

HIAS MOODLE OPEN RESOURCE

# HIAS – KS2 French Suggested Age-Related Expectations

## Year 5

Kerry Yates and Adam Clements  
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	<b>End of Year 5</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 uses 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>          Can 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 grande</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>Target Language Use</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>Some students able to give reasons to justify their opinions and 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>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> <p>Use 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>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 complete comprehension activities.</p> <p>Use the skills they have learnt to decode meaning of unfamiliar words and gist from longer written and spoken passages containing mostly familiar language.</p>

Verbs and key structures	<p>Use high frequency present tense 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 J'adore Je déteste Je voudrais</i></p> <p>Use high frequency present tense 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</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.  <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> <p>Use the near future tense in the first person to express what they are going to do.  <i>e.g. je vais</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, clothes, colours</i></p> <p>Complete short dialogues both in speaking and writing using high frequency vocabulary relevant to the scheme of learning.</p> <p>Beginning to extend responses without prompting using connectives, intensifiers and justifications.</p> <p>Uses high frequency adjectives to justify reasons for opinions.</p>
Cultural Awareness	<p>Understand 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> <p>Able to identify the main differences between the foreign language and their own.</p> <p>Able to talk about some festivals, customs and traditions which are specific to the country they are studying.</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)

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