

French (MFL)

Level Expected at the End of KS2

Deep Dive into French: Whole School Progression Map has been written to support practitioners who have chosen to adopt the PlanIt scheme in part or in full. The curriculum progression maps for Languages comprehensively show the progression of skills and knowledge from year 3 to year 6.

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, places, things and actions orally and in writing;
- 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.

Intent

French at Cookridge Primary School aims to provide all children with the skills and knowledge that will enable them to communicate confidently and explore the wider world using Modern Foreign Languages. The progression of skills across KS2 in listening, speaking, reading, writing and increased appreciation for French culture will provide pupils with future opportunities for employment, travel and friendships. Our fun and engaging French curriculum will nurture pupils' natural curiosity and inspire a love of learning which is transferable across curriculum areas. Learning French will allow every pupil to develop a strong relational understanding of communication as part of our diverse linguistic world. As part of this, our language education celebrates equality by learning about French speaking countries, cultural celebrations (like Easter and Christmas) and different religious and secular societies within a community of respect and tolerance at Cookridge Primary School.



Implementation

MFL at Cookridge Primary School will cover the National Curriculum objectives through the implementation of the following:

- Clearly document the skills progression throughout every Key Stage of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term Plans outlining the intended teaching of French knowledge and skills progression (these should be regularly reviewed).
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to develop speaking and listening, reading and writing, grammar and aspects of French culture.
- Monitor the impact of teaching of French and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning through regular fluency activities - this should be done within the two-week timetable.
- Give subject leaders time to monitor the impact of the French curriculum taught on children's learning and reporting back to staff on areas for development.



Impact

- Use French data to measure the impact of the geography implementation – performance of different groups e.g. PPG, Year groups, gender.
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?

Listening and Speaking

Listening attentively to spoken language and show understanding by joining in and responding

Year 3	Year 4	Year 5	Year 6
3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).	4.a. Listen for and identify specific words and phrases in instructions, stories and songs.	5.a. Listen attentively and understand key words, more complex phrases and sentences in longer passages (e.g., instructions, stories, fairy tales, songs and listening extracts).	6.a. Understand the main points in authentic passages and identify longer and more complex phrases and sentences (e.g., description, information and instructions).

Engage in conversations, ask and answer questions, express opinions and respond to those of others

Year 3	Year 4	Year 5	Year 6
3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).	4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.	5.b. Take part in short conversations using sentences and familiar vocabulary to understand and express simple opinions.	6.b. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experiences.

Speak and present in sentences, using familiar vocabulary, phrases and basic language structures

Year 3	Year 4	Year 5	Year 6
3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).	4.c. Present short pieces of information to another person.	5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).	6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.

Develop accurate pronunciation and intonation

Year 3	Year 4	Year 5	Year 6
3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.	4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.	5.d. Continue to apply French phonic knowledge and links between spelling, sound and meaning of words to begin speaking with mostly accurate pronunciation.	6.d. Speak with accurate pronunciation (e.g., with stories, songs, poems and rhymes).

Reading and Writing

Read carefully and show understanding of words, phrases and simple writing

Year 3	Year 4	Year 5	Year 6
3.a. Recognise and understand familiar written words and short phrases (e.g., basic nouns, topic related verbs).	4.a. Accurately read and understand familiar written words, phrases and short sentences (e.g., in fairy tales or character/place description).	5.a. Accurately read aloud and understand sentences and short paragraphs.	6.a. Read aloud with expression and accurate pronunciation.

Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary

Year 3	Year 4	Year 5	Year 6
3.b. Read a range of familiar written words and short phrases aloud to another person.	4.b. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.	5.b. Read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics, reading exercises, emails or letters).	6.b. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g., stories, reading exercises, emails or letters).

Write phrases from memory to express ideas clearly

Year 3	Year 4	Year 5	Year 6
3.c. Write some familiar, simple words from memory or using supported written materials.	4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. a word bank).	5.c. Write simple sentences and short paragraphs from memory or using supported written materials.	6.c. Write longer sentences and short paragraphs from memory or using supported written materials.

Describe people, places, things and actions orally and in writing

Year 3	Year 4	Year 5	Year 6
3.d. Describe people, places, things and actions with use of a simple adjective.	4.d. Describe people, places, things and actions with a wider use of adjectives.	5.d. Describe people, places, things and actions with greater detail (e.g., use of ambitious adjectives).	6.d. Describe people, places, things and actions in detail (e.g., use of expanded noun phrases and ambitious adjectives).

Grammar

Understand basic grammar appropriate to French

Year 3	Year 4	Year 5	Year 6
3.a. Start to understand the concept of gender (masculine and feminine) and how this is shown in French.	4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.	5.a. Develop an understanding of the concept of gender (masculine and feminine) and which article to use correctly with different nouns.	6.a. Understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.
3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).	4.b. Start to use the negative form and begin to identify most fully conjugated verbs.	5.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs.	6.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs with increasing accuracy.

Aspects of French culture

Year 3	Year 4	Year 5	Year 6
3.a. Develop an awareness of identity by investigating the linguistic diversity of our school, community and wider world (e.g., countries where French is spoken).	4.a. Compare aspects of everyday life at home and abroad (e.g., by reflecting upon similarities and differences with celebrations in other cultures).	5.a. Explore the similarities and differences between their own locality and that of a French speaking country (e.g., discuss aspects of daily life).	6.a. Compare attitudes of different cultures (e.g., discuss stereotypes) and reflect on the importance of developing tolerance and understanding between people.

LKS2 – Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know	Food, glorious food!	All around town	Going shopping	Our school	What's the time?
Long Term Plan/National Curriculum objectives (with progression of skills expectations)	<p><u>Listening and speaking:</u> Listening attentively to spoken language and show understanding by joining in and responding. <i>3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).</i> <i>4.a. Listen for and identify specific words and phrases in instructions, stories and songs.</i> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i> Appreciate stories, songs, poems and rhymes. <u>Aspects of French culture:</u> Develop an awareness of identity by investigating the linguistic diversities. <i>3.a. Develop an awareness of identity by investigating the linguistic diversity of our school, community and wider world (e.g., countries where French is spoken).</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i> <u>Reading and writing:</u> Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i> Describe people, places, things and actions orally and in writing. <i>3.d. Describe people, places, things and actions with use of a simple adjective.</i> <i>4.d. Describe people, places, things and actions with a wider use of adjectives.</i> <u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine) and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</i></p>	<p><u>Listening and speaking:</u> Listening attentively to spoken language and show understanding by joining in and responding. <i>3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).</i> <i>4.a. Listen for and identify specific words and phrases in instructions, stories and songs.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>3.b. Read a range of familiar written words and short phrases aloud to another person.</i> <i>4.b. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</i> Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> <u>Reading and writing:</u> Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i> Describe people, places, things and actions orally and in writing. <i>3.d. Describe people, places, things and actions with use of a simple adjective.</i> <i>4.d. Describe people, places, things and actions with a wider use of adjectives.</i> <u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine) and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</i></p>	<p><u>Listening and speaking:</u> Listening attentively to spoken language and show understanding by joining in and responding. <i>3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).</i> <i>4.a. Listen for and identify specific words and phrases in instructions, stories and songs.</i> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i> <u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>3.a. Recognise and understand familiar written words and short phrases (e.g., basic nouns, topic related verbs).</i> <i>4.a. Accurately read and understand familiar written words, phrases and short sentences (e.g., in fairy tales or character/place description).</i> <u>Aspects of French culture:</u> Compare aspects of everyday life at home and abroad.</p>	

						<i>4.a. Compare aspects of everyday life at home and abroad (e.g., by reflecting upon similarities and differences with celebrations in other cultures).</i>
Substantive knowledge	<ul style="list-style-type: none"> Greetings for different times of the day. Ask and respond to personal questions (such as "ça va, comment t'appelles tu?"). Join in with a song to say the numbers from 0-10. 	<ul style="list-style-type: none"> Say what foods, from a set, they like or dislike. Make a range of simple statements by substituting vocabulary. Recognise the correct determiner depending on the gender or number. 	<ul style="list-style-type: none"> Name some of the major cities of France. Describe the what amenities or features are found in their own town. Ask and give a simple address in French. Locate the correct part of a bilingual dictionary to translate from French to English (or vice versa). 	<ul style="list-style-type: none"> Listen and respond to questions using topic vocabulary and expressing their opinion on fruits. Use adjectives (colours) and place them after the noun. 	<ul style="list-style-type: none"> Listen and respond to topic vocabulary. Develop accurate pronunciation with related vocabulary to ask and respond to questions. Write sentences converting 'le/la' to 'un/une'. 	<ul style="list-style-type: none"> Say and write a sentence to tell the time (o'clock and half past). Answer questions about TV schedule. Understand and use the terms "avant" and "après".
Substantive concepts	<ul style="list-style-type: none"> Use of 'avoir' rather than 'être' verb to conjugate "I am ... years old" in French. Recognise the different between formal and informal language; ultimately, to be able to greet people in different ways. Reflexive verbs (such as 's'appeler'). 	<ul style="list-style-type: none"> Describe the colour or size of an object. Modify a colour adjective based on grammatical functions (masculine, feminine, plural). Ask politely for information. 	<ul style="list-style-type: none"> Develop a great variation for asking and responding to questions. Use of a bilingual dictionary (including suggestions for new words for a vocabulary set in French and find the translations in a bilingual dictionary). 	<ul style="list-style-type: none"> Recognise the structure of sentences - specifically that adjectives usually follow the noun. Recognise that adjectives but agree with the gender of nouns. Choose the correct form when changing 'le' to 'du'; 'la' to 'de la'; and 'les' to 'des'. 	<ul style="list-style-type: none"> Use of adverbial phrases to extend sentence and add detail (such as "J'aime chanter dans la salle de musique). Begin to recognise whether nouns, related to the topic, are masculine or feminine without prompt. 	<ul style="list-style-type: none"> Generate sentences from memory and with use of word bank support using the correct order of lexicons. Recognise and use temporal adverbs as part of sequential narratives.
Key vocabulary	<ul style="list-style-type: none"> Bonjour, salut, au revoir, bonsoir, bonne nuit, bon week-end Ça va ? Ça va bien, comme ci, comme ça, ça ne va pas bien Comment t'appelles-tu ? Quel âge as-tu ? Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix 	<ul style="list-style-type: none"> J'aime, je n'aime pas, j'adore, je déteste Une pomme, une poire, un gâteau, une glace, une orange Blanc, violet, noir, gris, bleu, vert Le père Noël, un sapin, un renne, une étoile, un ange 	<ul style="list-style-type: none"> Une école, un magasin, une église, un musée, une boulangerie, une piscine, une gare, une pâtisserie Quelle est ton adresse ? Mon adresse est... Comment dit-on... en français ? 	<ul style="list-style-type: none"> Une pomme, une poire, un gâteau, une glace, une orange Les légumes, le poivron, la pomme de terre, l'oignon, l'ail, la carotte, le chou-fleur, le chou, le brocoli Où puis-je acheter ? Un centime, un euro, c'est combien ? 	<ul style="list-style-type: none"> La porte, la fenêtre, la table, la chaise, l'ordinateur, le livre, les lumières La trousse, le crayon, le stylo, le crayon de couleur, la gomme, la règle Les maths, la musique, l'anglais, les sciences, le français, l'histoire, le dessin, l'éducation physique, la géographie, l'informatique La salle de classe, la cour de récréation, la bibliothèque, la salle de musique, le terrain de jeu, la grande salle 	<ul style="list-style-type: none"> Quelle heure est-il ? Il est... heure(s), il est... heures et demie. Qu'est-ce qui passe à la télévision ? C'est... Avant, après
Key phonic sounds	<ul style="list-style-type: none"> eu, eux, œu [œ] [ø] j, ge, gi [ʒ] 	<ul style="list-style-type: none"> eu, eux, œu [œ] [ø] j, ge, gi [ʒ] 	<ul style="list-style-type: none"> é, er, ez, ée, ai [e] in, ain, im, ein [ɛ] 	<ul style="list-style-type: none"> é, er, ez, ée, ai [e] in, ain, im, ein [ɛ] 	<ul style="list-style-type: none"> th [t] ai, ais, et, è [ɛ] 	<ul style="list-style-type: none"> th [t] ai, ais, et, è [ɛ]
Disciplinary knowledge	<ul style="list-style-type: none"> Formulation of questions in French (word order) for a range of purposes and contexts. Accurate pronunciation. 	<ul style="list-style-type: none"> Understand key features and patterns of basic grammar. Describe objects using colour, size and simple adjectives. Express opinions and respond to those others. 	<ul style="list-style-type: none"> Exploration of patterns and sounds of language. Present information orally to a range of audiences. 	<ul style="list-style-type: none"> The significance masculine and feminine has on agreements. Sentence structure and order of lexicons. 	<ul style="list-style-type: none"> Listen attentively to show understanding when asking and responding to questions as part conversations. The application of key grammatical structures to build sentences. 	<ul style="list-style-type: none"> Listen attentively as part of a meaningful context for learning. Confidence in engaging in conversation relevant to the topic.
Disciplinary concepts	<ul style="list-style-type: none"> Appreciation for linguistic identity. Initial confidence to speak confidently for the purpose of communication. 	<ul style="list-style-type: none"> Development in confidence to speak confidently to express opinions and transfer this to different contexts. 	<ul style="list-style-type: none"> Knowledge of phonetic systems. Similarities and differences between cultural identities and 	<ul style="list-style-type: none"> Recognition of real-world application of learning (such as use of French currency and supermarket transactions in French speaking countries). 	<ul style="list-style-type: none"> Engage in conversations to broaden vocabulary and develop ability converse in target language. 	<ul style="list-style-type: none"> Development of asking and answering questions within a context that can be applied beyond the classroom.

	<ul style="list-style-type: none"> • Identification of language structure and the formulation of questions. 	<ul style="list-style-type: none"> • Apply grammatical rules to varied nouns. 	<p>the significance they have to our identities.</p>			
<p>Cultural enquiry</p>	<ul style="list-style-type: none"> • How linguistic identity can be defined and the role it plays in our world, culture and heritage. 	<ul style="list-style-type: none"> • Compare life between England and France through the lens of Christmas/winter celebrations. 	<ul style="list-style-type: none"> • Begin to independently associate learning with real-world applications to create own meaningful contexts for learning. 	<ul style="list-style-type: none"> • Compare the similarities and differences between school and daily routines between life in French speaking countries and English-speaking countries. • Reflect how their life at home and abroad develop a global community that is respectful and tolerant of differences. 		
<p>Suggested class reading</p>	<ul style="list-style-type: none"> • Les couleurs avec Uki. Claudia Bielinsky • La chenille qui fait des trous. Éric Carle • Les couleurs 	<ul style="list-style-type: none"> • La chenille qui fait des trous. Eric Carle 		<ul style="list-style-type: none"> • Quelle heure est-il, monsieur le loup ? Annie Kubler 		
<p>Other links</p>	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop the sociolinguistic competency to speak with confidence to someone whilst asking and responding to personal questions. • Strong awareness of linguistic identity and relationship with cultural identity. <p>Cross-curricular</p> <ul style="list-style-type: none"> • Mathematics - numbers in French, times of the day. • Geography - use of atlas and maps to identify French speaking countries. <p>Policies</p> <ul style="list-style-type: none"> • Equality - learning about French speaking countries and celebrating similarities and differences within a respectful and tolerant community. • PSHE policy - by learning about linguistic diversity and different languages across the world it develops "pupils' understanding of identity, including personal qualities, attitudes, skills and attributes..." 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop the sociolinguistic competency by learning about different celebrations. • Develop discourse competency by asking for information politely; and so, building on previous learning of asking and responding to personal questions. <p>Cross-curricular</p> <ul style="list-style-type: none"> • PSHE - healthy living and healthy eating. • English - SPaG link by identifying determiners. • RE - exploring how Christmas is celebrated across the world. <p>Policies</p> <ul style="list-style-type: none"> • Equality - celebrating equality by learning about different cultural celebrations such as Christmas. Recognition of different ways religious and non-religious people celebrate the Christmas season in English and French speaking countries. • PSHE policy - this topic "develops pupils' understanding of a balanced lifestyle, including within... exercise and rest, diet." • Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop discourse competency by answering a greater complexity of questions to share information accurately. <p>Cross-curricular</p> <ul style="list-style-type: none"> • Geography - use of atlas and maps to identify main French cities. • Computing - use of search engines to explore digital bilingual dictionaries. <p>Policies</p> <ul style="list-style-type: none"> • PSHE policy - learning about and exploring French cities widens pupils' horizons and opens a window to "develop pupils' understanding of career, including enterprise, employability and economic understanding." 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop pragmatic competency through questioning in the context of shopping. • Develop sociolinguistic competency by making links between learning and real-world applications (such as shopping in a French speaking country) with confidence. <p>Cross-curricular</p> <ul style="list-style-type: none"> • Mathematics - French currency and number system. <p>Policies</p> <ul style="list-style-type: none"> • Equality - celebrating the similarities and differences between shopping in English and French speaking countries within a community of respect and tolerance. • PSHE policy - by giving opinions on different fruits to "develop pupils' understanding a healthy lifestyle..." • Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop discourse competency by using adverbial phrases to extend sentences and express oneself coherently across longer stretches of speech. • Engagement in how daily life and school life differs to that of Cookridge Primary School. <p>Cross-curricular</p> <ul style="list-style-type: none"> • English - development of oracy skills through role-play and responding to questioning in French. <p>Policies</p> <ul style="list-style-type: none"> • Equality - celebrating the similarities and differences whilst reflecting on life at home and abroad through the lens of school routines. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop pragmatic competency by being able to understand the constructs of asking what the time is in French. • Develop sociolinguistic competency by reflecting on when new vocabulary and phrasing could be applied in the real-world. <p>Cross-curricular</p> <ul style="list-style-type: none"> • Mathematics - read, write and convert time between analogue and digital 12- and 24-hour clocks. <p>Policies</p> <ul style="list-style-type: none"> • Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts.

LKS2 – Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Family and friends	On the move	Where in the world?	Time	Holidays and hobbies
Long Term Plan/National Curriculum objectives (with progression of skills expectations)	<p><u>Listening and speaking:</u> Listening attentively to spoken language and show understanding by joining in and responding. <i>3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).</i> <i>4.a. Listen for and identify specific words and phrases in instructions, stories and songs.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>3.a. Recognise and understand familiar written words and short phrases (e.g., basic nouns, topic related verbs).</i> <i>4.a. Accurately read and understand familiar written words, phrases and short sentences (e.g., in fairy tales or character/place description).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form</i></p>	<p><u>Listening and speaking:</u> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i> Appreciate stories, songs, poems and rhymes.</p> <p><u>Reading and writing:</u> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>3.b. Read a range of familiar written words and short phrases aloud to another person.</i> <i>4.b. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</i></p> <p>Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</i></p>	<p><u>Listening and speaking:</u> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>3.a. Recognise and understand familiar written words and short phrases (e.g., basic nouns, topic related verbs).</i> <i>4.a. Accurately read and understand familiar written words, phrases and short sentences (e.g., in fairy tales or character/place description).</i></p> <p>Describe people, places, things and actions orally and in writing. <i>3.d. Describe people, places, things and actions with use of a simple adjective.</i> <i>4.d. Describe people, places, things and actions with a wider use of adjectives.</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form</i></p>	<p><u>Listening and speaking:</u> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>3.b. Read a range of familiar written words and short phrases aloud to another person.</i> <i>4.b. Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</i></p> <p>Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form</i></p>	<p><u>Listening and speaking:</u> Listening attentively to spoken language and show understanding by joining in and responding. <i>3.a. Listen and respond to familiar spoken words, phrases and sentences (e.g., simple instructions, rhymes and songs).</i> <i>4.a. Listen for and identify specific words and phrases in instructions, stories and songs.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i> Develop accurate pronunciation and intonation. <i>3.d. Use correct pronunciation and start to explore patterns of language linking spelling, sound and meaning of words by developing an understanding of French phonics.</i> <i>4.d. Apply increasing French phonic knowledge and links between spelling, sound and meaning of words supported by an appreciation of stories, songs, poems and rhymes.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>3.a. Recognise and understand familiar written words and short phrases (e.g., basic nouns, topic related verbs).</i> <i>4.a. Accurately read and understand familiar written words, phrases and short sentences (e.g., in fairy tales or character/place description).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>3.b. Speak with others using simple words, phrases and sentences (e.g., greetings).</i> <i>4.b. Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>3.c. Speak aloud familiar words or short phrases in chorus (e.g., with stories, songs, poems and rhymes).</i> <i>4.c. Present short pieces of information to another person.</i></p> <p><u>Reading and writing:</u> Write phrases from memory to express ideas clearly. <i>3.c. Write some familiar, simple words from memory or using supported written materials.</i> <i>4.c. Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g., a word bank).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>3.a. Start to understand the concept of gender (masculine and feminine), and how this is shown in French.</i> <i>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</i> <i>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</i></p>

	<p>and begin to identify most fully conjugated verbs.</p> <p>Aspects of French culture: Develop an awareness of identity by investigating the linguistic diversities.</p> <p>3.a. Develop an awareness of identity by investigating the linguistic diversity of our school, community and wider world (e.g., countries where French is spoken).</p>	<p>correctly with different nouns.</p> <p>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</p> <p>Aspects of French culture: Compare aspects of everyday life at home and abroad.</p> <p>4.a. Compare aspects of everyday life at home and abroad (e.g., by reflecting upon similarities and differences with celebrations in other cultures).</p>	<p>and how this is shown in French.</p> <p>3.b. Identify the negative form and recognise some conjugated verbs (e.g., "I" form of simple verb).</p> <p>4.a. Continue to understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</p> <p>4.b. Start to use the negative form and begin to identify most fully conjugated verbs.</p>		<p>and begin to identify most fully conjugated verbs.</p>	
Substantive knowledge	<ul style="list-style-type: none"> Define 'linguistic diversity' and begin to understand recognise the relationship between language and identity. Give and respond to simple classroom instructions. Name the parts of the body. Write sentences to describe clothing. 	<ul style="list-style-type: none"> Identify and introduce some of their relations. Name some common pets. Write sentence implementing topic related vocabulary. 	<ul style="list-style-type: none"> Name some types of transport. Use 'je' and 'tu' correctly in a simple sentence. Respond to simple instructions for direction and movement. 	<ul style="list-style-type: none"> Listen and respond to topic vocabulary. Use a dictionary to translate from English to French for the purpose of broadening vocabulary. Understand that because a continent is always feminine the preposition 'en' is always used for 'in'. 	<ul style="list-style-type: none"> Say and order the days of the week. Say and order the months of the year. Say today's date. 	<ul style="list-style-type: none"> Choose the correct preposition: 'en' for feminine countries or 'au' for masculine countries. Write sentences to answer questions using topic related vocabulary. Listen and respond to questions orally.
Substantive concepts	<ul style="list-style-type: none"> The diverse nature of our linguistic heritage around the world. 	<ul style="list-style-type: none"> Recognition of the different possessive pronouns used - as determined by masculine or feminine nature of noun. 	<ul style="list-style-type: none"> Correct use of 1st. 2nd. (singular) and 3rd person of 'to go' accurately with the correct pronoun. Use the correct article to precede a noun according to gender. 	<ul style="list-style-type: none"> Be able to use pronouns to replace the name of an animal. Use the correct masculine or feminine preposition. 	<ul style="list-style-type: none"> Recognise how some larger numbers are made by combining words for smaller numbers. 	<ul style="list-style-type: none"> Recognise the third person plural conjugation of a verb.
Key vocabulary	<ul style="list-style-type: none"> Linguistic diversity, culture, official language Asseyez-vous, levez-vous, écoutez, regardez, allez-y. La tête, les épaules, les genoux, les pieds, les yeux, le nez, la bouche Levez la main, marchez, courez, croisez les bras, tapez les mains, touchez le nez Qu'est-ce qu'il y a dans l'armoire ? Qu'est-ce que tu portes ? Une jupe, une robe, un pull, une chemise, des chaussures, un pantalon 	<ul style="list-style-type: none"> Le père, la mère, le frère, la sœur, le grand-père, la grand-mère, la tante, l'oncle Un chien, un chat, une souris, un serpent, un lapin Comment s'appelle-t-elle ? Comment s'appelle-t-il ? Le père Noël, un sapin, un renne, une étoile, un ange 	<ul style="list-style-type: none"> Une voiture, un autobus, un vélo, à pied, un cheval, un train, un camion Comment vas-tu à l'école ? Pour..., s'il vous plaît ? Premier/première, deuxième, troisième. 	<ul style="list-style-type: none"> Le Royaume-Uni, l'Ecosse, l'Angleterre, le Pays de Galles, l'Irlande du Nord Quelle est la capitale de... ? L'équateur, au nord, au sûr. De quel continent viennent-ils ? L'Afrique, l'Asie, l'Europe, l'Australasie, l'Antarctique, l'Amérique du Nord, l'Amérique du Sud 	<ul style="list-style-type: none"> Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre Quelle est la date aujourd'hui ? Les fêtes, mardi gras, la fête des rois Hier, aujourd'hui, demain, c'était, c'est ce sera 	<ul style="list-style-type: none"> Les saisons, le printemps, l'été, l'automne, l'hiver, dans quelle saison est... ? Dans quelle saison sont... ? Quel temps fait-il dans le monde ? L'Australie, l'Angleterre, le Canada, le Kenya, le Pays de Galles Les vacances, le pied, où, comment, avec Les sports, la gymnastique, le hockey, la lutte, le ski, le tennis, le football, la course à pied, quel est ton sport préféré ? Mon sport préféré est... Les passe-temps, l'équitation, la natation, le skateboard, la télévision, qu'est-ce-que c'est ? Tu aimes... ?
Key phonic sounds	<ul style="list-style-type: none"> on, om [ɔ̃] c, ç [s] silent final consonants 	<ul style="list-style-type: none"> on, om [ɔ̃] c, ç [s] silent final consonants 	<ul style="list-style-type: none"> i, y [i] un, une ch [ʃ] 	<ul style="list-style-type: none"> i, y [i] un, une ch [ʃ] 	<ul style="list-style-type: none"> oi [w] ou [u] r [ʁ] 	<ul style="list-style-type: none"> oi [w] ou [u] r [ʁ]
Disciplinary knowledge	<ul style="list-style-type: none"> A relational perspective of human nature's need to communicate - considering the barrier of language. 	<ul style="list-style-type: none"> Recognition of the importance masculine and feminine gendered nouns have on French grammar. 	<ul style="list-style-type: none"> Give simple directions by substituting vocabulary as necessary with recognition to 	<ul style="list-style-type: none"> Begin to recognise and use simple conjunctions to combine two simple sentences to form a compound sentence. 	<ul style="list-style-type: none"> Ask and answer questions about dates using the simple past and present tenses. 	<ul style="list-style-type: none"> Reflect on the similarities and differences between the formulation of grammar in English and French.

Disciplinary concepts	<ul style="list-style-type: none"> Respect and tolerance for differences. 		how this can be used beyond the classroom.			
	<ul style="list-style-type: none"> Use of French in everyday speech (e.g., challenge to use classroom instructions) to embed learning. 	<ul style="list-style-type: none"> Begin to write sentences in French with some confidence. 	<ul style="list-style-type: none"> Talk about types of transport in full sentence for a purpose. 	<ul style="list-style-type: none"> Develop how French relates to other subjects of learning - particularly geography through the use of key vocabulary (e.g., equator and continents) and use of an atlas. 	<ul style="list-style-type: none"> Listen and respond to topic related vocabulary with purpose. Use known language to present information about French festival dates. 	<ul style="list-style-type: none"> Distinguish masculine and feminine nouns independently and use the correct masculine or feminine form of a preposition.
Cultural enquiry	<ul style="list-style-type: none"> Use of 'Vogue France' to investigate topic related vocabulary about clothing to provide a meaningful and confident-enabling context for learning. 	<ul style="list-style-type: none"> Compare and contrast the similarities and difference in how Christmas is celebrated in French and English-speaking countries. 	<ul style="list-style-type: none"> Use of directions and instructions in French-speaking countries to develop a sense of how language learning can be used in the real-world. 	<ul style="list-style-type: none"> Building on knowledge regarding linguistic diversity and where French is spoken across the world. Possible comparison of how Easter is celebrated in different countries. 	<ul style="list-style-type: none"> Learn the names and key aspects of different French festivals. 	
Suggested class reading	<ul style="list-style-type: none"> Pourquoi ? - Alex Sanders Mon corps. Mes vêtements Bernard et le Monster. David McKee Tout en haut. Mario Ramos. Bon appétit, monsieur Lapin ! Claude Boujon La famille Les animaux Un pour l'escargot, dix pour le crabe. April Pulley Sayre et Jeff Sayre 		<ul style="list-style-type: none"> Quel temps fait-il ? 	<ul style="list-style-type: none"> Quelle heure est-il, monsieur le loup ? Annie Kubler Les saisons avec Uki. Claudia Bielinsky La semaine d'Uki. Claudia Bielinsky La chenille qui fait des trous. Éric Carle Une année avec Maimouna. Jean et Zad 		
Other links	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop the sociolinguistic competency to speak with confidence to someone whilst responding to classroom instructions. Strong awareness of linguistic identity and relationship with cultural identity. <p>Cross-curricular</p> <ul style="list-style-type: none"> Geography - use of atlas and maps to identify French speaking countries. <p>Policies</p> <ul style="list-style-type: none"> Equality - learning about French speaking countries and celebrating similarities and differences within a respectful and tolerant community. PSHE policy - by learning about linguistic diversity and different languages across the world it develops "pupils' understanding of identity, including personal qualities, attitudes, skills and attributes..." 	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop the sociolinguistic competency by learning about different celebrations. <p>Cross-curricular</p> <ul style="list-style-type: none"> PSHE - different family types and our diverse society. RE - exploring how Christmas is celebrated across the world. <p>Policies</p> <ul style="list-style-type: none"> Equality - celebrating equality by learning about different cultural celebrations such as Christmas. Recognition of different ways religious and non-religious people celebrate the Christmas season in English and French speaking countries. Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts. 	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop discourse competency by answering a greater complexity of questions to share information accurately. <p>Cross-curricular</p> <ul style="list-style-type: none"> Geography - use of maps to explore transport networks. English - link to personal pronouns. 	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop pragmatic competency through understanding the use of 'en' in French. Develop sociolinguistic competency by learning about a wide range of different religious celebrations around the world, like Easter. <p>Cross-curricular</p> <ul style="list-style-type: none"> Geography - use of key geographic vocabulary like equator and continent. Computing - use of search engines to explore digital bilingual dictionaries. RE - exploring how Easter is celebrated across the world. <p>Policies</p> <ul style="list-style-type: none"> Equality - celebrating the similarities and differences between celebrations in English and French speaking countries within a community of respect and tolerance. 	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop discourse competency by using more complex phrasing to extend sentences and express oneself coherently across longer stretches of speech. <p>Cross-curricular</p> <ul style="list-style-type: none"> Mathematics - read, write and convert time between analogue and digital 12- and 24-hour clocks. <p>Policies</p> <ul style="list-style-type: none"> Equality - identification of a wider range of celebrations in French speaking countries. 	<p>Cultural capital</p> <ul style="list-style-type: none"> Develop sociolinguistic competency by reflecting on when new vocabulary and phrasing could be applied in the real-world. <p>Cross-curricular</p> <ul style="list-style-type: none"> PSHE - sharing opinions that may differ to their own.

UKS2 – Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know you	That's tasty	School life	Time travelling	Let's visit a French town	
Long Term Plan/National Curriculum objectives (with progression of skills expectations)	<p><u>Listening and speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. <i>5.a. Listen attentively and understand key words, more complex phrases and sentences in longer passages (e.g., instructions, stories, fairy tales, songs and listening extracts).</i> <i>6.a. Understand the main points in authentic passages and identify longer and more complex phrases and sentences (e.g., description, information and instructions).</i> Develop accurate pronunciation and intonation. <i>5.d. Continue to apply French phonic knowledge and links between spelling, sound and meaning of words to begin speaking with mostly accurate pronunciation.</i> <i>6.d. Speak with accurate pronunciation (e.g., with stories, songs, poems and rhymes).</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).</i> <i>6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.</i></p> <p><u>Reading and writing:</u> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>5.b. Read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics, reading exercises, emails or letters).</i> <i>6.b. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g., stories, reading exercises, emails or letters).</i> Write phrases from memory to express ideas clearly. <i>5.c. Write simple sentences and short paragraphs from memory or using supported written materials.</i> <i>6.c. Write longer sentences and short paragraphs from memory or using supported written materials.</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>5.b. Take part in short conversations using sentences and familiar vocabulary to understand and express simple opinions.</i> <i>6.b. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experiences.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>5.a. Accurately read aloud and understand sentences and short paragraphs.</i> <i>6.a. Read aloud with expression and accurate pronunciation.</i> Write phrases from memory to express ideas clearly. <i>5.c. Write simple sentences and short paragraphs from memory or using supported written materials.</i> <i>6.c. Write longer sentences and short paragraphs from memory or using supported written materials.</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>5.a. Develop an understanding of the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>5.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs.</i> <i>6.a. Understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>6.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs with increasing accuracy.</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>5.b. Take part in short conversations using sentences and familiar vocabulary to understand and express simple opinions.</i> <i>6.b. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experiences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).</i> <i>6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>5.a. Accurately read aloud and understand sentences and short paragraphs.</i> <i>6.a. Read aloud with expression and accurate pronunciation.</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>5.a. Develop an understanding of the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>5.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs.</i> <i>6.a. Understand the concept of gender (masculine and feminine) and which article to use correctly with different nouns.</i> <i>6.b. Use the negative form, possessives (e.g., mon, ma, mes) and connectives (e.g., et, mais, parce que) as well as understand the different parts of fully conjugated verbs with increasing accuracy.</i></p>	<p><u>Listening and speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. <i>5.a. Listen attentively and understand key words, more complex phrases and sentences in longer passages (e.g., instructions, stories, fairy tales, songs and listening extracts).</i> <i>6.a. Understand the main points in authentic passages and identify longer and more complex phrases and sentences (e.g., description, information and instructions).</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).</i> <i>6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>5.a. Accurately read aloud and understand sentences and short paragraphs.</i> <i>6.a. Read aloud with expression and accurate pronunciation.</i> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>5.b. Read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics, reading exercises, emails or letters).</i> <i>6.b. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g., stories, reading exercises, emails or letters).</i> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>5.b. Read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics, reading exercises, emails or letters).</i> <i>6.b. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g., stories, reading exercises, emails or letters).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French. <i>5.a. 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<p>Substantive knowledge</p>	<ul style="list-style-type: none"> Say a simple future sentence. Say how they are feeling. Follow a simple story and recognise key vocabulary. 	<ul style="list-style-type: none"> Use the correct masculine, masculine or plural form of adjectives. Listen and respond to topic related vocabulary. Engage in role-play to develop confidence in speaking. 	<ul style="list-style-type: none"> Answer questions in writing using topic related vocabulary. Take part in a conversation with a partner. Use the pronouns 'il' and 'elle' to replace a person's name. 	<ul style="list-style-type: none"> Recognise number words in spoken sentences. Recognise when someone is saying the date. 	<ul style="list-style-type: none"> Make simple sentences with 'habiter'. Listen and join in a song. Identify places in a French town or city.
<p>Substantive concepts</p>	<ul style="list-style-type: none"> Recognise the difference between English and French future tenses. Explain how adjectives are difference according to the gender of the noun. 	<ul style="list-style-type: none"> Use the correct masculine, feminine or plural for 'some'. 	<ul style="list-style-type: none"> Use a comparative adverb. Understand the meaning of a sentence by saying whether it's true or false. 	<ul style="list-style-type: none"> Explain how larger numbers are often described by combining smaller number words. Use number sentences correctly. 	<ul style="list-style-type: none"> Choose the correct form to go with the subject of a sentence. Conjugation of 'habiter' with some consideration of different tenses.
<p>Key vocabulary</p>	<ul style="list-style-type: none"> Quand je serai grand(e), les métiers, un moniteur de ski, une monitrice de ski, un pompier, un professeur, une professeure, un médecin. Comment ça va ? Agacé, agacée, heureux, heureuse, fatigué, fatiguée, fier, fière. Je me présente, je m'appelle, mon anniversaire, ma famille. 	<ul style="list-style-type: none"> J'ai soif, je voudrais, les boissons chaudes, les boissons froides, le thé, le café, le coca, la limonade, le jus d'orange. Ouvert, fermé. Le petit déjeuner, la nourriture, une baguette, un yaourt, des céréales. J'aime un peu, j'aime, j'aime beaucoup, je n'aime pas. La sucette, la crêpe, la glace, un hot-dog, amer, sucrée, salé, chaud, froid. 	<ul style="list-style-type: none"> Où est... ? Où sont... ? Quelle matière préfères-tu ? J'aime mieux, mon métier favori est... Qu'est-ce que c'est ? Un triangle, un carrée, un rectangle, un pentagone, un hexagone, combien de côtés ont... ? 	<ul style="list-style-type: none"> Comptez avec moi, cent, deux-cents, mille, deux-milles. Avoir, j'ai, tu as, il/elle a, nous avons, vous avez, ils/elles ont, quel âge ? Histoire, an, mois, date, calendrier. 	<ul style="list-style-type: none"> Où, habiter. Nager, prier, acheter, apprendre, prendre, regarder, une promenade, école, église, piscine, gare, parc, mosquée, librairie. A côté de, en face de, bibliothèque, boucherie, restaurant, banque, office du tourisme. L'armoire, le tapis, la télévision, le canapé, le fauteuil, le four, la table, la serviette, l'ours, la valise. Leeds, Paris, la Seine, population, landmark, Louvre musée, l'arc de triomphe, tourism, socio-economic,

Key phonic sounds	<ul style="list-style-type: none"> • au, o, ô, eau [o] 	<ul style="list-style-type: none"> • au, o, ô, eau [o] 	<ul style="list-style-type: none"> • an, am, en, em [ã] 	<ul style="list-style-type: none"> • an, am, en, em [ã] 	<ul style="list-style-type: none"> • ui [ɥ]
Disciplinary knowledge	<ul style="list-style-type: none"> • Understand how to plan and present longer personal presentations by combining a range of topic knowledge. 	<ul style="list-style-type: none"> • Construction of sentences and appropriate verb forms. 	<ul style="list-style-type: none"> • Independently use resources, such as bilingual dictionaries, to build sentences and broaden vocabulary. 	<ul style="list-style-type: none"> • Apply prior knowledge to current topic. • Demonstrate their understanding of a sentence. 	<ul style="list-style-type: none"> • Use a bilingual dictionary. • Use spelling patterns. • Use simple prepositional phrases.
Disciplinary concepts	<ul style="list-style-type: none"> • Recognise and use the terms auxiliary verb and infinitive verb. 	<ul style="list-style-type: none"> • Express opinions using complex sentence openers. 	<ul style="list-style-type: none"> • Recognise the complexities of French verb conjugation in the present tense. 	<ul style="list-style-type: none"> • Match the subject and verb high-frequency verbs. • Identify auxiliary verb and part participle verb. 	<ul style="list-style-type: none"> • Write sentences with increased complexity and confidence to express facts and opinions.
Cultural enquiry	<ul style="list-style-type: none"> • Understand how Christmas is celebrated differently across the world as part of a respectful and tolerant learning community. 		<ul style="list-style-type: none"> • Compare daily aspects of school life in French and in England. 		<ul style="list-style-type: none"> • Compare and contrast their own local city (Leeds) and that of a French speaking country (Paris).
Suggested class reading	<ul style="list-style-type: none"> • Un lion jaune - Casterman • La chenille qui fait des trous. Éric Carle 		<ul style="list-style-type: none"> • Ou j'habite 		
Other links	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop the sociolinguistic competency to speak with confidence and communicate opinions. • Strong awareness of linguistic identity and relationship with cultural identity. <p>Cross-curricular</p> <ul style="list-style-type: none"> • English - translation of past, present and future tense in French. <p>Policies</p> <ul style="list-style-type: none"> • Equality - learning about French employment and how it may differ to that in England within a respectful and tolerant community. • PSHE policy - by learning about and exploring French jobs and what the pupils may wish to do in the future, it widens pupils' horizons and opens a window to "develop pupils' understanding of career, including enterprise, employability and economic understanding." 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop the sociolinguistic competency by learning about different celebrations. <p>Cross-curricular</p> <ul style="list-style-type: none"> • PSHE - healthy living and healthy eating. • RE - exploring how Christmas is celebrated across the world. • English - development of oracy skills through role-play. <p>Policies</p> <ul style="list-style-type: none"> • Equality - celebrating equality by learning about different cultural celebrations such as Christmas. Recognition of different ways religious and non-religious people celebrate the Christmas season in English and French speaking countries. • PSHE policy - this topic "develops pupils' understanding of a balanced lifestyle, including within... exercise and rest, diet." • Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop discourse competency by answering a greater complexity of questions to share information accurately. • Develop sociolinguistic competency by comparing school life in French and English-speaking countries. <p>Cross-curricular</p> <ul style="list-style-type: none"> • English - development of oracy skills through role-play. • Computing - use of search engines to explore digital bilingual dictionaries. <p>Policies</p> <ul style="list-style-type: none"> • Equality - celebrating the differences in school life across our country and understanding why this may differ - linking to our cultural identities. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop pragmatic competency through understanding how French numbers are formulated. <p>Cross-curricular</p> <ul style="list-style-type: none"> • Mathematics - application of place value to formulate French numbers. 	<p>Cultural capital</p> <ul style="list-style-type: none"> • Develop discourse competency by using more complex phrasing to extend sentences and express oneself coherently across longer stretches of speech. • Develop sociolinguistic competency by recognising how language use fits within different social contexts. <p>Cross-curricular</p> <ul style="list-style-type: none"> • History - exploration of different French cities and how they have developed. • Geography - use of maps to identify French cities. • Computing - use of search engines to conduct on research on French cities. <p>Policies</p> <ul style="list-style-type: none"> • Equality - exploration of diversity and equality in all its forms including the responsibilities including fairness and justice.

UKS2 – Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about ourselves	Family and friends	All in a day	Let's go shopping	This is France	
Long Term Plan/National Curriculum objectives (with progression of skills expectations)	<p><u>Listening and speaking:</u> Listen attentively to spoken language and show understanding by joining in and responding. <i>5.a. Listen attentively and understand key words, more complex phrases and sentences in longer passages (e.g., instructions, stories, fairy tales, songs and listening extracts).</i> <i>6.a. Understand the main points in authentic passages and identify longer and more complex phrases and sentences (e.g., description, information and instructions).</i> Develop accurate pronunciation and intonation. <i>5.d. Continue to apply French phonic knowledge and links between spelling, sound and meaning of words to begin speaking with mostly accurate pronunciation.</i> <i>6.d. Speak with accurate pronunciation (e.g., with stories, songs, poems and rhymes).</i></p> <p><u>Reading and writing:</u> Write phrases from memory to express ideas clearly. <i>5.c. Write simple sentences and short paragraphs from memory or using supported written materials.</i> <i>6.c. Write longer sentences and short paragraphs from memory or using supported written materials.</i> Describe people, places, things and actions orally and in writing. <i>5.d. Describe people, places, things and actions with greater detail (e.g., use of ambitious adjectives).</i> <i>6.d. Describe people, places, things and actions in detail (e.g., use of expanded noun phrases and ambitious adjectives).</i></p> <p><u>Aspects of French culture:</u> Compare attitudes of different cultures. <i>6.a. Compare attitudes of different cultures (e.g., discuss stereotypes) and reflect on the importance of developing tolerance and understanding between people.</i></p>	<p><u>Listening and speaking:</u> Engage in conversations, ask and answer questions, express opinions and respond to those of others. <i>5.b. Take part in short conversations using sentences and familiar vocabulary to understand and express simple opinions.</i> <i>6.b. Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experiences.</i> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).</i> <i>6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.</i> Develop accurate pronunciation and intonation. <i>5.d. Continue to apply French phonic knowledge and links between spelling, sound and meaning of words to begin speaking with mostly accurate pronunciation.</i> <i>6.d. Speak with accurate pronunciation (e.g., with stories, songs, poems and rhymes).</i></p> <p><u>Reading and writing:</u> Broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary. <i>5.b. Read a variety of simple texts in different but authentic formats (e.g., stories, song lyrics, reading exercises, emails or letters).</i> <i>6.b. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g., stories, reading exercises, emails or letters).</i> Describe people, places, things and actions orally and in writing. <i>5.d. Describe people, places, things and actions with greater detail (e.g., use of ambitious adjectives).</i> <i>6.d. Describe people, places, things and actions in detail (e.g., use of expanded noun phrases and ambitious adjectives).</i></p> <p><u>Grammar:</u> Understand basic grammar appropriate to French.</p>	<p><u>Listening and speaking:</u> Speak and present in sentences, using familiar vocabulary, phrases and basic language structures. <i>5.c. Present using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning (e.g., with stories, songs, poems and rhymes).</i> <i>6.c. Use connectives to link together what they say so as to add fluency and present (including role-play) about familiar topics.</i></p> <p><u>Reading and writing:</u> Read carefully and show understanding of words, phrases and simple writing. <i>5.a. Accurately read aloud and understand sentences and short paragraphs.</i> <i>6.a. Read aloud with expression and accurate pronunciation.</i> Describe people, places, things and actions orally and in writing. <i>5.d. 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Substantive knowledge	<ul style="list-style-type: none"> Name some parts of the body. Give a simple description of their eyes and hair. 	<ul style="list-style-type: none"> Join in traditional songs and rhymes. Introduce family members. Say what sort of home they live in and describe it accurately. 	<ul style="list-style-type: none"> Say and write sentences to tell the time with increasing accuracy. 	<ul style="list-style-type: none"> Listen and respond to topic related vocabulary as part of a role-play. Use the preposition 'entre'. Write money amounts in French, up to €500 in multiples of 50. 	<ul style="list-style-type: none"> Answer questions orally using topic-related vocabulary. Create sentences independently. Write numbers in words which are multiples of ten.
Substantive concepts	<ul style="list-style-type: none"> Extend a description using adjectives and conjunctions. Make nouns and adjectives agree according to their gender and number. 	<ul style="list-style-type: none"> Use 1st person possessive adjectives confidently and recognise that the third person is different. Join two clauses with 'et' or 'mais' appropriately. 	<ul style="list-style-type: none"> Understand and use the terms used for a.m. and p.m. in French. Follow a pattern to conjugate regular verbs. 	<ul style="list-style-type: none"> Use the preposition à côté de and choose the correct masculine and feminine. Use adjectives (colours) and place them after the noun. 	<ul style="list-style-type: none"> Choose the correct tense of the verb 'être' (present or imperfect). Choose the correct form of an adjective describing nationalities.
Key vocabulary	<ul style="list-style-type: none"> La tête, les épaules, les genoux, les pieds, les yeux, les oreilles, qu'est-ce qui manque ? Qui est-ce... ? C'est de quelle couleur ? Longueur des cheveux, couleur des cheveux, coiffure, coiffure, couleur des yeux. Qu'est-ce que c'est ? Qu'est-ce que tu portes ? Je porte, tu portes, il/elle porte, nous portons, vous portez, ils/elles portent. 	<ul style="list-style-type: none"> Mon, ma, mes, son, sa ses, famille, femme, fille, fils, enfant. La chaumière, le château, la maison, la caravane, l'appartement, la ferme. Mignon, amusant, effrayant, dangereux, amical. 	<ul style="list-style-type: none"> Quelle heure est-il ? Il est... et demie, et quart, moins le quart. Du matin, de l'après-midi, du soir, jouer, aller, le lit, la maison, les devoirs. Provenance, départs, arrivées, décollé, à l'heure, en avance, en retard, à quelle heure ? 	<ul style="list-style-type: none"> Je voudrais, la banane, le crayon, le croissant, la montre, la pomme, le chou-fleur, l'aubergine, c'est combien ? Les magasins, la fromagerie, la fromagerie, la pâtisserie. La lampe, la balançoire, la raquette, la tente, les lunettes de soleil. 	<ul style="list-style-type: none"> Le Royaume-Uni, la France, l'Italie, la Belgique, l'Andorre, l'Allemagne, la Suisse, l'Espagne, le voisin. Quelle est la distance entre... ? C'est... kilomètres. La distance, le nord, le sud, l'est, l'ouest, le nord-ouest, le nord-est, le sud-ouest, le sud-est. La cathédrale, Notre-Dame, marcher, voyager, se reposer, aller, manger, les bâtiments célèbres, le long de, un spectacle musical, un repas délicieux.
Key phonic sounds	<ul style="list-style-type: none"> gn [ɲ] j [ʒ] 	<ul style="list-style-type: none"> gn [ɲ] j [ʒ] 	<ul style="list-style-type: none"> eur [œʁ] qu, q [k] 	<ul style="list-style-type: none"> eur [œʁ] qu, q [k] 	<ul style="list-style-type: none"> il, ill, l, y [j]
Disciplinary knowledge	<ul style="list-style-type: none"> Vary sentences by substituting verbs, nouns or adjectives. Respond to questions about their emotions or health with confidence. 	<ul style="list-style-type: none"> Suggest alternative sentences by substituting new vocabulary. Make increasingly complex descriptive links between family members. 	<ul style="list-style-type: none"> Interpret a school's weekly timetable by applying topic related vocabulary. 	<ul style="list-style-type: none"> Use the nuances of colour foncé and clair. 	<ul style="list-style-type: none"> Create sentences independently, using online translators and dictionaries to help.
Disciplinary concepts	<ul style="list-style-type: none"> Explain why adjectives change in French but not in English. 	<ul style="list-style-type: none"> Extend sentences and support opinions by using conjunctions. 	<ul style="list-style-type: none"> Apply new vocabulary with confidence to meaningful learning contexts. 	<ul style="list-style-type: none"> Recognise how topic vocabulary knowledge and skills can be applied to real-world experiences. 	<ul style="list-style-type: none"> Plan, prepare and take ownership for own language learning in preparation for next step (high school).
Cultural enquiry	<ul style="list-style-type: none"> Discuss similarities and differences between French and English terms for the same idea. 		<ul style="list-style-type: none"> Recognise the different way the French tell the time. Compare and contrast the differences in school routines in French and English-speaking countries. 		<ul style="list-style-type: none"> Consider issues surrounding stereotyping and discriminating when investigating France. Reflecting on how we can build a tolerant and respectful society.
Suggested class reading	<ul style="list-style-type: none"> Je m'habille et... je te croque ! Benedicte Guettier Je suis trop gros. Loup es-tu ? Sylvie Auzary-Luton Le secret. Éric Battut Une histoire sombre... Très sombre. Ruth Brown Bonne nuit à tous. 		<ul style="list-style-type: none"> Quelle heure est-il, monsieur le loup ? Annie Kubler La chenille qui fait des trous. Éric Carle Où j'habite 		

- La famille

Other links

Cultural capital

- Develop the sociolinguistic competency to speak with confidence and communicate opinions.
- Develop discourse competency by using conjunctions to develop sentences and coherently communicate in a greater level of detail.
- Strong awareness of linguistic identity and relationship with cultural identity.

Cross-curricular

- PSHE - develop a healthy lifestyle, including physically, emotionally and socially by being able to express how they feel.

Policies

- PSHE policy - by being able to respond to questioning about their health and emotions, it will "develop pupils' understanding of a healthy lifestyle, including physically, emotionally and socially by being able to express how they feel."

Cultural capital

- Develop the sociolinguistic competency by learning about different celebrations.

Cross-curricular

- English - possessive pronouns.

Policies

- Equality - celebrating equality by learning about different cultural celebrations such as Christmas. Recognition of different ways religious and non-religious people celebrate the Christmas season in English and French speaking countries.
- Assessment policy - ongoing assessment for learning by teacher informed by short end of topic quizzes. Alongside, working with subject lead to analyse case studies conclusions and impacts.

Cultural capital

- Develop discourse competency by answering a greater complexity of questions to share information accurately.
- Develop sociolinguistic competency by comparing school life in French and English-speaking countries.

Cross-curricular

- Mathematics - read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Computing - use of search engines to explore digital bilingual dictionaries.

Policies

- Equality - upkeeping an appropriate use of displays in the classroom, corridors and resources to promote diversity in terms of race, gender and ethnicity.

Cultural capital

- Develop pragmatic competency through understanding how French numbers are formulated.

Cross-curricular

- Mathematics - use of French currency and applying multiples of 50 to a monetary context.

Cultural capital

- Develop discourse competency by using more complex phrasing to extend sentences and express oneself coherently across longer stretches of speech.
- Develop sociolinguistic competency by recognising how language use fits within different social contexts.

Cross-curricular

- History - exploration into French history.
- Geography - use of maps to identify key places in France in relation to other countries on the world map.
- Computing - use of search engines to conduct on research on French cities.

Policies

- Equality - exploration into attitudes of different cultures (e.g., discuss stereotypes) and reflect on the importance of developing tolerance and understanding between people.

French Phonics Progression

From Year 3 to Year 6



The French alphabet features 26 scripted letters but there are at least 35 different phonic sounds in speech.

Of the 18 consonant sounds in French, 13 are pronounced the same way as English and require no explicit teaching. There are, however, a further three sounds that are categorised as semi-consonants. It should also be noted that some consonant sounds can be represented by alternative graphemes that pupils are most likely to encounter in their learning.

Les consonnes

[p] pile	[b] bateau	[t] tout	[d] deux	[f] fou	[v] va
[k] calme	[g] gâteau	[s] site	[z] zut	[ʃ] chocolat	[ʒ] genou
[ʁ] rue	[l] lit	[m] mode	[n] nez	[ɲ] agneau	[ŋ] parking

Les semi-consonnes

[h] huit	[w] oiseau	[j] fille
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Also, the French language includes 14 vowel sounds. Of which, 11 are oral (i.e., all the air passes through the speaker's mouth) and 3 of which are nasal (i.e., some of the air passes through the speaker's nose). Many of these sounds do not feature in English pronunciation. Each of the vowel sounds can be represented by a range of graphemes.

Les voyelles orales

[i] si	[e] pré	[ɛ] père	[a] mal	[y] tu	[ø] peu
[ə] je	[œ] soeur	[u] cou	[o] zéro	[ɔ] sort	

Les voyelles nasales

[ɛ̃] pain	[ɑ̃] blanc	[ɔ̃] pont
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Termly Overview

of French Phonics



Each week, before learning a new sound the previous sound will be revised.
 The majority of sounds will be learned in LKS2, to provide ample opportunity for UKS2 to revise and apply sounds.

	Autumn Term	Spring Term	Summer Term
LKS2 Cycle 1	<ul style="list-style-type: none"> eu, eux, œu [œ] [ø] j, ge, gi [ʒ] 	<ul style="list-style-type: none"> é [e] in, ain, im, ein [ɛ̃] 	<ul style="list-style-type: none"> th [t] ai, ais, et, è [ɛ]
LKS2 Cycle 2	<ul style="list-style-type: none"> on, om [ɔ̃] c, ç [s] silent final consonants 	<ul style="list-style-type: none"> i, y [i] un, une ch [ʃ] 	<ul style="list-style-type: none"> oi [w] ou [u] r [ʁ]
UKS2 Cycle 1	<ul style="list-style-type: none"> au, o, ô, eau [o] 	<ul style="list-style-type: none"> an, am, en, em [ɑ̃] 	<ul style="list-style-type: none"> ui [ɥ]
UKS2 Cycle 2	<ul style="list-style-type: none"> gn [ɲ] j [ʒ] 	<ul style="list-style-type: none"> eur [œʀ] qu, q [k] 	<ul style="list-style-type: none"> il, ill, l, y [ij]



LKS2 - Cycle 1

Grapheme	Phoneme	Initial words	Additional words
Autumn Term			
eu, eux, œu	[œ] [ø]	<ul style="list-style-type: none"> • deux • bleu • joyeux • yeux • sœur 	<ul style="list-style-type: none"> • jeudi • cheveux • feutres • nuageux
j, ge, gi	[ʒ]	<ul style="list-style-type: none"> • je • juin • jaune • genou • gilet 	<ul style="list-style-type: none"> • plage • jungle • bougez • jus • juillet
Spring Term			
é, er, ez, ée, ai	[e]	<ul style="list-style-type: none"> • préféré • vélo • maison • nager • étirez 	<ul style="list-style-type: none"> • à côté de • école • créatif • jouer
in, ain, im, ein	[ɛ]	<ul style="list-style-type: none"> • cinq • lapin • raisin • sapin • vingt 	<ul style="list-style-type: none"> • pain • peindre • train • indien
Summer Term			
th	[t]	<ul style="list-style-type: none"> • thé • thon 	<ul style="list-style-type: none"> • maths
ai, ais, et, è, ê, ei	[ɛ]	<ul style="list-style-type: none"> • violet • anglais • treize • père • mère 	<ul style="list-style-type: none"> • poulet • seize • français • crème • bonnet



Grapheme	Phoneme	Initial words	Additional words
Autumn Term			
on, om	[ɔ̃]	<ul style="list-style-type: none"> • bonjour • bonsoir • onze • marron • non 	<ul style="list-style-type: none"> • mon • oncle • papillon • jambon
c, ç	[s]	<ul style="list-style-type: none"> • ça va • merci • cinq • six • voici 	<ul style="list-style-type: none"> • français • céréales • ceinture • cinema • ciel
silent final consonants	The basic rule is that final consonant is not pronounced. Except, B, C, F, K, L, Q and R are usually pronounced at the end of a word.	<ul style="list-style-type: none"> • froid • long • un • beaucoup • et 	<ul style="list-style-type: none"> • chez • vous • balcon • d'accord • chaud
Spring Term			
i, y	[i]	<ul style="list-style-type: none"> • six • oui • gris • ski • souris 	<ul style="list-style-type: none"> • habite • voici • il • stylo • église
un, une	The letter combination 'un' is called the nasal 'u'. It is pronounced [euh(n)], where [euh] is like the 'oo' in good. The letter combination 'une' is phonetically pronounced [ewn].		
ch	[ʃ]	<ul style="list-style-type: none"> • chat • chien • cloche • cheval • chocolat 	<ul style="list-style-type: none"> • Dimanche • bouche • chanter • chemise • chapeau
Summer Term			
oi	[w]	<ul style="list-style-type: none"> • au revoir • moi • noir • passion • oiseau 	<ul style="list-style-type: none"> • mois • bois • doigt • soixante

			<ul style="list-style-type: none"> • voiture
ou	[u]	<ul style="list-style-type: none"> • douze • rouge • souris • cousin 	<ul style="list-style-type: none"> • couleur • doux • boutique
r	[ʁ]	<ul style="list-style-type: none"> • au revoir • trois • rose • France • souris • règle 	<ul style="list-style-type: none"> • février • prune • fraise • frère • fromage



Grapheme	Phoneme	Initial words	Additional words
Autumn Term			
au, o, ô, eau	[o]	<ul style="list-style-type: none"> • rose • cadeau • oiseau • eau 	<ul style="list-style-type: none"> • gateau • beau • chapeau • ciseaux
Spring Term			
an, am, en, em	[ã]	<ul style="list-style-type: none"> • blanc • orange • enfant • fatigant • éléphant 	<ul style="list-style-type: none"> • amusant • maman • vendredi • dent • septembre
Summer Term			
ui	[y]	<ul style="list-style-type: none"> • huit • fruits • biscuits 	



UKS2 - Cycle 2

Grapheme	Phoneme	Initial words	Additional words
Autumn Term			
gn	[ɲ]	<ul style="list-style-type: none"> • araignée • campagne • Allemagne 	<ul style="list-style-type: none"> • montagne • Allemagne • surligneur
j	[ʒ]	<ul style="list-style-type: none"> • je • bonjour • jaune 	<ul style="list-style-type: none"> • janvier • jus • manger • facile • jupe • géographie
Spring Term			
eur	[œʁ]	<ul style="list-style-type: none"> • couleur • neuf • beurre 	
qu, q	[k]	<ul style="list-style-type: none"> • cinq • quatre • quel • pastèque • claquez 	<ul style="list-style-type: none"> • gymnastique • quelquefois • fantastique • musique • quiche
Summer Term			
il, ill, l, y	[j]	<ul style="list-style-type: none"> • billard • gerbille • famille • soleil • lion • crayon 	<ul style="list-style-type: none"> • feuille • fille • tranquille • maillot • gorille

Listening and speaking vocabulary progression

Key skills: listening attentively to spoken language and show understanding by joining in and responding; engage in conversation, ask and answer, express opinions and respond to those of others; speak and present in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Ça va? Ça va bien/comme ci, comme ça/ça ne va pas bien • Levez-vous, asseyez-vous, arrêtez, marchez 	<ul style="list-style-type: none"> • Comment t'appelles-tu? Je m'appelle • J'aime, je n'aime pas, j'adore, je déteste • Quelle heure est-il? Il est... 	<ul style="list-style-type: none"> • Où habites-tu? Que portes-tu? Qu'est-ce que vous désirez? • J'aime un peu/J'aime/J'aime beaucoup/Je n'aime pas 	<ul style="list-style-type: none"> • Je pense que, je vais parler

Reading and writing vocabulary progression

Key skills: read carefully and show understanding of words, phrases and simple writing; broaden vocabulary and develop ability to understand new words in familiar written material, including use of a dictionary; write phrases from memory to express ideas clearly; describe people, places, things and actions orally and in writing.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Une pomme, une poire, un gâteau, une glace, une orange • Une trosse, un taille-crayon, un stylo, une règle, un crayon, une gomme • Blanc, violet, noir, gris, bleu, vert 	<ul style="list-style-type: none"> • Le magasin de chaussures, la fromagerie, la boucherie, le marché, la pâtisserie • Une voiture, un autobus, un vélo, un train • Grand, petit 	<ul style="list-style-type: none"> • Le thé, le café, le chocolat chaud, l'eau • Les cheveux raides, ondulés, bouclés, courts, mi-longs, longs • De taille moyen • Délicieux, amer, sucré, sale, chaud, froid, savoureux 	<ul style="list-style-type: none"> • La banque, la mairie, la patinoire, l'office du tourisme, la boucherie, la bibliothèque • Beau, vieux, chic, à la mode, moche

Grammar vocabulary progression

Key skills: understand basic grammar appropriate to French.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Le, la• Un, une• Je• Regular -er ending (e, es, e, ons, ez, ent)	<ul style="list-style-type: none">• Ne...pas• Je, tu, il/elle, nous, vous, ils/elles	<ul style="list-style-type: none">• Mon, ma, mes• Et, mais, parce que• Je vais, tu vas, il/elle va, nous allons, vous allez, ils/ells vont	<ul style="list-style-type: none">• Aussi, en plus, de plus• Au, du/à la, de la/ à l', de l'

Aspects of French culture vocabulary progression

Key skills: develop an awareness of identity by investigating the linguistic diversity of our school, community and wider world; compare aspects of everyday life at home and abroad - including similarities and differences in celebrations; explore the similarities and differences between their own locality and that of a French speaking country; compare attitudes of different cultures and reflect on the importance of developing tolerance and understanding between people.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">• Identity• Diversity• Linguistic diversity	<ul style="list-style-type: none">• Culture• La fête du travail, mardi gras, la fête de Saint-Nicolas, la fête des rois• Noël, le Père Noël, un sapin, un renne, une étoile	<ul style="list-style-type: none">• Daily life, school, college• Currency, euros	<ul style="list-style-type: none">• Stereotypes, tolerance, respect

	LKS2	UKS2
Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a repeat modelled words; b listen and show understanding of single words through physical response; c repeat modelled short phrases; d listen and show understanding of short phrases through physical response. 	<p>KS2 Languages National Curriculum Children listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and show understanding of simple sentences containing familiar words through physical response; b listen and understand the main points from short, spoken material in French; c listen and understand the main points and some detail from short, spoken material in French.
	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a recognise a familiar question and respond with a simple rehearsed response; b ask and answer a simple and familiar question with a response; c express simple opinions such as likes, dislikes and preferences; d ask and answer at least two simple and familiar questions with a response. 	<p>KS2 Languages National Curriculum Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Children can:</p> <ul style="list-style-type: none"> a engage in a short conversation using a range of simple, familiar questions; b ask and answer more complex questions with a scaffold of responses; c express a wider range of opinions and begin to provide simple justification; d converse briefly without prompts.
	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name objects and actions and may link words with a simple connective; b use familiar vocabulary to say a short sentence using a language scaffold; c speak about everyday activities and interests; d refer to recent experiences or future plans. 	<p>KS2 Languages National Curriculum Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say a longer sentence using familiar language; b use familiar vocabulary to say several longer sentences using a language scaffold; c refer to everyday activities and interests, recent experiences and future plans; d vary language and produce extended responses.
	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions or give instructions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation, for example to mark questions and exclamations.

Listening and Speaking/Oracy	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name nouns and present a simple rehearsed statement to a partner; b present simple rehearsed statements about themselves, objects and people to a partner; c present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>KS2 Languages National Curriculum Children present ideas and information orally to a range of audiences.</p> <p>Children can:</p> <ul style="list-style-type: none"> a manipulate familiar language to present ideas and information in simple sentences; b present a range of ideas and information, using prompts, to a partner or a small group of people; c present a range of ideas and information, without prompts, to a partner or a group of people.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say simple familiar words to describe people, places, things and actions using a model; b say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions orally.</p> <p>Children can:</p> <ul style="list-style-type: none"> a say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of familiar single words; b read and show understanding of simple phrases and sentences containing familiar words. 	<p>KS2 Languages National Curriculum Children read carefully and show understanding of words, phrases and simple writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and show understanding of simple sentences containing familiar and some unfamiliar language; b read and understand the main points from short, written material; c read and understand the main points and some detail from short, written material.
	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use strategies for memorisation of vocabulary; b make links with English or known language to work out the meaning of new words; c use context to predict the meaning of new words; d begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>KS2 Languages National Curriculum Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); b use a bilingual dictionary to identify the word class; c use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.

Reading and Writing/Literacy	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify individual sounds in words and pronounce accurately when modelled; b start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; c adapt intonation to ask questions; d show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>KS2 Languages National Curriculum Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</p> <p>Children can:</p> <ul style="list-style-type: none"> a read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; b appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; c start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; d adapt intonation for example to mark questions and exclamations in a short, written passage.
	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write single familiar words from memory with understandable accuracy; b write familiar short phrases from memory with understandable accuracy; c replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>KS2 Languages National Curriculum Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write a simple sentence from memory using familiar language; b write several sentences from memory with familiar language with understandable accuracy; c replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a copy simple familiar words to describe people, places, things and actions using a model; b write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; c write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>KS2 Languages National Curriculum Children describe people, places, things and actions in writing.</p> <p>Children can:</p> <ul style="list-style-type: none"> a write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; b manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; c use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, Songs, Poems and Rhymes	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify specific words in songs and rhymes and demonstrate understanding; b listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>KS2 Languages National Curriculum Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Children can:</p> <ul style="list-style-type: none"> a listen and identify rhyming words and specific sounds in songs and rhymes; b follow the text of familiar songs and rhymes, identifying the meaning of words; c read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.

KS2 Languages National Curriculum

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- a join in with actions to accompany familiar songs, stories and rhymes;
- b join in with words of a song or storytelling.

KS2 Languages National Curriculum

Children appreciate stories, songs, poems and rhymes in the language.

Children can:

- a follow the text of a familiar song or story;
- b follow the text of a familiar song or story and sing or read aloud;
- c understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.

KS2 Languages National Curriculum

Children 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.

Children can:

- a show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;
- b name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;
- c recognise and use partitive articles;
- d name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;
- e name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;
- f use a simple negative form (ne... pas);
- g show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;
- h recognise and use the first person possessive adjectives (mon, ma, mes);
- i recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;
- j conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;
- k use simple prepositions in their sentences;
- l use the third person singular and plural of the verb 'être' in the present tense.

KS2 Languages National Curriculum

Children 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.

Children can:

- a identify word classes;
- b demonstrate understanding of gender and number of nouns and use appropriate determiners;
- c explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;
- d name and use a range of conjunctions to create compound sentences;
- e use some adverbs;
- f demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;
- g explain and use elision; state the differences and similarities with English;
- h recognise and use the simple future tense of a high frequency verb; compare with English;
- i recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;
- j recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);
- k recognise and use a range of prepositions;
- l use the third person plural of a few high frequency verbs in the present tense;
- m name all subject pronouns and use to conjugate a high frequency verb in the present tense;
- n recognise and use a high frequency verb in the perfect tense; compare with English;
- o follow a pattern to conjugate a regular verb in the present tense;
- p choose the correct tense of a verb (present/perfect/imperfect/future) according to context.