

HIAS MOODLE OPEN RESOURCE

# HIAS – KS2 French Suggested Age-Related Expectations

## Year 6

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	<b>Year 6 or 'secondary ready'</b>
Phonics and SSCs	<p>Aware that French letters/letter combinations make different sounds to English words.  Able to recognise and produce eighteen of the most common sound symbol correspondences (SSCs) in familiar language with a high degree of accuracy.  Adapt this knowledge to pronounce unfamiliar language with an increasing degree of accuracy.</p> <ul style="list-style-type: none"> <li>- Silent Final Consonant    <i>e.g. deux</i></li> <li>- a                                <i>e.g. quatre</i></li> <li>- i/y                              <i>e.g. dix    stylo</i></li> <li>- eu                               <i>e.g. bleu</i></li> <li>- e                                 <i>e.g. le</i></li> <li>- au/eau                        <i>e.g. beau</i></li> <li>- ou                               <i>e.g. douze</i></li> <li>- u                                 <i>e.g. tu</i></li> <li>- Silent Final E               <i>e.g. dimanche</i></li> <li>- é                                 <i>e.g. février</i></li> <li>- en/an                         <i>e.g. comment/l'anglais</i></li> <li>- in                                <i>e.g. intelligent</i></li> <li>- è                                 <i>e.g. frère</i></li> <li>- oi                                <i>e.g. poisson</i></li> <li>- ch                               <i>e.g. chat</i></li> <li>- on                               <i>e.g. pantalon</i></li> <li>- j                                 <i>e.g. jour</i></li> <li>- ç                                <i>e.g. ça va</i></li> </ul>

<p>Gender and Plurals</p>	<p>Aware that all nouns are grouped into either masculine or feminine.          Understand the difference between masculine and feminine articles (<i>un/une &amp; le/la/les</i>) and use them appropriately with familiar language.  <i>e.g. J'ai un chat    J'ai <b>une</b> tortue    J'adore le foot    J'adore <b>la</b> natation</i>          Apply the correct articles to new nouns learnt in class once aware of its gender.          Use the partitive article for « some » - <i>du chocolat, de la confiture, des bananes</i>          Use simple pluralisation by adding an 's' onto nouns. <i>e.g. J'ai deux chats</i>          Understand and can use basic adjectival agreement (adding an 'e') when describing feminine nouns.  <i>e.g. Il est grand    Elle est <b>grande</b></i>          Aware of lesson common adjectival agreement patterns.  <i>e.g. paresseux/paresseuse    mignon/mignonne</i></p>
<p>Numbers</p>	<p>Know numbers 1-31 off by heart.          Pronounce numbers 1-31 with a high degree of accuracy.          Use numbers 1-31 accurately in a variety of contexts. (age, birthdays, pets, siblings)          Use numbers to tell the time and to talk about what activities they do at different times.</p>

<p>Transactional language</p>	<p>Understand commands in the target language. <i>e.g. Écoutez Écrivez Parlez</i></p> <p>Use simple target language expressions to make requests. <i>e.g. Je peux aller aux toilettes ?</i></p> <p>Take part in structured dialogues using familiar language and pronounces these with a high degree of accuracy.</p> <p>Able to listen to others' responses and record information.</p> <p>Say what the weather is like.</p> <p>Write longer sentences using support material with some students able to produce sentences unaided.</p> <p>Use high frequency connectives to link ideas together in short sequences of writing and speaking.</p> <p>Give opinions of nouns in the first person.</p> <p><i>e.g. J'adore le tennis</i></p> <p>Able to give reasons to justify their opinions and use connectives to extend them.</p> <p><i>e.g. J'adore le français car c'est intéressant, cependant je déteste les maths.</i></p> <p>Uses the conditional tense in the first person to express wants and wishes. Able to use this to order and ask for items when out shopping or at a café, in addition to asking how much something costs.</p> <p><i>e.g. Je voudrais un chocolat chaud.</i></p> <p>Uses the near future tense in the first person to express what they are going to do.</p> <p><i>e.g. je vais</i></p>
<p>Giving and justifying opinions</p>	<p>Use adjectives to make sentences more descriptive, using the correct agreement for the gender .</p> <p>Understand, express and be able to justify opinions orally and in writing on a range of topics, giving contrasting opinions.</p> <p>Disagree with others and give an alternative opinion.</p>
<p>Understanding and decoding</p>	<p>Aware of cognates and how to spot them.</p> <p>Read and listen to longer passages of texts using more unfamiliar language to answer more detailed questions, orally and in writing on a range of subjects.</p> <p>Use the skills they have learnt to decode meaning of unfamiliar words and gist from longer written and spoken passages containing some familiar language.</p>

Verbs and key structures	<p>Understand that verbs have different endings, depending on who is doing the action (the pronoun) and use these to ask and answer questions and give information about themselves and their friends/family.</p> <p>Be confident using high frequency regular and irregular verbs in the first person to form simple sentences which give information about themselves (e.g. I play football, I eat pizza, I watch TV).</p> <p>Essential: <i>je, tu, il/elle</i></p> <p>Desirable: <i>nous, vous, ils/elles</i></p> <p>Use the conditional tense in the first person to express wants and wishes. Able to use this to order and ask for items when out shopping or at a café.</p> <p><i>e.g. Je voudrais un chocolat chaud.</i></p> <p>Uses verbs in the 2<sup>nd</sup> person to formulate questions to elicit opinions and wants from others.</p> <p><i>e.g. Tu voudrais un croissant? Tu aimes le foot ?</i></p> <p>Uses the near future tense in the first person to express what they are going to do.</p> <p><i>e.g. je vais</i></p>
Using high frequency language	<p>Understand and confidently use the high-frequency language suggested within the scheme of learning, using support materials if required.</p> <p><i>e.g. days of the week, members of the family, months, pets, food items, sports, clothes, colours, illnesses</i></p> <p>Complete longer dialogues both in speaking and writing using high frequency vocabulary relevant to the scheme of learning.</p> <p>Extend responses without prompting using connectives, intensifiers and justifications.</p>
Cultural and structural awareness	<p>Understand common customs and traditions in relation to the focus of the scheme of work.</p> <p><i>e.g. most frequently played sports in France, popular French foods, differences in eating habits in France vs. England.</i></p> <p>Challenge stereotypes about the country's people and language</p> <p>Enjoy and understands some poems, stories and songs in the foreign language.</p> <p>Able to identify the main differences between the foreign language and their own.</p> <p>Talk about some festivals, customs and traditions which are specific to the country they are studying.</p>

# HIAS MFL

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