



LESSONS PROGRESSION AND KEY LEARNING

Below is an extract of an article published on the 'Ofsted blog'

[Languages in outstanding primary schools](#)

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'In some schools, curriculum leaders had thought carefully about the phonics of the language being studied, focusing on how children pronounce sounds and how these are represented in writing. Over time, pupils developed their ability to manipulate simple language step by step, doing work that steadily increased in complexity of simple grammatical concepts. When learning new words, pupils were encouraged to focus on a wide range of commonly used words, which included verbs as well as lists of nouns linked to a topic. In the schools teaching languages really well, pupils were clearly having a brilliant time learning to communicate in a different language and learning about different cultures. This was great to see.'

That is exactly what Frenchie Freddie is about!

The aim of Frenchie Freddie's complete curriculum is to support children to build up their confidence and fluency in French, to become independent speakers and have solid foundations when starting high school.

Therefore, it has been designed with 2 core components in mind:

- ✓ At the heart of each lesson, a constant practice of French phonics and pronunciation that gradually leads to spontaneous spoken French,
- ✓ Lessons that constantly increase in complexity, from simple grammar and vocabulary to structured sentences including a variety of vocabulary (nouns with different determiners, adjectives, pronouns, conjunctions...) and tenses.



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From stage 1 to 6, children are encouraged to constantly implement good speaking habits and develop their knowledge of the French language.

With this in mind, it is particularly important that you follow the lessons order, especially in Stage 1 and 2 that have been thoughtfully designed to introduce foundation French step by step.

What are the different stages highlights?

- STAGE 1:** NUMBERS (0-20), ALPHABET and PHONICS, being able to have a CONVERSATION independently, DAYS OF THE WEEK.
- STAGE 2:** COLOURS (opinion), PETS (genders of nouns with 'a' and 'the'), saying when your BIRTHDAY is, FRUITS ('some', more opinions).
- STAGE 3:** SCHOOL SUBJECTS (justifying an opinion), FAMILY ('my, he, she', numbers to 100) CLOTHES (adjective agreement, extended sentences using 'and, with').
- STAGE 4:** PHYSICAL DESCRIPTION AND NATIONALITY ('I have, I am'), SPORTS ('I play, I do', extended sentences using time phrases, opinions and conjunctions), IN MY HOUSE ('there is/are', prepositions, opinions and justification).
- STAGE 5:** AT THE MARKET (stalls and products, 'we buy - they sell', quantities, frequency), FREE TIME (verbs in the present tense, near future), BREAKFAST (using a range of determiners for 'some', past tense, expressions of time)
- STAGE 6:** IN TOWN (what there is, where I go, past tense) AT THE RESTAURANT (ordering food and drinks, asking and paying for a bill) HOLIDAYS (where I go, when and who with, where I went last year and how it was like)

STAGE 4, 5 and 6 are currently being developed.

Also in the making is a section on CULTURAL AWARENESS with interactive activities to know everything about France, French people and special festivals and events.

Within each stage, children have the opportunity to work at three different levels:

- **BASICS** – single words, focus on phonics and pronunciation,
- **FOUNDATION** – gender of nouns, 'a' and 'the' in French, adjective position and agreement, foundation questions and answers, conjunctions,
- **DEVELOPMENT** – short sentences including a verb, conjunctions, prepositions, time phrases, various tenses.



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STAGE 1 – year 3

TOPIC 1 : numbers 0 to 10

Lesson 1 : numbers 0 to 10- *vocabulary*

BASICS

Lesson 2 : additions and subtractions
introducing '+', '-' and '='

FOUNDATION

Lesson 2 mainly aims at practicing numbers 0 to 10. You can skip it if you feel that it is not relevant for your class.

TOPIC 2 : alphabet and pronunciation

Lesson 1: the alphabet in French; special characters

BASICS

Lesson 2 : phonics and pronunciation

BASICS

TOPIC 3 : conversation

Lesson 1: greetings

BASICS

Lesson 2: How are you feeling?

FOUNDATION

Lesson 3: What is your name?

FOUNDATION

Lesson 4: where do you live?

FOUNDATION

TOPIC 4 : numbers 0 to 20 and age

Lesson 1 : numbers 0 to 20

BASICS

Lesson 2 : how old are you?

FOUNDATION

TOPIC 5 : days of the week

Lesson 1: days of the week

BASICS



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STAGE 2 – year 3 / 4

TOPIC 1 : colours

Lesson 1 :	colours- <i>vocabulary</i>	<i>BASICS</i>
Lesson 2:	poem (days of the week and colours)	<i>FOUNDATION</i>
Lesson 3 :	mixing colours- <i>it is blue and red</i> <i>introducing full sentences with the conjunction 'and'.</i>	<i>FOUNDATION</i>
Lesson 4:	opinions- <i>I like red and blue but I don't like green</i> <i>introducing 'I like / I don't like / but' and practicing 'and'</i>	<i>DEVELOPMENT</i>
Lesson 5:	what is your favourite colour?	<i>DEVELOPMENT</i>

TOPIC 2 : pets and farm animals

Lesson 1:	pets- <i>vocabulary</i> (le chat – la tortue) <i>introducing masculine and feminine for 'the' (le/la)</i>	<i>FOUNDATION</i>
Lesson 2 :	farm animals- <i>vocabulary</i> <i>practicing masculine and feminine for 'the' (le/la)</i>	<i>FOUNDATION</i>
Lesson 3 :	What colour is (the dog)? <i>introducing adjective agreement with 'être' (to be)</i>	<i>DEVELOPMENT</i>
Lesson 4 :	Do you have (a dog)? <i>introducing masculine and feminine for 'a' (un/une)</i> <i>Introducing 'I have / I don't have' - Introducing the plural 'some' (des) - Practicing 'and / but'</i>	<i>DEVELOPMENT</i>

TOPIC 3 : dates and birthdays

Lesson 1:	numbers to 31	<i>BASICS</i>
Lesson 2:	months of the year	<i>BASICS</i>
Lesson 3:	dates. When is your birthday?	<i>FOUNDATION</i>

TOPIC 4 : fruits

Lesson 1:	fruits- <i>vocabulary</i> (<u>un</u> kiwi – <u>une</u> banane – <u>du</u> raisin) <i>practicing masculine and feminine for 'a', introducing 'some'</i>	<i>FOUNDATION</i>
Lesson 2:	fruits- <i>vocabulary</i> (<u>un</u> kiwi – <u>une</u> banane – <u>des</u> fraises) <i>practicing masculine, feminine and plural</i>	<i>FOUNDATION</i>
Lesson 3:	what are you eating? <i>Making the difference between a whole and some</i>	<i>DEVELOPMENT</i>
Lesson 4:	Do you like bananas? <i>practicing 'I like / I don't like' and introducing 'I love / I hate'</i>	<i>DEVELOPMENT</i>



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STAGE 3: year 4

TOPIC 1 : school subjects

- Lesson 1 : school subjects- vocabulary **FOUNDATION**
(le français – la géographie – l'histoire – les sciences)
practicing masculine, feminine and plural for 'the'
- Lesson 2 : opinions and justification **DEVELOPMENT**
I like French, it's great, but I don't like history it's difficult
practicing 'I like / I don't like / but', introducing justification
- Lesson 3 : What is your favourite subject? **DEVELOPMENT**
Saying what your favourite subject is using 'my'
Saying what you think of it

TOPIC 2 : family

- Lesson 1: Who is it?- family members vocabulary **FOUNDATION**
introducing 'my' (masculine and feminine)
introducing 'he / she'
- Lesson 2: Numbers 0 to100 **BASICS**
- Lesson 3 : How old is (your grandma?) **FOUNDATION**
practicing 'my' (masculine and feminine) and numbers
- Lesson 4 : Do you have any brothers and sisters? **DEVELOPMENT**
practicing I have / I don't have, practicing and / but

TOPIC 3 : clothes

- Lesson 1 : clothes- vocabulary (un pantalon – une jupe) **FOUNDATION**
practicing masculine and feminine for 'a'
- Lesson 2 : clothes- vocabulary (un polo – une robe – des gants) **FOUNDATION**
practicing masculine and feminine for 'a', and plural
- Lesson 3 : a red and black cap **FOUNDATION**
practicing and deepening adjective agreement
- Lesson 4 : what are you wearing ? **DEVELOPMENT**
saying full sentences using adjectives and conjunctions.
Introducing 'with'
- Lesson 5 : what colour is your dress? Wat colour are your gloves? **DEVELOPMENT**
practicing 'your' and 'my' (masculine, feminine)
introducing 'your' and 'my' (plural)
practicing 'is' and introducing 'are'



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STAGE 4: year 5

TOPIC 1 : physical description and nationality

- Lesson 1 : Describe yourself (eyes / hair / height) **FOUNDATION**
practicing 'I have' (I have blue eyes)
introducing 'I am' (I am blond / tall)
practicing adjective agreement
talking about somebody else (he / she – has / is)
- Lesson 2: What is your nationality? **FOUNDATION**
practicing 'I am + adjective' (masculine or feminine)
talking about somebody else (he is / she is / they are)

TOPIC 2 : sports

- Lesson 1 : sports- vocabulary (le foot – la boxe – l'aviron) **FOUNDATION**
practicing masculine, feminine, noun starting with a vowel for 'the'
- Lesson 2 : sports- vocabulary (le billard – la voile – les arts martiaux) **FOUNDATION**
practicing masculine, feminine and plural for 'the'
- Lesson 3: What (sports) are you doing? **DEVELOPMENT**
introducing 'I play' + preposition + noun
introducing 'I do' + preposition + noun
- Lesson 4: What (sports) are you doing (on Monday)? **DEVELOPMENT**
Practicing 'I play' and 'I do' + preposition + noun
Saying longer sentences using days of the week, a conjunction (and), an opinion
Jouer: overview of ER verbs in the present tense

TOPIC 3 : in the house

- Lesson 1 : rooms in the house- vocabulary (le salon – la cuisine – les escaliers) **FOUNDATION**
practicing masculine, feminine and plural nouns starting with 'the', introducing 'there is'
- Lesson 2 : What is there in your house? Where is (the kitchen)? **DEVELOPMENT**
introducing 'there is / there are'
introducing prepositions 'next to', 'in front of', 'above'...
using adjectives that go in front of a noun: 'small', 'big'...
- Lesson 3 : Do you like (your bedroom)? Why? **DEVELOPMENT**
practicing 'I like' and 'I don't like and introducing 'because'
practicing 'your' and 'my'
introducing intensifiers 'very', 'too' and practicing adjectives

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STAGE 5: year 5/6

TOPIC 1 : at the market

- Lesson 1 : cultural awareness: the tradition of markets in France **FOUNDATION**
market stools and products – vocabulary (le poissonnier / le poisson
– le boucher – la viande – le fleuriste / les fleurs...)
Practicing masculine, feminine and plural nouns starting with 'the'.
Practicing 'il y a' for there is.
- Lesson 2 : What do you buy at the market? What do they sell at the market? **DEVELOPMENT**
Using 'on' for 'we'
Practicing 'du', 'de la', and 'des' to say 'some'
Acheter: reminder of ER verbs in the present tense
Vendre: overview of RE verbs in the present tense
- Lesson 3: Saying what 'I would like' using 'je voudrais' **DEVELOPMENT**
Introducing quantities and weight
understanding formal talk in French using 'vous' for 'you'

TOPIC 2 : free time

- Lesson 1: what do you do in your free time? **FOUNDATION**
Using verbs in the present tense with 'je'
(je joue avec mes copains, je regarde la télé, je lis un livre)
Using expressions of frequency: 'often', 'sometimes', 'once/twice a week',
'on Monday', 'never'...
- Lesson 2: what do they do in their free time? **DEVELOPMENT**
conjugating verbs in the present tense using a variety of pronouns
getting used to the 2 ways of saying 'we': 'on' and 'nous'
- Lesson 3: What are you going to do (tomorrow)?
introducing the near future using the verb 'aller' and another verb
in the infinitive form: 'je vais manger' for 'I am going to eat'

TOPIC 3 : breakfast

- Lesson 1 : What do you have for breakfast ? **FOUNDATION**
Vocabulary - un œuf, une tartine grillée, des céréales, du beurre, de la confiture
practicing 'un' and 'une' for 'a', and 'du', de la' 'des' for some
using 'je mange' for 'I eat' and 'je bois' for 'I drink'
- Lesson 2 : What did you have yesterday? **DEVELOPMENT**
introducing the past tense with the auxiliary 'avoir'
and the past participles 'mangé' and 'bu': 'j'ai mangé – j'ai bu'

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STAGE 6: year 6

TOPIC 1 : in town

- Lesson 1 : places in town- vocabulary (un parc – mon école – la mairie) **FOUNDATION**
using nouns with a variety of determiners. Practicing 'there is / are'
- Lesson 2 : When do you go to town? When? Who with? **DEVELOPMENT**
Introducing the verb 'aller' (to go) in the present tense
Practicing the days of the week
Practicing the conjunction 'avec' for 'with' and the possessive adjectives 'mon', 'ma', and 'mes' for 'my'.
- Lesson 3 : Where did you go yesterday (last week)? **DEVELOPMENT**
Introducing the past tense with the auxiliary 'être'
and the past participles 'allé' : 'je suis allé(e)'
Using expressions of time in the past

TOPIC 1 : at the restaurant

- Lesson 1 : Le menu ou la carte?
meals- vocabulary (entrées, plats, desserts, boissons) **FOUNDATION**
using nouns with a variety of determiners.
- Lesson 2: What would you like?
Ordering food in a restaurant using 'je voudrais' for 'I would like'
Performing role plays (waiter/waitress-customer)
- Lesson 3: (Can I have) the bill, please?
Understanding prices and how to read a bill.

TOPIC 3 : holidays

- Lesson 1 : countries - vocabulary **FOUNDATION**
(la France, l'Angleterre, le Portugal...)
Understanding that countries can be masculine, feminine or plural
- Lesson 2 : When do you go on holiday? How? When? Who with? **DEVELOPMENT**
Practicing the verb 'aller' (to go) in the present tense
Introducing ways of traveling using 'en' ('en avion, en train')
Practicing the months of the year
Practicing the conjunction 'avec' for 'with' and the possessive adjectives 'mon', 'ma', and 'mes' for 'my'.
- Lesson 3 : Where did you go last year? What did you do? **DEVELOPMENT**
What was it like?
Practicing the past tense with the auxiliaries 'être' and 'avoir'
Introducing opinions in the past tense using 'c'était'