><i>In this unit, students will examine the French town of St. Malo, a town which they will visit on their Year 6 French trip. They will get to know what there is in St. Malo, learning the places in town you can go. They will compare it to Barnsley, saying what there is and what there isn't.</i></p> <p>Places in town.</p> <p>What there is in St Malo</p> <p>What there isn't in Barnsley</p> <p>Where I go in St Malo- aller</p> <p>Cultural element St Malo town</p>	<p><i>In this unit, students are preparing for their trip to France. Learning basic role play phrases in order to buy an ice cream or food and drink. They will encounter euros and will learn some higher numbers.</i></p> <p>Ordering an ice-cream</p> <p>In the café</p> <p>Numbers up to 39.</p> <p>Using numbers for Euros</p> <p>Cultural element Eating out Easter</p>
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		Use and identify parts of <b>habiter</b> .		
		Use of connectives:		
<b>Class 9 (Y5) Vocabulary Progression</b>	<p>Colours from Yr 3 and Yr4 Orange, marron, rose, brun, violet La tête, <b>les yeux</b>, <b>les oreilles</b>, la bouche, <b>les dents</b>, le cou, <b>les épaules</b>, <b>les bras</b>, <b>les mains</b>, <b>les pattes</b>, <b>les jambes</b>, <b>les pieds</b>, <b>Les cheveux</b>, le fourrure, la queue</p> <p><b>Numbers as determiners: 1-10</b></p> <p><b>Avoir- To have J'ai- I have IL a - He/ it has Elle a - She/ it has</b></p>	<p>Où habites-tu? J'habite à Barnsley <b>Parce que</b> C'est Cool Super Ennuyeux nul <b>Je, tu, il, elle, on, nous, vous, ils, elles</b> Habiter – to live J'habite Tu habites IL habite Elle habite On habite Nous habitons Vous habitez Ils habitent Elles habitent</p> <p><b>Et mais parceque</b></p>	<p>À St Malo <b>Il y a</b> Un aquarium – an aquarium un café- a cafe un marché – a market un restaurant – a restaurant un supermarché- a supermarket Un château- a castle une boucherie- a butchers une boulangerie- a bakers une pâtisserie- a cake shop une pharmacie- a chemist une école – a school une cathédrale – a cathedral Une plage – a beach Des magasins- some shops Des ramparts – city walls <b>Il n'ya pas de</b> <b>Aller- to go Je vais- I go IL va- He goes Elle va- She goes</b></p>	<p><b>trente-deux – 32 trente trois- 33 trente-quatre -34 trente-cinq – 35 trente -six-36 trente-sept- 37 trente-huit – 38 trente- neuf - 39</b></p> <p><b>Je voudrais</b> Merci</p> <p>Une glace À la fraise À la vanille À la menthe Au chocolat Au citron Avec des vermicelles Une boule de... Deux boules de... S'il vous plaît</p> <p><b>C'est combien..?</b></p> <p>Un coca- a coke De l'eau minérale – mineral water Une limonade – a lemonade</p>

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				<p>Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich</p> <p>Une portion de frites- a portion of chips</p> <p>Une salade – a salad</p> <p>Un paquet de chips – a packet of crisps.</p> <p>Un hamburger – A burger</p> <p>Un hotdog- A hotdog</p> <p>Un serveur – a waiter</p> <p>une serveuse – a waitress</p> <p>Qu'est-ce que tu voudrais?</p> <p>What would you like?</p> <p>Voilà ! – Here it is !</p> <p>Merci- thank you</p>
<p><b>Class 9 (Y5) Phonics</b></p> <p>Revisiting the phonetical sounds from Year 3 (Class 6), but advancing the level by use and recognition.</p> <p>Year 3- the sound was learnt, identified and was read.</p> <p>Year 5- Reading the sound in a longer sentence, using the sound to spell words.</p>	<p>Consonants not in English ç (ss greedy letter) , h (silent), r (rr greedy letter), x (z)</p> <p>5</p>	<p>Vowels –a, e, i (ee- what can you see), o, u (oo-poo at the zoo) oe (ir-whirl and twirl)</p> <p>è (air that's not fair)</p> <p>7</p>	<p>Silent end sounds- if a French word ends in t,d s, n, x these are usually silent</p> <p>5</p>	<p>Bringing all phonetical sounds together from this year.</p>
<p><b>Class 9 (Y5) Grammar</b></p>	<p><b>Plurals-</b></p> <p>To show an ability to recognise and form nouns in the plural using the s</p>	<p>Revisit opinion verbs</p> <p>J'aime</p> <p>Je n'aime pas</p> <p>Extension by adding reasons</p>	<p>Introduction to a core structure: Il y a and its negative, il n'y a pas de in order to say what there is and what there isn't in a town.</p>	<p>Introduction to the core structure of Je voudrais.</p>


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<p>Extended sentence level to sentences, subject pronouns, er verbs</p> <p>In this year, students are aiming to understand and write main points in an extended sentence understanding/ producing a couple of sentences linked together. Students will expand their adjective knowledge to encompass further adjectives in order to express and explain their opinion, introducing the conjunction because. Adjective knowledge will be expanded further by looking at grand and petit, adjectives which precede the noun.</p> <p>Their verb knowledge will grow so that they can understand and produce sentences saying what other people are doing and will be introduce to full paradigms of –er verbs.</p>	<p>ending, and awareness that there is an X ending- cheveux</p> <p>Key irregular verb avoir in first and third person:</p> <p>J'ai = I have          IL a = He/ it has          Elle a= She/ it has</p>	<p>Conjunction- parce que- because</p> <p>Use of adjectives to explain opinions:</p> <p>C'est          Cool          Super          Ennuyeux          nul</p> <p>Subject pronouns-          Je, tu, il, elle, on, nous, vous, ils, elles</p> <p>Conjugation of an –er verb using the full paradigm of subject pronouns.</p> <p>er verb habiter          J'habite          Tu habites          IL habite          Elle habite          On habite          Nous habitons          Vous habitez          ILs habitent          Elles habitent</p>	<p>Students will be drawn to explain the gender of the chosen nouns.</p> <p>Key Irregular verb of aller – To go Even though it ends in –er this does not follow the pattern.          Je vais – I go          IL va- He goes          Elle va- She goes</p> <p>Use of simple sentences and compound sentences:</p> <p><i>À Saint Malo, il y a un supermarché et un grand restaurant.</i></p> <p><i>À St Malo, il y a un petit marché et un grand cinéma, mais il n'y a pas d'hôpital.</i></p>	<p>Use and recognition of question words and intonation when in a role play situation.</p> <p>Numbers up to 70 in order to understand money.</p>
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<p>Students have previously met two key irregular verbs of avoir and être, and their knowledge will be broadened with the addition of aller- to go, so that they can say I go, he goes etc.</p> <p>A couple of key core structures will be learnt, which can be applied in a variety of scenarios – il y a ( and its negative), and Je voudrais- so that they can make a variety of requests.</p>		<p>Extension of the knowledge of adjectives, that some adjectives precede the noun. grand(e) Petit(e)</p>		
<p><b>Class 10 (Y5/6)</b></p> <p align="center"></p> <p><b>Content</b> Students are working at producing and understanding sentences of French, with conjunctions.</p>	<p><b><u>Nous sommes prêts? Are you ready ?</u></b></p> <p><i>This unit acts as a bridging module for those students who have missed or will miss Class 9 content. It also serves a consolidation unit for those in Year 6, who are off on the French trip this half term. We shall focus on being able to internalise real life transactional phrases, which will help students order/ buy food when they are away on the trip, whether it be this year or next. It will allow them to expand their knowledge of</i></p>	<p><b><u>Les Vêtements -Clothes</u></b></p> <p><i>Students consolidate the use of colours when describing clothes. They are also introduced to new adjectives, which don't follow the normal pattern of adjectives. These adjectives describe beauty, age, goodness and size. Students in Year 6 will be able to recap and consolidate how to conjugate an -er verb, for those students in Year 5 this will be their first introduction to subject pronouns</i></p>	<p><b><u>Le Sport- Sport</u></b></p> <p><i>In this unit, students will use the verb Jouer ( to play) to say what sport they and others play. They will revisit opinions in order to express their opinions on sport, and to explain their opinions. They will use adverbs of frequency to say how often they play sport.</i></p>	<p><b><u>C'est Moi – This is Me</u></b></p> <p><i>In this final unit, students will bring everything they have learnt over the years together to talk and write about themselves. Revisiting previous topics about themselves and providing information about their: name, feelings, age, birthday, where they live, extra detail about where they live, their appearance, personality, their likes/dislikes, clothes they wear and sports they do/ play.</i></p>

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	<p><i>numbers and apply them to understanding the currency of euros and prices.</i></p> <p>Ordering food and drink politely</p> <p>Ordering an ice cream</p> <p>Numbers up to 70.</p> <p>Using numbers for Euros</p> <p>Assessment: Speaking, Role plays.</p>	<p><i>and using different parts of a verb. Students will use the verb porter to describe what they and other people are wearing.</i></p> <p>Clothing items</p> <p>Gender</p> <p>Use of colours</p> <p>Extension of sentences with conjunctions</p> <p>New adjectives – BAGS – come before the adjective</p> <p>Revisit Subject pronouns</p> <p>Porter – introductions to -er Conjugation.</p> <p>Assessment: Reading and grammar</p>	<p>Jouer – er verb conjugation</p> <p>Sport nouns</p> <p>Adverbs of frequency.</p> <p>Opinions with reasons.</p> <p>Assessment: Listening</p>	<p>Answering the following questions :</p> <p>Comment t'appelles-tu ? What is your name ?</p> <p>Comment ça va ? How are you ?</p> <p>Quel âge as-tu ? How old are you ?</p> <p>Où habites-tu ? Where do you live ?</p> <p>Quelle est la date de ton anniversaire ? When is your birthday ?</p> <p>Tu es comment ? What are you like ?</p> <p>Qu'est-ce que tu aimes ? What do you like ?</p> <p>Qu'est-ce que tu portes le weekend ? What do you wear at the weekend?</p> <p>Est-ce que tu fais du sport ? Do you do any sport?</p>
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<p><b>Class 10 (Y5/6)</b> <b>Vocabulary Progression</b></p>	<p><del>quarante</del> <b>40</b> <del>cinquante</del> <b>50</b> <del>soixante</del> <b>60</b> <del>soixante-dix</del> <b>70</b></p> <p>Je voudrais</p> <p>Une glace À la fraise À la vanille À la menthe Au chocolat Au citron Avec des vermicelles Une boule de... Deux boules de... S'il vous plaît</p>	<p><del>un pantalon</del> <b>trousers</b> <del>un pull</del> <b>a jumper</b> <del>un short</del> <b>- shorts</b> <del>un sweat</del> <b>- a sweatshirt</b> <del>un tee-shirt</del> <b>- a tshirt</b> <del>un chapeau</del> <b>- a hat</b> <del>une robe</del> <b>- a dress</b> <del>une jupe</del> <b>- a skirt</b> <del>une chemise</del> <b>- a shirt</b> <del>des chaussettes</del> <b>- socks</b> <del>des chaussures</del> <b>- shoes</b> <del>des baskets</del> <b>- trainers</b></p> <p><del>grand</del> <b>-big</b> <del>petit</del> <b>-small</b> <del>vieux</del> <b>- old</b> <del>beau</del> <b>- beautiful</b> <del>porter</del> <b>- to wear</b> <b>Je porte</b></p>	<p>Le foot Le cricket Le handball Le basket Le rugby Le tennis <b>J'aime</b> <b>Je n'aime pas</b> <b>J'adore</b> <b>Je déteste</b> <b>Je préfère</b> <b>Parce que</b> <b>C'est</b> Rapide Amusant Calme Génial Difficile <b>Ennuyeux</b></p>	<p><b>Je m'appelle</b> Bonjour Au <b>-revoir</b> Salut Bonsoir Bonne nuit <b>Comment ça va?</b> Ça va bien Ça va très bien Comme ça comme ça Ça va mal <b>Comment t'appelles-tu?</b> <b>Je m'appelle</b> <b>Je suis... content (e)</b> <b>triste</b> <b>malade</b> <b>calme</b> <b>fatigué (e)</b> <b>Comment ça va?</b></p>

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	<p>C'est <b>combien..?</b>  <b>Je voudrais</b>                  Merci                  S'il vous plaît                  Merci beaucoup                  you like?                  Voilà ! – Here it is !</p> <p>Un hotdog                  Un hamburger                  Un paquet de chips                  Un sandwich                  Un jus d'orange                  Un coca                  Une lemonade                  Une portion de frites                  Une eau minérale</p>	<p><b>Tu portes</b>  <b>IL porte</b>  <b>Elle porte</b>  <b>Nous portons</b>  <b>Ils portent</b></p> <p><b>et</b>  <b>mais</b>                  habiter                  grand (e)                  petit (e)                  porter                  rouge                  jaune                  blanc                  noir                  bleu                  vert                  rose                  orange                  gris                  marron                  violet</p>	<p><b>Nul</b>                  fatiguant  <b>jouer</b>                  Je joue                  Tu joues                  Il/ elle/ on joue                  Nous jouons                  Vous jouez                  Ils jouent                  Elles jouent                  Faire                  Je fais  <b>Danser – full paradigm</b>                  Ils/elles</p> <p><b>Adverbs of frequency:</b>                  Souvent                  De temps en temps                  Le week-end                  Une fois par semaine</p>	<p>J'ai... ans                  Quel âge as -tu?                  Je n'aime pas la couleur...                  J'aime la couleur...                  rouge                  jaune                  blanc                  noir                  bleu                  vert                  rose                  orange                  gris                  marron                  violet</p> <p>J'habite à....                  Où habites-tu?</p> <p>Quelle est la date de ton anniversaire ?</p> <p>Mon anniversaire c'est le....</p> <p>J'ai,                  Les yeux                  Les cheveux                  Couleurs                  Longs                  Courts                  mi-longs                  Parts of the verb être                  Je suis</p>
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Progression Document for MFL 2025-2026

*Knowledge content, grammar, phonics, vocabulary*

				<p>Adjectives of personality: Gentil(ille), drôle, timide, grand (e), petit (e), méchant(e) Intensifiers: très, assez, un peu</p> <p>J'aime/ Je n'aime pas Les consoles, le sport, les pizzas, les animaux, le foot, la danse, les mangas, le tennis, la Nintendo, les spaghettis, le rugby, les reptiles, la musique, les insectes, les maths, les weekends, le cinéma, le rap, la violence</p> <p><b>Connectives :</b> Et Aussi Mais</p> <p><del>un pantalon-trousers</del> <del>un pull- a jumper</del> <del>un short - shorts</del> <del>un sweat- a sweatshirt</del> <del>un tee-shirt- a tshirt</del> <del>un chapeau- a hat</del> <del>une robe- a dress</del> <del>une jupe- a skirt</del> <del>une chemise- a shirt</del> <del>des chaussettes- socks</del> <del>des chaussures- shoes</del></p>
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*Knowledge content, grammar, phonics, vocabulary*

				<p><b>des baskets- trainers</b></p> <p>grand -big petit-small vieux - old beau - beautiful porter - to wear Je porte</p> <p>Le foot Le cricket Le handball Le basket Le rugby Le tennis J'aime Je n'aime pas J'adore Je déteste Je préfère Parce que C'est</p> <p>Rapide Amusant Calme Génial Difficile Ennuyeux Nu fatiguant jouer Je joue</p>
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***Knowledge content, grammar, phonics, vocabulary***

				<p><b><u>Adverbs of frequency:</u></b>          Souvent          De temps en temps          Le week-end          Une fois par semaine</p>
<p><b>Class 10 (Y5/6)</b>  <b>Phonics</b>  <b>Revisiting the phonetical sounds , but advancing the level of use and recognition.</b>          In LKS2- the sound was learnt, identified and was read.          In UKS2- Reading the sound in a longer sentence, using the sound to spell words.</p>	<p>Digraphs-<b>special friends</b>          un (urne)            ch (<b>sh said the horse to the hissing snake</b>)            eau and au (<b>ow blow the snow</b>)          3            ou (<b>oo poo at the zoo</b>)            oi (wah)            ui (wee)            7</p>	<p>eux, eu (uh)            an, on, en (on)            que (<b>kkk kangaroo</b>)            ille (<b>ee what can you see</b>)            in (en)            gn (nyuh)            6</p>	<p>Digraphs-<b>special friends</b>            All the graphemes that make the '<b>ay may I play sound</b>'- ay, ai, é, er, et, ez            6</p>	<p>Putting sounds together that have been learnt up to now.</p>


**Progression Document for MFL 2025-2026**

**Knowledge content, grammar, phonics, vocabulary**

<p><b>Class 10 (Y5/6) (Y6) Grammar</b></p> <p><b>Moving from a couple of sentences towards a short paragraph.</b></p> <p><b>In this year, students should be able to understand and communicate the main points with extra details from a short paragraph or a few sentences.</b></p> <p><b>In order to achieve this, students will continue to use the high frequency connectives of mais, et, aussi and parce que. They should be able to express their opinion and explain why they think this way.</b></p> <p><b>They will consolidate their knowledge of –er verbs and will add porter and jouer to their repertoire.</b></p>	<p>Introduction to the core structure of Je voudrais.</p> <p>Use and recognition of question words and intonation when in a role play situation.</p> <p>Numbers up to 70 in order to understand money.</p>	<p>Numbers Determiners Conjunctions Masculine and Feminine (Gender) Adjectives and agreement simple/ compound and complex sentences</p> <p>Revisit of Subject pronouns and the conjugation of -er verbs Verb: Porter ( to wear)</p> <p>Je porte Tu portes IL porte Elle porte On porte Nous portons Vous portez ILs portent Elles portent</p>	<p>Numbers Verbs Conjunctions- reasons why simple/ compound and complex sentences Questions and question words Negatives</p> <p>Revisit of opinion verbs and reasons Use of the conjunction parce que.</p> <p>Revisit of Subject pronouns and the conjugation of -er verbs jouer and danser. Consolidation work.</p> <p>Adverbs of frequency in order to say how often or when something is done. Souvent De temps en temps Le week-end Une fois par semaine</p>	<p>Numbers Determiners Conjunctions- reasons why Masculine and Feminine (Gender) Questions and question words</p> <p>Adjectives and agreement simple/ compound and complex sentences</p> <p>Revisit of Subject pronouns and the conjugation of -er verbs Verbs: Porter ( to wear)/ Jouer ( to play)/ Avoir ( to have)/ être (to be)</p> <p>Revisit of opinion verbs and reasons Use of the conjunction parce que.</p> <p>Adverbs of frequency in order to say how often or when something is done. Souvent De temps en temps Le week-end Une fois par semaine</p>
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**Knowledge content, grammar, phonics, vocabulary**

<p>They will be able to extend their ideas by adding in adverbs of frequency.</p>				
<p><b>Class 11 (Y6)</b></p> <p align="center"></p> <p><b>Content</b> Students are working at a short paragraph level, a maximum of 40 words at a time in receptive skills and up to 90 in the productive skill of writing.</p> <p>90 and 40 words are key features on the Foundation GCSE in French.</p>	<p><b><u>Nous sommes prêts? Are you ready ?</u></b></p> <p><i>This unit acts as a bridging module for those students who have missed Class 9 content. It also serves a consolidation unit for those in Year 6, who are off on the French trip this half term. We shall focus on being able to internalise real life transactional phrases, which will help students order/ buy food when they are away on the trip, whether it be this year or next. It will allow them to expand their knowledge of numbers and apply them to understanding the currency of euros and prices.</i></p> <p>Ordering food and drink politely</p> <p>Ordering an ice cream</p> <p>Numbers up to 70.</p> <p>Using numbers for Euros</p>	<p><b><u>Back To School</u></b></p> <p><i>In this unit students will use their bilingual dictionaries to find words for school subjects. They will expand their opinion phrases from I like/ I dislike to I love/I hate/ My favourite school subject is. They will give reasons to their opinions on school. They will conjugate the -er verb, étudier- to say what they study. They will add adverbs of time to say when they study a subject.</i></p> <p>Names of school subjects</p> <p>Opinions – I like/ dislike Extend to I love/ I hate/ My favourite subject is.</p> <p>Use of parce que c'est to explain why you like a subject or don't.</p> <p>Adjectives to explain opinions.</p>	<p><b><u>Hobbies</u></b></p> <p><i>In this unit, students should confidently be able to explain which hobbies they do and explain why they do them. They will continue to use adverbs of time to say when they do their hobby. Students will also be able to recognise and say weather phrases, and will use them in a complex structure to explain which hobby they do or don't do in certain weather situations.</i></p> <p>What you like/ dislike doing and explaining why.</p> <p>Adverbs of time: Saying when you do something.</p> <p>Saying what the weather and what you do in certain weather.</p>	<p><b><u>Can I write 90 words all about me?</u></b></p> <p><i>In this final unit, students will bring everything they have learnt over the years together to talk and write about themselves. Revisiting previous topics about themselves and providing information about their: name, feelings, age, birthday, where they live, extra detail about where they live, their appearance, personality, School subjects likes/ dislikes and hobbies.</i></p> <p>Answering the following questions :</p> <p>Comment t'appelles- tu ? What is your name ?</p> <p>Comment ça va ? How are you ?</p> <p>Quel âge as-tu ?</p>

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***Knowledge content, grammar, phonics, vocabulary***

	<p>Assessment: Speaking, Role plays.</p>	<p>Conjugation of another -er verb , étudier ( to study)</p> <p>Adverbs of time – revisit of days of the week, times of the day- morning/ afternoon</p>	<p>Complex structures, using quand (when) to say when the weather is...what you do.</p>	<p>How old are you ?</p> <p>Où habites-tu ? Where do you live ?</p> <p>Quelle est la date de ton anniversaire ? When is your birthday ?</p> <p>Tu es comment ? What are you like ?</p> <p>Qu'est-ce que tu aimes ? What do you like ?</p> <p>Quelle est ta matière préférée ? What is your favourite subject?</p> <p>Qu'est-ce que tu fais comes passe-temps? What hobbies do you do?</p>
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**Progression Document for MFL 2025-2026**

**Knowledge content, grammar, phonics, vocabulary**

<p><b>Class 11 (Y6)</b> <b>Vocabulary Progression</b></p>	<p><b>quarante- 40</b> <b>cinquante-50</b> <b>soixante-60</b> <b>soixante-dix-70</b></p> <p>Je voudrais</p> <p>Une glace À la fraise À la vanille À la menthe Au chocolat Au citron Avec des vermicelles Une boule de... Deux boules de... S'il vous plaît</p> <p>C'est combien..? <b>Je voudrais</b> Merci S'il vous plaît Merci beaucoup you like? Voilà ! – Here it is !</p> <p>Un hotdog Un hamburger Un paquet de chips Un sandwich</p>	<p>la géographie- geography l'EPS- PE la lecture- reading l'anglais- English le dessin- art les maths- maths les sciences- science le français – French la musique- music l'histoire- history la religion – RE la technologie</p> <p><b>J'aime- I like.....</b> <b>Je n'aime pas- I do not like...</b> <b>J'adore – I love...</b> <b>Je déteste – I hate</b> <b>Tu aimes.....?- Do you like.....?</b> <b>Tu préfères.....? –Do you prefer</b> <b>Je préfère.... I prefer.....</b> <b>Parce que- because</b> <b>et- and</b> <b>mais- but</b> <b>c'est..... it is .....</b> facile - easy ennuyeux - boring intéressant - interesting utile - useful</p> <p>étudier</p>	<p><b>J'aime</b> <b>Je n'aime pas</b> <b>J'adore</b> <b>Je déteste</b></p> <p>Regarder la télé Ecouter de la musique Lire Faire du shopping Jouer du piano Jouer de la guitare Faire du théâtre <b>Faire de la natation</b> Jouer au foot Jouer au cricket Dessiner <b>Faire du vélo/cyclisme</b> Danser</p> <p><b>C'est super</b> <b>Intéressant</b> Nul <b>ennuyeux</b></p> <p>Adverbs of time</p> <p>À quatre heures À six heures</p>	<p><b>Je m'appelle</b> Bonjour Au -revoir Salut Bonsoir Bonne nuit <b>Comment ça va?</b> Ça va bien Ça va très bien Comme çi comme ça Ça va mal <b>Comment t'appelles-tu?</b> <b>Je m'appelle</b> <b>Je suis... content (e)</b> triste malade calme fatigué (e) <b>Comment ça va?</b> J'ai... ans Quel âge as -tu? <b>Je n'aime pas la couleur...</b> <b>J'aime la couleur...</b> rouge jaune blanc noir bleu vert rose orange gris</p>
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	<p>Un jus d'orange Un coca Une lemonade Une portion de frites Une eau minérale</p>	<p>J'étudie Tu étudies IL/ Elle/ On étudie Nous étudions Vous étudiez ILs/ Elles étudient</p> <p>lundi mardi mercredi jeudi vendredi l'après-midi le matin</p>	<p>Le soir Le week-end</p> <p>Quand</p> <p>IL fait chaud Il fait froid IL y a du soleil IL y a du vent IL y a du brouillard IL y a des nuages IL y a des orages Il pleut Il neige IL gèle</p>	<p>marron violet</p> <p>J'habite à.... Où habites-tu?</p> <p>Quelle est la date de ton anniversaire ?</p> <p>Mon anniversaire c'est le....</p> <p>J'ai, Les yeux Les cheveux Colours Longs Courts mi-longs</p> <p>Parts of the verb être Je suis</p> <p>Adjectives of personality: Gentil(ille), drôle, timide, grand (e), petit (e), méchant(e)</p> <p>Intensifiers: très, assez, un peu</p> <p>J'aime/ Je n'aime pas Les consoles, le sport, les pizzas, les animaux, le foot, la danse, les mangas, le tennis, la Nintendo, les spaghettis, le rugby, les reptiles, la musique,</p>
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				<p>les insectes, les maths, les weekends, le cinéma, le rap, la violence</p> <p><b>Connectives :</b> Et Aussi Mais</p> <p>J'adore – I love... Je déteste – I hate Tu aimes.....?- Do you like.....? Tu préfères.....? –Do you prefer Je préfère.... I prefer..... Parce que- because c'est..... it is ..... facile - easy ennuyeux - boring intéressant - interesting utile - useful</p> <p>étudier J'étudie</p> <p>lundi mardi mercredi jeudi vendredi l'après-midi le matin</p> <p>Regarder la télé</p>
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				<p>Ecouter de la musique Lire Faire du shopping Jouer du piano Jouer de la guitare Faire du théâtre Faire de la natation Jouer au foot Jouer au cricket Dessiner Faire du vélo/cyclisme Danser</p> <p>Adverbs of time</p> <p>À quatre heures À six heures Le soir Le week-end</p> <p>Quand</p> <p>IL fait chaud Il fait froid IL y a du soleil IL y a du vent IL y a du brouillard IL y a des nuages IL y a des orages Il pleut Il neige IL gèle</p>
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<p><b>Class 11 (Y6)</b>  <b>Phonics</b>  <b>Revisiting the phonetical sounds from LKS2, but advancing level of use and recognition.</b>          IN LKS2, the sound was learnt, identified and was read.          In U KS2- Reading the sound in a longer sentence, using the sound to spell words.</p>	<p>Digraphs-<b>special friends</b>          un (urne)           ch (<b>sh said the horse to the hissing snake</b>)           eau and au (<b>ow blow the snow</b>)          3           ou (<b>oo poo at the zoo</b>)           oi (wah)           ui (wee)           7</p>	<p>Digraphs-<b>special friends</b>           All the graphemes that make the '<b>ay may I play sound</b>'- ay, ai, é, er, et, ez           6</p>	<p>Digraphs- special friends          eux, eu (uh)           an, on, en (on)           que (<b>kkk kangaroo</b>)           ille (<b>ee what can you see</b>)           in (en)           gn (nyuh)</p>	<p><b>Putting all sounds together revisiting from Class 9 and Lks2</b>           Consonants – ç, silent h, y           Vowels – I, è           Silent consonants at the end of words.</p>
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**Knowledge content, grammar, phonics, vocabulary**

<p><b>Class 11 (Y6) Grammar</b></p> <p><b>Moving from a couple of sentences to a short paragraph.</b></p> <p><b>In this year, students should be able to understand and communicate the main points with extra details from a short paragraph.</b></p> <p><b>In order to achieve this, students will continue to use the high frequency connectives of mais, et, aussi and parce que. They should be able to express their opinion and explain why they think this way.</b></p> <p><b>They will consolidate their knowledge of –er verbs and will add the key irregular verb of faire (to do/ make) to their repertoire.</b></p>	<p>Introduction to the core structure of Je voudrais.</p> <p>Use and recognition of question words and intonation when in a role play situation.</p> <p>Numbers up to 70 in order to understand money.</p>	<p>Revisit opinion verbs and expand by introducing new opinion verbs – J’adore Je déteste Je préfère</p> <p>Revisit the conjunction parce que – because</p> <p>Revisit of adjectives to explain opinions: C’est Cool Super Ennuyeux nul intéressant utile facile difficile</p> <p>Conjugation of an –er verb using the full paradigm of subject pronouns. New verb: étudier</p> <p>Introduction to adverbial time phrases.</p>	<p><b>Conjunctions- reasons why</b></p> <p>Revisit adverbs of time and frequency.</p> <p>Use of core structures with weather: Il y a IL fait Impersonal verbs.</p> <p>Use of complex structures: <i>A complex sentence</i> is made up of two clauses: a main (independent) clause, and a subordinate clause.</p> <p><i>Quand il fait du soleil, je fais du vélo.</i></p>	<p>Revisit opinion verbs and expand by introducing new opinion verbs – J’adore Je déteste Je préfère</p> <p>Revisit the conjunction parce que – because</p> <p>Revisit of adjectives to explain opinions: C’est Cool Super Ennuyeux nul intéressant utile facile difficile</p> <p>Conjugation of an –er verb using the full paradigm of subject pronouns.</p> <p>Revisit adverbs of time and frequency.</p> <p>Use of core structures with weather: Il y a IL fait</p>
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<p>They will be able to extend their ideas by adding in adverbs of frequency and time.</p> <p>They will add to their core structure knowledge with the use of impersonal verbs such as Il fait.</p> <p>They will start to use complex sentences by using quand (when) to say what they do when the weather is a certain way.</p>				<p>Impersonal verbs.</p> <p>Use of complex structures:</p> <p>A complex sentence is made up of two clauses: a main (independent) clause, and a subordinate clause.</p> <p>Quand il fait du soleil, je fais du vélo.</p>
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**ASCL KS2-KS3 French transition toolkit**

<b>Knowledge and grammatical terminology</b>	Example only	Year Group Covered in
<b>GRAMMAR</b>		
<p><b>Gender</b> Awareness of gender as a concept and use of the terminology <i>masculine</i> and <i>feminine</i></p>	<p><i>un chat</i> is a <b>masculine noun</b></p> <p><i>une baleine</i> is a <b>feminine noun</b></p>	<p><b>Class 6</b> – Introduction of adjectives of feeling and how they change according to gender. Terms of masculine and feminine introduced.</p> <p><b>Classes 7 and 8-</b> Classroom items topic – examines the use of determiners and therefore gender. From then on, students are expected to recall, use and identify the correct gender and therefore determiner.</p> <p><b>Gender is referred to through all phases and classes.</b></p>

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<p><b>Common letter patterns which show gender</b></p>	<p>-<i>eau</i> - masculine -<i>elle</i> - feminine</p>	<p><b>Classes 7 and 8</b> - revisit of gender and students guess the gender through the spellings of the words. This is revisited in <b>Class 9</b>.</p>
<p><b>Nouns and Determiners</b> Understand that a determiner introduces a noun, and that it can be an indefinite article, a definite article or a numeral.</p> <p><b>Numbers</b></p>	<p><b>Indefinite article</b> <i>un chat, une baleine, des poissons</i></p> <p><b>Definite article</b> <i>le chat, la baleine, l'éléphant, l'araignée, les poissons</i></p> <p><b>Numeral</b> <i>un chat, une baleine, trois éléphants, quatre coccinelles</i></p> <p>At least up to 31</p>	<p><b>Classes 6, 7 and 8:</b> Study of determiners- definite and indefinite. We look at how to interchange them. The use of these determiners with nouns are used and identified in every stage. We use numerals as determiners in <b>Class 9</b> when describing an alien/ monster to say how many legs/ arms etc. it has. We also look at possessive pronouns in <b>Year 4</b>.</p> <p>Numbers are encountered in every year: Class 6 – up to 20 Classes 7 and 8: up to 31 Class 9: up to 39 Classes 10/11: up to 70 They will have looked at numbers in a variety of ways – time and currency.</p>
<p><b>Rules for capitalisation</b></p>	<p>Capital letters are given to the names of people and places. No capitalisation for days/ months</p>	<p><b>Classes 6, 7 and 8-</b> through creating dates with days and months, the students are taught there is no capitalisation on these words. But that they will need capitals for starts of sentences, names and places. In <b>classes 9-11</b>, students should be able to write the date independently and they are reminded of the rules of capitalisation.</p>
<p><b>Plurals</b> An ability to recognise and form nouns in the plural, both by the determiner and the ending Know that the final –s or –x on French nouns is not usually pronounced</p>	<p>Most plurals are formed by adding -s <i>une maison &gt; les maisons, des maisons, cinq maisons</i> Some nouns have a different ending in the plural <i>un animal &gt; les animaux, des animaux, cinq animaux</i></p>	<p><b>Classes 7 and 8-</b> Animals – At the Zoo topic, students will look at making nouns plural and identify plural nouns by the use of spelling and the determiners des and les.</p> <p><b>Classes 9 and 10</b> - Through the topics of Mon Monstre – My Monster and les vêtements (Clothes), Students may use numbers as determiners to describe how many parts of the body the monster has, therefore, some nouns will have to be made plural. They will also look at making the noun and the adjective plural.</p>

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<p><b>Agreement</b> Awareness of agreement as a concept, ie the matching of words by number and gender</p>	<p><b>Subject and verb</b> <i>je chante, le chat saute, les poissons nagent, ils nagent</i></p> <p><b>Noun, determiner and adjective</b> <i>la jolie baleine bleue</i> <i>les jolies baleines bleues</i></p>	<p><b>Classes 7, 8, 9, 10 and 11</b> -Development of verbs and paradigms. Subject pronouns are taught explicitly, and verb conjugation. Avoir/ Etre (Classes 7 and 8) -er verbs from Class 9.</p> <p><b>From Classes 7 and 8</b> onwards, through the Animal and family topics, students examine further determiners, nouns and adjective. Students learn to use numbers as determiners.</p>
<p><b>Position of Adjectives</b> Know that most adjectives follow the noun, eg adjectives of colour Know that some adjectives precede the noun, eg petit/grand,</p>	<p><b>Most adjectives follow the noun</b> <i>une chaise bleue</i> <i>un livre bleu</i> <i>des chaises bleues</i> <i>des livres bleus</i></p> <p><b>Some adjectives precede the noun</b> <i>la grande maison</i> <i>la petite maison</i> <i>la jolie maison</i> <i>la jeune fille</i></p>	<p><b>Classes 7 and 8</b>- colours as adjectives are introduced and used. Word order and adjectival agreement is taught.</p> <p>Irregular adjectives such as petit and grand are introduced in <b>Classes 9 and 10</b>.</p>

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<p><b>Agreement of adjectives of colour</b>          Know that a colour adjective add an -e in the feminine form unless it already ends in -e, and an -s in the plural form unless it already ends in -s          Know that some colour adjectives (derived from a noun) are invariable</p>	<p><b>Adjectives of agreement</b>  <i>un chat bleu, des chats bleus</i>  <i>une baleine bleue, des baleines bleues</i>  <i>un lapin jaune, des lapins jaunes</i>  <i>une girafe jaune, des girafes jaunes</i></p> <p><b>Invariable adjectives</b>  <i>marron, orange</i>  <i>eg une baleine orange, des baleines orange</i></p>	<p>Adjectival agreement is firstly met in <b>Class 6</b>, where students use of adjectives of feelings to describe themselves. They have to recognise the different spellings, there is an adjective spelling for boys and another for girls.</p> <p><b>In Year 4 ( classes 7 and 8)</b>, develop this recognition further with addition of colours as adjectives in simple sentences to describe eyes and hair. This is looked at a little bit more closely in the Au zoo module, where animals and their colours are being described. It is taught that some adjectives do not change due to their name deriving from a fruit or nut.</p> <p>Further invariable adjectives are met in <b>the Year 4 ( classes 7 and 8)</b> topic of families and describing personality.</p> <p><b>In Year 5 ( classes 9 and 10)</b> word order and adjectival endings are further applied to describe a monster and further developed to describe places where they live, and items of clothing, Som BAGS adjectives are touched upon, in order to enrich their descriptions of nouns.</p>						
<p><b>Subject Pronouns</b>          Understand the function of a pronoun</p>	<p><i>Tu</i> is the familiar 'you'. It shows a certain closeness, informality. People use <i>tu</i> when addressing a friend, a relative, or a child.  <i>Vous</i> is either the formal 'you' or the plural of <i>tu</i>.  <i>Vous</i> is used to address more than one person no matter how close you are.</p>	<p><i>Je</i> and <i>Tu</i> are used from <b>Year 3 ( class 6)</b>.  <i>Vous</i> is also encountered from <b>Year 3 ( Class 6)</b> with classroom instructions.  <i>Il/ Elle</i> are met in <b>Year 4 (classes 7 and 8)</b> when describing others.</p>						
<table border="0"> <tr> <td style="padding-right: 20px;">Singular</td> <td>Plural</td> </tr> <tr> <td style="padding-right: 20px;"><i>je</i> I</td> <td><i>nous</i> we</td> </tr> <tr> <td style="padding-right: 20px;"><i>tu</i> you</td> <td><i>vous</i> you</td> </tr> </table>	Singular	Plural	<i>je</i> I	<i>nous</i> we	<i>tu</i> you	<i>vous</i> you		<p>From <b>Year 5 (class 9)</b> onwards, all subject pronouns are met and used with the conjugation of verbs.</p>
Singular	Plural							
<i>je</i> I	<i>nous</i> we							
<i>tu</i> you	<i>vous</i> you							

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<p><i>il, elle, on</i> he, she, it, one <i>ils/elles</i> they</p>								
<p><b>Regular Verbs</b> Be familiar with conjugation of regular verbs in present tense and associated pronouns</p>	<p><b>Conjugation of ‘er’ verbs</b> <i>jouer</i> – to play</p> <table border="0"> <tr> <td><i>je joue</i></td> <td><i>nous jouons</i></td> </tr> <tr> <td><i>tu joues</i></td> <td><i>vous jouez</i></td> </tr> <tr> <td><i>il/elle/on joue</i></td> <td><i>ils/elles jouent</i></td> </tr> </table>	<i>je joue</i>	<i>nous jouons</i>	<i>tu joues</i>	<i>vous jouez</i>	<i>il/elle/on joue</i>	<i>ils/elles jouent</i>	<p>Students will seem some high frequency –er verbs from the start such as <i>aimer</i>. The conjugation of –er verbs is introduced in <b>Year 5 (class 9) and continued through UKS2.</b> <i>Habiter</i> – to live <i>Jouer</i> – To play <i>Danser</i> – To dance <i>Porter</i> – To wear <i>Étudier</i>- To study</p>
<i>je joue</i>	<i>nous jouons</i>							
<i>tu joues</i>	<i>vous jouez</i>							
<i>il/elle/on joue</i>	<i>ils/elles jouent</i>							
<p><b>High frequency regular verbs</b> Know a selection of high frequency regular verbs Be able to conjugate these verbs by knowing the paradigm</p>	<p><i>manger</i> <i>trouver</i> <i>donner</i> <i>aimer</i> <i>regarder</i> <i>penser</i> <i>travailler</i> <i>danser</i> <i>chanter</i> <i>parler</i></p>	<p>These are covered in the SOW: <i>Manger</i> - active <i>Aimer</i> <i>Détester</i> <i>Adorer</i> <i>Regarder</i> <i>jouer</i> <i>Danser</i> <i>Chanter</i> <i>Parler</i> <i>écouter</i> <i>Porter</i> <i>étudier</i></p>						
<p><b>Irregular verbs</b> Know the verbs <i>être, avoir</i> and <i>faire</i> Be familiar with conjugation of these verbs in present tense and associated pronouns</p>	<p><i>avoir</i> – to have</p> <table border="0"> <tr> <td><i>j’ai</i></td> <td><i>nous avons</i></td> </tr> <tr> <td><i>tu as</i></td> <td><i>vous avez</i></td> </tr> <tr> <td><i>il/elle/on a</i></td> <td><i>ils ont</i></td> </tr> </table> <p><i>être</i> – to be</p>	<i>j’ai</i>	<i>nous avons</i>	<i>tu as</i>	<i>vous avez</i>	<i>il/elle/on a</i>	<i>ils ont</i>	<p>First met as <i>J’ai</i> in <b>Year 3 (Class 6)</b>, its use builds up over the years. Moving to third person use in <b>Year 4 (Classes 7 and 8)</b> - to say what parts of the body an animal has, also used with describing members of the family.</p>
<i>j’ai</i>	<i>nous avons</i>							
<i>tu as</i>	<i>vous avez</i>							
<i>il/elle/on a</i>	<i>ils ont</i>							



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	<i>ce n'est pas</i> <i>je voudrais</i>	Je voudrais is met in <b>Year 4 (class 8)</b> and is revisited throughout the subsequent years. Students are using Je peux/ Je veux in transactional sentences to ask if they can do something or say they want something. C'est and Ce n'est pas are again used throughout but explicitly taught in <b>Class 9</b> when describing a town.
<b>Opinion verbs</b>	<i>j'adore</i> <i>j'aime</i> <i>je n'aime pas</i> <i>je déteste</i> <i>je préfère</i>	J'aime and Je n'aime pas are introduced in <b>Year 3 (Class 6)</b> and revisited. <b>In Year 4 (classes 7 and 8)</b> , these opinions phrases are expanded to include j'adore, Je déteste and je préfère. Opinions phrases are used in every year.
<b>Opinion adjectives</b>	<i>excellent</i> <i>fantastique</i> <i>génial</i> <i>intéressant</i> <i>amusant</i> <i>facile</i> <i>difficile</i> <i>nul</i> <i>ennuyeux</i>	Opinion adjectives are used when marking work from <b>Year 3 onwards (class 6)</b> . In addition, students start to use opinion adjectives to explain their opinions from <b>Year 5 (class 9)</b> . These are revisited and used with the conjunction parce que in <b>classes 10 and 11</b> .
<b>Conjunctions</b>	<i>et</i> <i>mais/cependant</i> <i>parce que</i>	<b>Et is met in Class 6</b> . Mais, aussi are used in <b>Year 4 (Classes 7 and 8)</b> , and parce que is used from <b>Class 9 (Year 5)</b> . All are revisited.
<b>Intensifiers</b>	<i>très</i> <i>beaucoup</i> <i>assez</i>	Très - very <b>Year 3</b> Feelings The rest are used and identified from <b>Year 4 (classes 7 and 8)</b> onwards when describing personality.
<b>Adverbs and adverbial phrases</b> Know how to use the negative adverb <i>ne...pas</i> Be able to use adverbial phrases of place and time.	<i>Il y a un café, mais il n'y a pas de restaurant.</i> <i>À Paris, il y a la Tour Eiffel et le Louvre.</i> <i>Dans le jardin, il y a un furet bleu et un perroquet jaune.</i> <i>À neuf heures, j'arrive à l'école.</i> <i>Asseyez-vous, vite !</i> <i>J'ai un frère et aussi une sœur</i>	Adverbs of place are used from <b>Year 5</b> when describing a town. Time and frequency adverbials are used in <b>Year 6 (classes 10 and 11)</b> when talking about how frequent or when something is done.

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Know some adverbs of manner, eg <i>vite, lentement</i>		Vite, lentement and doucement are used by the teacher within lessons.
<b>Prepositions</b> Be familiar with a range of prepositions	<i>à Paris, en France, en Angleterre, au Royaume-Uni, dans le jardin</i>	<b>À + place - Met in Class 9 ( Year 5)</b> Dans
<b>Liaison and elision</b> Know that <i>liaison</i> is the pronunciation of a final consonant (that is usually silent), when followed by a vowel. Know that <i>elision</i> is the omission of a sound or syllable when speaking. In writing, an apostrophe is used to indicate the missing sound.	<b>Liaison</b> <i>C'est un mouton</i>  <b>Elision</b> <i>je m'appelle</i> <i>c'est un éléphant</i>	
<b>PHONOLOGY</b>		
<b>Key phonemes</b>	j/ge/gi, vowel sounds, qu=k, French r  ch, ou, é/er/et/ez, gn, on/an, in/ain and a simple awareness of silent letters  Nasal vowels- un/ in, en/ an, on	32 key sounds have been chosen by studying the Rachel Hawkes materials. These 32 phonemes are spread across years 3 and 4 and revisited in a more complex way in years 5 and 6.
<b>Accents and ligatures</b> Be aware of accents and attempt to write them accurately: the cedille ç the accent aigu é the accent circonflexe â, ê, î, ô, û the accent grave à, è, ù the accent tréma ë, ï, ü the ligature œ	<i>un garçon</i> <i>un café</i> <i>un château</i> <i>mon père</i> <i>le Père Noël</i> <i>ma sœur</i>	Are included when studying the phonemes.
<b>VOCABULARY</b>		

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<p><b>Question words</b></p> <ol style="list-style-type: none"> <li>1. <i>comment</i></li> <li>2. <i>qui</i></li> <li>3. <i>quand</i></li> <li>4. <i>où</i></li> <li>5. <i>que / qu'est-ce que</i></li> <li>6. <i>quel/quelle</i></li> </ol>	<p><i>Comment tu t'appelles ?</i>  <i>Qui est-ce ?</i>  <i>C'est quand ton anniversaire ?</i>  <i>Où habites-tu ?</i>  <i>Qu'est-ce que c'est ?</i>  <i>Que fais-tu ?</i>  <i>Qu'est-ce que tu fais ?</i>  <i>Quelle est la date ?</i></p>	<ol style="list-style-type: none"> <li>1. Class 6 – feelings. Classes 7 and 8 – descriptions – hair/ personality.</li> <li>2. Classes 7 and 8 – family</li> <li>3. Classes 10 and 11- year 6- weather</li> <li>4. Classes 6 and 9- asking where you live</li> <li>5. Class 6/8/10 and 11 -Asking about the date/Asking about what you wear/ sport you do/ hobbies you do.</li> <li>6. Year 4- Birthdays and Class 11 – Quelle est ta matière préférée.</li> </ol>
<p><b>Teacher classroom instructions</b></p>	<p><i>Entrez !</i>  <i>Asseyez-vous !</i>  <i>Écoutez !</i>  <i>Répétez !</i>  <i>Levez le doigt !</i>  <i>Travaillez avec un/une partenaire !</i>  <i>Regardez le tableau blanc !</i>  <i>Tout le monde ensemble !</i>  <i>Levez-vous !</i>  <i>Silence, s'il vous plait !</i>  <i>Taisez-vous !</i></p>	<p>Entrez_ used when students enter.          Asseyez- vous/ Ecoutez, répétez, asseyez-vous, levez-vous, Regardez, montrez-moi, silence- are explicitly taught as receptive language from <b>Class 6 (Year 3)</b>.</p>
<p><b>Days of the week</b></p>	<p><i>lundi</i>  <i>mardi</i>  <i>mercredi</i>  <i>jeudi</i>  <i>vendredi</i>  <i>samedi</i>  <i>dimanche</i></p>	<p><b>Taught in Year 3 (class 6)</b> and revisited (<b>Classes 7 and 8</b>).          Students are expected to write a date from Year 3.          Also met in <b>Classes 10 and 11</b> as adverbs of time when talking about when you play a sport and when you do a school subject.</p>
<p><b>Months of the year</b></p>	<p><i>janvier, février, mars,</i>  <i>avril, mai, juin,</i>  <i>juillet, août, septembre, octobre, novembre, décembre</i></p>	<p>Taught in <b>Year 3 ( class 6)</b> and revisited. Students are expected to write a date from Year 3.          Revisited in <b>Year 4 ( classes 7 and 8)</b> to talk about birthdays</p>
<p><b>Core phrases</b></p>	<p><i>oui, non</i></p>	<p>Merci- <b>Class 6-</b> song, feelings and <b>Class 9</b></p>

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	<i>merci, s'il vous plaît</i>	S'il vous plaît – <b>Classes 9/10 and 11</b> -transactional language in role plays to prepare for going to France. Oui, Non- <b>Class 6</b>
	<ul style="list-style-type: none"> <li>• Where is France?</li> <li>• General geography of France including main cities</li> <li>• Other countries where French is spoken</li> <li>• How French is descended from Latin and a lot of English comes from French via Norman invasion 1066 (overlap with history)</li> </ul> <p>Important fêtes eg Christmas, Easter, Chandeleur, rentrée</p>	<ol style="list-style-type: none"> <li>1. Class 6</li> <li>2. Class 6 and throughout.</li> <li>3. Class 9</li> <li>4. Class 6</li> <li>5. Christmas, Easter, La Toussaint, le jour de l'armistice, la rentrée, le carnaval, Bastille Day-throughout.</li> </ol>