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| **Phonics** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and****vocabulary.** | * To become familiar with key phonemes represented by the following letters:

a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).* To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
* To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.
* To know that a ç 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.
* To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m’appelle; the s at the end of t’appelles and pas are silent, as is the d in grand.
 | * To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.
* To recognise and begin to predict key word patterns and spellings.
* To know that ‘h’ at the start of a word in French is not pronounced.
 | * To apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è) and cedilla (ç)
* To know that a change in voice intonation can indicate when a question is being asked.
 | * To know a range of ways to ask questions in French using statements and voice inflexion, by placing a

question phrase e.g est-ce que at the beginning of astatement, or by inverting the subject and verb: quelgenre de musique aimes-tu? * To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
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**French Progression of Skills and Knowledge**

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| **Year 3**  | **Autumn 1****French greetings with puppets** | **Spring 1****French playground games- numbers and age** | **Summer 1****French transport** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | jetubonjourbonsoirbonne nuitje m’appelleça va biença va très biencomme ci, comme çaça va malça va très malau revoirc’estComment tu t’appelles?Ça va/Comment ça va?I | youhellogood eveninggood nightmy name isI am fineI am very wellso soI am not okI am really not okgoodbyeit isWhat is your name?How are you?(informal/formal). | Combien?Tu as quel âge?undeuxtroisquatrecinqsixsepthuitneufdixonzedouzeplusmoinsetfont/égale | How many/much?How old are you?onetwothreefourfivesixseveneightnineteneleventwelveplusminusandEquals ( in Maths) | en/àje vais en/à …puisTu vas où?Tu vas comment?Il y a combien de?Comment tu vas à l’école?By (referring totransport) | I go by…thenWhere are you going?How are you going?How many … are there?How do you go to school?Colour adjectivesNames in French ofFrench-speakingcountries and places |
| **Autumn 2****French adjectives of colour and shape** | **Spring 2****In a French classroom** | **Summer 2****A circle of life in French** |
| grandpetitrougebluejaunevertblancnoirorangevioletrosebrunun cercleun carréun rectangleun triangle | bigsmallredblueyellowgreenwhiteblackorangepurplepinkbrowna circlea squarea rectanglea triangle | écoutez !écrivez !lisez !fermez !ouvrez !parlez !regardez !levez-vous !asseyez-vous !dans mon sacj’ai…je n’ai pas de…maisTu as…? | listenwritereadcloseopenspeakwatch/lookstand upsit downin my bagI have…I do not have…butDo you have…? | lelal’quihabitedansmangeoù est ?the (masc) | the (fem)the (when the nounbegins with a vowel or anh).wholivesineatwhere is? |

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| **Year 4**  | **Autumn 1****Portraits- describing in French** | **Spring 1****French numbers, calendars and birthdays** | **Summer 1****French food- miam, miam!** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | il/elle ales cheveuxles yeuxil/elle estpoli(e)fort(e)travailleur/travailleusesportif/sportive | he/she hashaireyeshe/she ispolitestronghard workingsportycolour adjectives inmasculine, feminineand plural forms | le jourla semainehierdemainaujourd’huiles moisje voudraisC’est quand ton anniversaire ?Mon anniversaire c’est le …Quelle est la date aujourd’hui ?lundimardimercredijeudivendredisamedidimanche | the daythe weekyesterdaytomorrowtodaythe monthsI would likeWhen is yourbirthday?My birthday is onthe…What is the datetoday?MondayTuesdayWednesdayThursdayFridaySaturdaySundaynumbers 13-31months of the year | le menuune boissonune entréeun plat principall’additions’il vous plaîtça fait …le serveur / la serveuseun billetune pièce de monnaieVous désirez ? | menudrinkstartermain dishthe billpleaseit comes to… (amount)waiter/waitressa banknotea coinWhat would you like?Names of differentshops and eateriesnouns for foods anddrinks |
| **Autumn 2****Clothes- getting dressed in French** | **Spring 2****French weather and the water cycle** | **Summer 2****French and the Eurovision Song Contest** |
| ununedesmon/ma/mesdans ma valise il y aIl/elle portej’aime/je n’aime pasC’est de quelle couleur?a/an (masculine articleof clothing)a/an (feminine articleof clothing) | For articles of clothing that take the pluralform in Frenchmy (m/f/pl) in my suitcase there is/arehe/she is wearingI like/I do not likeWhich colour is it?Nouns for items of clothingun cercleun carréun rectangleun triangle | Quel temps fait-ilaujourd’hui?il fait beauil fait mauvaisil fait chaudil fait froidil pleutil neigeil y a du soleilil y a du ventil y a des nuagesdansle nordl’estle sudl’’ouestQuel temps fait-ilaujourd’hui? | What is the weather liketoday?it is good weatherit is bad weatherit is hot weatherit is cold weatherit is rainingit is snowingit is sunnyit is windyit is cloudyinthe norththe eastthe souththe westWhat is the weather liketoday?multiples of 10maisTu as… ? | jouer du/de la/de l’je ne joue pas d’instrumentje préfèreje détesteTu joues d’un instrument?Quel genre de musiqueaimes-tu? | to play the…I do not play aninstrumentI preferI detestDo you play aninstrument?Which type of music do you like?Names ofinstruments |

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| **Year 5**  | **Autumn 1****French monster pets** | **Spring 1****Shopping in French** | **Summer 1****Verbs in a week** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | decourt(e) +spointu(e) +slong (masc) +s (plural)longue (fem) +s (plural)il/elle habiteil/elle mangeQu’est-ce que c’est ?la têteles épaulesles genouxles piedsun oeilles oreillesla boucheles brasles dentsle nezles jambes (fem.)colour adjectives inmasculine, feminine and plural forms | ofshortpointylonghe/she liveshe/she eatsWhat is it?headshoulderskneesfeetan eyeearsmoutharmsteethnoselegs | du / de la / de l’ / desbon appétit!c’est délicieuxlaisser cuirelavercouperajouterémincerJe vais au marché et j’achète…C’est combien ?il a faimil n’a pas faimil a tout mangéil reste au lit | someenjoy your food!It is deliciousleave to cookwashcutaddsliceI go to the market and Ibuy…How much is it?He is hungryHe is not hungryHe ate everythingHe stays in bedfruits and vegetablesnumbers 60-1001000 | nousvousils/ellesavoirêtrechantercourirdanserdormirlirenagersauterhabiterregarderécrirejouer | weyou (formal/group)they (masculine/feminine)to haveto beto singto runto danceto sleepto readto swimto jumpto liveto look/watchto writeto play |
| **Autumn 2****Space exploration in French** | **Spring 2****French speaking world** | **Summer 2****Meet my French family** |
| énormeminusculefragiletranquilleplus … quemoins … queparce queloin/proche/près de  | enormoustinyfragilecalmmore … thanless … thanbecausefar/close/near tonames of planets | j’ai trouvéles pasau nordau sudà l’està l’ouestun pays  | I foundstepsto the northto the southto the eastto the westa countrynames of countries | j’ai un frèrej’ai une sœurje n’ai pas deje suis fils(masc)/fille(fem) uniqueson anniversaire c’est le …j’adore  | I have a brotherI have a sisterI do not haveI am an only childhis/her birthday is on the…I lovenames of family membersnames of fruits |

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| **Year 6**  | **Autumn 1****French sport and the Olympics** | **Spring 1****In my French house** | **Summer 1****Visiting a town in France** |
| **Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.** | fairemarcheradorerdétesterallerà droiteà gauchetout droitvitelentementC’est quel sport?Tu aimes le sport?  | to doto walkto loveto detestto go (the wholeverb paradigm)rightleftstraight aheadquickslowlyWhich sport is it?Do you like sport?nouns for sports | J’habite dans…un appartementune grande/petite maisonune maison jumeléela salle à mangerla cuisinela chambrele salonil y ail n’y a pas deau rez-de-chausséeau premier étageen basen hautsousdevantderrièreà côté du /de la / de l’ / desOù est?Qu’est-ce que c’est?c’est la salle à manger | I live ina flata big/small housea terraced housethe dining roomthe kitchenthe bedroomthe living roomthere isthere is noton the ground flooron the first floordownstairsupstairsunderin front ofbehindnext to the…Where is…?What is it?it is the dining roomnouns for objects in abedroom | un billetun carnetentreprès/loin dechez moivoicitourne à gauche / àdroitela deuxième à gauche / àdroiteun billet pour Paris s’ilvous plaîtoù est?tu vas aller au/à la/à l’?non, je ne vais pas allerau/à la/à l’… | a ticketa book of ticketsbetweennear to/far fromat my house/homehere is/areturn left/rightsecond on the left/righta ticket for Paris pleaseWhere is…?Are you going to…?Non, I am not going to…nouns for transport and places in town |
| **Autumn 2****French football champions** | **Spring 2****Planning a French holiday** |
| une équipeun match de footun joueur/joueuse defootun supporteurvenir deje viens deil/elle vient de | a teama football matcha football player(masc/fem)a supporterto come fromI come fromhe/she comes fromparce queloin/proche/près de | la plageles montagnesil/elle vanous allonsvous allezils/elles vontJe vais allerau/en/auxresterfaireQuand/où/pourquoi vas-tu en vacances ?En été ou en hiver?Quel temps va-t-il faire?Que vas-tu faire?Qu’est-ce qu’il y a dans ta valise? | the beachthe mountainshe/she goeswe goyou go (formal/group)they go (masc or mixed group/fem)I am going to goto (masc/fem/plural)to stayto do/makeWhen/where/where are you going on holiday?In summer or in winter?What will the weather be?What are you going to do?What is in your suitcase? |

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| **Grammar** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Terminology** | * Noun
* Masculine
* Feminine
* Verb
* Adjectives
* Conjunction
* Preposition
* Accent
* Article
 | * Definite article
* Indefinite article
* Plural
* Adjectival agreement
* Possessive adjectives
* Negative
* Subject pronouns: first, second and third person singular
 | * Adverb
* Comparative adjectives
* Metaphor
* Compound nouns
* Compound sentences
 | * Infinitive
* Conjugation
* Future tense
* Irregular verbs
* Second verb infinitive
* Partitive articles
 |
| **Feminine and****masculine****forms:****Nouns****(including articles,****pronouns and****plural formation)** | * To understand that every French noun is either
* masculine or feminine.
* To know that the gender affects the form of the 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 the pronoun ça means ‘it’.
* To know that the pronoun y means ‘there’.
* To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.
 | * To know the equivalents for the word ‘the’ in French le/la/l’/les and ‘a/an/some’ : un, une, des.
* To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.
 | * To know that there are

compound nouns in French e.g.mon grand-père, mes grand-parents.* To know that a simple metaphor requires two nouns and the verb ‘to be’ e.g: le soleil est un ballon jaune.
 | * To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone
 |
| **Feminine and****masculine****forms:****Adjectives****(position and****agreement)** | * To know that most adjectives are placed after the noun in

French.* To know that adjectives of size such as petit and grand are placed before the noun.
 | * To know that the ending of an adjective changes depending on the gender and number of the noun it

describes.* To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.
* To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.
* To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,
 | * To know that adjectives must

agree with the gender andnumber of the noun beingdescribed.* To know that I can compare

nouns by placing plus/ moinsand que around the adjective of comparison.* 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. | * To know that partitive articles describe where something is placed:le livre est à côté du stylo.
* To know a range of prepositions to describe the position of objects.
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| **Grammar** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Verbs****(including****conjugation****and****negation)** | * To know that there are high frequency verbs s’appeler, avoir , être and aller which are used to formulate and answer questions.
* To know that je/j’, and tu are subject pronouns.
* To know that c’est means ‘‘it is’ and is used to describe what something is.
* To know that il y a is used to say ‘there is/are.’
* To know that placing ne…pas around the verb makes it negative: ne + verb + pas .
 | * To know that the endings of verbs change according to the subject.
* To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).
* To know that we can use conjunctions to link phrases such as et/mais.
* To know the verbs avoir and être are used to describe appearance and personality.
* To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment.
* To know that the verb aimer is used to express an opinion, including with the negative form ne … pas.
* To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.
 | * To know all subject pronouns in French and that je contracts to j’ when the verb begins with a vowel.
* To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.
* 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 avoir (to have) is used, not the verb to be as in English.
* J’ai dix ans - I am ten years old.
* Il a faim - He is hungry.
* To know that some verbs are irregular.
* To know that compound sentences join two simple sentences together using connectives such as et and mais.
* To know that ne is contracted to n’ when followed by a vowel: je n’ai pas faim.
 | * To know that the way verbs change to match the pronoun is called conjugation.
* To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).
* To conjugate the verbs aller, jouer and faire.
* To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.
* To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g.

tournes becomes tourne (turn).* To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.
 |
| **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** | * To know that the word order is sometimes different in French compared to English.
* To know that we can use conjunctions such as et (and) and puis (then) to join clauses.
* 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’.
* To know that some words are cognates:they have the same spelling and meaning in French and English: le train, le taxi.
* To know that accents in French can change the sound of a letter.
 | * To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
* To know that basic sentence structure English and French have the same pattern: subject + verb + object.
* To know that you can make a statement into a question simply by changing the intonation of your voice in French.
* To know that in a bilingual dictionary, abbreviations give us grammatical information about nouns and other words in French.
 | * 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: la sœur de mon père.
* To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.
* To understand that words in French and English will not always have a direct equivalent in the other language.
 | * To know that parce que (because) can be used to extend a sentence and give a justification.
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| **Language Comprehension (listening and reading)** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listen attentively to****spoken language and show****understanding by joining in and****responding.** | * Listening and responding to single words and short phrases.
 | * Listening and responding to full

sentences. | * Listening and selecting information from short audio passages to give an

appropriate response. | * Listening and inferring information from an extended audio passage using language detective skills.
 |
| **Explore the patterns****and sounds of languages through****songs and rhymes and link to spelling, sound and meaning of words.** | * Listening and noticing rhyming words when joining in with songs.
* Beginning to notice common spelling patterns.
 | * Independently identifying rhyming words and spelling patterns when joining in with songs.
* Beginning to predict spelling patterns.
 |
| **Appreciate stories,****songs, poems and****rhymes in the language.** | * Reading aloud some words from

simple songs, stories and rhymes. | * Following a short text or rhyme,
* listening and reading at the same time.
 | * Reading and responding to a range of authentic texts.
 | * Reading short authentic texts for enjoyment or information.
 |
| **Read carefully and****show understanding****of words, phrases and simple writing.** | * Recognising some familiar French words in written form.
* Beginning to understand and notice cognates and near cognates.
 | * Recognising some familiar French

words when written in a short phrase.* Identifying and discussing cognates

and beginning to explore various language detective strategies. | * Identifying key information in simple writing.
* Using a range of language detective strategies to decode new vocabulary

including context and text type. | * Identifying and extracting key

information in a range of authentic texts.* Reading and using language detective skills to assess meaning including sentence structure.
 |
| **Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written****material, including through using a dictionary** | * Becoming familiar with format, layout and simple use of a bilingual dictionary.
* Using visual clues to make predictions about the meaning of

unfamiliar vocabulary, | * Using a bilingual dictionary to find

 the meaning of unknown words andcheck the spelling of unfamiliarwords.* Using contextual clues and cues to

gist and make predictions aboutmeanings. | * Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
* Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.
 | * Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
* Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
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| **Language production (speaking and writing)** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Engage in conversations; ask and****answer questions; express opinions and respond to those of****others; seek clarification and help.** | * Asking and/or answering simple questions.
* Forming simple statements with information including the negative.
* Practising speaking with a partner.
* Using a variety of conversational phrases.
 | * Recognising and answering simple questions which involve giving personal information.
* Beginning to form opinion phrases.
 | * Forming a question in order to ask for information.
* Presenting factual information in extended sentences including justification.
* Beginning to use conversational phrases for purposeful dialogue.
 | * Planning, asking and answering extended questions.
* Developing extended sentences to justify a fact or opinion.
* Engaging in conversation and

transactional language. |
| **Speak in sentences,****using familiar****vocabulary, phrases****and basic language structures.** | * Using short phrases to give information.
* Recognising and repeating phrases from familiar rhymes and songs.
* Using a model to form a spoken sentence.
* Beginning to adapt phrases from a rhyme/song.
 | * Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
* Using intonation and gesture to differentiate between statements and questions.
* Formulating their own strategies to remember and apply pronunciation rules.
* Speaking and reading aloud with increasing confidence and fluency.
 |
| **Present ideas and****information orally to a range of audiences.** | * Introducing self to a partner with simple phrases.
 | * Rehearsing and performing a short Role-play or song.
 | * Creating and presenting a dialogue or role-play.
 | * Giving a presentation drawing upon learning from a number of previous

topics. |
| **Read carefully and****show understanding****of words, phrases and simple writing.** | * Recognising some familiar French words in written form.
* Beginning to understand and notice cognates and near cognates.
 | * Recognising some familiar French

words when written in a short phrase.* Identifying and discussing cognates and beginning to explore various language detective strategies.
 | * Identifying key information in simple writing.
* Using a range of language detective strategies to decode new vocabulary

including context and text type. | * Identifying and extracting key

information in a range of authentic texts.* Reading and using language detective skills to assess meaning including sentence structure.
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| **Language production (speaking and writing)** |
| **National Curriculum** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Write phrases from****memory, and adapt****these to create new****sentences to express****ideas clearly.** | * Recalling and writing simple words

from memory. | * Selecting and writing short words and phrases.
 | * Adapting model sentences to express different ideas.
 | * Using existing knowledge of

vocabulary and phrases to create new sentences. |
| **Use familiar vocabulary in****phrases and simple writing.** | * Experimenting with simple writing,

copying with accuracy. | * Making short phrases or sentences

using word cards and knowledgeorganisers. | * Writing a short text using word and phrase cards, knowledge organisers

and a bilingual dictionary to model or scaffold. | * Constructing a short text on a

familiar topic. |
| **Describe people, places and****things and actions orally and in****writing.** | * Recognising and using adjectives of

colour and size. | * Using different adjectives with a

singular noun, with correctpositioning and agreement.* Choosing appropriate adjectives

from a wider range of adjectives. | * Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.
* Using adapted phrases to describe an object, person or place.
 | * Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.
* Using a wide range of descriptive phrases.
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| Year 3 | Year 4 |
| Skills | Knowledge | Skills | Knowledge |
| Discussing similarities and differences between customs and traditions in France and the UK.Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L’escargot by Matisse. | To know that in French there are formal and informal greetings.To know some playground games played in France.To know the names and locations of some of the cities in France.To name some famous paintings by French artists.To know that French is spoken in different countries around the world.To identify some French-speaking countries. | Discovering French festivals and theirtraditions.Comparing the weather between France and the UK.Ordering typical French food and drink.Creating a song in French for a famous song contest.  | To know that in French there is a formal and informal version of the word for ‘you’, and when to use which one.To know that in France the temperature is measured in celsius.To know that the currency used in France is euros and to recognise some of the notes and coins.To know that orders are typically taken at the table in France.To know that the Eurovision song contest in an annual competition between countries in the euro area and that it was created to promotecooperation between countries after theSecond World War |
| Year 5 | Year 6 |
| Skills | Knowledge | Skills | Knowledge |
| Identifying key geographical features ofcountries in the French-speaking world.Analysing climate data for someFrench-speaking countries. | To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries. | Playing the traditional French game of la pétanque.Researching information about the French cycle race la Tour de France.Comparing sporting activities in France and the UK.  | To know the rules for playing French bowls.To know how the maillot jaune is awarded during the Tour de France race.To know that football is immensely popular in France which is reflected in the support for the national team les Bleus. |