



National Curriculum	Strand	Term 1			
		Year 3 French Greetings With Puppets	Year 4 Describing Portraits in French	Year 5 Monster Pets	Year 6 Sport and the Olympics
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the</li> </ul>	<p><b>Outcomes</b></p> <p>Conversational</p>	<p>Look carefully at the speaker and respond confidently with the appropriate gesture and phrase.</p> <p>Begin to recognise how some sounds ('on', 'ou', 'et' and 'oi') are represented in written form.</p> <p>Link actions or pictures to the new language, both in spoken and written form.</p> <p>Imitate the pronunciation of sounds.</p> <p>Take turns to speak and use appropriate intonation.</p>	<p>Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.</p> <p>Identify a person correctly from a description of their hair and eye colour.</p> <p>Place word cards in the correct order, with the adjectives following the noun.</p> <p>Compose a spoken sentence to describe a friend.</p> <p>Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.</p>	<p>Notice cognates and near cognates in the text.</p> <p>Recognise some previously known words.</p> <p>Use a dictionary to research the meaning of relevant vocabulary.</p> <p>Recognise and sort nouns by gender and number, and to explain the effect this may have on an adjective.</p> <p>Modify sentences to use the correct articles/pronouns (<b>un/une</b> and <b>il/elle</b>) according to gender.</p> <p>Unscramble jumbled sentences without any errors in word order.</p> <p>Recognise rules of agreement in longer phrases.</p> <p>Produce a short,</p>	<p>Pronounce the name of a sport accurately and confidently.</p> <p>Construct simple sentences to say whether or not they play a sport and whether or not they like a sport.</p> <p>Locate some countries on a map.</p> <p>Identify some of the French country names using cognates and near cognates.</p> <p>Use the correct form of <b>aller</b> and the correct preposition in most cases in written exercises.</p> <p>Show good understanding of P.E. action verbs and pronounce the words accurately.</p> <p>Show good understanding and pronunciation of words and phrases about sport and construct simple</p>

<p>language</p> <ul style="list-style-type: none"> <li>• broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>				<p>structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.</p>	<p>sentences about sports that they like or do not like.</p> <p>Follow the basic rules of <b>pétanque</b>.</p> <p>Write an interview article in French, using a writing frame, about a chosen Olympic sport and imagined visit to the Olympic Games.</p>
	<p><b>Skills</b> Language Comprehension Language Production</p>	<p>Listening and responding to single words and short phrases.</p> <p>Beginning to notice common spelling patterns.</p> <p>Recognising some familiar French words in written form Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising how intonation and gesture</p>	<p>Listening and responding to full sentences.</p> <p>Beginning to notice common spelling patterns.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings. Recognising and answering simple</p>	<p>Beginning to predict spelling patterns.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p>	<p>Beginning to predict spelling patterns.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new</p>

		<p>are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Introducing self to a partner with simple phrases.</p>	<p>questions that involve giving personal information.</p> <p>Using a model to form a spoken sentence.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using different adjectives, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Adapting model sentences to express different ideas.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>	<p>sentences.</p> <p>Constructing a short text on a familiar topic.</p>
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	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>Experimenting with simple writing, copying with accuracy.</p> <p>To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u.</b></p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é, à.</b></p> <p>To know that a <b>ç</b> cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in <b>salut, comment, petit</b> and <b>vert</b>. The 'e' at the end of <b>m'appelle</b> and the 's' at the end of <b>t'appelles</b> and <b>pas</b> are silent, as is the 'd' in <b>grand</b>.</p>	<p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: <b>rouge</b>; that some do not change in feminine or plural forms: <b>marron, orange.</b></p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: <b>violet</b> (masc.) – <b>violette</b> (fem.); <b>blanc</b> (masc.) – <b>blanche</b> (fem.); <b>heureux</b> – <b>heureuse.</b></p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p> <p>To know that we can use conjunctions to link phrases such as <b>et/mais.</b></p> <p>To know that the</p>	<p>To apply changes in sound caused by accents when speaking, especially the acute accent (<b>é</b>), grave accent, (<b>è</b>) and cedilla (<b>ç</b>).</p> <p>To know that a change in voice intonation can indicate when a question is being asked. To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that compound sentences join two simple sentences together using connectives such as <b>et</b> and <b>mais.</b></p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: <b>les chips</b> – crisps, <b>les baskets</b> – trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To know whether to use the pronouns <b>il</b> 'he' or <b>elle</b> 'she' when describing someone.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, including <b>avoir</b> (to have), <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To conjugate the verbs <b>aller, jouer</b> and <b>faire</b>.</p> <p>To know that we use the verb <b>jouer</b> (to play) with some sports and <b>faire</b> (to do) with other sports.</p>

		<p>To know that the pronoun <b>ça</b> means 'it'.</p> <p>To know that there are high frequency verbs <b>s'appeler, avoir, être</b> and <b>aller</b> that are used to formulate and answer questions.</p> <p>To know that <b>je/j'</b>, and <b>tu</b> are subject pronouns</p>	<p>verbs <b>avoir</b> and <b>être</b> are used to describe appearance and personality.</p> <p>To know how <b>avoir</b> (to have) and <b>être</b> (to be) are conjugated in the third person singular forms: <b>il/elle a; il/elle est.</b></p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: <b>rouge</b>; that some do not change in feminine or plural forms: <b>marron, orange.</b></p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: <b>violet</b> (masc.) – <b>violette</b> (fem.); <b>blanc</b> (masc.) – <b>blanche</b> (fem.), <b>heureux</b> – <b>heureuse</b>.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p>		
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			<p>To know that we can use conjunctions, such as <b>et/mais</b>, to link phrases.</p> <p>To know that the verbs <b>avoir</b> and <b>être</b> are used to describe appearance and personality.</p> <p>To know how <b>avoir</b> (to have) and <b>être</b> (to be) are conjugated in the third person singular forms: <b>il/elle a; il/elle est</b>.</p>		
	<p><b>Literacy</b> Vocabulary and spellings Meaning of words</p>	<p>bonjour salut au revoir bonsoir bonne nuit ça va bien ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui</p>	<p>il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond/ blonde/ blonds/ blondes noir(e)(s)</p>	<p>le corps la tête la bouche le nez les yeux les pieds les bras les jambes les dents la queue court(e)(s) long(s)(ue)(ues)</p>	<p>je joue je fais le foot le basket le tennis le ski le rugby le hockey j'aime j'adore je déteste le sport</p>
	<p>Intercultural understanding Similarities and differences Real life in France</p>	<p>To know that in French there are formal and informal greetings.</p> <p>Finger rhymes - <b>Deux petits chatons visitant Paris...</b></p>	<p>The Louvre</p>		<p>Playing the traditional French game of la pétanque.</p> <p>Researching information about the French cycle race la Tour de France.</p> <p>Comparing sporting activities in France and the UK.</p> <p>To know the rules for</p>

					playing French bowls. To know how the maillot jaune is awarded during the Tour de France race
Exceeding the National Curriculum	Vocabulary				
	Texts				
	Enhancements and enrichment	DT Links	Art – Great artists in history		Geography

National Curriculum	Strand	Term 2			
		Year 3 Adjectives of Colour, Size and Shape	Year 4 Clothes and Getting Dressed	Year 5 Space Exploration	Year 6 Football Champions
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the</li> <li>spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary</li> </ul>	<p><b>Outcomes</b></p>	<p>Listen carefully to build correct sequences of three to four blocks.</p> <p>Show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.</p> <p>Recognise cognates.</p> <p>Use please and thank you.</p> <p>Listen carefully to instructions.</p> <p>Describe some of the shapes in their work using language of colour, size or shape.</p> <p>Listen and then select the correct decoration according to its colour.</p>	<p>Remember and pronounce some of the new words, recognising that some are masculine and take un, some feminine and take une and some plural and take des.</p> <p>Understand how to convert the indefinite article to a possessive adjective.</p> <p>Correctly identify items of clothing based on the written word.</p> <p>Say the words for items of clothing with accurate pronunciation.</p> <p>Make an intelligible attempt to spell new words.</p> <p>Write accurately using a support and selecting the correct form of the adjective most of the time, understanding why other forms of the adjective are wrong.</p> <p>Compose a sentence using j'aime or je n'aime pas.</p> <p>Use il/elle correctly and place the adjective in the</p>	<p>Listen to and identify cognates in French, noticing differences with spelling and pronunciation, e.g. for planet names.</p> <p>Write their own metaphors using a writing model, replacing nouns with original vocabulary.</p> <p>Make the correct choice of <b>un/une</b> for gender and add colour adjectives when writing.</p> <p>Form a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.</p> <p>Adapt a model text to create an original sentence of their own, including descriptive phrases.</p>	<p>Try two methods of memorising and learn at least four of the new words.</p> <p>Learn and pronounce most of the new words, remembering the vocabulary from the previous lesson.</p> <p>Translate some player profiles.</p> <p>Construct the sentence, 'I come from [a place]' in French.</p> <p>Understand comprehension questions based on the topic of football and show some competence in answering them.</p> <p>Complete part of a player profile.</p> <p>Deliver an oral presentation with a reasonable standard of pronunciation.</p>

<p>and develop their ability to understand new words that are</p> <ul style="list-style-type: none"> <li>introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul>			<p>correct position in relation to the noun.</p>		
	<p><b>Skills</b></p> <p>Language Comprehension</p> <p>Language Production</p>	<p>Listening and responding to single words and short phrases.</p> <p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Recognising and using</p>	<p>Listening and responding to full sentences.</p> <p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Beginning to form opinion phrases.</p> <p>Using a model to form a spoken sentence.</p>	<p>Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. Forming a question in order to ask for information. Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences</p>	<p>Listening and gisting information from an extended audio passage using language detective skills.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Planning and giving a short oral presentation.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation</p>

		adjectives of colour and size	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Rehearsing and performing a short role-play or song.</p> <p>Selecting and writing short words and phrases</p>	<p>using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Adapting model sentences to express different ideas.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>	<p>rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p>
	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u.</b></p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some</p>	<p>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></p> <p>To know the equivalents for the word 'the' in French: <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des.</b></p> <p>To know that I can find the gender of a noun by</p>	<p>To apply changes in sound caused by accents when speaking, especially the acute accent (<b>é</b>), grave accent (<b>è</b>) and cedilla (<b>ç</b>).</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>To know that a simple</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To know whether to use the pronouns <b>il</b> 'he' or <b>elle</b> 'she' when describing someone.</p> <p>To know that the way verbs change to match</p>

		<p>letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é, à.</b></p> <p>To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in <b>salut, comment, petit</b> and <b>vert</b>. The 'e' at the end of <b>m'appelle</b> and the 's' at the end of <b>t'appelles</b> and <b>pas</b> are silent, as is the 'd' in <b>grand</b></p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b>.</p> <p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as <b>petit</b> and <b>grand</b> are placed before the noun.</p> <p>To know that <b>c'est</b> means 'it is' and is used to describe what something is.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that some words</p>	<p>looking it up in the dictionary where French nouns are followed by a gender indicator.</p> <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: <b>rouge</b>; that some do not change in feminine or plural forms: <b>marron, orange</b>.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: <b>violet</b> (masc.) – <b>violette</b> (fem.); <b>blanc</b> (masc.) – <b>blanche</b> (fem.); <b>heureux</b> – <b>heureuse</b>.</p> <p>To know that possessive adjectives <b>mon/ma/mes</b> must agree with the gender and number of the noun they describe.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know the meaning of the verb <b>porter</b> (to wear) in the third person singular form: <b>il/elle porte</b>, and <b>aimer</b> in the third person plural form: <b>ils</b></p>	<p>metaphor requires two nouns and the verb 'to be' e.g: <b>Le Soleil est un ballon jaune</b>.</p> <p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing <b>plus/moins</b> and <b>que</b> around the adjective of comparison.</p> <p>To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing.</p> <p>To know all subject pronouns in French and that <b>je</b> contracts to <b>j'</b> when the verb begins with a vowel.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb <b>avoir</b> (to have) is used, not the verb to be as in English.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, including <b>avoir</b> (to have), <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To know that <b>venir de</b> + the infinitive of the second verb indicates a recent action: <b>je viens de finir</b> – I have just finished, or a place of origin.</p>
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		<p>are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi.</b></p> <p>To know that accents in French can change the sound of a letter.</p>	<p><b>aient.</b></p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French</p>		
	<p><b>Literacy</b> Vocabulary and spellings  Meaning of words</p>	<p>rouge bleu jaune vert orange un cercle un triangle un carré un rectangle grand petit c'est</p>	<p>un T-shirt un short un pantalon un chapeau une culotte une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte</p>	<p>le Système solaire le Soleil la Lune la Terre une planète l'espace plus ... que moins ... que grand petit chaud froid</p>	<p>le ballon le but le sifflet le terrain marquer un but mi-temps sauver un but un carton jaune un carton rouge une équipe un match de foot un footballeur/footballeuse</p>
	<p>Intercultural understanding  Similarities and differences  Real life in France</p>	<p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</p> <p>To name some famous paintings by French artists.</p>			<p>To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.</p>
Exceeding the National Curriculum	Vocabulary				
	Texts				
	Enhancements and enrichment	<p>great artists, architects and designers in history.</p>		<p>English – Reading  Science – Earth and Space</p>	<p>English  Computing</p>



National Curriculum	Strand	Term 3			
		Year 3 Playground Games Number and Age	Year 4 Numbers, birthdays and calendars	Year 5 Shopping	Year 6 In my House
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the</li> <li>spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using</li> </ul>	<p><b>Outcomes</b></p>	<p>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</p> <p>Join in with a song using actions.</p> <p>Respond to numbers by showing fingers or ticking on whiteboards.</p> <p>Ask and answer a question about their age.</p> <p>Change their answers and recognise number words.</p> <p>Listen carefully and relate sounds to a written phoneme.</p> <p>Recall numbers one to 12 with increasingly accurate pronunciation.</p>	<p>Say the numbers to 31 in French.</p> <p>Read and calculate Maths sums correctly in French.</p> <p>Say all the days of the week, working out the words for the days that are yesterday and today.</p> <p>Match most of the French months to their English equivalents.</p> <p>Ask when someone's birthday is and give the number and month of their own birthday.</p> <p>Say the seasons of the year.</p> <p>Translate the date from English to French.</p> <p>Say the similarities and differences between birthdays in the UK and France.</p>	<p>Recognise number words in written form.</p> <p>Correctly build and pronounce two-digit numbers that have been generated randomly.</p> <p>Recall vocabulary by matching the correct pictures to the appropriate words.</p> <p>Join in with a story, using gestures and key vocabulary.</p> <p>Correctly sort word-cards by gender and apply the appropriate article.</p> <p>Highlight a range of known and easily recognisable vocabulary in a text.</p>	<p>Understand the French words for different types of houses and their rooms.</p> <p>Ask and answer questions using vocabulary about houses and rooms.</p> <p>Remember and understand the elements of a house and family.</p> <p>Use a writing frame to create a written description of their house.</p> <p>Label things in a bedroom and use the related vocabulary in simple sentences.</p> <p>Use prepositions accurately, both verbally and in written sentences.</p> <p>Write a letter to describe all the rooms in their house, where they live and with whom, using at least three prepositions accurately and including questions.</p>
	<p><b>Skills</b> Language Comprehension</p>	<p>Listening and responding to single words and short phrases.</p>	<p>Listening and noticing rhyming words when joining in with songs.</p>	<p>Listening and selecting information from short audio passages to give</p>	<p>Listening and gisting information from an extended audio</p>

<p>a dictionary</p> <ul style="list-style-type: none"> <li>• write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• describe people, places, things and actions orally* and in writing</li> <li>• 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.</li> </ul>	<p>Language Production</p>	<p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Asking and/or answering simple questions.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how</p>	<p>Beginning to notice common spelling patterns.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Recognising and answering simple questions that involve giving personal information.</p> <p>Using a variety of conversational phrases.</p> <p>Using a model to form a spoken sentence.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and</p>	<p>an appropriate response.</p> <p>Independently identifying rhyming words and spelling patterns when joining in with songs.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary. Forming a question in order to ask for information.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>passage using language detective skills.</p> <p>Beginning to predict spelling patterns.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Planning, asking and answering extended questions.</p> <p>Engaging in conversation and transactional language.</p> <p>Planning and giving a short oral presentation.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation</p>
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		<p>intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Experimenting with simple writing, copying with accuracy.</p>	<p>applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Rehearsing and performing a short role-play or song.</p> <p>Selecting and writing short words and phrases.</p>	<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a dialogue or role-play.</p>	<p>rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p>
	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>Asking and/or answering simple questions.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture</p>	<p>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> <p>To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some': <b>un, une, des.</b></p> <p>To know that I can find the gender of a noun by</p>	<p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: <b>les chips</b> – crisps, <b>les baskets</b> – trainers.</p> <p>To understand that</p>	<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. <b>est-ce que</b> at the beginning of a statement, or by inverting the subject and verb: <b>quel genre de musique aimes-tu ?</b></p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To know that partitive articles describe where</p>

		<p>are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: <b>des ciseaux</b>.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi</b></p>	<p>looking it up in the dictionary where French nouns are followed by a gender indicator.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p>	<p>words in French and English will not always have a direct equivalent in the other language.</p>	<p>something is placed: <b>le livre est à côté du stylo</b>.</p> <p>To know a range of prepositions to describe the position of objects.</p>
	<p><b>Literacy</b> Vocabulary and spellings</p> <p>Meaning of words</p>	<p>un deux trois quatre cinq six sept huit neuf dix onze douze</p>	<p>onze douze treize quatorze seize dix-sept dix-huit dix-neuf vingt vingt-et-un trente un anniversaire</p>	<p>trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingt-dix cent ça fait ... c'est combien ?</p>	<p>une maison le salon la chambre la cuisine le jardin la salle de bain à côté de derrière devant entre sous sur</p>
	<p>Intercultural understanding</p> <p>Similarities and differences</p>	<p>Discussing similarities and differences between customs and traditions in France and the UK</p>	<p>Discovering French festivals and their traditions.</p>		<p>Opportunity to look at what French homes look like</p>

	Real life in France	To know some playground games played in France.			
Exceeding the National Curriculum	Vocabulary				
	Texts				
	Enhancements and enrichment			Maths	

National Curriculum	Strand	Term 4			
		Year 3 In a French Classroom	Year 4 Weather and the Water Cycle	Year 5 The French-Speaking World	Year 6 Planning a Holiday
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the</li> <li>spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary</li> </ul>	<p><b>Outcomes</b></p>	<p>Show their understanding of key vocabulary with a physical response.</p> <p>Attempt to imitate the pronunciation of vocabulary accurately.</p> <p>Correctly identify masculine and feminine nouns in written form.</p> <p>Use modelled language to create questions or sentences using appropriate articles.</p> <p>Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.</p> <p>Attempt to build their own sentences using labels as a model.</p> <p>Speak clearly and present simple phrases when supported visually.</p> <p>Use appropriate intonation to engage the audience.</p>	<p>Use a physical response to show their understanding of six to eight weather phrases.</p> <p>Repeat new phrases with accurate pronunciation.</p> <p>Say at least two sentences intelligibly to convey the weather in a given place. Point or move in the correct direction during a compass points game.</p> <p>Understand and say several directions and weather sentences. Place weather symbols in the correct locations on a map.</p> <p>Match at least three temperature numerals and words correctly.</p> <p>Say the correct number for a temperature.</p> <p>Show an understanding of the water cycle and relevant cognates in both English and French</p>	<p>Recognise and respond to directions. Form directional phrases of their own.</p> <p>Read and understand a range of sentences including directions.</p> <p>Form full sentences to ask and answer questions as modelled orally.</p> <p>Show some understanding of national identity and stereotypes.</p> <p>Understand a set of true/false statements and have some idea of where to locate the information about these statements in a graph/table.</p> <p>Use prompts to ask and answer questions that are necessary to complete information on a passport, seeking clarification if needed.</p>	<p>Remember the countries in the world in French.</p> <p>Use a writing model to create a complex sentence.</p> <p>Begin to understand the present and future tense of 'aller' in French.</p> <p>Identify the present and future tenses in reading and listening.</p> <p>Label images of clothing correctly.</p> <p>Speak in sentences and write a paragraph.</p> <p>Recognise familiar words and cognates.</p> <p>Begin to understand the gist of the text to be able to answer some questions.</p> <p>Find out information from a range of websites and use this information to plan a holiday.</p>
	<p><b>Skills</b></p> <p>Language Comprehension</p> <p>Language Production</p>	<p>Listening and responding to single words and short phrases.</p> <p>Beginning to notice</p>	<p>Use a physical response to show their understanding of six to eight weather phrases. Repeat new phrases with</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p>	<p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting</p>

<p>and develop their ability to understand new words that are</p> <ul style="list-style-type: none"> <li>introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency</li> <li>verbs; key features and patterns of the language; how to apply these, for instance, to</li> <li>build sentences; and how these differ from or are similar to English.</li> </ul>		<p>common spelling patterns.</p> <p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p>	<p>accurate pronunciation.</p> <p>Say at least two sentences intelligibly to convey the weather in a given place.</p> <p>Point or move in the correct direction during a compass points game.</p> <p>Understand and say several directions and weather sentences.</p> <p>Place weather symbols in the correct locations on a map.</p> <p>Match at least three temperature numerals and words correctly.</p> <p>Say the correct number for a temperature.</p> <p>Show an understanding of the water cycle and relevant cognates in both English and French</p> <p>Beginning to adapt phrases from a rhyme/song.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and</p>	<p>Identifying key information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. Forming a question in order to ask for information.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to</p>	<p>key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Developing extended sentences to justify a fact or opinion.</p> <p>Planning and giving a short oral presentation.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p>
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		<p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>Recognising and using adjectives of colour and size.</p>	<p>questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Selecting and writing short words and phrases</p>	<p>describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>	
	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u</b> (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é à.</b></p> <p>To understand that every French noun is either masculine or feminine.</p>	<p>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>Comparing the weather between France and the UK.</p> <p>To know that in France the temperature is measured in Celsius.</p>	<p>To apply changes in sound caused by accents when speaking, especially the acute accent (<b>é</b>), grave accent (<b>è</b>) and cedilla (<b>ç</b>).</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, including <b>avoir</b> (to have), <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To conjugate the verbs <b>aller, jouer</b> and <b>faire</b>.</p> <p>To know that <b>parce</b></p>

		<p>To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b>.</p> <p>To know that feminine nouns often (but not always) end in 'e'.</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: <b>des ciseaux</b>.</p> <p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as <b>petit</b> and <b>grand</b> are placed before the noun.</p> <p>To know that <b>je/j'</b>, and <b>tu</b> are subject pronouns.</p> <p>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne</b> + verb + <b>pas</b>.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as <b>et</b> (and) and <b>puis</b> (then) to join clauses.</p>			<p><b>que</b> (because) can be used to extend a sentence and give a justification.</p>
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		<p>To know that some words are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi.</b></p> <p>To know that accents in French can change the sound of a letter.</p>			
	<p><b>Literacy</b> Vocabulary and spellings</p> <p>Meaning of words</p>	<p>un crayon un taille-crayon un stylo un cahier un sac une règle une gomme une trousse des ciseaux j'ai je n'ai pas tu as...?</p>	<p>il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent le nord le sud l'est l'ouest .</p>	<p>au nord au sud à l'est à l'ouest je vais tu vas la France - France la Grande-Bretagne un pays - a country un drapeau parce que il y a</p>	<p>je vais en/au/aux ... je vais aller ... maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année beaucoup de</p>
	<p>Intercultural understanding</p> <p>Similarities and differences</p> <p>Real life in France</p>	<p>Discussing similarities and differences between customs and traditions in France and the UK.</p>	<p>Comparing the weather between France and the UK.</p> <p>To know that in France the temperature is measured in celsius.</p>	<p>Identifying key geographical features of countries in the French-speaking world.</p> <p>Analysing climate data for some French-speaking countries.</p> <p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries</p>	<p>Opportunity to look at different holiday destinations in France</p>

Exceeding the National Curriculum	Vocabulary				
	Texts				
	Enhancements and enrichment		Geography Science	Geography Maths	

National Curriculum	Strand	Term 5			
		Year 3 French Transport	Year 4 Food – Miam miam!	Year 5 Verbs in the Week	Year 6
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the</li> <li>spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to</li> </ul>	<p><b>Outcomes</b></p>	<p>Explain strategies for working out the meaning of words.</p> <p>Recognise nouns that are cognates or near cognates.</p> <p>Recognise transport words in written form.</p> <p>Join in with a song using actions to aid recall.</p> <p>Form simple statements about a picture, using and adapting a model.</p> <p>Create a range of different phrases using a sentence builder.</p> <p>Generally, speak words with accurate pronunciation.</p> <p>Write a simple sentence, using a model for support and using two different accents.</p>	<p>Recognise and understand the meaning of new words that are cognates. Use a model text to support conversation.</p> <p>Complete mathematical calculations in French, writing answers in euros.</p> <p>Recognise shop names and label a triarama.</p> <p>Use a bilingual dictionary to translate given words.</p> <p>Use a range of strategies to understand a familiar text.</p> <p>Ask and respond to questions found in a café conversation.</p>	<p>Attempt to read new verbs aloud with confidence and mostly accurate pronunciation.</p> <p>Create an opinion phrase using one of the new verbs.</p> <p>Work together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.</p> <p>Work together to build a verb spinner and use it to generate appropriate phrases.</p> <p>Recognise and recall different parts of verbs <b>avoir</b> and <b>être</b>.</p> <p>Create an original short text, correctly adapting a range of verbs to their appropriate form.</p>	
	<p><b>Skills</b> Language Comprehension Language Production</p>	<p>Listening and responding to single words and short phrases.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Beginning to understand and notice cognates</p>	<p>Listening and responding to full sentences.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Recognising some familiar French words</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p> <p>Reading and responding to a range of authentic texts.</p> <p>Identifying key</p>	

<p>understand new words that are</p> <ul style="list-style-type: none"> <li>introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency</li> <li>verbs; key features and patterns of the language; how to apply these, for instance, to</li> <li>build sentences; and how these differ from or are similar to English.</li> </ul>		<p>and near cognates.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary. Asking and/or answering simple questions.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Experimenting with simple writing, copying with accuracy.</p>	<p>when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies. Listening and responding to full sentences.</p> <p>Following a short text or rhyme, listening and reading at the same time.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p>	<p>information in simple writing.</p> <p>Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Writing a short text using</p>	
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				<p>word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p>	
	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u</b> (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é à.</b></p> <p>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in <b>salut, comment, petit</b> and <b>vert</b>; the <b>e</b> at the end of <b>m'appelle</b> and the <b>s</b> at the end of <b>t'appelles</b> and <b>pas</b> are silent, as is the <b>d</b> in <b>grand</b>. To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the</p>	<p>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></p> <p>To know that 'h' at the start of a word in French is not pronounced. To know the equivalents for the word 'the' in French: <b>le/la/l'/les</b> and 'a/an/some': <b>un, une, des.</b></p> <p>To know that the verb <b>aimer</b> is used to express an opinion, including with the negative form <b>ne ... pas.</b></p> <p>To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>To know all subject pronouns in French and that <b>je</b> contracts to <b>j'</b> when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (<b>er/ir/re</b>) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English. To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim.</b></p>	

indefinite article **un** or **une**.

To know that feminine nouns often (but not always) end in 'e'.

To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux**.

To know that when a preposition and a definite article are contracted this indicates a place: **au/à la/aux**.

To know that there are high frequency verbs **s'appeler**, **avoir**, **être** and **aller** that are used to formulate and answer questions.

To know that **je/j'**, and **tu** are subject pronouns.

To know that **il y a** is used to say 'there is/are.'

To know that **en** is usually used as a preposition when the mode of transport is something you get into  
e.g. **en** voiture, whereas **à** is usually used when you are not getting into a form of transport  
e.g. **à pied** which means 'on foot'.

		<p>To know that some words are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi.</b></p> <p>To know that accents in French can change the sound of a letter.</p>			
	<p><b>Literacy</b> Vocabulary and spellings</p> <p>Meaning of words</p>	<p>un ferry un train un autobus un ballon un hélicoptère un vélo un sous-marin un avion une voiture un bateau à pied je vais</p>	<p>le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime s'il vous plaît merci le serveur l'addition</p>	<p>chanter courir danser dormir écrire jouer lire manger nager aimer avoir être</p>	
	<p>Intercultural understanding</p> <p>Similarities and differences</p> <p>Real life in France</p>	<p>To know the names and locations of some of the cities in France</p> <p>To know that French is spoken in different countries around the world.</p> <p>To identify some French-speaking countries</p>	<p>Ordering typical French food and drink.</p> <p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p>		
Exceeding the National Curriculum	Vocabulary				

	Texts				
	Enhancements and enrichment	<b>Geography:</b> Use maps (and) atlases... to locate countries and describe features studied <b>Mathematics:</b> Statistics		English	

National Curriculum	Strand	Term 6			
		Year 3 The Circle of Life	Year 4 The Eurovision Song Contest	Year 5 Family	Year 6 Visiting a Town
<p>The focus of study in modern languages will be on practical communication</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the</li> <li>spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are</li> <li>reading aloud or using familiar words and phrases*</li> <li>present ideas and information orally to a range of audiences*</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary</li> </ul>	<p><b>Outcomes</b></p> <p>Conversational</p>	<p>Source new vocabulary from the dictionary and apply the appropriate indefinite article (un/une).</p> <p>Build a range of sentences from a model, selecting appropriate vocabulary.</p> <p>Recognise key vocabulary and structure clues, and use scientific understanding to solve a puzzle.</p> <p>Attempt to decode new sentences by using their context and sentence structure.</p> <p>Apply understanding of the sentence structure to generate new phrases.</p>	<p>Answer questions based on a video of a Frenchspeaker, getting at least half of them correct.</p> <p>Match a set of instrument words to the appropriate instrument picture, getting the majority of them correct (allowing for any that they do not know in English).</p> <p>Say which instrument they play.</p> <p>Say what kind of music they like, using a whole sentence.</p> <p>Ask a question after listening to other pupils' attempts.</p> <p>Read and understand music genres in written form.</p> <p>Recall country names with accurate pronunciation.</p> <p>Use a full sentence to say 'J'habite en/au/aux ...'</p> <p>Write information in French about a character from a different country.</p> <p>Use familiar language to</p>	<p>Complete correctly a gap-fill activity to match French vocabulary with pictures.</p> <p>Recognise words that are similar to English.</p> <p>Adapt a sentence to change its meaning.</p> <p>Apply some understanding of French pronunciation.</p> <p>Recognise key information within a longer text.</p> <p>Build sentences confidently using word cards.</p> <p>Respond to spoken opinions with the correct gesture.</p> <p>Use different opinions in sentences.</p> <p>Change elements of a sentence whilst retaining the meaning.</p> <p>Organise a text, making simple adaptations that do not affect its overall sense.</p>	<p>Describe routes to school using pictures and word cards.</p> <p>Follow simple directions accurately. Describe the relationship between places using a preposition.</p> <p>Put modes of transport into a simple sentence.</p> <p>Role-play buying tickets in French. Use modes of transport to build sentences about going to places.</p> <p>Begin constructing negative sentences correctly.</p> <p>Learn to say and read places in a town.</p> <p>Use a writing frame to give a reasoned opinion for visiting a place.</p> <p>Identify the grammatical elements of a text.</p> <p>Understand the gist of a text.</p> <p>Use a text to write their own description of a place.</p>

<p>and develop their ability to understand new words that are</p> <ul style="list-style-type: none"> <li>introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally* and in writing</li> <li>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.</li> </ul>			<p>write several phrases or short sentences.</p> <p>Perform a song from memory with accurate pronunciation.</p>		
	<p><b>Skills</b></p> <p>Language Comprehension</p> <p>Language Production</p>	<p>Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary. Asking and/or answering simple questions.</p> <p>Using short phrases to give information.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>	<p>Listening and noticing rhyming words when joining in with songs.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using contextual clues and cues to gist and make predictions about meanings</p> <p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p> <p>Using a model to form a spoken sentence.</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p> <p>Identifying key information in simple writing.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. Speaking in full sentences using known vocabulary.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Adapting model sentences to express different ideas</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Using adapted phrases to describe an object, person or place.</p>	<p>Listening and gisting information from an extended audio passage using language detective skills.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p> <p>Using intonation and</p>

			<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Rehearsing and performing a short role-play or song</p>	<p>Using adjectives with correct placement and agreement.</p>	<p>gesture to differentiate between statements and questions.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p>
	<p><b>Knowledge</b></p> <p>Grammar</p> <p>Phonics</p>	<p>To become familiar with key phonemes represented by the following letters: <b>a, c, e, g, i, j, q, s, t, u</b> (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, oi, ui, eau.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é, à</b></p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender</p>	<p>To identify sounds created by linking some of the key phonemes: <b>in, ou, on, en, eau, et, eau, eu, ez.</b></p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know that we can use conjunctions to link phrases, such as <b>et/mais.</b></p> <p>To know that the verb <b>aimer</b> is used to express an opinion, including with the negative form <b>ne ... pas.</b></p> <p>To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p>	<p>To apply changes in sound caused by accents when speaking, especially the acute accent (<b>é</b>), grave accent (<b>è</b>) and cedilla (<b>ç</b>).</p> <p>To know that there are compound nouns in French e.g. <b>mon grand-père, mes grand-parents.</b></p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English.</p>	<p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>To know that partitive articles describe where something is placed: <b>le livre est à côté du stylo.</b></p> <p>To know a range of prepositions to describe the position of objects.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular</p>

		<p>affects the form of the indefinite article <b>un</b> or <b>une</b>.</p> <p>To know that feminine nouns often (but not always) end in 'e'.</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: <b>des ciseaux</b>.</p> <p>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne</b> + verb + <b>pas</b>.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: <b>le train, le taxi</b>.</p> <p>To know that accents in French can change the sound of a letter</p>	<p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French</p>	<p>To know that compound sentences join two simple sentences together using connectives such as <b>et</b> and <b>mais</b>.</p> <p>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim</b>.</p> <p>To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: <b>la sœur de mon père</b>.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>patterns, including <b>avoir</b> (to have), <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To know that, for regular verbs, the singular imperative verb (<b>tu</b>) is formed by removing the <b>s</b> from the second person singular of a verb e.g. <b>tourner</b> becomes <b>tourne</b> (turn).</p> <p>To know that <b>parce que</b> (because) can be used to extend a sentence and give a justification.</p>
	<p><b>Literacy</b> Vocabulary and spellings</p> <p>Meaning of words</p>	<p>un éléphant un lion un lapin un loup un oiseau un poisson un serpent un singe un ver une grenouille une tortue une girafe</p>	<p>le piano le violon le saxophone le clavier la guitare la flûte la flûte à bec la clarinette la batterie la trompette jouer de la musique</p>	<p>mon frère ma sœur fils/fille unique mon père ma mère mes parents mon grand-père ma grand-mère mon oncle ma tante mon cousin ma cousine</p>	<p>en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche</p>

	<p>Intercultural understanding</p> <p>Similarities and differences</p> <p>Real life in France</p>		<p>Creating a song in French for a famous song contest.</p> <p>To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.</p>		<p>Discovering French sightseeing</p>
Exceeding the National Curriculum	Vocabulary				
	Texts				
	Enhancements and enrichment	<p><b>English:</b> Reading – Using dictionaries</p> <p><b>Science:</b> Habitats, the life cycle of flowering plants, food chains</p>	<p>Music</p> <p>Geography</p>		