

HIAS MOODLE OPEN RESOURCE

HIAS – KS2 French Suggested Age-Related Expectations

Year 3

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Final version

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End of Year 3	
Phonics and SSCs	<p>Aware that French letters/letter combinations make different sounds to English words. Able to recognise and produce twelve of the most common sound symbol correspondences (SSCs) with a high degree of accuracy. Some will adapt this knowledge to unfamiliar language.</p> <ul style="list-style-type: none"> - Silent Final Consonant <i>e.g. deux</i> - a <i>e.g. quatre</i> - i/y <i>e.g. dix stylo</i> - eu <i>e.g. bleu</i> - e <i>e.g. le</i> - au/eau <i>e.g. beau</i> - ou <i>e.g. douze</i> - Silent Final E <i>e.g. dimanche</i> - é <i>e.g. février</i> - en/an <i>e.g. comment</i> - in <i>e.g. intelligent</i> - è <i>e.g. frère</i> - oi <i>e.g. trois</i>
Gender and Plurals	<p>Aware that all nouns are grouped into either masculine or feminine. Some knowledge of masculine and feminine nouns (family members) <i>e.g. J'ai une soeur, j'ai un frère</i> Use mon/ma to denote possession <i>e.g. Mon père, ma mère</i> Use simple pluralisation by adding an 's' onto nouns. <i>e.g. J'ai deux soeurs, j'ai deux chiens</i> Understands and can use basic adjectival agreement (adding an 'e') when describing feminine nouns. <i>e.g. Il est grand Elle est grande</i> Aware of lesson common adjectival agreement patterns. <i>e.g. paresseux/paresseuse mignon/mignonne</i></p>
Numbers	<p>Understand and use numbers 1-31 in context of age, birthdays and siblings. Pronounce numbers 1-31 with a high degree of accuracy.</p>

Target Language Use	<p>Understand simple 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 simple dialogue using familiar language to introduce themselves by saying their name, how they are feeling, when their birthday is, who is in their family, and describe themselves.</p>
Understanding and decoding	<p>Aware of cognates and how to spot them.</p> <p>Read 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 passages containing mostly familiar language.</p>
Verbs and key structures	<p>Use basic, high frequency verbs avoir/etre in the first person both in speaking and structured writing. <i>e.g. Je m'appelle J'ai Je suis</i></p> <p>Some students may be aware of how verbs change to talk about others.</p> <p>Some students may be able to use verbs in the 3rd person. <i>e.g. il/elle s'appelle il/elle a il/elle est</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. <i>e.g. days of the week, members of the family, months</i></p> <p>Use simple connectives <i>e.g. et, mais</i></p> <p>Complete short dialogues both in speaking and writing using high frequency vocabulary relevant to the scheme of learning.</p>
Cultural Awareness	<p>Understand a little about the history of the country as well as common customs and traditions.</p> <p>Enjoy and understand some poems, stories and songs in the foreign language.</p>

HIAS MFL

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