

Year Group	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3 Numbers to 20	I am learning French French landmarks	Colours	Vegetables	Animals	Fruits	I can...
Vocabulary to be recapped (beginning of each lesson)		Days of the week	Colours	Numbers	Body parts	Fruits
Year 4 Numbers to 50	Presenting Myself + Recap likes/dislikes	The Family French homes and family celebrations	My home	Do you have a pet?	Weather	Habitats (link to animals topic)
Vocabulary to be recapped (beginning of each lesson)	Greetings	Colours/what is the date	Body parts	I can	Fruits	animals
Year 5 Numbers to 100	Extend and recap basic vocabulary/ greetings/ myself/ family/pets	The Olympics	At the Café Food/ meals family gatherings	Clothes	In the classroom	The weekend
Vocabulary to be recapped (beginning of each lesson)	Presenting myself	Weather	My Home	The Family	Habitats	Do you have a pet?
Year 6 Numbers to 100	Me in the world	Regular verbs	At school French schools	At school French schools	Irregular verbs	Healthy lifestyle
Vocabulary to be recapped (beginning of each lesson)	In the classroom	The Olympics	At the cafe	Clothes	The weekend	

Festivals and celebrations to be taught throughout the year where relevant.

Early

Intermediate

Progressive

Year 3

Numbers to 20, greetings, days of the week, date, colours, , vegetables, fruits, animals, festivals + celebrations

Speaking		Listening		Reading		Writing		Grammar	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>K3a Say and / or repeat a few words or phrases e.g. greetings, basic information about self.</p> <p>K3b Understand a few familiar spoken words and phrases</p> <p>K3c Songs and rhymes head shoulders days of the week rainbow song</p>	<p>S3a Speak aloud familiar words or short phrases in chorus.</p> <p>S3b Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>S3c Ask and answer simple questions about name and age.</p> <p>S3d Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p> <p>S3e Join in with songs and rhymes where there is repetition</p> <p>S3f Uses 1st person (je)</p>	<p>K3d Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>S3g Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p>	<p>K3e Recognises and reads out a few familiar words or phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>K3f Beginning to understand the main points from a short text</p>	<p>S3h Read aloud familiar words or short phrases in chorus.</p> <p>S3i Uses visual clues to help with reading</p> <p>S3j Explores patterns and sounds by linking the spelling to the English language</p> <p>S3k Shows some understanding of words and phrases</p>	<p>K3g Write some simple words and / or symbols correctly using supported written materials</p> <p>K3h Describe people and things in writing using a scaffold</p>	<p>S3l Select appropriate words to complete short phrases or sentences</p> <p>S3m Write words from memory</p> <p>S3nl Use the 1st person pronouns (je)</p>	<p>K3i Understand better the concept of gender.</p> <p>K3j Have better knowledge and recall of 1st person singular of high frequency verbs.</p>	<p>S3o Match the correct definite/ indefinite to a series of familiar nouns (e.g. fruits and vegetables).</p> <p>S3p Use picture cards to build phrases to show position of a few adjectives of colour e.g. <i>a red dog, a yellow cat.</i></p> <p>S3q Use some simple verbs in the first person "I" form (e.g. I am and I play).</p>

<p>By the end of year 3</p>	<p>Understand numbers 1-20 and be able to say, read and write them.</p> <p>Be familiar with the days of the week and be able to say them and recognise them in written form.</p> <p>Use simple greetings (e.g. saying hello and goodbye, saying how they are).</p> <p>Ask and answer simple questions about name and age.</p> <p>Understand and communicate familiar nouns (e.g. animals, fruits) including the correct article (dependent on gender).</p> <p>Use simple adjectives (e.g. colours).</p> <p>Use some simple verbs in the first person "I" form (e.g. I am and I play).</p> <p>Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</p> <p>French culture- landmarks in france</p>
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Vocabulary to be learned

Greetings Aut 1	Colours/ date Aut 2	Vegetables Spr 1	Animals Spr 2	Fruits Sum 1	I can Sum 2	
Bonjour						
Ça va ?						
Ça va bien						
Ça va mal						
Au revoir						
Je m'appelle...						

Year 4

Numbers to 50, myself, family, home, pets, weather, habitats, festivals and celebrations

Speaking		Listening		Reading		Writing		Grammar	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>K4a Speak in simple sentences and be clearly understood</p> <p>K4b Understand a range of familiar spoken phrases</p>	<p>S4a Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>S4b Apply phonic knowledge to support speaking</p> <p>S4c Present orally to the class or partners</p>	<p>K4c Recognise words and phrases in instructions, stories and songs</p>	<p>S4d Follow a text accurately whilst listening to it being read.</p> <p>S4e Listen for and identify specific words and phrases in instructions, stories and songs.</p>	<p>K4d Understands some familiar written phrases</p> <p>K4e Beginning to broaden vocabulary that is introduced into familiar written material</p>	<p>S4f Read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>S4g Accurately read aloud to another person.</p> <p>S4h Apply phonic knowledge to support reading</p>	<p>K4f Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p> <p>K4g Describe people, places, things in writing using a scaffold</p>	<p>S4i Apply phonic knowledge to support speaking (also reading and writing).</p> <p>S4j Begins to spell some commonly used words correctly.</p>	<p>K4h Understand the concept of gender (masculine, feminine, neuter and which article to use correctly with different nouns</p> <p>K4i Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions <i>Does he like swimming? Yes he likes swimming.</i></p>	<p>S4k Introduce personal pronouns he / she (il, elle)</p> <p>S4l Introduce and use the negative form.</p> <p>S4m Begin to look at what a fully conjugated verb looks like</p> <p>S4n Beginning to understand that most adjectives go after the noun</p>

By the end of year 4

Understand numbers 1-50 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).

Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)

Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).

Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).

Understand and use verbs in the first person "I" form (also have a look at a fully conjugated regular verb and show where the first person "I" form is).

Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun.)

French culture- French homes and family celebrations

Vocabulary to be learned

Aut 1 Presenting Myself						
Bonjour						
Ça va ?						
Ça va bien						
Ça va mal						
Au revoir						
Je m'appelle...						

Year 5

Numbers to **100**, greetings, myself, family, pets, the weekend, classroom, café, Olympics, clothes,

Speaking		Listening		Reading		Writing		Grammar	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>K5a Understand the main points from a spoken passage made up of familiar language</p> <p>K5b Begin to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>S5a Understand and express simple opinions using familiar topics and vocabulary.</p> <p>S5b Take part in short conversations using sentences and familiar vocabulary.</p> <p>S5c Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>S5d Communicate simple descriptions</p>	<p>K5c Listen attentively and understand more complex phrases and sentences in longer passages.</p> <p>K5d Identify key words or phrases so as to answer questions</p>	<p>S5e Understand phrases such as: instructions given, stories, fairy tales and songs.</p> <p>S5f Undertake longer listening exercises</p>	<p>K5e Understands the main points from a short written text</p> <p>K5f Broaden their vocabulary</p>	<p>S5g Match sound to print by reading a variety of simple texts in different formats.</p> <p>S5h Understand new words that are introduced into familiar written material, including through using a bilingual dictionary</p> <p>S5i Reading exercises with set questions</p>	<p>K5g Use verbs in the correct form (e.g. first person “I” or third person “he”, “she”, “you” in their writing to express what they and other people do, like etc.)</p> <p>K5h Describe self-including likes / dislikes</p>	<p>S5j Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>S5k Check spellings with a dictionary</p> <p>S5l Write short paragraphs from memory. E.g. Write own identity card, making up own food menu, describing places / shops / weather</p>	<p>K5i Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>K5j Use the negative form, possessives and connectives.</p> <p>K5k Personal pronouns.</p>	<p>S5m Begin to use past tense/future tense in spoken work e.g. <i>when giving a weather report, when describing what they had to eat that day/what they are going to eat.</i></p> <p>S5n Identify tenses from a selection of sentences written in the present, past and future tense.</p>

By the end of year 5

Understand and use the alphabet to assist in correct spelling and pronunciation.

Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).

Be able to say, read and write the date including the day, number and month of the year.

All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.

Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).

Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).

Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).

Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).

Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).

French culture – food / meals/ family gatherings

Vocabulary to be learned

AUT 1 RECAP	Aut 2 The Olympics					
	Les Jeux Olympiques					

	Les Jeux Olympiques de l'antiquité					
	Les Jeux Olympiques modernes					
	Faire					
	Je fais de la natation					

Year 6

Me in the world, school, healthy lifestyle, festivals + celebrations

Speaking		Listening		Reading		Writing		Grammar	
Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
<p>K6a Understand the main points and some of the detail from a short spoken passage – <i>e.g. sentences describing what people are wearing</i></p> <p>K6b Use connectives to link together what they say to add fluency.</p> <p>K6c Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>	<p>S6a Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>S6b Pronunciation is becoming more accurate and intonation is being developed</p> <p>S6c Present to an audience about familiar topics</p>	<p>K6d Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>K6e Understand and identify longer and more complex phrases and sentences (<i>e.g. descriptions, information, instructions</i>) in listening exercises</p>	<p>S6d Listen attentively to spoken language and show understanding by joining in and responding</p> <p>S6e Be able to answer questions based on what they hear.</p>	<p>K6f Read aloud with expression and accurate pronunciation</p> <p>K6g Explore the patterns and sounds of language and link the spelling, sound and meaning of words</p>	<p>S6f Read and understand the main points and more specific details from a variety of simple texts in different formats.</p> <p>S6g Read independently</p> <p>S6h Use a bilingual dictionary to look up new words read their own written work <i>e.g. about their school, daily routine</i></p>	<p>K6h Write a short text on a familiar topic, adapting language already learnt</p> <p>K6i Understand basic grammar and key features and patterns of the language including feminine and masculine and plural forms</p>	<p>S6i Write longer sentences and short paragraphs from memory or sometimes using supported materials (e.g. a word bank).</p> <p>S6j Use verbs in the correct form (<i>e.g. first person “I” or third person “he”, “she”, “you” and plurals “we” and “they” to express what they and other people do/like.</i></p> <p>S6k Identify and correctly use adjectives connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>	<p>K6j Understand the concept of gender (masculine, feminine, neuter and which article (definite or indefinite) to use correctly with different nouns.</p> <p>K6k Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.</p>	<p>S6l Be able to identify and correctly use adjectives (<i>e.g. colours or size</i>) and connectives and understand the concept of adjectival agreement (where relevant).</p> <p>S6m Understand what the different parts of a conjugated verb look like</p> <p>S6n Understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p>

By the end of year 6

Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).

Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.

Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)

Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).

Understand and use transactional language (e.g. in a café role play "I would like", "how much" etc.)

Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.

Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.)

Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).

Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.

French culture – French schools

Vocabulary to be learned

Aut 1- me in the world	Aut 2- Regular verbs	Spr 1/Spr 2- At school	Sum1 – irregular verbs	Sum 2- healthy lifestyles	
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Je m'appelle					
J'habite...					
Je parle...					
le français					
'anglais					
Ma fête préférée est l'Aïd.					
parce que...					