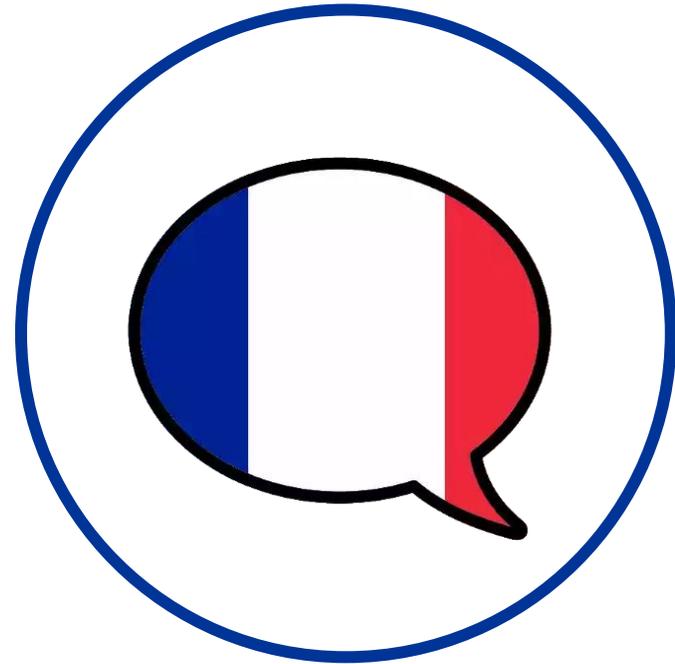


# Subject Overview

*Here, children thrive...*

# MFL: French



## French curriculum intent

We study French as our modern foreign language and we intend to give pupils the foundational language skills needed in order to explore and communicate with those of other cultures. We aspire to enthuse and engage children's understanding of other countries, giving them the required skills in order that they can express themselves, communicate and converse in French; listening, understanding and responding to French verbally and in writing. Our ambition is that children's study of French will enable them to think about things differently and engage with content in another language, beginning to equip them with the required knowledge and skills to explore the world of study and work in other countries.

Through our study of French, we aim to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources become proficient in drawing, painting, sculpture and other art, craft and design techniques,
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied

## Implementation

### Curriculum structure & sequencing

With languages being a specialised subject we adopt a high quality scheme of work to deliver French throughout KS2. The Kapow scheme is structured and sequenced progressively, in order that children develop foundational language skills which they build on year after year. This is delivered throughout school by a single specialised teacher. This is to ensure consistency of delivery and approach throughout school.

### Content & concepts

The content of our French curriculum is selected with two ideas in mind: what will be most purposeful to our children should they be required to speak French, and what will be most engaging. The content and concepts taught are also the foundational elements of the French language that they will go on to study in KS3 and 4, meaning our KS2 offer is a precursor to what children will be studying in their next steps in education. Content is taught through mixtures of speech, listening, reading and engaging in interactive content.

### Enrichment and personal development:

Enrichment comes through participation in various engaging activities and opportunities. We strive to provide real world scenarios for the children in order to enrich their learning and as such engage in theme days, French food tasting and inviting native French speakers into school to engage with the children and further their learning and languages experience.

### Assessment and next steps

Assessment of French is set against a detailed, bespoke assessment framework from the Kapow scheme. It covers speaking, listening and understanding to ensure children are assessed against a full picture of languages teaching as opposed to simply call and response type activities. The methodology of the French language is also assessed, such as grammar and pronunciation. This is to ensure our children enter high school and more complex languages education in the best position possible to make effective progress.

## Inclusion within MFL (French)

We are an inclusive school and as such, do not believe in narrowing the curriculum for any learner. Our curriculum is designed with inclusion of all at heart, and our curriculum intent is therefore the same for all children.

However we are mindful that there are an abundance of factors which need to be considered in order for all learners to be able to access learning according to their individual needs; perhaps none more so than for those learners with Special Educational Needs and Disabilities (SEND).

Therefore, whilst our curriculum intent is the same for all learners; our implementation of the curriculum may well look different for different groups of pupils. Teachers will plan, scaffold, challenge and embed learning through activities which are adapted to meet children's needs – we call this adapted implementation. This is to ensure that our curriculum can be met by all within an inclusive environment, mindful and responsive to children's needs.

We use guidance set out within the NASEN teacher handbook to assist us in amending our implementation within French. Examples of this, though not an exhaustive list, can be seen to the right. Note, these are suggestions of what may be implemented but all teachers will amend according to learner need.



Word banks and picture resources may be supplied to assist learners with scientific language and processes.



Staff may scribe for children to ensure a child's explanations and articulation is not limited by writing competence.



Make regular references to relevant language throughout the lesson and using tools such as targeted resources, working and display walls.



Provide learners with targeted resources to support their learning and understanding such as visual aids.



# Boughton Heath Academy Curriculum Road Map - French

Year  
3



Greetings & introductions



Colour, size & shape



Counting, numbers & age



In the classroom



Transport & travel



Animals

Year  
4



Describing people



Colour & clothes



Shopping



Space



Describing pets

Year  
5

EUROVISION  
SONG CONTEST  
Songs:  
Eurovision



Food & eating



Weather



Counting, numbers & dates



French around the world



French verbs



My family

Year  
6



Sport & Olympics



Football



My house & home



Holidays



Transport & direction

# Boughton Heath Academy – French End Points

Year 3	Year 4	Year 5	Year 6
 	 	 	 
<p>To describe shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence through games.</p> <p>To use appropriate intonation and imitate pronunciation of sounds when giving greeting to say hello, good-bye and good night, and to ask and answer the question, 'how are you feeling?'.</p>	<p>To learn adjective agreement based on gender, use physical traits to identify people, place adjectives after the noun, create spoken sentences to describe friends, and practice writing four correct sentences with adjectival agreement.</p> <p>To learn and recognise items of clothing, understand the different forms of the indefinite article and possessive adjective as well as practice using the correct adjectival agreement and describe what people are wearing.</p>	<p>To develop understanding of sentence structure, identifying and sorting nouns by their gender and make adjectives agree, culminating in writing a paragraph to describe their own monster pet creations.</p> <p>To develop their listening and language skills, using figurative language and develop their sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons.</p>	<p>To learn and use the correct form of the verb 'aller' – to go, identify correct prepositions, learn sports vocabulary and how to express preferences plus the infinitive. Use this knowledge to write a magazine article about participating in the Olympic Games.</p> <p>To demonstrate proficiency in language learning by trying two memorisation methods, learning at least four new words, pronouncing vocabulary from previous lessons, translating player profiles, constructing the sentence "I come from [a place]" in French, answering comprehension questions about football, completing a player profile, and delivering an oral presentation with reasonable pronunciation.</p>
 	 	 	 
<p>To count in French from one to twelve, recognising the written number words, ask how old someone is and answer the same question, comparing sentence structures in French and English, and practising vocabulary by playing traditional French games.</p> <p>To use rules on adjectival position to write short descriptions in French and to give a presentation on what is in their school bag.</p>	<p>To learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys and find out about French festivals.</p> <p>To learn phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten; combining this knowledge to make statements about what the temperature is in different parts of France and to deliver a weather forecast.</p>	<p>To construct high numbers in French, developing food related vocabulary through games, stories and role-play and build their understanding of sentence structures, questions and phrases, equipping themselves with language they could use when shopping in France.</p> <p>To recognise and follow directions, creating directional phrases, comprehending various sentence types including directions, constructing questions and answers, having some knowledge of national identity and stereotypes, understanding true/false statements presented in a graph or table, and using prompts to complete passport information.</p>	<p>To learn how to describe a house, the different rooms and who lives there. Learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom.</p> <p>To learn to use a combination of present and near future tenses, and become familiar with holiday related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.</p>
 	 	 	
<p>To improve language skills by learning strategies for determining word meanings, recognise cognate nouns and transport words in writing, engage in songs with accompanying gestures, form simple statements about pictures, build phrases with accurate pronunciation, and write basic sentences, experimenting with different accents.</p> <p>To improve language skills by using dictionaries to source vocabulary, apply indefinite articles correctly, construct sentences from models, identify word classes, solve puzzles using scientific vocabulary and structure clues, decode unfamiliar sentences, and generate new phrases.</p>	<p>Demonstrate various language skills such as identifying cognates, solving calculations and recognising vocabulary in context, translating words using bilingual dictionary, spelling accurately, comprehending unfamiliar texts, and engaging in conversations on various topics in French.</p> <p>To use the Eurovision Song Contest to inspire pupils to write original songs in French, learning additional music vocabulary and expanding their knowledge of the French names of European countries.</p>	<p>To identify the infinitive form of verbs, and subject pronouns, practising with a set of regular action verbs; they discover that not all verbs are regular, finally producing a short piece of creative writing to demonstrate their learning and presenting it to the class.</p> <p>To learn how to introduce family and relations using the correct vocabulary, including the possessive adjective and how to express likes and dislikes. Produce a piece of written work, in French, describing members of a family, their looks, their ages, their birthdays and their likes and dislikes.</p>	<p>To learn directional, transport and town vocabulary together with prepositional phrases, the children describe their journey to school, plan a trip to France and become tourist guides, giving reasoned opinions on which places in town to visit. Create a tourist leaflet, in French, for their own local area.</p>

# Progression of Skills

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> <li>Asking and/or answering simple questions</li> <li>Forming simple statements with information including the negative</li> <li>Practising speaking with a partner</li> <li>Using short phrases to give information</li> <li>Beginning to adapt phrases from a rhyme/song</li> <li>Repeating short phrases accurately, including liaison of final consonant before vowel</li> <li>Listening and repeating key phonemes with care</li> <li>Introducing self to a partner with simple phrases</li> <li>Recognising and using adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and answering simple questions which involve giving personal information</li> <li>Beginning to form opinion phrases</li> <li>Beginning to use conversational phrases for purposeful dialogue</li> <li>Using a model to form a spoken sentence</li> <li>Speaking in full sentences using known vocabulary</li> <li>Comparing sounds and spelling patterns with English</li> <li>Listening and repeating further key phonemes with care</li> <li>Rehearsing and performing a short presentation</li> <li>Choosing appropriate adjectives from a wider range of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Forming a question in order to ask for information</li> <li>Presenting factual information in extended sentences including justification</li> <li>Rehearsing and recycling extended sentences orally</li> <li>Planning and presenting a short descriptive text</li> <li>Using intonation and gesture to differentiate between statements and questions</li> <li>Making realistic attempts at pronunciation of new, vocabulary</li> <li>Listening and repeating key phonemes with care applying pronunciation rules</li> <li>Adapting a story and retelling to the class</li> <li>Using adjectives with correct placement and agreement</li> </ul>	<ul style="list-style-type: none"> <li>Developing extended sentences to justify a fact or opinion</li> <li>Planning, asking and answering extended questions</li> <li>Engaging in conversation and transactional language</li> <li>Planning and presenting a short text</li> <li>Modifying, expressing and comparing opinions</li> <li>Discussing strategies for remembering and applying pronunciation rules</li> <li>Speaking and reading aloud with increasing confidence and fluency</li> <li>Comparing and applying pronunciation rules or patterns from known vocabulary</li> <li>Giving a presentation drawing upon learning from a number of previous topics</li> <li>Recognising and using a wide range of descriptive phrases</li> </ul>
Listening	<ul style="list-style-type: none"> <li>Listening and responding to single words and short phrases</li> <li>Following verbal instructions in French</li> <li>Responding to objects or images with a phrase or other verbal response</li> <li>Listening and identifying key words in rhymes and songs and joining in</li> <li>Beginning to identify vowel sounds and combinations</li> <li>Listening and noticing rhyming words</li> <li>Recognising some familiar words in written form</li> <li>Reading aloud some words from simple songs, stories and rhymes</li> <li>Beginning to develop dictionary skills</li> <li>Identifying cognates and near cognates</li> <li>Recalling and writing simple words from memory</li> <li>Experimenting with simple writing, copying with accuracy</li> <li>Recognising and using adjectives of colour and size</li> </ul>	<ul style="list-style-type: none"> <li>Identifying items by colour and other adjectives</li> <li>Listening and selecting information</li> <li>Using language detective skills to decode vocabulary</li> <li>Listening to songs, joining in with songs and noticing sound patterns</li> <li>Noticing and beginning to predict key word patterns and spelling patterns</li> <li>Noticing and discussing cognates and beginning to identify language detective strategies</li> <li>Following a short text or rhyme, listening and reading at the same time</li> <li>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</li> <li>Using cognates and near cognates along with other detective skills to gist information</li> <li>Selecting and writing short words and phrases</li> <li>Making short phrases or sentences using word cards</li> <li>Using adapted phrases to describe an object or person</li> </ul>	<ul style="list-style-type: none"> <li>Listening and gisting information from an extended text using language detective skills such as cognates</li> <li>Listening and following the sequence of a story, song or text including some unfamiliar language</li> <li>Matching unknown written words to new spoken words</li> <li>Recognising blends of sounds and selecting words to recognise common spelling patterns</li> <li>Recognising features of different text types</li> <li>Using a range of language detective strategies to decode new vocabulary including context and text type</li> <li>Reading and adapting a range of different format short texts</li> <li>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</li> <li>Using contextual clues and cues to gist and make predictions about meanings</li> <li>Gisting information from an extended text</li> <li>Using existing knowledge of vocabulary and phrases to create new sentences</li> <li>Completing a gapped text with key words/phrases</li> <li>Writing a short text using word and phrase cards to model or scaffold</li> <li>Using different adjectives, with correct positioning and agreement</li> <li>Using language of metaphor and comparison</li> </ul>	<ul style="list-style-type: none"> <li>Using prepositions to indicate the location of objects relative to something</li> <li>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</li> <li>Recognising present and near future tense sentences (using aller + infinitive)</li> <li>Recalling and performing an extended song or rhyme</li> <li>Listening to stories, songs or texts in French</li> <li>Making increasingly accurate attempts to read unfamiliar words and phrases</li> <li>Reading and using language detective skills to assess meaning including sentence structure</li> <li>Reading and responding to, an extract from a story, an e-mail message or song</li> <li>Reading short authentic texts for enjoyment or information</li> <li>Using a bilingual dictionary to select alternative vocabulary for sentence building</li> <li>Choosing words, phrases and sentences and writing as a text or captions</li> <li>Constructing a short text on a familiar topic</li> <li>Using a wide range of descriptive phrases</li> <li>Recognising and using verbs in different tenses</li> </ul>
SGrammar	<ul style="list-style-type: none"> <li>Beginning to recognise gender of nouns, definite and indefinite article</li> <li>Identifying plurals of nouns</li> <li>Recognising adjectives and placement relative to the noun</li> <li>Beginning to understand that verbs have patterns</li> <li>Noticing the negative form</li> </ul>	<ul style="list-style-type: none"> <li>Using indefinite article in the plural form</li> <li>Recognising and using possessive adjective 'my' and pronouns he/she/it</li> <li>Recognising and beginning to apply rules for placement and agreement of adjectives</li> <li>Recognising and using the negative form</li> <li>Using prepositions</li> <li>Making comparisons of word order in French and English</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</li> <li>Applying placement and agreement rules for adjectives</li> <li>Recognising and applying verb endings for present regular 'er' verbs</li> <li>Exploring verbs in infinitive form</li> <li>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</li> <li>Using comparative language</li> </ul>	<ul style="list-style-type: none"> <li>Accurately applying placement and agreement rules for adjectives</li> <li>Recognising and beginning to form some verbs in near future tense using aller</li> <li>Recognising and applying verb endings for present regular 'er' verbs</li> <li>Learning and using some common irregular verbs, e.g. faire 'to make/do'</li> <li>Understanding how word order differs between French and English</li> <li>Identifying word classes within a sentence</li> </ul>
Cultural understanding	<ul style="list-style-type: none"> <li>Showing awareness of the capital and identifying some key cultural landmarks</li> <li>Recognising cultural similarities and differences between customs and traditions in France and England</li> </ul>	<ul style="list-style-type: none"> <li>Comparing schools and celebrations between France and the UK</li> <li>Comparing shops and high streets of France and UK</li> <li>Recognising and using the Euro currency</li> <li>Identifying some French-speaking countries</li> </ul>		<ul style="list-style-type: none"> <li>Learning about France's sporting culture and events</li> <li>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</li> </ul>

# Assessment within French

We place great emphasis on the importance of assessing children's knowledge, understanding and skillset within French.

When assessing French, it is first essential to clearly articulate two important areas:

1. The specific endpoint for the unit being delivered,
2. The substantive and disciplinary knowledge to be taught to reach this endpoint.

At Boughton Heath Academy, we have clearly mapped out all endpoints for all the French units to be delivered, before specifying what substantive and disciplinary knowledge is to be taught within each unit to reach this endpoint. It is this knowledge and understanding that we assess children upon, believing accurate assessment can only be a reflection of what is taught to children.

As an organisational tool, the breakdown of this is organised on a single page as can be seen below; with the essential knowledge for each lesson being broken down:

## Boughton Heath Academy - Year 3 French greetings

Year 3

Waypoint	Substantive Knowledge (I know / know how...)	Disciplinary Knowledge
<b>French greetings</b>	<ul style="list-style-type: none"> <li>I can use an appropriate greeting.</li> <li>I can introduce myself.</li> <li>I can find out someone else's name.</li> <li>I can use the correct pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>Listening and responding to single words and short phrases.</li> <li>Beginning to notice common spelling patterns.</li> <li>Recognising some familiar French words in written form.</li> </ul>
<b>French greetings, day &amp; night</b>	<ul style="list-style-type: none"> <li>I know that different greetings are used at different times of the day.</li> <li>I can recognise greetings words written in French.</li> <li>I know when to use different greetings.</li> <li>I can reflect on the differences in French culture.</li> </ul>	<p><b>Language production</b></p> <ul style="list-style-type: none"> <li>Asking and/or answering simple questions.</li> <li>Practising speaking with a partner.</li> <li>Using short phrases to give information.</li> <li>Recognising and repeating phrases from familiar rhymes and songs.</li> <li>Listening and repeating key phonemes with care.</li> <li>Using hand gestures to help make myself understood.</li> <li>Using simple instructions in French to make a finger puppet.</li> </ul>
<b>How are you feeling?</b>	<ul style="list-style-type: none"> <li>I can say how I am feeling.</li> <li>I can use my face of voice to help make myself understood.</li> </ul>	
<b>French finger rhymes</b>	<ul style="list-style-type: none"> <li>I can join in with a rhyme in French using appropriate actions.</li> <li>I can follow simple instructions in French to make a finger puppet.</li> </ul>	
<b>Phonics</b>	<p><b>Key substantive knowledge for unit</b></p> <ul style="list-style-type: none"> <li>To become familiar with key phonemes represented by the following letters: A, C, G, J, L, N, L, O, S, T.</li> <li>To identify vowels created by linking some of the key phonemes: ac, oc, ou, ah, in, ah, en, ah, in, oc, ah, in, oc, ah, in, oc.</li> <li>To recognise that some letters carry accents and that these change the sound of these letters: é, è, ê, ô, ô, ô, ô.</li> <li>To know that a cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'e', 'o', 'u'. It depends on the pronunciation: 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> <li>To know that 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> <li>To know that 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> <li>To know that 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>To know that the pronoun 'je' means 'I'.</li> <li>To know that there are two tenses: 'présent' and 'passé'.</li> <li>To know that 'je' and 'tu' are used to address someone.</li> <li>To know that 'je' and 'tu' are used to address someone.</li> </ul>	
<b>Cultural awareness</b>	<ul style="list-style-type: none"> <li>To know that in French there are formal and informal greetings.</li> </ul>	

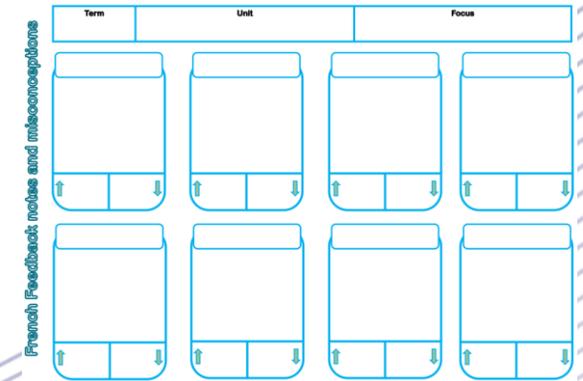
## Boughton Heath Academy - Year 5 French French Monster Pets

Year 5

Waypoint	Substantive Knowledge (I know / know how...)	Disciplinary Knowledge
<b>Browse the dragon!</b>	<ul style="list-style-type: none"> <li>I can describe a text using a range of descriptive skills.</li> <li>I can use deductive skills to help identify key facts about Korofo dragons.</li> </ul>	<p><b>Language comprehension</b></p> <ul style="list-style-type: none"> <li>Beginning to predict spelling patterns.</li> <li>Reading and responding to a range of authentic texts.</li> <li>Identifying key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> </ul>
<b>Body parts in French</b>	<ul style="list-style-type: none"> <li>I can match a written word to how it sounds.</li> <li>I can describe how and why the article of a noun might change.</li> <li>I can identify clues to determine the gender of a noun.</li> </ul>	<p><b>Language production</b></p> <ul style="list-style-type: none"> <li>Confidently using a foreign dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul>
<b>A French monster mash-up</b>	<ul style="list-style-type: none"> <li>I can write short sentences in French to make a presentation.</li> <li>I can build a sentence using the correct articles for masculine and feminine nouns.</li> <li>I can write a sentence in the third person (elle a / il a / ils ont).</li> </ul>	<p><b>Language production</b></p> <ul style="list-style-type: none"> <li>Rehearsing and reciting extended sentences orally.</li> <li>Speaking in full sentences using known vocabulary.</li> <li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> </ul>
<b>About a beast with French adjectives</b>	<ul style="list-style-type: none"> <li>I can recognise how and why adjectives change.</li> <li>I can use my knowledge of French spelling rules to spell adjectives with accuracy.</li> <li>I can adapt phrases to help find or check new vocabulary I want to write.</li> </ul>	<p><b>Language production</b></p> <ul style="list-style-type: none"> <li>Rehearsing and reciting extended sentences orally.</li> <li>Speaking in full sentences using known vocabulary.</li> <li>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> <li>Using phonics to help identify key phonemes in a range of authentic texts.</li> </ul>
<b>Fantastic French facts</b>	<ul style="list-style-type: none"> <li>I can use a dictionary to describe an object, person or place.</li> <li>I can use a dictionary to describe an object, person or place.</li> </ul>	<p><b>Language production</b></p> <ul style="list-style-type: none"> <li>Using a dictionary to describe an object, person or place.</li> <li>Using a dictionary to describe an object, person or place.</li> </ul>
<b>Phonics</b>	<p><b>Key substantive knowledge for unit</b></p> <ul style="list-style-type: none"> <li>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (à) and cedilla (ç).</li> <li>To know that a change in voice intonation can indicate when a question is being asked.</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>To know that adjectives must agree with the gender and number of the noun being described.</li> <li>To know that compound sentences join two simple sentences together using connectives such as 'and' and 'but'.</li> <li>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les bananas - bananas.</li> <li>To understand that words in French and English will not always have a direct equivalent in the other language.</li> </ul>	

# Making judgements – formative assessment

When delivering lessons; teachers record notes, comments and reflections they feel pertinent to the formative assessment of their teaching and learning of French, recording these in their feedback files (see right). Such feedback is then delivered at the start of the following lesson, in order for children to recap prior learning undertaken before building upon this; as well as to give them opportunities to address misconceptions develop greater understanding of concepts and what has been taught.



# Making judgements – summative assessment

With the unit endpoint in mind, teachers will form a summative assessment for each child within a particular unit. This will be either, working towards / working at / working above the expected standard.

We define what the expected standard is by listing the essential substantive and disciplinary knowledge children should know in order to achieve this, also articulating what would classify a pupil who may be working below / above this. Teachers record this on a single page at the end of each unit, creating this summative judgement through a culmination of their formative assessments and evidenced work within children's books; against this framework of what is to be taught.

## Y3 French: French Greetings



Children emerging into the standard	Children working at the expected standard	Children exceeding the standard
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>To become familiar with key phonemes represented by the following letters: A, C, G, J, L, N, L, O, S, T.</li> <li>To identify vowels created by linking some of the key phonemes: ac, oc, ou, ah, in, ah, en, ah, in, oc, ah, in, oc.</li> <li>To recognise that some letters carry accents and that these change the sound of these letters: é, è, ê, ô, ô, ô, ô.</li> <li>To know that a cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'e', 'o', 'u'. It depends on the pronunciation: 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> <li>To know that 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> <li>To know that 'c' is soft when 'c' is followed by 'e' or 'i' and hard when 'c' is followed by 'a', 'o', 'u'.</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (à) and cedilla (ç).</li> <li>To know that a change in voice intonation can indicate when a question is being asked.</li> </ul>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (à) and cedilla (ç).</li> <li>To know that a change in voice intonation can indicate when a question is being asked.</li> </ul>
<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know that the pronoun 'je' means 'I'.</li> <li>To know that there are two tenses: 'présent' and 'passé'.</li> <li>To know that 'je' and 'tu' are used to address someone.</li> <li>To know that 'je' and 'tu' are used to address someone.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know that adjectives must agree with the gender and number of the noun being described.</li> <li>To know that compound sentences join two simple sentences together using connectives such as 'and' and 'but'.</li> <li>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les bananas - bananas.</li> <li>To understand that words in French and English will not always have a direct equivalent in the other language.</li> </ul>	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>To know that adjectives must agree with the gender and number of the noun being described.</li> <li>To know that compound sentences join two simple sentences together using connectives such as 'and' and 'but'.</li> <li>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les bananas - bananas.</li> <li>To understand that words in French and English will not always have a direct equivalent in the other language.</li> </ul>