

# Rushwick C of E Primary School

## *Ask, Seek, Knock*

*Ask and it will be given to you; seek and you will find; knock and the door will be opened to you. Matthew 7:7.*

# French Curriculum Policy

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## Rushwick C.E. Primary School

### French Curriculum

#### Intent – Aims of our French Curriculum

- To instil in pupils a positive attitude towards learning languages, so that they enjoy their lessons and become curious about languages.
- To set out a sequentially planned scheme of learning which meets the requirements of the National Curriculum’s attainment targets for languages.
- To build children’s confidence in French, so that they can use their skills in practical contexts and so that they have a foundation for studying French at secondary school and beyond.

#### National Curriculum Attainment Targets

##### Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

#### Using this document

For each year group, there is a programme of study, setting out the topics that should be covered and the key content/key skills to be taught.

There is also a Skills Coverage table for each year group, with the skills to be taught highlighted in grey. Each Skills Coverage table is based on the National Curriculum’s attainment targets, adapted from Ensemble-MFL’s publication “KS2 Progression Overview and Assessment Guidance”.<sup>1</sup>

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<sup>1</sup> See <http://www.ensemble-mfl.co.uk/wp-content/uploads/2016/07/KS2Languagesprogressionoverview-and-assessment-guidance.pdf>, p.14

## Year 3 Programme of Study

| Key Content  | Detail and Example Activities  | Key Skills   |
|--|--|--|
| <p><b>Numbers from 1-10</b></p> <ul style="list-style-type: none"> <li>In French, the number system is the same, but vocab for numbers is different.</li> <li>Children learn the phrase <i>il y a</i> (there is/there are) to describe how many of something there is.</li> </ul>  | <p>Game of Bingo in French with numbers 1-10.<br/>Use of “<i>combien ?</i>” (“how many?”) on the board to describe how many children, apples etc.<br/>Children given cards with basic objects (apples, books etc.) and describe to others how many of their object they have.</p>  | <p>Speaking/listening: understand numbers as they are read out and say them out loud.<br/>Reading: be able to link a numeral to its French pronunciation.<br/>Writing: be able to write down accurate spellings of numbers to 10.</p>  |
| <p><b>Introducing myself</b></p> <ul style="list-style-type: none"> <li>Children learn key vocab (e.g.: <i>salut/bonjour, au revoir, je m'appelle, j'ai ___ ans</i> (I am ___ years old), <i>ça va ?</i>).</li> <li>Children use this to explain <b>their name, their age and how they are feeling</b>.</li> </ul>   | <p>Children make a role play of them and their partner exchanging greetings and giving their age.<br/>Children move around the room asking each other how they are feeling. They note down whether a child is feeling great (<i>ça va très bien</i>), good (<i>ça va bien</i>), just okay (<i>ça va</i>) or not very good (<i>ça va mal</i>). This could be adapted to train children's reading skills, reading speech bubbles instead of listening.</p> | <p>Speaking/listening: understand questions (<i>ça va ?</i>) and respond appropriately.<br/>Reading/writing: write an introduction about themselves using given vocab and understand this vocab when reading about someone else.</p>   |
| <p><b>Colours</b></p> <ul style="list-style-type: none"> <li>Children learn how to pronounce colours (at least 8 different colours) in French.</li> <li>It is worth mentioning that adjectives change based on whether the noun they are describing is masculine, feminine or plural but it is not necessary to explicitly focus on this as a teaching point in Y3.</li> </ul> | <p>This is a great opportunity to focus on pronunciation, e.g. silent t on <i>vert</i>, the “ay” sound in <i>violet</i> etc.<br/>Hangman style games to reinforce the spelling of French words.<br/>Describing the colour of certain objects in the classroom, e.g. <i>Le stylo est blanc, le crayon est jaune et noir, la porte est bleu</i>.</p>   | <p>Speaking/listening: understand which colour is which when spoken out loud (e.g. in bingo) and pronounce colours properly.<br/>Reading/writing: accurately spell a French colour and use basic words (<i>le, est</i>) to describe objects' colours.<br/>Grammar: emphasise that colours as adjectives go after the noun.</p> |
| <p><b>Food</b></p> <ul style="list-style-type: none"> <li>Children bring together their knowledge of numbers and colours to describe foods. They <b>express their opinion</b> of the foods they like and dislike. Children should learn <i>j'aime and je n'aime pas</i>.</li> </ul>  | <p>Children should learn vocab for a limited number of popular foods, e.g. sweets, chocolate, sandwiches, yoghurt and various fruits.<br/>Children express whether they like a food or not. Children also learn to <b>ask</b> whether someone likes a food – this can be done very basically by using an upward inflexion at the end of a sentence, e.g. <i>Tu aime les pommes?</i> Do you like apples?</p>  | <p>Speaking/listening: understanding a question and replying appropriately.<br/>Reading/writing – read a French word for food and link it to pictures; write the correct spelling.</p>   |

## Skills coverage for year 3

| Listening | Speaking | Reading | Writing |
|-----------|----------|---------|---------|
|-----------|----------|---------|---------|

|  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• engage in conversations</li> <li>• express opinions, ideas, facts and feelings.</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases</li> <li>• present ideas and information to a range of audiences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> </ul> | <ul style="list-style-type: none"> <li>• read carefully and show understanding of words and phrases</li> <li>• read carefully and show understanding of simple writing</li> <li>• appreciate poems, rhymes and stories in the language</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through substituting words</li> <li>• express ideas in writing through adapting phrases and sentences</li> <li>• describe people, things, places and actions</li> <li>• communicate for practical purposes</li> <li>• write at varying length, for different purposes</li> <li>• communicate ideas, facts and feelings</li> </ul> |
|--|--|---|--|

**Grammar coverage for year 3**

- Basic words to suit the Key Content, e.g. *le, est and sont* (the, is and are).
- A space comes before question marks and exclamation marks.
- Adjectives *usually* come after the noun. E.g. *le chien blanc* (the white dog).

## Year 4 Programme of Study

| Key Content  | Detail and Example Activities  | Key Skills  |
|--|--|---|
| <p><b>All about me – my family and likes and dislikes</b></p> <ul style="list-style-type: none"> <li>Children learn vocab for brothers, sisters, mum, dad etc. They also learn <b>basic</b> vocab for hobbies and months of the year to communicate birthdays.</li> <li>Through this topic, children revise numbers to ten.</li> <li>Children learn explicitly to form the negative with verbs, e.g. <i>J'ai deux sœurs mais je n'ai pas un frère.</i></li> <li>At the end of this topic, children learn to use pronouns he and she – <i>il et elle</i> – to describe others.</li> </ul> | <p>Children use their family and hobbies vocab to build sentences about themselves.</p> <p>Children play people bingo around the class to describe themselves and learn about others.</p> <p>Children should conjugate <i>avoir</i> (the verb <i>to have</i>) in the correct way at the end of the topic, e.g. <i>J'ai un frère ; il a deux frères</i> (see teacher guidance).</p> <p>Train children's reading ability through spot the mistake activities, with mistakes relating to grammar/numbers etc.</p> | <p>Speaking/listening: vocalise their introduction about themselves and listen for vocab in other people's introductions.</p> <p>Reading/writing: be able to read about people's family members and spot mistakes in writing.</p> <p>Grammar: accurately form the negative form of the verb and begin to use pronouns with conjugated form of the verb.</p> |
| <p><b>Animals/pets</b></p> <ul style="list-style-type: none"> <li>Children should learn vocab for a limited number of animals.</li> <li>Through this, children revise counting to ten, expressing opinions and colours; e.g. <i>J'ai deux chats blancs. J'aime les chiens.</i></li> <li>Children learn vocab for "favourite": <i>préféré.</i></li> </ul>   | <p>Children should learn that nouns can be masculine, feminine or plural, and that adjectives must correspond accordingly.</p> <p>Children use their knowledge of pronouns to describe pets that others in the class have.</p> <p>Children complete a 'what can you tell me?' activity, writing about animals they can see based on their colour and whether they like these animals.</p>  | <p>Speaking/listening: learn to pronounce animals vocab accurately and listen for numbers.</p> <p>Reading/writing: write down descriptions of animals using taught vocab.</p> <p>Grammar: make sure colours always follow the noun and make use of pronouns.</p>  |
| <p><b>Where in the world?</b></p> <ul style="list-style-type: none"> <li>Children learn about Francophone countries and the origins of why they speak French.</li> <li>Children describe where they live (<i>j'habite à, nous habitons à</i>) conjugating the verb <i>habiter</i>.</li> <li>Children express where they would like to live, using <i>à, en</i> and <i>au</i> appropriately.</li> </ul>   | <p>Children complete a musical chairs activity, with each station being a Francophone country.</p> <p>Children find out the favourite country in Europe based on other people's opinions.</p> <p>Children learn vocab for places in their hometown that they like to visit – e.g. cinema and shops.</p>  | <p>Speaking/listening: children express their opinion on their hometown.</p> <p>Reading/writing: use phonetic knowledge to have a go at pronouncing Francophone countries' names.</p> <p>Grammar: make accurate use of <i>à, en</i> and <i>au</i>. Use the <i>nous</i> form of the verb to describe where we live.</p>                                      |

## Skills coverage for year 4

| Listening  | Speaking   | Reading   | Writing  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• engage in conversations</li> <li>• express opinions, ideas, facts and feelings.</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases</li> <li>• present ideas and information to a range of audiences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> </ul> | <ul style="list-style-type: none"> <li>• read carefully and show understanding of words and phrases</li> <li>• read carefully and show understanding of simple writing</li> <li>• appreciate poems, rhymes and stories in the language</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through substituting words</li> <li>• express ideas in writing through adapting phrases and sentences</li> <li>• describe people, things, places and actions</li> <li>• communicate for practical purposes</li> <li>• write at varying length, for different purposes</li> <li>• communicate ideas, facts and feelings</li> </ul> |

## Grammar coverage for year 4

- Awareness of and accurate use of masculine, feminine and plural nouns, and accompanying adjectives and determiners.
- Use of pronouns *il, elle et nous* (he, she and we); attempts should be made to conjugate verbs appropriately.
- Consolidation of grammar coverage from year 3.

**Year 5 Programme of Study**  
**Skills coverage for year 5**

| <u>Key Content</u>  |                 | <u>Detail and Example Activities</u>   | <u>Key Skills</u>  |
|---|-----------------|--|--|
| <b>School life</b> <ul style="list-style-type: none"> <li>Children learn vocab for different subjects.</li> <li>They revise expressing their opinion, using <i>préféré</i> to express their favourite subject.</li> <li>They <b>justify</b> their opinion, using <i>parce que, c'est</i> and adjectives (e.g. <i>interessant, amusant</i>) to describe their favourite subjects. E.g. <i>J'aime l'histoire parce que c'est interessant.</i></li> <li>Children learn to use determiners <i>son et sa</i> (his and her) when talking about favourite subjects.</li> </ul> |                 | Children should use their knowledge from previous years, using <i>j'aime et je n'aime pas</i> to express their opinions.<br>Children could use dictionary skills to find their own vocab, e.g. for subjects or adjectives to describe the subjects.<br>Children could play people bingo to find people who like certain subjects.<br>Children read descriptions of other people's likes in school and complete comprehension activities.   | Speaking/listening: express and justify their own opinions and understand the opinions of others.<br>Reading/writing: find their own vocabulary in dictionaries and write this down.<br>Grammar: use the third person to describe other people's opinions of school, using <i>il, elle, son et sa</i> .  |
| <b>Holidays and hobbies</b> <ul style="list-style-type: none"> <li>Children learn vocab for things to do on holiday/around town. Focus should be on the verbs involved, as this will be new for the children.<br/>E.g. to play football (<i>jouer</i>), to go the beach (<i>aller</i>), to visit family (<i>visiter</i>), to watch films at the cinema (<i>regarder</i>).</li> <li>Children learn to put these verbs into the past tense, using the <b>passé composé</b> tense (the perfect tense). See teacher guidance for details.</li> </ul>                        |                 | Children could make a plan for a holiday, using their knowledge of countries from Y4 and vocab from this unit. They should use the important phrase <b>il y a (there is/there are)</b> to describe what is around town.<br>Children could justify why they like certain activities using their knowledge from the previous unit on school life.<br>When moving to the past tense, you could start by looking at how verbs change in English to adjust to the tense and to who is doing the verb (the subject). | Speaking/listening: express and justify their own opinions and understand the opinions of others.<br>Reading/writing: use a variety of verbs in their writing, in the first person (On holiday, I visit the beach – <i>En vacances, je visite la plage</i> ).<br>Grammar: Take the learnt verbs and put them into the past tense, using <i>j'ai</i> + the past tense of the verb (note the common exception – <i>je suis allé</i> (I went)). |
| <b>Days of the week and appreciation of a story in French</b> <ul style="list-style-type: none"> <li>Children learn the vocabulary for days of the week.</li> <li>They revise food vocabulary from Y3 and combine this with new verbs – <i>manger et croquer</i> (eat and munch/bite). Children learn these in the context of a French story - <i>La Chenille Qui Fait Des Trous</i> (The Very Hungry Caterpillar).</li> <li>Children use their knowledge of the past tense to rewrite/retell the story of <i>La Chenille Qui Fait Des Trous</i>.</li> </ul>            |                 | Children learn to appreciate the story and through this learn new vocabulary, in a guided reading style.<br><br>Children could make their own illustrated version of the story.  | Speaking/listening: learn to pronounce days of the week properly and listen attentively to the story.<br>Reading/writing: read the story for pleasure and write a new version of it, drawing on learnt vocab.<br>Grammar: Take the learnt verbs and put them into the past tense, using <i>j'ai</i> + the past tense of the verb (note the common exception – <i>je suis allé</i> (I went)).   |
| <b>Listening</b>  | <b>Speaking</b> | <b>Reading</b>   | <b>Writing</b>   |

|  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• engage in conversations</li> <li>• express opinions, ideas, facts and feelings.</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases</li> <li>• present ideas and information to a range of audiences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> </ul> | <ul style="list-style-type: none"> <li>• read carefully and show understanding of words and phrases</li> <li>• read carefully and show understanding of simple writing</li> <li>• appreciate poems, rhymes and stories in the language</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through substituting words</li> <li>• express ideas in writing through adapting phrases and sentences</li> <li>• describe people, things, places and actions</li> <li>• communicate for practical purposes</li> <li>• write at varying length, for different purposes</li> <li>• communicate ideas, facts and feelings</li> </ul> |
|--|--|---|--|

**Grammar coverage for year 5**

- Awareness of and accurate use of masculine, feminine and plural nouns, and accompanying adjectives and determiners.
- Use of determiners *son et sa* (his and her) to talk about other people's likes and dislikes.
- Use of the perfect tense (*le passé composé*).



## Year 6 Programme of Study

## Skills coverage for year 6

| Key Content  | Detail and Example Activities  | Key Skills   |                |
|--|--|--|----------------|
| <p><b>Around town: asking questions and ordering food</b></p> <ul style="list-style-type: none"> <li>Children use food and around town vocab from previous years to practise ordering food and drink and asking questions about where things are in town.</li> <li>They also learn to point out <b>where</b> something is in relation to something else, e.g. <i>la piscine est près de la musée.</i></li> <li>Children learn multiples of ten in French in order to communicate prices.</li> <li>Children learn to conjugate verbs into the near future tense using the first person singular form (see teacher guidance) to communicate what they will do on a certain day/the weekend.</li> </ul> | <p>Key vocab: <i>je voudrais, je prendrai, où est ... ? combien ça coûte ?</i><br/>Children could practice a drama performance in a group of ordering their favourite food and asking for directions.</p> <p>Children learn prepositions to describe the place of something. See <a href="https://www.frenchtoday.com/blog/french-grammar/french-prepositions-countries-cities-regions/">https://www.frenchtoday.com/blog/french-grammar/french-prepositions-countries-cities-regions/</a> for a list of key prepositions (only a limited number of these should be taught). They use the important phrase</p> <p>The near future tense (<b>not the simple future tense</b>) should be used to express what is going to happen, e.g. <i>lundi, je vais aller à la piscine ; le weekend, je vais faire du shopping.</i><br/>See teacher guidance for details.</p> | <p>Speaking/listening: ask and answer questions in practical contexts.</p> <p>Reading and writing: ascertain what someone is doing from written text. Use the near future tense in written work.</p> <p>Grammar: conjugate verbs into the near future tense and use prepositions (see teacher guidance).</p> |                |
| <p><b>Anansi and Tortoise – Appreciating a French story</b><br/><a href="https://www.bbc.co.uk/programmes/p0114v86">https://www.bbc.co.uk/programmes/p0114v86</a></p> <p><b>N.b.</b> the English title of this film on the website is ‘Anansi and Turtle’ but it should read ‘Anansi and Tortoise.’</p> <ul style="list-style-type: none"> <li>Children find vocab relating to the story in dictionaries.</li> <li>Children learn new vocab relating to the story, relating to hunger, food, clean and dirty etc.</li> </ul>   | <p>Children could be taught and given a list of key vocab to listen for, e.g. <i>bross a dents, délicieuse, repas, s’il te plait, rien, faim, soif.</i><br/>(toothbrush, delicious, meal, please, nothing, hunger, thirst).<br/>Children could create a mind map of other things Tortue might have in his shell (use dictionaries) that he might have to eat, and then act out that part of the story!<br/>Children could write a brief review of the story, explaining why they like/dislike it, using adjectives.<br/>Children could make a storyboard for the story with illustrations, explaining briefly what happens at 5 or 6 key points, using brief but key French vocab (use the present tense for this unless confident with the <i>passé composé</i> (past tense)).</p>  | <p>Speaking/listening: listen and appreciate a story in French. Listen for key vocabulary.</p> <p>Reading and writing: writing an alternate script of events using vocabulary found from dictionaries.</p>   |                |
| <b>Listening</b>   | <b>Speaking</b>  | <b>Reading</b>   | <b>Writing</b> |

|  |  |   |  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li>• listen attentively to spoken language</li> <li>• listen to songs and rhymes</li> <li>• show understanding by responding</li> <li>• show understanding by joining in</li> <li>• appreciate stories, songs, poems and rhymes in the language</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• ask and answer questions</li> <li>• engage in conversations</li> <li>• express opinions, ideas, facts and feelings.</li> <li>• respond to the opinions of others</li> <li>• seek clarification and help</li> <li>• speak in sentences, using familiar vocabulary, phrases</li> <li>• present ideas and information to a range of audiences</li> <li>• describe people, places, things and actions</li> <li>• communicate for practical purposes</li> <li>• speak with increasing confidence, fluency and spontaneity</li> </ul> | <ul style="list-style-type: none"> <li>• read carefully and show understanding of words and phrases</li> <li>• read carefully and show understanding of simple writing</li> <li>• appreciate poems, rhymes and stories in the language</li> <li>• broaden vocabulary through reading</li> <li>• develop the ability to understand new words that are introduced in familiar written material</li> <li>• find out the meaning of new words through using a dictionary</li> <li>• understand ideas, facts and feelings</li> </ul> | <ul style="list-style-type: none"> <li>• write words and phrases from memory</li> <li>• express ideas in writing through substituting words</li> <li>• express ideas in writing through adapting phrases and sentences</li> <li>• describe people, things, places and actions</li> <li>• communicate for practical purposes</li> <li>• write at varying length, for different purposes</li> <li>• communicate ideas, facts and feelings</li> </ul> |
|--|--|---|--|

**Grammar coverage for year 6**

- Use of the near future tense (using the present tense form of *aller* and the infinitive of the relevant verb)
- Use of gender agreement between nouns and adjectives, consolidated from previous years.

### Assessment ideas and activities

- Assessment does not need to be carried out formally.\* Teachers can use their own judgement of what children have learned successfully and what they are struggling with in order to inform future teaching, within or across topics.
- Teachers could print off the programme of study for their year group, and RAG rate where strong areas and weak areas were for the class. This would help to inform the class's next teacher as to areas to revise.
- Lessons should start with a speedy recall game/activity, to encourage recall of previous lessons' vocabulary/material.
- Playing three/four in a row, whereby a grid on the whiteboard is laid out with a phrase in each square that needs to be translated, is a good way to test knowledge. It also makes for a good recall activity at the start of a lesson.
- When children ask each other questions, e.g. *quelle est ton matière préférée*, they could use the results, noted down, to make a bar chart, in a cross-curricular maths exercise.
- Children are given a text to read that describes something, e.g. *Mon chien est blanc, il est très drôle et j'adore mon chien!* and they are asked to substitute in words to change the meaning, to test that they can identify where the adjectives/verbs are.
- More assessment activities and ideas can be found in Ensemble-MFL's "KS2 Progression Overview and Assessment Guidance" (<http://www.ensemble-mfl.co.uk/wp-content/uploads/2016/07/KS2Languagesprogressionoverview-and-assessment-guidance.pdf>).
- Almost all of the topics included in each year group's programme of study have supporting materials (or a complete unit pack) available on Twinkl. Some topics may be set at a different age group on Twinkl to the one in this document, but the materials can still be adapted. See <https://www.twinkl.co.uk/resources/planit-primary-teaching-resources/planit-primary-teaching-resources-french/planit-primary-teaching-resources-french-year-3>

## Teacher Guidance

### Verbs and Conjugation

To conjugate a verb means to change it to suit the subject or tense of the sentence. We do this in English. Using the verb *to eat* as an example, in the present tense it is I eat. In the past tense it is I ate. In the present tense third person singular form, it is he/she eats.

When you find a verb in a French dictionary, it is normally shown in the **infinitive** form. The infinitive form of a verb can be thought of as the “raw” form of the verb, before it is put into any tense. For example, the infinitive form of the verb “to eat” is *manger*; the infinitive of “to read” is *lire*.

To form the phrase “I eat,” you conjugate *manger* into the present tense first person singular form, which is *mange*; so “I eat” is *je mange*. The present tense second person singular form of *manger* is *manges*, so “you eat” is *tu manges*.

### The past tense – le passé composé (in English called the “perfect tense”)

The perfect tense is a past tense used in French. It is not the only form of the past tense, but it is the best one to introduce to learners first. Sentences such as “I ate a sandwich,” “I went to France,” and “I visited the cinema,” would all use the perfect tense in French.

To use the perfect tense, you first need to take the present tense form of the verb *avoir* (“to have”). In the first person singular, this is *J’ai* (I have).

You then take the *past participle* of the verb. Here are some examples:

*manger* (to eat) – *mangé* (past participle - ate)

*visiter* (to visit) – *visité* (past participle - visited)

*choisir* (to choose) – *choisi* (past participle - chose).

So “I visited the beach” would be *J’ai visité la plage*.

“I chose the chocolate”, would be *J’ai choisi le chocolat*.

For some verbs, you have to use the present tense form of *être* (to be) instead of *avoir*. A very common one is *aller* (the verb “to go”). To put this into the past tense, making “I went”, we need the present tense form of *être*, which is *je suis*. Then we need the past participle of *aller*, which is *allé*. So “I went” is *Je suis allé*, not *j’ai allé*. For more details, see

<https://www.bbc.co.uk/bitesize/guides/z2h6tfr/revision/1>

### The near future tense – le futur proche

The near future tense is a future tense used in French. It is the simplest to form and is roughly translated into English as saying you are “going to” do something.

To use the near future tense, you first need to take the present tense form of the *aller* (the verb “to go”). In the first person singular, this is *je vais* (I go/I am going).

You then take the **infinitive** form of the verb you’re putting into the future tense. For example, the infinitive of “to read” is *lire*.

So you have *je vais* (I am going) and *lire* (to read) which makes *je vais lire* (I am going to read).

For more details, see the explanation and table (not the video – this explains a different tense) at

<https://www.bbc.co.uk/bitesize/guides/z6qhrj6/revision/1>