

Avonwood Primary School

French Curriculum Policy



November 2023

Subject Leader: Mrs Irvine



Avonwood Primary School

The best in everyone™

Part of United Learning

Contents

1.0	Our School Vision	3
1.1	How our whole school vision links with French	4
2.0	Subject Intent, Implementation & Impact	5
3.0	Sequencing of the Avonwood French Curriculum	7
3.2	Knowledge & Skills Overview – Key Stage 2	9
4.0	Assessment	12

1.0 Our School Vision

At Avonwood we see it as our moral imperative for all children, regardless of background, to achieve their very best. Our children all read classic literature, study modern foreign languages, experience the science of dissecting organs and even learn a new musical instrument every year as a right, not a privilege. These high expectations enable us to develop and deliver a curriculum rich in carefully sequenced and embedded powerful knowledge. We expect teachers to deliver lessons with that fulfil this expectation whilst living up to our ambition of **inspiring wonder and intellectual curiosity**.

Our curriculum is at the centre of every education decision we take at Avonwood. We do not see the curriculum as a finished product, far from it. On a weekly, termly and annual basis we review plans, consider our intent and make sure we deliver the very best academic and enrichment diet to our children. All curriculum areas have a subject lead that is responsible for the design, implementation and ongoing monitoring and evaluation of this area.

Avonwood has moved away from tokenistic topics towards knowledge rich experiences in discrete subjects, with deliberate cross curricular links only when appropriate. For example, in Year 2 we teach the Great Fire of London when children have already learnt in Geography where London is and its status within the United Kingdom. The awe and wonder of learning continues to characterise the Avonwood curriculum but in a purposeful, sequenced and deliberate manner.

If **'powerful knowledge' is the head of our school, then reading for pleasure and progress is its heart**. Our school environment and curriculum crystallises reading for pleasure as a valued and purposeful part of our curriculum. We agree with the view of Thompson (2020) when she states the importance of becoming a reader who teachers and a teacher who reads is a pedagogy with far reaching consequences. Reading progression is carefully mapped to provide opportunities for exposure to a wide variety of genres, authors of different backgrounds and a mixture of classic and contemporary texts. Every afternoon we 'Drop Everything and Read' to end our school day with a high quality whole class reading session. **We wholeheartedly believe reading is the golden key to unlocking the potential of every child's success.**

We are honoured to be the only United Nations Earth Charter Primary School in Europe. We believe it is vital that all children have an understanding of their responsibility as global citizens and our eight Earth Charter principals are referenced throughout our curriculum and daily life. From the importance of peace and respect for all living creatures through to the consideration of the past and future of our planet, this ethos gives our Avonwood curriculum a very current and relevant perspective that all stakeholders within our community hold strong. This runs deep within our "Avonwood DNA" and is optimised by our school mantra... it starts with one!

1.1 How our whole school vision links with French

The Earth Charter Principles that we are all interconnected on the Earth and that we should all seek to love and understand each other, underpin all that we teach in MFL at Avonwood. We are proud that Avonwood is a multilingual, multicultural community and we seek to inspire wonder in the opportunities that language learning can give children in the globally interconnected world that we live in. Children leave Avonwood with a strong grounding in key grammatical concepts, phonics and a bank of key vocabulary in order to ease their transition into language learning in Key Stage 3 and beyond.

We seek to make children at Avonwood more considerate global citizens by having knowledge of another language and of other cultures across the globe. The booklets that our children use for their French learning, track the lives of a fictional family living in France and another fictional family living in Haiti, as we are keen to ensure that children leave us with a cultural understanding of the global Francophone world.

You live a new life for every new language you speak.

If you know only one language, you live only once.

(Czech proverb)

If you talk to a man in a language he understands, that goes to his head.

If you talk to him in his language, that goes to his heart.

(Nelson Mandela)

2.0 Subject Intent, Implementation & Impact

2.1 Subject Intent

French teaching at Avonwood Primary School aims to develop a love of language-learning and an appreciation of other cultures in the world, which sets the children on a journey to further language-learning at secondary school and beyond as well as an appreciation of the importance of language learning in the context of inter-cultural understanding, travel and employment in a global economy.

We want the children to leave Avonwood with a range of skills as language-learners, such as knowledge of how to use cognates to understand unknown vocabulary and how to use a bilingual dictionary. We want children at Avonwood to leave with a good grasp of age-appropriate grammatical concepts as well as a good grounding in phonics and a bank of key vocabulary, which is regularly revisited to ensure retention.

At Avonwood, we seek to give the children the confidence to speak, listen, read and write in French, as well as an understanding of French culture, and also a sense of French as a global language and an appreciation of the diversity of the French-speaking world. We do this through learning about cultural and sporting events in France and in the French speaking world, such as the Tour de France, La Fête des Rois and AFCON.

2.2 Subject Implementation

In Key Stage 2 children have between 20 and 40 minutes of French learning most weeks. The Avonwood French curriculum is adapted from the Rachel Hawkes French curriculum and is aligned to the National Curriculum languages programmes of study document 2013 for Key Stage 2.

The Avonwood French curriculum sets out the units that should be covered in each year, but we do not move on to subsequent units until we are confident that children have grasped the key learning points from previous units. Within each year, the units have been sequenced in such a way that the substantive knowledge and skills progresses from one to the next. All lesson plans are based on Rosenshine principles and reflect best practice. Teachers use assessment for learning to tailor lessons around our children and help plan for subsequent sequences of lessons.

All units include:

- A knowledge organiser, so that children can see at a glance the key vocabulary for the unit
- A booklet, with key phonics sounds for the children to refer back to and a range of listening, reading, speaking and writing activities for the children to complete during lessons
- A learning objectives sheet (within the booklet) so that children can see what they will be learning in that unit and can refer back to it in order to assess their own progress throughout the unit
- A cycle of lessons for each subject, which carefully plans for progression and depth
- Explicit presentation and practice of phonics
- Continuous formative assessment through, for example, online and booklet activities, to identify misconceptions and fill gaps in knowledge

- Opportunities to apply ideas and knowledge through, for example, speaking challenges with partners to apply vocabulary and grammatical concepts taught in previous topics

2.3 Subject Impact

Our French Curriculum is high quality and is planned to demonstrate progression.

We measure the impact of our curriculum through the following methods:

- Tracking of knowledge in French booklets
- Tracking of knowledge in end of unit challenges
- Performance of children in oral activities in class

As well as the demonstrable tangible impacts of our teaching on the children's French learning, we as language teachers at Avonwood are aware that research shows that learning a second language boosts problem-solving, critical-thinking, and listening skills, in addition to improving memory, concentration, and the ability to multitask. The impact of language learning at Avonwood will therefore be felt across the curriculum.

3.0 Sequencing of the Avonwood French Curriculum

3.1 Long Term Planning Overview – Key Stage 2

Notes for Planning Document:

1. The grammar features in lower Key Stage 2 (Year 3 and Year 4) are all introduced in Year 3 and revisited in new contexts in Year 4 to deepen knowledge. The same applies to upper Key Stage 2 (Year 5 and Year 6).
2. Key: L (Listening), S (Speaking), R (Reading), W (Writing)

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Phonics	Recognition & Production (Sound (L) to print (W))	I have learnt the SSC and phonics key words and remember them. I can match the French SSC I hear to print and transcribe accurately the SSC I know best. I enjoy listening to and joining in with simple songs and rhymes.	I can link SSC to new words I hear. I listen and transcribe SSC within single words with some success. I use sound-spelling links to follow when I listen and read. I enjoy listening to and joining in with simple songs and rhymes.	I have learnt about vowel combinations and stress patterns. I identify these when listening. I connect sound and spelling by transcribing a range of new words and parts of words. I enjoy listening to and joining in with songs and short poems.	I can listen and write short phrases including unfamiliar words more accurately, when focusing on transcription. I enjoy listening to and joining in with songs and short poems.
	Recognition & Production (Print (R) to sound (S))	I can readily read aloud the SSC and phonics key words. I can carefully sound out some unfamiliar words and parts of words with some success, focusing on a few SSC at any one time.	I can read aloud familiar words observing certain pronunciation rules (silent letters, accent/stress markers, etc) and some unknown words. My pronunciation is usually comprehensible.	I can read aloud many familiar words with clear and comprehensible pronunciation. More slowly and carefully, I can decode unfamiliar words using SSC knowledge.	I read familiar words and short sentences aloud with clear and comprehensible pronunciation. I can read aloud single unknown words more readily.

Knowledge Strands	Modes and modalities	Year 3	Year 4	Year 5	Year 6
Vocabulary	Understanding (Aural (L) / Written (R))	I understand around 100 words when I listen and read them as single items and in short sentences which describe people, places, things and actions.	I understand around 200 words when I listen and read them as single items and in short sentences which describe people, places, things and actions. I look words up in an alphabetical word list.	I understand around 300 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I am beginning to use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.	I understand around 400 words when I listen and read them as single items and in short and compound sentences which describe people, places, things and actions. I can use the words I know in a sentence to work out likely meanings of single unknown words. I also use a dictionary.
	Production (Oral (S) / Written (W))	I can use around 100 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 200 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures	I can use around 300 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.	I can use around 400 words to engage in short exchanges; ask and answer questions; express opinions and respond to those of others; seek clarification and help. I can speak in and write sentences about people, places, things and actions, using familiar vocabulary and basic language structures.
Grammar ¹	Understanding (Aural (L) / Written (R))	I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, (il y a), regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)		I distinguish and understand (in listening and writing) singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)	
	Production (Oral (S) / Written (W))	To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular verbs ÊTRE, AVOIR, il y a, regular -ER, singular adjective agreement and position (-e, -eux/-euse), regular plural noun marking (-s), intonation questions, including question words quoi, où, combien, comment, quand)		To describe people, places, things and actions (in speaking and writing) I use singular and plural articles (indefinite and definite), singular and plural forms of ÊTRE, AVOIR, (il y a), regular -ER verbs, singular ALLER, FAIRE (including weather expressions), 2-verb structures with singular AIMER, DETESTER, DEVOIR, VOULOIR, POUVOIR + infinitive, singular and plural adjectives (-e)s, -eux/-euses), intonation questions (including with quoi, où, combien, comment, quand, qui), Est-ce que questions (with WH-words), negation (ne...pas)	

3.2 Knowledge & Skills Overview – Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>Describing me and others</p> <ul style="list-style-type: none"> in class in Haiti and in France <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE (I am – je suis, you are – tu es, he is – il est, she is – elle est, it is – c'est) Adjective agreement for masculine/feminine (as complement to verb) Yes/no questions with raised intonation <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Simple greetings Range of adjectives Days of the week <p>Saying what I and others have</p> <ul style="list-style-type: none"> at home with friends <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to have, having – AVOIR (I have – j'ai, you have – tu as, he has – il a, she has – elle a) Indefinite, singular articles and gender C'est un/une... Intonation questions with quoi? <p>Key Ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb avoir Range of singular masculine and feminine nouns <p>Christmas songs and vocabulary</p>	<p>Describing me and others</p> <ul style="list-style-type: none"> in class in Haiti and in France <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE (I am – je suis, you are – tu es, he is – il est, she is – elle est, it is – c'est) Adjective agreement for masculine/feminine (as complement to verb) Yes/no questions with raised intonation <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Simple greetings Range of adjectives Days of the week <p>Saying what I and others have</p> <ul style="list-style-type: none"> at home with friends <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to have, having – AVOIR (I have – j'ai, you have – tu as, he has – il a, she has – elle a) Indefinite, singular articles and gender C'est un/une... Intonation questions with 'quoi?' <p>Key Ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb avoir Range of singular masculine and feminine nouns 	<p>Describing me and others</p> <ul style="list-style-type: none"> back to school in France teachers dates, birthdays <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE (we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont) Adjective agreement for m/f plural (as complement to verb) Raised intonation questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs <p>Saying what I and others have</p> <ul style="list-style-type: none"> in school comparing schools and homes physical description <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to have, having – AVOIR (we have – nous avons, you (all) have – vous avez, they have (m) – ils ont, they have (f) – elles ont) Pre- and postnominal adjectives <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb avoir Range of singular and plural m/f nouns 	<p>Describing me and others</p> <ul style="list-style-type: none"> back to school (Haiti) online exchange dates, festivals and concerts <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to be, being – ÊTRE (we are – nous sommes, you (all) are – vous êtes, they are (m) – ils sont, they are (f) – elles sont) Adjective agreement for m/f plural (as complement to verb) Raised intonation questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Simple greetings Verb être Range of adjectives Numbers 16-31 Time adverbs <p>Saying what I and others have</p> <ul style="list-style-type: none"> describing town/village comparing physical description (celebrities) <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to have, having – AVOIR (we have – nous avons, you (all) have – vous avez, they have (m) – ils ont, they have (f) – elles ont) Pre- and postnominal adjectives <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb avoir Range of singular and plural m/f nouns

		Christmas songs and vocabulary	<ul style="list-style-type: none"> • items at home • adjectives for face and hair Christmas in Haiti	<ul style="list-style-type: none"> • places in town • place prepositions • adjectives for face and hair Christmas in Canada
Spring	Saying what I and others do <ul style="list-style-type: none"> • in class • at home • Menton carnival Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Infinitive – regular ER verbs (singular) • Definite articles – le, la, l’ • Possessive adjectives – mon, ma, ton, ta • ‘de’ for possession Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of regular –ER verbs • Family members • Range of nouns, adjectives and adverbs Saying what I and others like <ul style="list-style-type: none"> • at home • with family and friends Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Essential verb: to like – AIMER, to prefer – PRÉFÉRER • Joining ideas together • Conjunctions et, mais, aussi Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of regular –ER verbs 	Saying what I and others do <ul style="list-style-type: none"> • French club • at home • Nice carnival Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Infinitive – regular ER verbs (singular) • Definite articles – le, la, l’ • Possessive adjectives – mon, ma, ton, ta • ‘de’ for possession Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of regular –ER verbs • Family members • Range of nouns, adjectives and adverbs Saying what I and others like <ul style="list-style-type: none"> • family and friends • travelling Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Essential verb: to like – AIMER, to prefer – PRÉFÉRER • Joining ideas together • Conjunctions et, mais, aussi Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of regular –ER verbs • Range of singular masculine and feminine nouns Saying how many and describing things <ul style="list-style-type: none"> • My monster Key ideas (GRAMMAR)	Saying what I and others do <ul style="list-style-type: none"> • New Year in France and Haiti • 1st January in Haiti • La Fête des Rois Key ideas (GRAMMAR) <ul style="list-style-type: none"> • regular ER verbs (plural) • des + plural nouns (-s) • plural nouns (-eux/aux, -làaux) • Est-ce que questions • negation: n’/ne...pas • negation: il n’y a pas de Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of –ER verbs • Range of high-frequency nouns related to festivals and celebrations • Adverbs of frequency Saying where you’re going and what there is there <ul style="list-style-type: none"> • Describing school • In Canada Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Essential verb: to go, going – ALLER (I go – je vais, you go – tu vas, he goes – il va, she goes – elle va) • Simple and continuous present • Où est-ce que questions • Preposition à (at, in, to) Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Verb aller 	Saying what I and others do <ul style="list-style-type: none"> • Activities in school • Québec Carnival • La Fête des Lumières • La Chanteleur • Mardi gras Key ideas (GRAMMAR) <ul style="list-style-type: none"> • regular ER verbs (plural) • des + plural nouns (-s) • plural nouns (-eux/aux, -làaux) • Est-ce que questions • negation: n’/ne...pas • negation: il n’y a pas de Key ideas (VOCABULARY) <ul style="list-style-type: none"> • Range of –ER verbs • Range of high-frequency nouns related to festivals and celebrations • Adverbs of frequency Saying where you’re going and what there is there <ul style="list-style-type: none"> • Describing town/village • In Haiti Key ideas (GRAMMAR) <ul style="list-style-type: none"> • Essential verb: to go, going – ALLER (I go – je vais, you go – tu vas, he goes – il va, she goes – elle va) • Simple and continuous present • Où est-ce que questions • Preposition à (at, in, to)

	<ul style="list-style-type: none"> Range of singular masculine and feminine nouns <p>Saying how many and describing things Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: there is/are – il y a Plural indefinite article – des Regular plural marking on nouns [-s] <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Numbers 1-12 <p>Easter vocabulary</p>	<ul style="list-style-type: none"> Essential verb: there is/are – il y a Plural indefinite article – des Regular plural marking on nouns [-s] <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Numbers 1-12 Parts of the body <p>Easter vocabulary</p>	<ul style="list-style-type: none"> Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places <p>Easter</p>	<p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb aller Numbers 1-31 (revisit) cardinal points nouns and proper nouns for places <p>Easter</p>
Summer	<p>Describing things and people</p> <ul style="list-style-type: none"> mother's day at the zoo Tintin favourites Menton carnival <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Postnominal adjective agreement Subject pronouns – il, elle – meaning 'it' Noun + préféré(e) Avoir meaning 'be' for age and states <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Range of nouns Range of adjectives <p>Expressing likes and saying what I and others do</p> <ul style="list-style-type: none"> at school friendship 	<p>Describing things and people</p> <ul style="list-style-type: none"> favourites birthdays <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Postnominal adjective agreement Subject pronouns – il, elle – meaning 'it' Noun + préféré(e) Avoir meaning 'be' for age and states <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Range of nouns Range of adjectives Months of the year <p>Expressing likes and saying what I and others do</p> <ul style="list-style-type: none"> at school end of term show <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> 2-verb structures: AIMER, DÉTESTER + infinitive Plural definite article les <p>Key ideas (VOCABULARY)</p>	<p>Saying what I and others do</p> <ul style="list-style-type: none"> activities at home a surprise party weather sports and instruments <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to do, make – FAIRE (I do, make – je fais, you do, make – tu fais, he does – Il fait, she does – elle fait) Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs <p>Expressing likes and actions</p> <ul style="list-style-type: none"> What we do 	<p>Saying what I and others do</p> <ul style="list-style-type: none"> at the kite festival a weekend at home sports and instruments <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> Essential verb: to do, make – FAIRE (I do, make – je fais, you do, make – tu fais, he does – Il fait, she does – elle fait) Il fait (weather) faire de (sports), jouer à (sports) jouer de (instruments) Est-ce que questions <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> Verb faire (singular) activity nouns seasons sports adjectives Numbers 16-31 Time adverbs <p>Expressing likes and actions</p> <ul style="list-style-type: none"> What I want/would like to do At a café

	<p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • 2-verb structures: AIMER, DÉTESTER + infinitive • Plural definite article les <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Range of regular –ER verbs • Please, thank you, you’re welcome <p>The Hungry Caterpillar story</p>	<ul style="list-style-type: none"> • Range of regular –ER verbs • Please, thank you, you’re welcome <p>Un poème</p>	<ul style="list-style-type: none"> • What we like/dislike doing • Food for a picnic <p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • Essential verb: to have, having – FAIRE (we do, make – nous faisons, you (all) do, make – vous faites, they do, make (m) – ils font, they do, make – elles font) • 2-verb structures: vouloir (veux, veut, voudrais, voudrait) • Partitive du, de la, de l’, des <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb faire (plural) • Verb vouloir (singular) • food and drink <p>Ton Christ est juif poem</p>	<p>Key ideas (GRAMMAR)</p> <ul style="list-style-type: none"> • Essential verb: to have, having – FAIRE (we do, make – nous faisons, you (all) do, make – vous faites, they do, make (m) – ils font, they do, make – elles font) • 2-verb structures: vouloir (veux, veut, voudrais, voudrait) • Partitive du, de la, de l’, des <p>Key ideas (VOCABULARY)</p> <ul style="list-style-type: none"> • Verb faire (plural) • Verb vouloir (singular) • food and drink <p>Dans Paris poem</p>
--	--	--	---	--

4.0 Assessment

End of Unit quizzes are used to assess children’s progress across Key Stage 2. Results are used to inform planning and fill in gaps in knowledge and skills where necessary.

