

YEAR 3

Autumn	Spring	Summer	
<p>Phonetics 1</p> <p>Classroom Instructions</p> <p>J'apprends le français (I Am Learning French)</p> <ul style="list-style-type: none"> • Francophone world • Key greetings & "How are you?" • "What is your name?" and consolidation • Numbers 1-10 • Colours • Consolidation & Assessment 	<p>Les animaux (Animals)</p> <ul style="list-style-type: none"> • Introduction to five animals with determiners. • Five more animals with determiners. • Consolidation of ten animals. • Consolidation of article / determiners. • Irregular verb "to be" - short sentences. • Consolidation & Assessment <p>Joyeux Noël (Merry Christmas)</p> <p>Lesson 1 - Christmas song</p>	<p>Les fruits (Fruits)</p> <ul style="list-style-type: none"> • Introduction of five fruits with determiners. • Five more fruits with determiners. • Introduction of plural form with ten fruits. • Expressing an opinion about fruit. • Introduction of negative structure "I do not like..." • Consolidation & Assessment 	
Listening	Speaking	Reading	Writing
<p>(Derived from NC) Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand a few familiar spoken words and phrases - e.g.</p> <ul style="list-style-type: none"> • Teacher's instructions • Days of the week • A few words in a song • Colours • Numbers to 20 	<p>(Derived from NC) Explore the patterns and sounds of language through songs, video clips and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>(Derived from NC) Read carefully and show understanding of words, phrases and simple sentences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar</p>	<p>(Derived from NC) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions in writing.</p> <p>Understand basic grammar appropriate to the language</p>

<p>Listen and respond to simple rhymes, stories and songs.</p> <p>Recognise and respond to sound patterns and words.</p> <p>Listen attentively and understand instructions.</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciations and intonation so that others understand when they are using familiar words or phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p> <p>Perform simple communicative tasks.</p> <p>Say and/or repeat a few words and short simple phrases - e.g.</p> <ul style="list-style-type: none">• Classroom instructions• Say their age <p>Know how to pronounce some single letter sounds. Imitate correct pronunciation with some success.</p>	<p>written material, including through using a dictionary.</p> <p>Recognise some familiar words in written form.</p> <p>Make links between some phonemes, rhymes, spellings.</p>	<p>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.</p> <p>Experiment with the writing of simple words.</p>
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YEAR 4

Autumn	Spring	Summer	
<p>Phonetics 2</p> <p>Classroom Instructions</p> <p>Je me présente (Presenting Myself)</p> <ul style="list-style-type: none"> Revise basic greetings & "How are you?" Consolidation and "What is your name?" Consolidate 1-10 & introduce 11-20. Consolidate 11-20 and say how old they are. "Where do you live?" Consolidation & Assessment 	<p>Ma famille (My family)</p> <ul style="list-style-type: none"> Family members with determiners Introduction of possessive adjective "my" "Do you have any siblings?" Introducing family members, "he/she is called..." Number 1-69, saying age of family members. Consolidation & Assessment <p>Joyeux Noël (Merry Christmas)</p> <p>Lesson 2 - Vocabulary related to Christmas</p>	<p>En classe (In the Classroom)</p> <ul style="list-style-type: none"> Seven classroom items with determiners. Five more classroom items with determiners. Asking and answering, "What's in your pencil case?" Possessive adjectives Negative structures - what is not in their pencil case. Consolidation & Assessment <p>Joyeuses Pâques (Happy Easter)</p> <p>Lesson 1 - Easter vocabulary & song</p>	
Listening	Speaking	Reading	Writing
<p>(Derived from NC) Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> Basic phrases concerning myself, my family, school, 	<p>(Derived from NC) Explore the patterns and sounds of language through songs, video clips and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions</p>	<p>(Derived from NC) Read carefully and show understanding of words, phrases and simple sentences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>(Derived from NC) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions in writing.</p>

<p>telling the time, instructions and describing nationality.</p> <ul style="list-style-type: none"> • Numbers to 60. • Give and understand teacher instructions. • Names of French festivals. • Dates. <p>Listen for specific words and phrases.</p> <p>Listen for sounds, rhyme and rhythm.</p> <p>Ask and answer questions on several topics.</p>	<p>and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciations and intonation so that others understand when they are using familiar words or phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p> <p>Answer simple questions using a few basic words</p> <p>Know how to pronounce all single letter sounds. Show an awareness of sound patterns. Be clearly understood.</p> <p>Memorise and present a short spoken text.</p> <p>Ask and answer questions on several topics.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Read and understand a range of familiar written phrases.</p> <p>Follow a short familiar text, listening and reading at the same time.</p> <p>Read some familiar words/phrases aloud and pronounce accurately.</p>	<p>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.</p> <p>Write simple words/phrases using model and words from memory.</p> <p>Write one or two short sentences with support e.g. a model or fill in the words on a simple form.</p>
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YEAR 5

Phonetics 3 Classroom Instructions Au salon de thé (At the Tea Room) <ul style="list-style-type: none"> Even masculine nouns with determiners for French food and drink items. Nine feminine nouns with determiners for French food and drink items. Transactional language, what they'd like to eat or drink. Asking for the bill, saying goodbye, and thank you. French currency Consolidation & Assessment 	La date (The Date) <ul style="list-style-type: none"> Recall days of the week - forming short sentences Months of the year Numbers 1-31 Language structure for saying the date in French When is my birthday? Consolidation & Assessment 	Chez moi (My Home) <ul style="list-style-type: none"> Living in a house or an apartment, with five locations. Naming five rooms of the house Five more rooms of the house Negative structures - rooms they do not have Integrating new vocabulary with prior learning about personal details. Consolidation & Assessment
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Listening	Speaking	Reading	Writing
(Derived from NC) Listen attentively to spoken language and show understanding by joining in and responding. Understand the main points from a spoken passage made up of familiar language - e.g	(Derived from NC) Explore the patterns and sounds of language through songs, video clips and link the spelling, sound and meaning of words.	(Derived from NC) Read carefully and show understanding of words, phrases and simple sentences. Appreciate stories, songs, poems and rhymes in the language.	(Derived from NC) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions in writing.

<ul style="list-style-type: none"> • Short rhyme or song. • Translating phrases from video clips when subtitles are used. • Listen to and understand a range of greetings. • Listen to and understand a range of questions and responses about various topics. <p>Listen attentively and understand more complex phrases and sentences.</p> <p>Understand and express simple opinions.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciations and intonation so that others understand when they are using familiar words or phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p> <p>Begin to develop on language taught in Year 3 and 4 and apply it within a basic sentence structure.</p> <p>Prepare and practise a simple conversation, re-using familiar vocabulary and structures in new contexts.</p> <p>Prepare a short presentation on a familiar topic.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Understands the main point(s) from a short written text - e.g.</p> <ul style="list-style-type: none"> • Simple messages on a postcard/in an email/ transcript/play script/ subtitles on video clips. <p>Match sound to print by reading aloud familiar words and phrases.</p> <p>Use a book or glossary to find out the meanings of new words.</p> <p>Re-read frequently a variety of short texts.</p>	<p>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.</p> <p>Write a few short sentences with support using already learnt vocabulary- e.g</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable.</p> <p>Write simple words, phrases and short sentences, using a reference source and from memory with greater accuracy.</p> <p>Begin to show awareness of basic grammatical concepts eg. masculine, feminine, plural.</p> <p>Make simple sentences and short texts.</p>

YEAR 6

<p>Phonetics 4 Classroom Instructions (if needed)</p> <p>À l'école (At School)</p> <ul style="list-style-type: none"> • Ten school subjects and how to conjugate the verb, "to study" in first person singular. • Giving positive and negative opinions of subjects. • Consolidate 1-12, telling time to the hour. • Saying the time, they study a subject • Present a short piece explaining times they study subjects and opinions on them. • Consolidation & Assessment 	<p>Le week-end (The Weekend)</p> <ul style="list-style-type: none"> • Telling the time in increments of 5 minutes. • Weekend activities • Consolidation of vocabulary with listening and reading activities • Extending sentences - integrating time phrase, connectives and with phrases for weekend plans. • Stating time of activity and opinions. • Consolidation & Assessment <p> Joyeux Noël (Merry Christmas)</p> <p>Lesson 4 - revise vocabulary and learn how people in France celebrate Christmas, key cultural traditions</p>	<p>Moi dans le monde (Me in the World)</p> <ul style="list-style-type: none"> • Decoding and comprehension skills - texts about fictional characters • Decoding complex texts about favourite celebrations • Cultural knowledge and understanding - religious festivals • Comparing where two fictional characters live • Becoming responsible global citizens • Consolidation & Assessment
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Listening	Speaking	Reading	Writing
<p>(Derived from NC) Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Understand the main points and some of the detail from a short spoken story, song or passage.</p>	<p>(Derived from NC) Explore the patterns and sounds of language through songs, video clips and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>	<p>(Derived from NC) Read carefully and show understanding of words, phrases and simple sentences.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>(Derived from NC) Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Describe people, places, things and actions in writing.</p>

<ul style="list-style-type: none"> Translating phrases from video clips when subtitles are used. Begin to develop more fluency in the language eg. listening for key phrases/familiar vocabulary without the use of subtitles. Listen to and understand a range of greetings. Listen to and understand a range of questions and responses about various topics. <p>Understand longer and more complex phrases and sentences.</p> <p>Match sound to sentences and paragraphs.</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciations and intonation so that others understand when they are using familiar words or phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Describe people, places, things and actions orally.</p> <p>Take part in a simple conversation and express an opinion.</p> <p>Know how to pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p> <p>Perform to an audience.</p> <p>Use spoken language confidently to initiate and sustain conversations and to tell stories.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Read and understand the main points and some of the detail from a short written text.</p> <p>Begin to read/translate independently.</p> <p>Use a bilingual dictionary to look up new words.</p> <p>Identify different text types and read short, authentic texts for enjoyment or information.</p>	<p>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.</p> <p>Write a short text on a familiar topic, adapting language already learnt.</p> <p>Spell commonly used words correctly.</p> <p>Write sentences on a range of topics using a model.</p>
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