

Initio Trust French Progression Map: Years 4 to Year 8.

French Progression map: a Communicative Curriculum

Statement of values:

Learning a language provides our pupils with openings in other cultures and serves to deepen their perception of the world. Languages also help deal with potential misunderstandings or barriers between people from different countries. We teach understanding, respect and empathy in language lessons through cultural capital. We aim for our pupils to be confident in expressing their ideas and thoughts in another language and to respond sensitively to its speakers. It will provide a foundation for lifelong learning and awareness of one's own language, of other languages and potentially support study or work both home or abroad. Our French Curriculum embeds clearly measurable and attainable goals around a set of communicative functions that provide relevance through receptive and productive activities that flood input. Our French Curriculum, supplemented by pupil voice, is engaging through the use of language gamified tasks (traditional and multimedia) that provide a platform for evolving competent independent linguists who have positive self-esteem. Our French Curriculum interleaves grammar and vocabulary, avoids cognitive overload and incorporates regular Retrieval Practice and Assessment to ensure maximum challenge, progress and durability.

Demographic of pupils:

The following factors underpin our French Curriculum:

Who: number of pupils on roll, % PP & % EHCP & SEND in each class

Attitudes & aptitudes of pupils: SATS results, ZPD Reading ages, interventions

Social background: parental jobs, suburb or country location, EAL

Role models: perceptions & attitudes of our youngsters (via home, social media, peers)

Lacks, wants & necessities: aspirations of our youngsters in the short & long term

Teaching time: lessons per week at KS2 & at KS3, setting

Teacher Knowledge, Attitudes, Skills & Habits: specialists or non-specialists, EPI or traditional method of delivery

Resources: Sentence builders, knowledge organisers, teacher created material, textbooks, multimedia, trips & links abroad

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Year 5 Objectives	Build awareness of the French language by embedding links between phonics, words and grammar. General knowledge about France and French customs.
Assessment Outcomes by the end of Year 5	Listening - understand 75%+ through translation or response of details in simple texts in Present Tense uttered at a moderate pace (about 20 words) containing 98% comprehensible input ie. with little effort in terms of Talking about myself, Identifying people & things & Identifying the places around us. Speaking - take part in simple planned oral exchanges or a picture description task effectively conveying relevant information in response to questions and other prompts with little hesitation, with 50%+ accurate authentic pronunciation, accuracy including some repair through feedback. Phonics - know to distinguish familiar "x" phonic in familiar words containing it Reading - understand 75% through translation or response of simple texts written in Present Tense (about 20 words) containing 95% comprehensible input in terms of Talking about myself, Identifying people & things & Identifying the places around us. Writing - Present Tense pieces (about 20 words) in terms of Talking about myself, Identifying people & things & Identifying the places around us through scaffolded production in response to questions or other prompts with 50% accuracy of spelling, grammar & syntax using must know verbs, adjectives & other appropriate words. Cultural Capital - know details about "la bise," la Rentrée, about France & Paris including landmarks using maps, French symbols, Christmas & Easter celebrations in France, Matisse, typical French towns & shops, Café Culture, Pétanque & watch an authentic film with subtitles with good concentration. Language Learning Skills - identify cognates, determiners, nouns & adjectives (that precede the noun) in Present Tense sentences, memorise 50% of Topic details & use reference materials eg. sentence builders as spell checkers.
Year 6 Objectives	Practise embedded links between phonics, words and grammar in the French language. General knowledge about France and French culture.
Assessment Outcomes by the end of Year 6	Listening - understand 75%+ through translation or response of details in simple texts in Present Tense uttered at a moderate pace (about 30 words) containing 98% comprehensible input ie. with little effort in terms of Describing people, Describing what we are doing & Explaining our likes & dislikes. Speaking - take part in simple planned oral exchanges or a picture description task effectively conveying

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	relevant information in response to questions and other prompts with little hesitation, with 50%+ accurate authentic pronunciation, accuracy including some repair through feedback. Phonics - know to distinguish familiar "x" phonic in familiar words containing it Reading - understand 75%+ through translation or response of simple texts written in Present Tense (about 30 words) containing 95% comprehensible input in terms of Describing people, Describing what we are doing & Explaining our likes & dislikes. Writing - Present Tense pieces (about 30 words) in terms of Describing people, Describing what we are doing & Explaining our likes & dislikes through scaffolded production in response to questions or other prompts with 50%+ accuracy of spelling, grammar & syntax using must know verbs, adjectives & other appropriate words. Cultural Capital - French cities & landmarks on maps, Père Noël & Père Fouettard, Galette des rois, Easter activities, Regional foods, Bastille Day & watch an authentic film with subtitles with good concentration. Language Learning Skills - identify cognates, determiners, nouns, adjectives (BAGS & simple others), 1st & 3rd person -er verbs & simple conjunctions in Present Tense sentences, memorise 50% of Topic details & use reference materials eg. sentence builders as spell checkers.
Year 7 Objectives	Learn study strategies, develop and use knowledge about the language mainly in the Present Tense and learn how to become a Global citizen and to make the most of a visit to France.
Assessment Outcomes by the end of Year 7	Listening - understand 75% through translation or response of details in simple texts in Present Tense uttered at a moderate pace (about 75 words) containing 98% comprehensible input ie. with little effort in terms of Comparing things, people & places, Expressing & justifying opinions & Describing, Describing usual routines. Speaking - take part in simple unplanned oral exchanges or a picture description task effectively conveying relevant information in response to questions and other prompts with little hesitation, with 50%+ accurate authentic pronunciation, accuracy including some self repair. Phonics - know to distinguish familiar "x" phonic in familiar & attempting some unfamiliar words containing it Reading - understand 75% through translation or response of simple texts written in Present Tense (about 75 words) containing 95% comprehensible input in terms of Comparing things, people & places, Expressing & justifying opinions & Describing usual routines. Writing - Present Tense pieces (about 75 words) in terms of Comparing things, people & places, Expressing & justifying opinions & Describing usual routines through scaffolded (or impromptu production if appropriate) in

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	response to questions or other prompts with 50%+ accuracy of spelling, grammar & syntax using a good range of verbs, adjectives & time markers. Cultural Capital - know details about Demarcation, Francophone countries, French schooling, famous French people, benefits of language learning, stereotypes & watch authentic films with subtitles with good concentration. Language Learning Skills - identify cognates, determiners, nouns, high frequency verb infinitives, verbs, adjectives & conjunctions in Present Tense sentences, memorise 50% of Topic details & use reference materials eg. sentence builders as spell checkers.
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Year 8 Objectives	Develop study strategies, use and apply knowledge about the language in several tenses and learn levels of fluency in order to travel to a Francophone country.
Assessment Outcomes by the end of Year 8	Listening - understand 75% through translation or response of details in simple texts in several tenses uttered at a moderate pace (about 100 words) containing 98% comprehensible input ie. with little effort in terms of Making usual choices, Making future plans & arrangements & Recounting past events (+ Being Upper School ready). Speaking - take part in simple unplanned oral exchanges or a picture description task effectively conveying relevant information in response to questions and other prompts with little hesitation, with 50%+ accurate authentic pronunciation, accuracy including some self repair. Phonics - know to distinguish familiar "x" phonic in familiar & attempting some unfamiliar words containing it Reading - understand 75% through translation or response of simple texts written in several tenses (about 100 words) containing 95% comprehensible input in terms of Making usual choices, Making future plans & arrangements & Recounting past events (+ Being Upper School ready). Writing - Present & Future Tense pieces (about 100 words) in terms of Making usual choices, Making future plans & arrangements & Recounting past events (+ Being Upper School ready) through scaffolded (or impromptu production if appropriate) in response to questions or other prompts with 50%+ accuracy of spelling, grammar & syntax using a good range of verbs, adjectives & time markers. Cultural Capital - what the French enjoy, Climate in France & Francophone countries, DOMs, transactions & dealing with situations, French music

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Language Learning Skills - identify cognates, determiners, nouns, high frequency & irregular verb infinitives, verbs, adjectives & conjunctions in sentences in several tenses, memorise 50% of Topic details & use reference materials eg. sentence builders as spell checkers.

Theme: Grammar Intent	By the end of Year 4 pupils will understand and produce	By the end of Year 5 pupils will understand and produce	By the end of Year 6 pupils will understand and produce	By the end of Year 7 pupils will understand and produce	By the end of Year 8 pupils will understand and produce
NOUNS	word class	definite & indefinite determiners for familiar masculine & feminine nouns alternative determiners (small numbers) 1st person possessive adjectives	definite and indefinite determiners for masculine & feminine nouns alternative determiners (small numbers) 1st & 3rd person possessive adjectives	all determiners including larger numbers 1st & 3rd person possessive adjectives	all determiners including larger numbers All forms of possessive adjectives
ADJECTIVES	simple adjectives that precede the noun - singular agreement	simple adjectives that precede the noun - singular & plural agreement	adjectives that precede (BAGS) & follow the noun - singular & plural placements & agreements expressing & justifying simple Present Tense opinions	singular & plural adjectival placement & agreement simple intensifiers: assez, trs & vraiment simple comparative expressing & justifying opinions in the Present Tense	comparatives & superlative expressing & justifying opinions in several tenses
TENSES	Present Tense: Je J'ai C'est simple open & closed question	Present Tense: être & avoir (+ determiner) in the 1st person including simple negative	Present Tense: être & avoir (+ determiner) in 1st & 3rd person including simple negative high frequency regular -er verbs in 1st & 3rd person	Present Tense & Immediate Future Tenses: high frequency regular verbs including verbs beginning with a vowel including simple negative in the 1st & 3rd person	Present, Immediate Future & Perfect Tenses: variety of regular & irregular verbs including several negative forms variety of function of some high frequency verbs

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Theme: Grammar Intent	By the end of Year 4 pupils will understand and produce	By the end of Year 5 pupils will understand and produce	By the end of Year 6 pupils will understand and produce	By the end of Year 7 pupils will understand and produce	By the end of Year 8 pupils will understand and produce
	forms in 2nd person	simple high frequency verb phrases including simple negative simple high frequency regular -er verbs in the 1st person including simple negative including habiter & acheter asking where something is simple directions simple open & closed question forms in 2nd person	including simple negative including parler & aimer 2 verb rule of liking in the 1st & 3rd person including simple negative simple open & closed question forms in 2nd & 3rd person	simple reflexives in 1st, 2nd & 3rd person including simple negative relative pronoun "qui" open & closed question forms in 2nd & 3rd person 1st person using "Je voudrais" & / or "je vais + infinitive"	simple conditional in the 1st person + noun or verb infinitive modal verbs in the 1st & 3rd person <i>depuis + time + present tense</i> subjects pronouns of être, avoir, high frequency regular verbs & simple reflexives <i>open and closed question forms</i> in several tenses in 2nd & 3rd person
ADVERBS & PREPOSITIONS, TIME PHRASES & OTHER	dans simple classroom language	dans classroom language days & months with aujourd'hui	simple places of location classroom language at + simple times simple time phrases including days & months qui	places including country of birth & towns Time expressions including general, precise & frequency mainly in the Present Tense classroom language	beaucoup & beaucoup de time expressions in several tenses places in context classroom language
CONJUNCTIONS & QUALIFIERS	"et"	"et aussi"	"mais" "parce que" "un peu de" "avec"	"cependant" & "tandis que"	"donc"

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Theme: Cultural Capital Intent	By the end of Year 4 pupils will	By the end of Year 5 pupils will	By the end of Year 6 pupils will	By the end of Year 7 pupils will	By the end of Year 8 pupils will
	know about some aspects of everyday life and compare them to their own eg. Saints Days, Poisson d'avril, Baguette Day compare traditional stories eg. Easter bells know how you could travel to France	know further aspects of their everyday lives from the perspective of someone from another country recognise similarities and differences between places within France know symbols, objects or products which represent their own culture with those of France	know more about festivals and celebrations in France present information about an aspect of French culture to know some of the differences between people listen to and read popular short stories; rhymes, sing short songs and enjoy tongue twisters	know countries where French is spoken know about some aspects of everyday life and compare them to their own eg. differences in education systems between France, England understand some similarities and differences between social conventions at home and in France. compare symbols, objects or products which represent their own culture with those of France	know facts about French holiday destinations and French conventions know facts about further aspects of their everyday lives from the perspective of someone from another country compare attitudes towards aspects of everyday life

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Year 3&4	Pupils are learning through a range of L,S,R&W & cultural activities.
Autumn Term: new core language, grammar & cultural understanding	Main unit: About me: My name is, what is your name? numbers: 0-10 yes & no How I am, how are you?, Simple greetings What is it? Identifying people's names & simple places - c'est + proper nouns eg. la France, Paris Cultural: How the French greet each other, why learn languages, French names, location of France & Paris on maps, Noël & Film: L'enfant au grélot
Spring Term: new core language, grammar & cultural understanding	Main unit: How do I spell?: Alphabet, How do you spell? Simple spellings, spelling of name(s) Days , What day is it? C'est + day Months, What month is it? c'est + months, Birthday: if appropriate Numbers 0-31, How many, c'est + number(s) Cultural: French handwriting, Saints Days, Poisson d'avril, Baguette Day, Easter
Summer Term: new core language, grammar & cultural understanding	Main unit: What is it?: Simple things: C'est + un & une determiners with simple singular masculine & feminine nouns: including pets, wild & farm animals Adjectives of Size: petit(e) & grand(e) before simple singular nouns Ma trousse, C'est + un & une to identify simple singular pencil case items I have + simple singular masculine & feminine nouns (je n'ai pas de if appropriate) Main colour adjectives C'est & I have + main colour adjectives following simple singular masculine & feminine nouns Cultural: Ways of travelling to France, film: A monster in Paris

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Year 5	Pupils are learning through a range of L,S,R&W & cultural activities.
Autumn Term: new core language, grammar & cultural understanding	Main unit: Talking about myself and learning about France Sub unit 1: Meeting & making friends Sub unit 2: School stuff Sub unit 3: Numbers & money Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: "la bise," la Rentrée, France on a world map, French symbols, Christmas in France
Spring Term: new core language, grammar & cultural understanding	Main unit: Identifying people & things & learning about France Sub unit 1: Who is it? Sub unit 2: What can you see? Sub unit 3: I love animals Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: Matisse, Paris & Paris landmarks on maps, Suggested Authentic Film: le ballon rouge, Easter in France
Summer Term: new core language, grammar & cultural understanding	Main unit: Identifying the places around us & learning about France Sub unit 1: Lost & found Sub unit 2: Where I live Sub unit 3: In town Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: French towns & shops, French markets, Café Culture, Playing Pétanque
Year 6	Pupils are learning through a range of L,S,R&W & cultural activities.
Autumn Term: new core language, grammar & cultural understanding	Main unit: Describing people and learning about France Sub unit 1: My nationality Sub unit 2: My personality Sub unit 3: About my friend Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: French cities & landmarks on maps, Suggested <i>Authentic Film</i> : <i>Une vie de chat</i> , Père Noël & Père Fouettard, Regional Christmas traditions
Spring Term: new core language, grammar & cultural understanding	Main unit: Describing what we are doing and learning about France Sub unit 1: My week Sub unit 2: My weekend Sub unit 3: What my friend does Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: Galette des rois, Easter traditions
Summer Term: new core language, grammar & cultural understanding	Main unit: Expressing our likes & dislikes and learning about France Sub unit 1: My likes & dislikes Sub unit 2: My friend's likes & dislikes Sub unit 3: Reasons Sub unit 4: Cultural Sub unit 5: Assessment & WCF Cultural: Regional foods, Bastille Day

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Year 7	Pupils are learning through a range of L,S,R&W & cultural activities.
Autumn Term: new core language, grammar & cultural understanding	Main unit: Comparing things, people & places & learning about France Sub unit 1: My alter ego Sub unit 2: Our looks Sub unit 3: Cultural Sub unit 4: Assessment & WCF Cultural: Demarcation of France, Francophone countries, Suggested Authentic Film: La prophétie des grenouilles, Famous French people + Opportunities for in depth Present Tense grammar & independent extended speaking & writing
Spring Term: new core language, grammar & cultural understanding	Main unit: Expressing & justifying opinions & learning about France Sub unit 1: my ideal timetable Sub unit 2: I love French Sub unit 3: Cultural Sub unit 4: Why I love French Sub unit 5: Assessment & WCF Cultural: French Schooling, Benefits of language learning, Stereotypes, EMS: Paris Residential + Opportunities for in depth Present Tense grammar & independent extended speaking & writing
Summer Term: new core language, grammar & cultural understanding	Main unit: Describing usual routines & learning about France Sub unit 1: What I do Everyday Sub unit 2: Not the usual Sub unit 3: Cultural Sub unit 4: After school Sub unit 5: Assessment & WCF Cultural: Suggested Authentic Film: Petit Nicolas + Opportunities for in depth Present Tense grammar & independent extended speaking & writing

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Year 8	Pupils are learning through a range of L,S,R&W activities.
Autumn Term: new core language, grammar & cultural understanding	Main unit: Making choices & learning about France Sub unit 1: Our usual free time activities Sub unit 2: For how long Sub unit 3: Our preferences Sub unit 4: Cultural Sub unit 5: Rainy days Sub unit 6: Assessment & WCF Cultural: What the French enjoy, Suggested Authentic Film Belle-Ville Rendez-vous, Weather in France & Francophone countries + Opportunities for in depth Present Tense grammar & independent extended speaking & writing
Spring Term: new core language, grammar & cultural understanding	Main unit: Making future plans & arrangements & learning about France Sub unit 1: NY Resolutions Sub unit 2: Holiday abroad Sub unit 3: Cultural Sub unit 4: Transactions & social plans Sub unit 5: Assessment & WCF Cultural: DOMs, A Francophone country for a holiday, proper nouns in descriptions (realia), dealing with money + Opportunities for in depth Present Tense grammar & independent extended speaking & writing
Summer Term: new core language, grammar & cultural understanding	Main unit: Recounting past events, Being Upper School ready & learning about France Sub unit 1: Where we went Sub unit 2: A sleepover Sub unit 3: Cultural Sub unit 4: Assessment & WCF Sub unit 5: Retrieval for Upper School Cultural: Authentic French Music + Opportunities for in depth Present Tense grammar & independent extended speaking & writing

Supporting reference documents & CPD:

EPI Training Course: Conti July 2022
 Curriculum Design Training Course: Conti July 2023

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Breaking the sound barrier: Conti & Smith
 Memory: Conti & Smith
 French Sentence builders (Primary parts 1&2 & KS3 2nd edition):
 MFL blogs: Conti, Smith, University Oxford Press, The nice man who teaches languages, Clare Seccombe
 Ian Bauckham - Nov 2016 – Chair of review: Teaching School Council : Modern Foreign languages Pedagogy Review
 NCELP : National Centre for Excellence in Language Pedagogy: Year 7 and 8 French
 AQA GCSE French and Spanish Specification papers for First teaching October 2016
 'The Cultural hook' Building Cultural capital in the hinterland of knowledge = ALL (Association for Language Learning)
 Rachel Hawkes (2021) Language and Culture - 'A room with a view ' NCELP
 Emma Marsden and Rachel Hawkes 2020 NCELP Rationale, Scope and Key Principals

ARE words for Assessment:

	Autumn Term	Spring Term	Summer Term
Year 5	Main Topic: Talking about myself & France: Meeting someone for the 1st time Bonjour , bonsoir, au revoir All pupils are able to answer: Comment t'appelles-tu?	Main Topic: Identifying people & things & in France: Who is it? C'est qui?	Main Topic: Identifying the places around us & in France dans le/mon sac, dans le garage, dans le jardin, dans le placard, dans le café, dans la piscine, dans ma trousse,

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Je m'appelle or je suis & je ne suis pas All pupils are able to answer: Comment ça va? Comment allez-vous? Ça va bien (merci) All pupils are able to answer: Quel âge as-tu? J'ai ... ans School stuff Présent, présente, oui, non Levez-vous, asseyez-vous, écoutez, regardez, un, deux, trois montrez-moi (+ as appropriate) All pupils are able to answer: Quelle est la date aujourd'hui? C'est + day + month All pupils are able to answer: Qu'est-ce que c'est? C'est + un stylo, un crayon, un tableau blanc, un cahier, une gomme, une règle, une trousse, une chaise, une table All pupils are able to answer: C'est de quelle couleur? C'est + bleu, blanc, rouge, gris, vert, violet, rose Qu'est-ce que tu as? J'ai + simple school items as above Numbers & money All pupils are able to answer: C'est combien? Combien de ...? C'est + number as appropriate including Euros Cultural: la bise, la Rentrée, about France, French symbols, France on world map, Christmas (Noël) celebrations in France	C'est & ce sont + ma mère, mon père, mon frère, mes frères, ma soeur, mes soeurs, mon demi-frère, ma demie-soeur et, et aussi, je vois, il y a, j'entends, j'ai I love Animals Qu'est-ce que c'est? Qu'est-ce que tu vois? C'est quel animal? C'est, je vois, il y a, j'entends + un chat, deux or des chats, un chien, deux or des chiens, un lapin, un cochon d'Inde, un poisson, un hamster un cheval, deux or des chevaux, un cochon, un escargot, une grenouille un éléphant, deux or des éléphants, un lion, deux or des lions une vache, deux or des vaches, grand(e)(s), petit(e)(s), joli(e)(s) Combien de + animal? C'est + number + animal noun C'est de quelle couleur? C'est + animal noun + colour Cultural: Matisse, Paris & Paris landmarks on maps, suggested authentic film: le ballon rouge, Easter celebrations in France	J'habite dans une petite maison, une grande maison, une jolie maison, un petit appartement, un grand appartement, un joli appartement dans le sud, à Verwood, près de Verwood, en Angleterre Dans ma ville, à Verwood, près de Verwood il y a un supermarché, un café, deux ou trois cafés + plurals un bar restaurant, un centre sportif, un skateparc, un cinéma, un centre de loisirs + plurals un vétérinaire, une église, une école + plurals il n'y a pas de piscine, cinéma Où est le supermarché? le marché? le café? le bar restaurant? le vétérinaire? la boulangerie? la piscine? la pharmacie? l'office de tourisme? Où sont les toilettes? s'il vous plaît for understanding only: tournez à gauche, tournez à droite continuez tout droit, c'est près de la / du / des ... Je voudrais un croissant, du pain, et du fromage, et du pâté un diabololo (fizzy) menthe, un diabololo grenadine Cultural: French markets, Pétanque (games) cochonnet, boule(s)
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Year 6	Main Topic: Describing people My nationality: All pupils are able to answer: Tu es de quelle nationalité? Tu es anglais(e)? Je suis anglais(e), je ne suis pas français(e) + as appropriate Tu parles quelles langues? Tu parles français? Je parle anglais, je ne parle pas espagnol, je parle un peu de français + as appropriate My personality: Tu es timide? Décris-toi je suis & je ne suis pas + un peu + timide, intelligent(e), sportif(ive), joli(e), beau(belle), jeune, vieux(vieille)vieil, bon(ne), méchant(e), gentil(le), petit(e), grand(e), gros(se) My friend: Mnemonic: Beauty, Age, Goodness & Size Il est ...? Elle est ...? + adjectives including some that precede nouns: B: joli(e), beau(belle), A: jeune, vieux(vieille)vieil, G: bon(ne), méchant(e), gentil(le) S: petit(e), grand(e), gros(se) C'est mon + BAGS adjective + ami + intelligent(e), sportif(ive), timide Cultural: French cities (Paris, Marseille, Strasbourg, Nice) & landmarks on maps, <i>Authentic Film: Une vie de chat</i>, Père Noël & Père Fouettard.	Main Topic: Describing what we are doing What I do: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Que fais-tu? Qu'est-ce que tu fais? je nage, je mange, je saute, je regarde, j'écoute, je danse, je parle, je porte, je joue, je chante à + number + heure(s) & midi & minuit compound sentences & mais avec + family member / animal What I am not doing: Qu'est-ce que tu ne fais pas? je ne nage pas, je ne mange pas, je ne saute pas, je ne regarde pas, je n'écoute pas, je ne danse pas, je ne parle pas, je ne porte pas, je ne joue pas, je ne chante pas à + number + heure(s) & midi & minuit What my friend does: Que fait-il? Que fait-elle? Qu'est-ce qu'il or elle ne fait pas? qui/il/elle nage, il/elle mange, il/elle saute, il/elle regarde, il/elle écoute, il/elle danse, il/elle parle, il/elle porte, il/elle joue, il/elle chante Cultural la galette des Rois, Easter traditions	Main Topic: Expressing our likes & dislikes j'aime & je n'aime pas j'adore & je déteste il aime / elle aime il n'aime pas / elle n'aime pas il adore / elle adore il déteste / elle déteste le sport, le foot(bal), le tennis, le rugby, le cyclisme, le chocolat (chaud) la danse, la natation, la musique les animaux, les croissants, les bonbons, les crêpes l'école Je préfère time phrases - to/past, quarter to/past, half past c'est bon, hypercool, fantastique, délicieux, nul, ennuyeux, dégoûtant parce que All pupils are able to answer: Qu'est-ce que tu aimes? Qu'est-ce qu'il or elle aime?
Year 7	Main Topic: Comparing & contrasting things, people & places: Tu es sage? Es-tu actif? Décris toi et <u>Kylian Mbappé</u>. Où habites-tu et où habite <u>Kylian Mbappé</u>?	Main Topic: Expressing & justifying opinions l'anglais, le français, les maths, les SVT (les sciences de la vie et de la terre) tous les jours, chaque <u>lundi</u>,	Main Topic: Describing usual routines Décris ta routine pendant la semaine? Tu te lèves à quelle heure? Tu te couches à quelle heure? Qu'est-ce que tu fais tous les jours?

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	Tu as les yeux ...? Tu as les cheveux + colour, length & style? Décris toi et <u>Kylian Mbappé</u>. (repeated) Décris ton école et une école différente. My alter ego: mais, cependant, tandis que assez, très, vraiment Je suis, Je ne suis pas, il & elle est, il & elle n'est pas: sympa - no change sage, timide - already ending in an e bavard(e), gentil(le), intelligent(e) - add an e actif (-ive), sportif (-ive), créatif (-ive), paresseux(-euse), travailleur (-euse), courageux (-euse) - irregular agreements Who, where & what: J'habite à Verwood en Angleterre, il & elle habite à Paris en France J'ai, il & elle a les yeux + bleus, verts, gris, marron J'ai, il & elle a les cheveux + colour - blonds, noirs, bruns, roux + length - longs, courts, mi-longs + style - raides, bouclés Our Trust schools: J'ai, je n'ai pas de, il y a, il n'y a pas de + location of schools eg. à + town & name of school, buildings eg. pool, staff eg. Monsieur & Madame & uniform eg. pull & pantalon Je voudrais + noun Culture: Demarcation: Departments, Regions, Francophone countries	à + <u>time</u>, le matin, après la récréation, après le déjeuner j'étudie, j'aime, j'adore, j'ai, je préfère, je déteste je n'adore pas, je n'aime pas, je ne préfère pas, je ne déteste pas parce que c'est, à mon avis c'est ... hypercool, actif, créatif, ennuyeux, utile, inutile, nul, relaxant, rigolo, formidable, facile, difficile Ma matière préférée, c'est ... parce que c'est plus + adjective + que Pupils expected to respond to these closed questions: C'est + subject? (Est-ce que) tu aimes + school word? Pourquoi? Pupils expected to respond to these open questions: Quelle est ta matière préférée? Qu'est-ce que tu étudies lundi? Qu'est-ce que tu aimes faire pendant la récréation? Tu préfères... ou? Pourquoi? Que fais -tu à <u>9H</u>? plus que revisit & re-use previous topic words through Retrieval le café, le supermarché, la piscine, ma maison, mon jardin, mon sac, ma trousse	Tu vas au collège avec qui? je me + réveille, lève, habille, brosse les dents, douche, couche je ne me lève pas, je ne me couche pas je fais + mes devoirs je vais + au collège, à Bournemouth, au cinéma je mange mon petit déjeuner le lundi matin, le vendredi soir, le dimanche après-midi tous les jours, normalement, d'habitude après ça, puis, ensuite seul(e), avec mes amis, avec ma famille Qu'est-ce que tu vas faire après le collège? je vais + infinitive / je voudrais + infinitive
Year 8	Main Topic: Making usual choices Qu'est-ce tu fais? & Qu'est-ce que tu ne fais pas?	Main Topic: Making future plans & arrangements Tu voudrais aller en France en vacances?	Main Topic: Recounting past events & Retrieval ready for Upper School Qu'est-ce que tu as fait pendant les

Initio Trust French Progression Map: Years 4 to Year 8.

Qu'est-ce qu'il or elle fait? & Qu'est-ce qu'il or elle ne fait pas? je / il or elle: (ne) danse (pas) beaucoup, (ne) mange (pas) une pizza, des pizzas, (ne) nage (pas) dans la piscine, (ne) joue (pas) au rugby, (ne) bavarde (pas) avec mes / ses amis, (ne) télécharge (pas) des films, (n')écoute (pas) de la musique, (ne) retrouve (pas) ma or sa famille, (ne) regarde (pas) la télé je (ne) fais (pas)/ il or elle (ne) fait (pas) du vélo je (ne) fais (pas) mes devoirs / il / elle (ne) fait (pas) ses devoirs, je (ne) vais (pas) / il / elle (ne) va (pas) en ville / au cinéma Qu'est-ce que tu ne fais jamais? Qu'est-ce qu'il or elle ne fait jamais? Je / Il or Elle ne + verb jamais + more verbs if appropriate Tu + activity + depuis combien de temps? Il or Elle + activity + depuis combien de temps? Je / Il or Elle + Activity + depuis + semaine(s), mois & an(s) Our preferences Qu'est-ce que tu aimes faire? Qu'est-ce qu'il or elle aime faire? Pourquoi? J'aime / Il or Elle aime + verb infinitive parce que c'est + adjective Qu'est-ce que tu n'aimes pas faire? Qu'est-ce qu'il or elle n'aime pas faire? Pourquoi? Je / Il or Elle n'aime pas + verb infinitive parce que c'est + adjective of opinion Qu'est-ce que tu n'aimes jamais faire? Qu'est-ce qu'il or elle n'aime jamais faire? Je / Il or Elle n'aime jamais + verb infinitive	Tu vas aller en avion? Est-ce que tu voudrais + infinitif? Qu'est-ce tu voudrais faire pendant les vacances? Qu'est-ce que tu veux faire? Tu vas rester où exactement? Tu vas aller avec qui? en janvier, cette année dans l'avenir, pendant mes vacances je vais, je voudrais, j'espère + infinitive regular -er verbs like manger, nager, visiter, rester, acheter, aller & other -ir & -re verbs eg. voir, boire je veux, je peux, je dois + infinitive pour deux semaines, pour un mois dans un hôtel de cinq étoiles, dans un gîte, dans un Airbnb en avion, en bateau	vacances? Où est-ce tu es allé(e)? Qu'est-ce que tu as mangé? Pendant mes vacances (de Pâques) La semaine dernière, le weekend dernier je suis allé(e), je ne suis pas allé(e) je ne suis jamais allé(e) j'ai mangé, j'ai bu je n'ai pas mangé, je n'ai pas bu je n'ai jamais mangé, je n'ai jamais bu j'ai vu, je n'ai pas vu, je n'ai jamais vu donc
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Initio Trust French Progression Map: Years 4 to Year 8.

Qu'est-ce que tu aimes faire le plus? Qu'est-ce qu'il or elle aime faire le plus? J'aime / Il or Elle aime + verb infinitive le plus + other appropriate details Rainy days: Quel temps fait-il (aujourd'hui)? Il pleut & Il fait beau Qu'est-ce que tu aimes faire normalement quand il pleut / il fait beau? Qu'est-ce qu'il or elle aime faire normalement quand il pleut / il fait beau? J'aime / Il or Elle aime + infinitive normalement Qu'est-ce que tu vas faire s'il pleut or fait beau demain? Je vais or je voudrais + infinitive demain Qu'est-ce qu'il or elle va faire s'il pleut or fait beau demain? Il or elle va or voudrait + infinitive + other appropriate details demain		
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FOR REFERENCE ONLY:			
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Initio Trust French Progression Map: Years 4 to Year 8.

Year 5: Listening	Year 6: Listening	Year 7: Listening	Year 8: Listening
identify rhyming words and specific sounds in songs and rhymes. understand the main points from short spoken French material. show understanding of simple sentences through physical response.	identify patterns of language in songs and rhymes. understand some specific details from short spoken French material. show understanding of more complex sentences through physical response.	differentiate between different SSC (symbol-sound correspondences). obtain information from short spoken French material. pick out key facts when completing listening comprehensions.	transcribe words and short sentences with increasing accuracy. obtain information from a variety of spoken French material. pick out key facts within different time frames when completing listening comprehensions.
Year 5: Speaking	Year 6: Speaking	Year 7: Speaking	Year 8: Speaking
pronounce words accurately using knowledge of letter string sounds to support and observe silent letter rules. say a sentence using familiar language. engage in a short, scaffolded conversation using a range of simple familiar questions. use intonation to mark exclamation of joy, shock and approval. present prepared ideas and information to a partner.	predict pronunciation of some unfamiliar words in a sentence using knowledge of letter strings and silent letter rules. use familiar vocabulary to say several longer sentences using a scaffold. converse briefly without prompts. ask and answer more complex questions with a scaffold of responses. supplement an opinion with a simple adjective present prepared ideas and information to a small group.	predict the pronunciation of unfamiliar words using knowledge of phonics. ask and answer topic-related closed questions. respond to some open question cues: e.g <i>que, qu'est-ce que, qui, où?</i> hold brief structured conversations using some appropriate intonation. express a range of opinions	speak with increasingly accurate pronunciation and reasonable fluency. ask and answer topic-related open and closed questions. respond to a range of open question cues e.g <i>que, qu'est-ce que, qui, où, quand, comment, pourquoi?</i> hold structured conversations using increasingly accurate intonation. express opinions using more sophisticated language justify opinions using linked sentences.
Year 5: Reading	Year 6: Reading	Year 7: Reading	Year 8: Reading
read simple sentences containing familiar words and a limited number of unfamiliar words, understanding the main points. identify both nouns and verbs that are cognates.	read simple sentences containing familiar and unfamiliar words, understanding the main points and some detail. recognise a wide range of cognates and some false cognates.	show comprehension of short texts using context to support understanding of purpose and main details.	show comprehension of a range of texts using context to support understanding of purpose and main details. understand texts that expand understanding of language and culture.

Initio Trust French Progression Map: Years 4 to Year 8.

use language knowledge to determine the meaning of new words. use a bilingual dictionary to translate nouns into French and identify their gender	use knowledge of cognates to determine the meaning of new words. use a bilingual dictionary to translate English to French and French to English.	identify true and false cognates to determine meaning and gist from the text. apply knowledge of language to support accurate translation work of short material into English. use a bilingual dictionary without additional support.	apply knowledge of language to support accurate translation work of short material written in more than one tense into English. use glossaries, bilingual dictionaries and key word lists.
Year 5: Writing	Year 6: Writing	Year 7: Writing	Year 8: Writing
write simple sentences from memory using visual prompts. write several simple sentences using familiar vocabulary to describe people, places, things and actions. understand the impact of accents.	write several sentences from memory drawing on familiar topic vocabulary. use familiar vocabulary to create several longer sentences using a scaffold. choose more creative and complex language to describe people, places, things and actions. understand the impact of accents and position them correctly when writing.	write several sentences from memory using an increasingly wide range of grammar and vocabulary. translate simple sentences into French. write more detailed responses following models to improve accuracy of grammar, spelling and punctuation. form creative and complex sentences using the present tense, adjectival agreements, linking words, intensifiers, opinions and negatives. apply accents to familiar words.	write several sentences from memory in more than one tense, using an increasingly wide range of grammar and vocabulary. translate sentences in two tenses into French. write more detailed responses using two tenses, following models to improve accuracy of grammar, spelling and punctuation. form creative and complex sentences in two tenses using adjectival agreements, linking words, intensifiers, opinions and negatives. apply accurate spelling including the correct position of accents.