

HIAS MOODLE OPEN RESOURCE

# HIAS – KS2 French Suggested Age-Related Expectations

## Year 4

Kerry Yates and Adam Clements  
April 2024  
Final version

© Hampshire County Council

	<b>End of Year 4</b>
Phonics and SSCs	<p>Aware that French letters/letter combinations make different sounds to English words.</p> <p>Able to recognise and produce fifteen of the most common sound symbol correspondences (SSCs) in familiar language with a high degree of accuracy.</p> <p>Beginning to 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, oiseau</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</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>- j                                 <i>e.g. jour</i></li> <li>- -tion                          <i>e.g. natation</i></li> <li>- on                                <i>e.g. cochon</i></li> </ul>

Gender and Plurals	<p>Aware that all nouns are grouped into either masculine or feminine.</p> <p>Understand the difference between masculine and feminine articles (<i>un/une &amp; le/la/les</i>) and uses them appropriately with familiar language.</p> <p><i>e.g. J'ai un chat    J'ai <b>une</b> tortue    J'adore le foot    J'adore <b>la</b> natation</i></p> <p>Use the partitive article for « some » - <i>du chocolat, de la confiture, des bananes</i></p> <p>Use simple pluralisation by adding an 's' onto nouns. <i>e.g. J'ai deux chats</i></p> <p>Understand and can use basic adjectival agreement (adding an 'e') when describing feminine nouns.</p> <p><i>e.g. Il est grand    Elle est grande</i></p> <p>Aware of lesson common adjectival agreement patterns.</p> <p><i>e.g. paresseux/paresseuse    mignon/mignonne</i></p>
Numbers	<p>Know numbers 1-31 off by heart.</p> <p>Pronounce numbers 1-31 with a high degree of accuracy.</p> <p>Use numbers 1-31 accurately in a variety of contexts. (age, birthdays, pets, siblings)</p>
Target Language Use	<p>Understands commands in the target language. <i>e.g. Écoutez    Écrivez    Parlez</i></p> <p>Uses 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>Write simple 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>Some students able to give reasons to justify their opinions.</p> <p><i>e.g. J'adore le tennis car c'est amusant.</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, in addition to asking how much something costs</p> <p><i>e.g. Je voudrais un chocolat chaud.</i></p>

Understanding and decoding	<p>Aware of cognates and how to spot them.</p> <p>Read and listen to short passages of texts using mostly familiar language to complete comprehension activities.</p> <p>Use the skills they have learnt to decode meaning of unfamiliar words and gist from short written and spoken passages containing mostly familiar language.</p>
Verbs and key structures	<p>Use high frequency verbs in the first person both in speaking and structured writing.  <i>e.g. Je m'appelle J'ai Je suis J'aime Je n'aime pas Je déteste Je voudrais</i></p> <p>Use high frequency verbs in the 3<sup>rd</sup> person to describe others or other nouns.  <i>e.g. il/elle s'appelle il/elle a il/elle est il/elle aime</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.  <i>e.g. Je voudrais un chocolat chaud.</i></p> <p>Use verbs in the 2<sup>nd</sup> person to formulate questions to elicit opinions and wants from others.  <i>e.g. Tu voudrais un croissant? Tu aimes le foot ?</i></p>
Using high frequency language	<p>Understand and confidently uses the high-frequency language suggested within the scheme of learning, using support materials if required.  <i>e.g. days of the week, members of the family, months, pets, food items, sports</i></p> <p>Complete short dialogues both in speaking and writing using high frequency vocabulary relevant to the scheme of learning.</p> <p>Use high frequency adjectives to justify reasons for opinions.</p> <p>Use a range of conjunctions to develop sentences: <i>et, mais, ou, parce que, car.</i></p>
Cultural Awareness	<p>Understanding more about common customs and traditions in relation to the focus of the scheme of work.  <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 understand some poems, stories and songs in the foreign language.</p>

# HIAS MFL

Lead Inspector/Adviser: Mark Kingswood [mark.kingswood@hants.gov.uk](mailto:mark.kingswood@hants.gov.uk)

Inspector/Adviser: Adam Clements [adam.clements@hants.gov.uk](mailto:adam.clements@hants.gov.uk) and Kerry Yates [kerry.yates@hants.gov.uk](mailto:kerry.yates@hants.gov.uk)

For further details on the full range of services available please contact us using the following email: [htlcdev@hants.gov.uk](mailto:htlcdev@hants.gov.uk)

## Upcoming Courses

Keep up-to-date with our learning opportunities for each subject through our Upcoming Course pages linked below. To browse the full catalogue of learning offers, visit our new Learning Zone. Full details of how to access the site to make a booking are provided [here](#).

- [English](#)
- [Maths](#)
- [Science](#)
- [Geography](#)
- [RE](#)
- [History](#)
- [Leadership](#)
- [Computing](#)
- [Art](#)
- [D&T](#)
- [Assessment](#)
- [Support Staff](#)
- [SEN](#)
- [TED](#)
- [MFL](#)

# Terms and conditions

## Terms of licence

This file is for personal or classroom use only. By using it, you agree that you will not copy or reproduce this file except for your own personal, non-commercial use.

## You are welcome to:

- download this resource
- save this resource on your computer
- print as many copies as you would like to use in your school
- amend this electronic resource so long as you acknowledge its source and do not share as your own work.

## You may not:

- claim this resource as your own
- sell or in any way profit from this resource
- store or distribute this resource on any other website or another location where others are able to electronically retrieve it
- email this resource to anyone outside your school or transmit it in any other fashion.