

French Overview

Year 3

Content	Speaking	Listening	Reading	Writing	Grammar
<p>Welcome to French – core vocabulary and basic greetings</p> <p>The Calendar – saying and writing the date</p> <p>Animals around us – an introduction to nouns and adjectives</p> <p>The Hungry Giant/Caterpillar – simple opinions and asking politely</p> <p>Going on a picnic – simple negatives</p>	<p>Communicate orally with others using a few simple words, phrases and short sentences. E.g. What the weather is like, colours, classroom objects and commands.</p> <p>Understand that it is important to pronounce words accurately.</p> <p>Ask and answer simple questions about self e.g. name/age/birthday.</p> <p>Express simple likes and dislikes e.g. food and drink.</p> <p>Perform a song or rhyme in a group.</p>	<p>Listen and respond to a few familiar spoken words and phrases e.g. numbers, colours, days of the week, introductions and greetings, teachers instructions.</p> <p>Recognise, with confidence, numbers 1 to 10.</p> <p>Use gesture, hold up a picture to identify specific words when listening to songs, poems and stories.</p> <p>Understand and respond to simple classroom instructions e.g. hands up, listen carefully, show me, do an action.</p>	<p>Read and understand a short list of a few familiar words and phrases.</p> <p>Read aloud a few familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p>Use a simple word list to find the meaning of unfamiliar words.</p> <p>Uses visual clues to help with reading (To see similarities with words in English).</p>	<p>Write or copy a few simple words and or symbols correctly with developing awareness of punctuation e.g. accents. Eg names/age/days of the week/labels (Including gap filling tasks e.g. invitations).</p> <p>Build a personal bank of familiar words and phrases including numbers, days of the week, months, colours.</p>	<p>Understand some basic grammar appropriate to the language being studied – knowing that there are two different words for ‘a’</p> <p>Use nouns with a definite or indefinite article</p> <p>Identify and understand commands</p> <p>Develop an understanding of present tense in the first person.</p> <p>Begin to understand how the negative is formed e.g. I don’t like...</p>

Year 4

Content	Speaking	Listening	Reading	Writing	Grammar
<p>Welcome to school – introduction of high frequency verb ‘avoir’.</p> <p>My local area – following instructions and giving directions.</p> <p>Alien faces and alien bodies – using a present tense verb in 1st, 2nd and 3rd person. Using numbers, colours and size adjectives to describe.</p> <p>In the jungle – using previously learned grammar rules to describe a new animal.</p> <p>Summer time – giving opinions and asking politely for an item in a role play scenario.</p>	<p>Communicate orally using several simple phrases.</p> <p>Ask and answer a wider range of question forms e.g. time, date, food, hobbies.</p> <p>Express a simple opinion e.g. I love/like/dislike/hate.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p> <p>Give simple instructions and directions.</p>	<p>Listen for specific phonemes, words and phrases in songs, stories and rhymes.</p> <p>Understand and use higher numbers (up to 31) and begin to recognise multiples of 10 up to 100.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answers questions e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Begin to find out key information from a simple text.</p> <p>Look for clues to find out the meaning of new words.</p> <p>Use a glossary/simple dictionary to find out the meaning of unfamiliar words.</p>	<p>Write 3-5 simple sentences using a word bank.</p> <p>Write short descriptions with models to support e.g. describe an alien face.</p> <p>Experiment with writing new words.</p>	<p>Recognise that nouns have a gender which is signposted by the definite/indefinite article and can match familiar nouns e.g. fruits and vegetables.</p> <p>Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt.</p> <p>Know that most adjectives come after the noun.</p> <p>Show understanding of 1st, 2nd and 3rd person in present tense.</p> <p>Begin to use possessive pronouns and understands how they change according to the gender of the noun.</p>

Year 5

Content	Speaking	Listening	Reading	Writing	Grammar
<p>My school, my subjects – asking for and giving opinions, using conjunctions.</p> <p>Christmas in the city – describing a place and performing a role play.</p> <p>At the market – using numbers in context, use transactional language in a role play scenario.</p> <p>Clothes – conjugate a regular verb. Use adjectives to describe clothing.</p> <p>Seaside – use the pronoun 'on' to talk about what you can do at the seaside. Deliver a short spoken presentation.</p>	<p>Communicate orally using a range of sentences.</p> <p>Hold simple conversations on themes they have been learning about.</p> <p>Seek help and clarification, e.g. for the meaning of a word.</p> <p>Use simple conjunctions to build more complex sentences.</p> <p>Perform a role play or recite a short poem with confidence and with accurate pronunciation and intonation.</p>	<p>Listen attentively and understand more complex phrases and sentences.</p> <p>Note the main points after listening to a short recording/video.</p> <p>Understand and use numbers from 30 to 70.</p> <p>Follow instructions and directions e.g. a recipe</p>	<p>Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary.</p> <p>Understand the main points of a text after reading.</p> <p>Find out the meaning of an unfamiliar word using a range of sources or strategies.</p>	<p>Write simple sentences and short texts using a model.</p> <p>Use simple conjunctions such as and, but, because to form more complex and interesting sentences.</p> <p>Use a dictionary to check the spelling of words.</p>	<p>Begin to use 3-5 familiar adjectives correctly in terms of word order and endings (e.g. size and colour)</p> <p>Identify personal pronouns – I/you/he/she/we/they</p> <p>Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be. (1st 2nd and 3rd person)</p>

Year 6

Content	Speaking	Listening	Reading	Writing	Grammar
<p>Everyday life – telling the time, saying at what time I do things in the day.</p> <p>Where I live, who I live with – describing people and places.</p> <p>Sports – conjugating a regular verb, giving extended opinions.</p> <p>My favourite things – giving preferences and using conjunctions to give opposing ideas.</p> <p>Café culture – explore French culture. Read and understand a native French menu. Perform a role play.</p> <p>Final presentation – conjugate an irregular verb. Use all of KS2 learning to create a piece of drama.</p>	<p>Hold longer conversations and initiates different themes of conversation.</p> <p>Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities.</p> <p>Express and justifies an opinion on a range of themes.</p> <p>Use pronunciation and intonation confidently when speaking when using familiar language.</p> <p>Present to an audience e.g. information on a familiar topic to the class.</p>	<p>Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions.</p> <p>Follow a wide range of classroom instructions.</p> <p>Listen to spoken language for details and gist.</p>	<p>Read and understand texts with some unfamiliar language with appropriate grammatical complexity.</p> <p>Recall the main points and details from a short written passage on a familiar topic.</p> <p>Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.</p>	<p>Write a simple text from memory starting to use complex sentences.</p> <p>Use adjectives accurately to add interest and detail.</p> <p>Use self and peer assessment strategies to edit and redraft their own writing.</p> <p>Use a dictionary, glossary or online tools to check for spellings and meaning of new words.</p>	<p>Use modifiers when expressing an opinion e.g. I really like football.</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense (1st 2nd and 3rd person)</p>

