



Liden Academy
French Progression

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Liden Academy French Curriculum Progression

Purpose

At Liden Academy our intention is to develop the confidence and competence of each child in learning a foreign language (French). Our goal is for children to be passionate, curious and confident about their own foreign language learning abilities.

We aim to ensure that pupils of all abilities develop solid foundations in 4 key language learning skills - properly preparing them for the next stage of their language learning journey. These skills will develop children's ability to understand what they hear and read and enable them to express themselves in speech and writing. We will extend their knowledge of how language works and explore the similarities and differences between the foreign language they are learning and English. We will also help strengthen their sense of identity through learning about culture in other countries and comparing it with their own.

Key Concepts

The 4 key language skills that will be taught are:

Listening, speaking, reading, writing and grammar

Curriculum Coverage

Our curriculum is made up of 4 types of teaching units.

- **Phonetic** lessons (x1 for each year group) are taught at the start of each academic year and pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation that underpin the units taught in the rest of the year.
- **Early Language units (E)** are entry level units and are most appropriate Year 3 pupils with little or no previous foreign language learning.
- **Intermediate units (IN)** are appropriate year 4 and 5 pupils which increase the level of challenge by increasing the amount and complexity of foreign language and grammar.
- **Progressive units (PR)** are the most challenging units and are suitable for Year 6 pupils or pupils with a secure understanding of the basics of the language they are learning.

Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3 E units	Phonetics 1	Animals	Instruments	I am able	Ice creams	Fruit
	I'm learning French					
Year 4 IN units	Phonetics 2	My Family	Goldilocks	In the classroom	At the tearoom	What is the weather?
	Presenting myself					
Year 5 IN units	Phonetics 3	The date	Weather 2024/2025 My home	Clothes	The Olympics	Romans
	Do you have a pet?					
Year 6 PR units	Phonetics 4	Healthy lifestyle	At the weekend	World War II or planets	Vikings	Me in the world
	At school					

Curriculum Progression

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	<p>Phonetics I CH OU ON OI</p> <p>I'm Learning French (J'apprends le français)</p> <p>Pinpoint France and other French speaking countries on a map of the world.</p> <p>Ask and answer the question 'How are you?'</p> <p>Say 'Hello' and 'Goodbye'</p> <p>Ask and answer the question 'What is your name?'</p> <p>Count to 10</p> <p>Say 10 colours.</p>	<p>Animals (Les animaux)</p> <p>Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles. un, une</p> <p>Understand that there are more determiners/ articles in French than in English.</p> <p>Use and become more familiar with the high-frequency 1st person conjugated verb: je suis (I am), from the infinitive verb être (to be).</p>	<p>Instruments (Les instruments)</p> <p>Recognise, recall, and spell up to 10 instruments with the correct definite article/determiner.</p> <p>Understand that the definite article/determiner 'the' les has a plural form in French.</p> <p>Learn to say and write 'I play an instrument' in French using the high frequency 1st person regular verb je joue- (I play) with up to 10 different instruments.</p>	<p>I am able (Je peux)</p> <p>Recognise, recall and spell 10 action verbs in French.</p> <p>Use these verbs in the infinitive to form positive and negative sentence structures with je peux I am able je ne peux pas I am not able</p> <p>Answer the questions Qu'est-ce que tu peux faire? What are you able to do? Qu'est-ce que tu ne peux pas faire? What are you not able to do?</p> <p>Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions et (and) / mais (but).</p> <p>Use the high-frequency irregular modal verb pouvoir (to be able) conjugated in the first person singular je peux (I am able) with an action verb in the infinitive. The formula je peux + verb</p>	<p>Ice creams (Les glaces)</p> <p>Name and recognise up to 10 different flavours for ice creams.</p> <p>Ask for an ice-cream in French using je voudrais.</p> <p>Say what flavour they would like.</p> <p>Say whether they would like a cone or a small pot/tub of ice-cream.</p> <p>Understand that there are 2 words for the English determiners/ indefinite articles 'a/an'. un masculine une feminine</p> <p>Use high frequency verb: je voudrais I would like</p>	<p>Fruits (Les fruits)</p> <p>Name and recognise up to 10 fruits.</p> <p>Attempt to spell some of these nouns.</p> <p>Ask somebody if they like a particular fruit.</p> <p>Say what fruits they like j'aime and dislike je n'aime pas.</p> <p>Recognise the plural determiner for 'a' les. Use verb j'aime -I like</p>

4	<p>Phonetics 2</p> <p>I IN IQUE ILLE</p> <hr/> <p>Presenting myself (I) (Je me présente)</p> <p>Count to 20.</p> <p>Say their name and age.</p> <p>Say hello and goodbye,</p> <p>Ask how somebody is feeling and answer.</p> <p>Tell you where they live.</p> <p>Tell you their nationality</p> <p>Understand basic gender agreement adding an 'e' for female and the change in pronunciation.</p>	<p>My Family (I) (Ma famille)</p> <p>Tell somebody the members, names and various ages of either their own or a fictional family.</p> <p>Continue to count reaching 100, to be able to say the age of various family members.</p> <p>Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'.</p> <p>Move from 1st person singular (I je) to 3rd person singular (he, she -il, elle) of the two high frequency verbs s'appeler (to be called) and avoir (to have).</p>	<p>Goldilocks (I) (Boucle d'or et les Trois Ours)</p> <p>(Translation/ decoding skills) Sit and listen attentively to a story in French and recognise, understand and remember the new language.</p> <p>Increase their memory in French by using picture cards, word cards and phrase cards.</p> <p>Increase their thinking and reasoning skills.</p> <p>Identifying strategies to use in the future for memorising new words and phrases.</p> <p>Attempt to spell in French. The determiner 'the' (singular- le, la, l' and plural - les)</p>	<p>In the classroom (I) (En classe)</p> <p>Remember and recall 12 classroom objects with their indefinite article/determiner.</p> <p>Replace an indefinite article/determiner 'a' le la les with a possessive adjective 'my' mon, ma, mes</p> <p>Say and write what they have j'ai and do not have je n'ai pas de in their pencil case.</p> <p>First person conjugation high frequency verb j'habite.</p>	<p>At the tea room (I) (Au salon de thé)</p> <p>Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article /determiner. typically served in a salon de thé.</p> <p>To understand better how to change a singular noun to plural form. un croissant - deux croissants</p> <p>Perform a short role-play ordering what they would like to eat and drink.</p> <p>Use greetings and ask for things.</p> <p>Understand that the article/determiner before a noun informs us of the gender and singularity/ plurality of a noun and needs to change accordingly.</p> <p>Un The indefinite article to use before masculine singular nouns. Une - The indefinite article to use before feminine singular nouns.</p> <p>Revision of the conjunction et (and)</p> <p>High frequency verb vouloir (want? wish) in singular/ conditional tense form. je voudrais</p>	<p>What is the weather (I) (Quel temps fait-il ?)</p> <p>Repeat and recognise the vocabulary for weather in French. (phrases not words as the translation is not literal)</p> <p>Ask and say what the weather is like today.</p> <p>Using days of the week. Create a French weather map.</p> <p>Describe the weather in different regions of France using a weather map with symbols. Use compass points.</p> <p>To understand the use of the verb faire (to do) and 'il y a in set weather phrases: Il fait chaud.- it is hot.(literal translation 'it is doing hot'). Il y a du soleil -t is sunny. (literal translation 'there is sun').</p>
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<p>5</p>	<p>Phonetics 3 É E È EAU EUX</p> <hr/> <p>Do you have a pet? (I) (As-tu un animal?)</p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets.</p> <p>Tell somebody if they have j'ai or do not have a pet je n'ai pas de.</p> <p>Ask somebody else if they have a pet.</p> <p>Tell somebody the name of their pet.</p> <p>Create a longer phrase using the conjunctions et ("and") or mais ("but").</p>	<p>The date. (I) (La date)</p> <p>Repeat and recognise the months of the year.</p> <p>Ask when somebody has a birthday and say when they have their birthday.</p> <p>Say the date.</p> <p>Create a French calendar.</p> <p>Recognise key dates in the French calendar.</p> <p>Understand that days of the week and months of the year do not have capital letters unless they are at the start of a sentence.</p>	<p>Weather (I) Quel temps fait-il?</p> <p>Repeat and recognise the vocabulary for weather in French.</p> <p>Ask and say what the weather is like today.</p> <p>Create a French weather map.</p> <p>Describe the weather in different regions of France using a weather map with symbols.</p> <p>To understand better the use of the verb 'faire' (Il fait chaud - to do (It is hot - literal translation 'it is doing hot'). and 'il y a' (Il y a du soleil It is sunny -literal translation 'there is sun').. set weather phrases:</p>	<p>Clothes (I) (Les vêtements)</p> <p>Repeat and recognise the vocabulary for a variety of clothes in French.</p> <p>Use the appropriate genders and articles for these clothes.</p> <p>Say what they wear in different weather/situations.</p> <p>Describe clothes in terms of their colour and apply adjectival agreement</p> <p>Use the possessives with increased accuracy. Mon pull Singular possessive 'my' for masculine nouns ma jupe Singular possessive 'my' for feminine nouns. Plural possessive 'my' for feminine and masculine nouns mes gants.</p> <p>Adjectival agreement. E.g. Ma jupe verte.</p> <p>First-person conjugation of the regular -ER verb porter (to wear) using je porte (I wear).</p>	<p>The Olympics (I) Les Jeux Olympique (Translation)</p> <p>Cognates (similar words in French and English) first and then the context of the language to help them with gist meaning, also look for verbs, adjectives and nouns to help the children unravel sentences.</p> <p>Tell somebody in French the key facts of the history of the Olympics.</p> <p>Tell somebody in French the key facts of the modern Olympic games.</p> <p>Look for cognates (words similar to English) and highlight key words when learning how to decode longer text in gist listening and reading in French.</p> <p>-Say the nouns in French for key sports in the current Olympic games.</p> <p>Conjugate the irregular verb Faire to say what sports they play and what sports they do not play.</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French.</p> <p>To understand adjectival agreement better and why adjectives often change spelling depending on the gender and plurality of what they are describing. Il est boxeur.-Elle est boxeuse</p>	<p>The Romans (I) Les Romains</p> <p>Tell somebody in French the key facts and key people involved in the history of the Roman Empire.</p> <p>Say the days of the week in French and learn how these are related to the Roman gods and goddesses.</p> <p>Agreement in French nouns and adjectives change in spelling and pronunciation depending on gender and number.</p> <p>Dieu (God) Masculine, singular. Déesse (Goddess) Feminine, singular. Dieux (Gods) Masculine or mixed gender group, plural. Déesse (Goddesses) Feminine, plural.</p> <p>Tell somebody in French what the most famous Roman inventions were.</p> <p>Learn what life was like for a rich and a poor child in Roman times. Introduce pupils to the concept of the negative form in French.</p> <p>In the positive form Je mange de la viande</p> <p>In the negative form The ne and pas appear directly before and directly after the verb mange (eat). The partitive article de la (some) also changes with the la (article part) disappearing leaving just the de. Je ne mange pas de viande</p>
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					<p>The conjugation of the high frequency irregular verbs 'être' (to be) & 'faire' (to do) it is not to play but used as this for sport)</p> <p>High frequency irregular verb je fais (I do/I practice) but in this context it is I play) along with negative structures.</p>	<p>Wider range of 1st person high frequency verbs:</p> <p>je suis I am j'habite I live je vais I go je porte I wear je mange I eat je travaille I work</p>
6	<p>Phonetics 4 QU GNE Ç EN AN</p> <p>At School (À l'école)</p> <p>Repeat and recognise the vocabulary for school subjects.</p> <p>Say what subjects they like j'aime and dislike j'n'aime pas at school.</p> <p>Say why they like / dislike certain subjects (because it's- parce que c'est</p> <p>Tell the time (on the hour).</p> <p>Say what time they study certain subjects at school.</p> <p>The 1st person conjugation of the verb 'étudier' (to study)</p>	<p>Healthy Lifestyle (Manger et Bouger)</p> <p>Name and recognise 10 foods and drinks that are considered good for your health.</p> <p>Name and recognise 10 foods and drinks that are considered bad for your health.</p> <p>Say what activities they do to keep in shape during the week.</p> <p>Say in general what they do to keep a healthy lifestyle.</p> <p>Learn to make a healthy recipe in French.</p> <p>The 1st person conjugation of high frequency verbs and negatives je mange I eat je ne mange pas de I don't eat je bois I drink je ne bois pas de I don't drink</p>	<p>At the weekend(P) (Le Week-end)</p> <p>Ask what the time is in French (Quelle heure est-il?)</p> <p>Tell the time accurately in French: Et quart quarter past Et demie half past Moins le quart quarter to</p> <p>Learn how to say 'at' a particular time rather than 'it's'</p> <p>Learn how to say what they do at the weekend in French. Qu'est-ce que tu fais Le weekend?</p> <p>What do you do at the weekend?</p> <p>Learn to integrate connectives into their work. Après After Et And Plus tard Later Aussi Also Finalement Finally</p> <p>Present an account of what they do and at what time at the weekend.</p> <p>-Revision of first person singular high frequency verbs such as: je vais I go to je joue I play</p>	<p>Planets(P) (Les planets)</p> <p>Name and recognise the planets in French on a solar system map. Use idea of cognates ie . Mercure Mercury</p> <p>Spell at least 5 planets in French.</p> <p>Say an interesting fact about at least 4 of the planets using a wider range of adjectives Including colour: Énorme enormous Grand big Petit small Jupiter est énorme et aussi loin du soleil Jupiter is enormous and also far from the sun.</p> <p>Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects. Singular all the colours with an extra 'E' at the end = feminine others are masculine. Plural- All the colours with an extra 'S' at the end are masculine plural column and those with an extra 'ES' at the end are feminine plural.</p> <p>Exceptions that don't agree:</p>	<p>Vikings(P) Les Vikings</p> <p>Name the key periods in Ancient Britain, chronologically in French. (Using cognates)</p> <p>Describe themselves physically by pretending to be a member of a fictitious Viking family.</p> <p>Word order is slightly different in French. and do not translate word for word into English. J'ai les cheveux blonds I have blond hair</p> <p>But the word for word translation is: I have the hairs blond.</p> <p>Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) je suis I am avoir to have j'ai I have more fluently.</p> <p>Describe their typical daily routine as either/both a Viking man and/or Viking</p>	<p>Me in the World(P) Moi dans le monde "Les fêtes" ("The festivals/celebrations")</p> <p>About the many countries in the Francophone world.</p> <p>About different festivals (religious and non-religious) around the world.</p> <p>That we are different and yet all the same.</p> <p>That we can all help to protect our planet.</p> <p>How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).</p> <p>To accurately use the 1st person conjugation of high frequency verbs. je m'appelle I am called- from the verb 's'appeler' to be called j'ai I have- from the verb avoir to have j'habite I live from the verb 'habiter' (to live) je parle I speak from the verb 'parler' (to speak) je vais</p>

Introduce new verbs:

je regarde I watch
je lis I read

and the reflexive verbs

je me lève I get up
je me couche I go to bed

Brown- marron
lilac/purple lilas
orange orange
cream crème
White blanc changes
spelling

Singular blanc masculine,
blanche feminine
Plural blancs Masculine ,
blanches feminine

woman using 1st person
singular Je (I), with an
opportunity to move to
third person singular.
IL/ELLE EST (he/she is)
IL/ELLE A (he/she has)

Recognise and start to
understand commonly used
reflexive verbs and
pronouns.

Je I
Tu You
Il He
Elle She
Nous We
Vous You (all)
Ils They (masculine)
Elles They (feminine)

Reflexive pronouns

Me Myself
Te Yourself
Se Himself/herself
Nous Ourselves
Vous Yourselves
Se Themselves

Tous les jours je me lève de
bonne heure

I get up early every day.
Literally mean 'I get myself
up literally '

Je me couche tard le soir

I go to bed late in the
evening.
Literally means 'I put myself
to bed in the evening.

I go from the verb 'aller' (to
go).

Il y a is a very important and
commonly used important
French language structure but
it means both "there is" and
"there are".

It is a French phrase that
doesn't really translate word
for word into English.
Il y a" is made up of three
words:

- 1) il - the subject "it"
- 2) y - the adverbial pronoun
"there"
- 3) a - the third person
singular present tense of avoir
-"to have"

Les fêtes

The festivals/celebrations






Mardi Gras Haïti
La Fête du Canada Canada
Le 14 Juillet France
Aïd Sénégal

La Fête de Saint Valentin-

St Valentine's Day

La Fête des Rois Epiphany

Year 7 Dorcan Academy Secondary feeder School

Year Group: 7	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic:	Topic: On Commence! Starting point! Theme 1	Topic: C'est perso Myself and others Theme 1	Topic: Mon collègue My school Theme 3	Topic: Mes passetemps My Hobbies Theme 1	Topic: ma zone Where people live Theme 2	Topic: 3, 2 1 Partez! Holiday Theme 2
Key Content/ Knowledge:	Introducing myself and others Talking about my classroom and the rules Meeting and greeting people Numbers and saying how old I am Definite article (use of the determinant 'the' in masculine, feminine and plural) Present tense using "j'aime"	Introductions Family members Age Avoir and être Describing people	Subjects Timetables French schools Cultural differences Intro of time Further use of present tense verbs: finir / commencer with "on" / manger Breaktime and snacks Opinions and justifications about school	Expressing and justifying opinions on hobbies. Time phrases and describing habits. Using infinitives with opinions: faire / jouer / aimer Describing other people's activities Introduction of the verb aller – to go	Talking about your town Directions Using Tu and Vous Talking about where you go (at) Introduction of modal verbs : je peux – je veux -	Where my family and I normally go on holiday (present tense) Opinion and justification. Near future (review of infinitives) Say what I'm going to do in the holidays (to go + infinitive) Conditional: Je voudrais + inf
Skills Covered	Skills Covered Listening / speaking / writing / reading	Skills Covered Listening / speaking / writing / reading	Skills Covered Listening / speaking / writing / reading	Skills Covered Listening / speaking / writing / reading	Skills Covered Listening / speaking / writing / reading	Skills Covered Listening / speaking / writing / reading
Assessment:	Writing	Reading, Writing, Listening	Speaking	Speaking	Writing	Reading, Writing, Listening
Tier 2 and 3 Words	<p><i>Translate – compare – necessary – complete – conjugate – masculine – feminine – example – revision – elaborate – create – development – opinions – infinitive – gender – tenses</i></p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  year 7 au college.docx </div> <div style="text-align: center;">  year 7 passetemps.docx </div> <div style="text-align: center;">  year 7 ma zone.docx </div> <div style="text-align: center;">  year 7 partez.docx </div> <div style="text-align: center;">  French year 7 term 1 c'est perso.docx </div> </div>					

Assessment

At the end of each teaching unit, pupils will complete a unit assessment. This consists of a reading, writing, listening and speaking exercises to complete which cover the 4 key skills taught