



French

Pupils should be taught to:

- 2a) listen attentively to spoken language and show understanding by joining in and responding
- 2b) explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- 2c) engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- 2d) speak in sentences, using familiar vocabulary, phrases and basic language structures
- 2e) develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- 2f) present ideas and information orally to a range of audiences*
- 2g) read carefully and show understanding of words, phrases and simple writing
- 2h) appreciate stories, songs, poems and rhymes in the language
- 2i) broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- 2j) write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- 2k) describe people, places, things and actions orally* and in writing Languages – key stage 2 3
- 2l) understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Curriculum link	Year 3			Year 4			Year 5			Year 6		
Term	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer	Autumn	Spring	Summer
2a	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2b	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2c	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2d	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2e	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2f	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2g	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2h	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2i	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2j	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2k		✓	✓		✓	✓		✓	✓	✓	✓	✓
2l		✓	✓	✓	✓	✓		✓	✓		✓	✓

Progression				
	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> hear and say the phonemes ch, ou, on and oi. Silent letters. The 's' in 'Paris', 'gris' and 'trois' or the 't' in 'violet' and 'vert' how to ask and answer the question 'what is your name?' recognise and recall and numbers 1-10 recall 10 different colours <p>Spring and Summer</p> <ul style="list-style-type: none"> recognise and recall ten different animals Say a short sentence with the animal nouns. 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> revise the phonemes ch, ou, on and oi. hear and say the phonemes i, in, ique, and ille. Silent letters. 'S' is not pronounced in 'appelles', 'ans', 'Paris', 'Londres' or 'habites'. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in 'je suis anglais/anglaise' (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. Elision. As seen in 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in 'me') and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h revise basic greetings ask and answer the question 'how are you?' ask and answer the question 'what is your name?' consolidate numbers 1-10 learn numbers 11-20 say how old they are ask and answer the question 'where do you live?' 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> revise the phonemes ch, ou, oi l, in, ique, and ille. hear and say the phonemes eau, eaux, é, e' and e. Silent letters. For example in the silent letter 't' at the ends of the words 'est' and 'juillet' Silent letters: the final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grands-parents or parents. This often happens in French. recognise and recall the 7 days of the week Recognise and recall the 12 months of the year Recognise and recall numbers 1-31 say the date <p>Spring and Summer</p> <ul style="list-style-type: none"> Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc. Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h' recognise and recall and spell twelve different classroom items ask and answer the question: 'what is in your pencil case?' 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> revise the phonemes ch, ou, oi l, in, ique, ille, eau, eaux, é, e' and e. hear and say the phonemes qu, gne, Ç, en and an Silent letters. These letters often come at the end of words and are seen throughout the unit in the following words: 'vent', 'chaud', 'froid', 'pleut', and 'nord' Recognise and recall ten different phrases for describing weather and revise key conjunctions. learn the 4 compass points learn how to say the temperature recognise and recall the 7 days of the week and times of day present a weather forecast in the foreign language using all their knowledge <p>Spring and Summer</p> <ul style="list-style-type: none"> Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h' say whether they live in a house or an apartment and where they live based on a choice of five different locations recognise and recall ten different rooms in the house

		<p>Spring and Summer</p> <ul style="list-style-type: none"> • Silent letters: the final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grands-parents or parents • Elision: in 'je m'appelle/ il s'appelle/elle s'appelle/j'ai'. • Dropping of the last letter of a word (as in the 'e' in 'me' or 'se'), replacing it with an apostrophe and attaching it to the word that follows starting with a vowel or 'h muet'. recall different family members with the correct definite article/determiner • ask and answer the question 'do you have any siblings?' • introduce their own/fictitious family members in the foreign language • numbers 1-69, use this knowledge to be able to say how old their own/fictitious family members are. • Numbers 70-100 are explored in the Challenge Section. 		
Reading	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> • read words with the phonemes ch, ou, on and oi. • read numbers to 10. • read 10 different colours. • Read numbers • identify which item of clothing matches the description <p>Spring and Summer</p> <ul style="list-style-type: none"> • read ten different animal names 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> • read words with the phonemes ch, ou, on, oi i, in, ique, and ille. • read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. • read sentences that make up a conversation in French between two people <p>Spring and Summer</p> <ul style="list-style-type: none"> • recognise different family members with the correct definite article/determiner 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> • recall and read the 7 days of the week • recall and read the 12 months of the year • read numbers 1-31 • read the date <p>Spring and Summer</p> <ul style="list-style-type: none"> • read twelve different classroom items • read and decide if 'mon', 'ma' or 'mes' should fill the gap. • Read an answer questions based on what they have read 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> • read the phonemes ch, ou, oi l, in, ique, ille, eau, eaux, é, e', e, qu, gne, Ç, en and an • read different phrases for describing weather • read the 4 compass points • read the 7 days of the week and times of day • read sentences about the temperature and match them to images of thermometers showing the degrees

		<ul style="list-style-type: none"> Read descriptions of the family members Read questions about family members 		<p>Spring and Summer</p> <ul style="list-style-type: none"> read ten different rooms in the house in the foreign language read descriptions of homes and rooms
Writing	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> write words with the phonemes ch, ou, on and oi. Spell numbers 1-10 Write 10 different colours. <p>Spring and Summer</p> <ul style="list-style-type: none"> spell ten different animals with their indefinite article/determiner form a short sentence with the animal noun 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> Write words with the phonemes l, in, ique, and ille. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. <p>Spring and Summer</p> <ul style="list-style-type: none"> spell different family members with the correct definite article/determiner 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> Write words with the phonemes eau, eaux, é, e'and e. spell and write the 7 days of the week with the aim of using this knowledge to form a short sentence about what day of the week it is today spell and write numbers 1-31 <p>Spring and Summer</p> <ul style="list-style-type: none"> Spell and write twelve different classroom items with their indefinite articles/determiners 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> Write words with the phonemes qu, gne, Ç,en and an Spell and write different phrases for describing weather translate 2 sentences of a similar structure into English, before translating from English into French on two different weather types <p>Spring and Summer</p> <ul style="list-style-type: none"> Spell and write ten different rooms in the house in the foreign language Write about where they live
Grammar	<p>As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.</p> <p>Spring and Summer</p> <ul style="list-style-type: none"> recognise, recall and spell ten different animals with their indefinite article/determiner Nouns, gender, articles/determiners and verbs. Introduction of 1st person singular conjugation of the high 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> simple adjectival agreement (male/female) <p>Spring and Summer</p> <ul style="list-style-type: none"> spell different family members with the correct definite article/determiner consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> Ordinal & cardinal numbers. months of the year (and the days of the week) do not have a capital letter in French unless they are found at the start of a sentence. Noting that the 2nd, 3rd, 4th etc is not used in the French date. The only ordinal number for saying the date in French is the 1st (premier/1er). <p>Spring and Summer</p> <ul style="list-style-type: none"> recognise, recall and spell twelve different classroom items with their indefinite articles/determiners with their indefinite articles/determiners possessive adjectives, applying this to their knowledge of the twelve different classroom items they have learned 	<p>Autumn and Spring Term</p> <ul style="list-style-type: none"> Present tense verbs used in set weather phrases, which may not directly translate to the English equivalent e.g. 'Il fait beau' and 'Il y a du soleil'. Revise, the days of the week do not have a capital letter in French unless they are found at the start of a sentence. <p>Spring and Summer</p> <ul style="list-style-type: none"> Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a

	<p>frequency irregular verb être (to be) in French.</p>	<ul style="list-style-type: none"> moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. 	<ul style="list-style-type: none"> negative structures, to say what they do not have in their pencil cases Revisiting that nouns in French have gender and that this affects the choice of article/determiner. Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...('I do not have') in French. 	<p>regular ER verb. Use of negative structure appropriate in this unit,</p> <ul style="list-style-type: none"> revisit negative structures in the foreign language to allow them to say which rooms they do not have in their houses. 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure.
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