

FRANCE



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
listen attentively to spoken language and show understanding by joining in and responding				<p>Through the introduction of the language, children can:</p> <ul style="list-style-type: none"> understand simple words and phrases, understand some simple instructions and follow them repeat simple words and phrases <p>write short, simple responses to spoken language using a template i.e. missing words in a sentence/translate the simple phrase. Children to complete these tasks using structured support sheets showing examples</p>	<p>Through the development of the language, children can:</p> <ul style="list-style-type: none"> pick out familiar words and phrases from spoken sentences write responses to spoken language using short phrases and simple sentences. Children again use support sheets/prompts and work upon a structured template. 	<p>Through the further development of the language, children can:</p> <ul style="list-style-type: none"> understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. 	<p>To explore greater independence in developing the language children can:</p> <ul style="list-style-type: none"> understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words				<p>Children can:</p> <ul style="list-style-type: none"> identify phonemes which are the same as English, as well as begin to identify phonemes which are different to English as they speak – supported by the program to help develop pronunciation read and pronounce the most common letter strings/sounds in French using the program for support. read and pronounce familiar written words accurately, using their knowledge of French phonics identify sounds in songs and rhymes i.e. clapping when I hear a specific sound (in 	<p>Children can:</p> <ul style="list-style-type: none"> use knowledge of French phonics to begin to spell French words some accuracy. use knowledge of French phonics to explore new vocabulary linked to the units we are exploring within the program. 	<p>Children can:</p> <ul style="list-style-type: none"> use knowledge of French phonics to spell new vocabulary with increasing accuracy. read and pronounce unfamiliar words accurately using their knowledge of French phonics – reinforced with the program where needed. use their knowledge of French phonics to explore new, increasingly complex vocabulary linked to the units we are exploring within the program. 	<p>Children can:</p> <p>Apply their knowledge of French phonics from previous years to read, write and explore unfamiliar vocabulary accurately.</p>

				line with a game) when using the program. join in with songs and rhymes using the words I have learned			
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help				<p>When beginning to explore the language, children can:</p> <ul style="list-style-type: none"> • recognise negatives in French. • recognise a question • understand simple questions and respond to them when heavily supported using the program e.g. picking up an item card to show they know what it is in French. • answer questions to give basic information using simple words and phrases that have been explored using the program. • say that they do not understand or ask for support when needed i.e. asking for a question to be repeated or for support politely. <p>begin to ask and answer simple questions using short sentences or phrases which have been heavily modelled using the program.</p>	<p>When beginning to develop their understanding of the language, children can:</p> <ul style="list-style-type: none"> • begin to offer lengthier responses which have been heavily modelled by the program, and using vocabulary they have explored throughout the unit. • ask for simple opinions, and begin to give their own opinion e.g. likes and dislikes. • begin to express their own opinions using simple sentences. 	<p>Children can: join in with short continuous conversations, including giving their own opinions – as modelled by the program, and using vocabulary they have explored throughout the unit.</p>	<p>Children can: join in with more detailed, lengthier conversations, building upon the vocabulary they have developed in previous years. Children therefore should include longer sentences and use more complex opinions within their spoken responses.</p>

<p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>				<p>Children can repeat some simple sentences from memory using the vocabulary they have explored within their unit, using the program.</p>	<p>Children can have several simple sentences from memory using the vocabulary they have explored within their unit, using the program.</p>	<p>Children can adapt familiar sentences, changing a few words, and for example, applying their own choices or items etc. using the vocabulary they have explored in detail within their unit, using the program.</p>	<p>Children can use familiar words, and sentence structures they have explored in previous years/within the program, to construct their own sentences.</p> <p>Children can create sentences, using vocabulary they have explored in detail within their unit, using the program.</p>
<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>				<p>Children can:</p> <ul style="list-style-type: none"> say simple words and phrases from memory, having explored them in detail using the program i.e. through games, flash cards etc. <p>read aloud familiar words and phrases with accurate pronunciation, so that others may understand. The program again is heavily used for support, encouraging the children to listen and repeat the key vocabulary.</p>	<p>Children can say full sentences (which have been heavily modelled using the program) from memory, with accurate pronunciation so that others can understand.</p>	<p>Children can read aloud unfamiliar words and phrases applying their knowledge of French phonics, to pronounce them accurately.</p>	<p>Children can:</p> <p>confidently read aloud unfamiliar words and phrases applying their knowledge of vocabulary and French phonics from previous years, to pronounce them accurately.</p> <p>use a range of spoken language confidently and accurately, using the correct pronunciation and intonation.</p>
<p>present ideas and information orally to a range of audiences</p>				<p>Children can prepare and recite a few familiar sentences to their teacher – as heavily modelled by the program.</p>	<p>Children can follow modelling from the program to prepare and present a set of simple instructions to a group for them to follow i.e. directions</p>	<p>Children can prepare a short talk on a familiar subject and present it clearly and confidently linked to their topic (UNIT ON SALUT) – and using vocabulary/support from the program.</p>	<p>Children can develop a simple sketch/role play and perform it to their class/teacher using vocabulary/support from the program.</p>
<p>read carefully and show understanding of words, phrases and simple writing</p>				<p>Children can use the program for heavy modelling in order to:</p> <ul style="list-style-type: none"> give a simple spoken response to a written question, using vocabulary they have explored within their unit 	<p>Children can use the program for modelling in order to:</p> <ul style="list-style-type: none"> follow and understand a familiar written text, reading and listening at the same time. 	<p>Children can use the program for modelling in order to:</p> <ul style="list-style-type: none"> understand the main points from a short written text, (using support –word wall, definition grid) which contains some unfamiliar language. 	<p>Children can use the program/apply new learnt vocabulary in order to:</p> <ul style="list-style-type: none"> understand the main points and some of the detail from a short written text, which contains some unfamiliar language.

				<ul style="list-style-type: none"> recognise and understand some individual written words, matching them to pictures. <p>understand familiar written phrases/simple sentences and respond to them e.g. drawing lines to match images and vocabulary/a simple sentence.</p>			
appreciate stories, songs, poems and rhymes in the language				<p>Children can:</p> <ul style="list-style-type: none"> respond appropriately to songs and rhymes e.g. by performing a series of actions <p>read a simple rhyme or poem in a chorus – as modelled by the program.</p>	<p>Children can:</p> <ul style="list-style-type: none"> recognise familiar words and phrases in a spoken story or poem. Recite a simple finger rhyme from memory – using vocabulary modelled from the program. Read aloud a simple rhyme, song, or story aloud to their class – heavily modelled from the program. <p>Show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.</p>	<p>Children can:</p> <ul style="list-style-type: none"> Understand the main points from a spoken story (as modelled within the program) or poem, which contains some unfamiliar language. sing familiar songs clearly and confidently, using vocabulary they have gathered from within their unit accurately. Read aloud a short story containing familiar language, clearly and with some expression. 	<p>Children can:</p> <p>Understand the main points from a short written text, which contains some unfamiliar language, applying the vocabulary they have learnt and explored in previous years, as well as in current units.</p>
broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary				<p>Children to begin to explore a bilingual dictionary to look up the meaning of unfamiliar words in French.</p> <p>Children can begin to use bilingual resources to look up the French translation of English words.</p>	<p>Children to explore a bilingual dictionary to look up the meaning of unfamiliar words in French.</p> <p>Children to use bilingual resources to look up the French translation of English words.</p>	<p>Children independently explore bilingual resources to look up the meaning of unfamiliar words in French where required.</p>	<p>Children to independently use bilingual resources to look up the French translation of English words where required.</p>
write phrases from memory, and adapt these to create new sentences, to express ideas clearly				<p>Children can:</p> <p>write some familiar words from memory.</p>	<p>Children can:</p> <ul style="list-style-type: none"> write some phrases and simple sentences from memory complete a written sentence by adding letters/words/phrases – modelled by the program 	<p>Children can:</p> <ul style="list-style-type: none"> write several familiar sentences from memory adapt familiar written sentences by changing a few key words which have 	<p>Children can:</p> <ul style="list-style-type: none"> use familiar words and sentence structure to write new sentences <p>write a short passage from memory, including longer or more complex sentences.</p>

						been explored within the unit.	
describe people, places, things and actions orally* and in writing				<p>Children can</p> <ul style="list-style-type: none"> Introduce themselves, giving their name, age using short simple sentences <p>use numbers, colours and simple describing words in spoken sentences – heavily modelled using the program.</p>	<p>Children can:</p> <ul style="list-style-type: none"> say a few sentences to describe where they live, say a few sentences about things they do e.g. my daily routine, hobbies, including simple likes and dislikes give short descriptions of other people, including my family and friends write a few simple sentences about themselves, including they name and age from memory, write a few simple sentences to describe where they live from memory write a few sentences about things they do e.g. my daily routine, hobbies from memory write a few sentences about other people including my friends and family from memory. 	<p>Children can:</p> <ul style="list-style-type: none"> describe what other people do, or like doing, prepare or present a short talk about a place, person or thing, write several sentences to describe what other people do, or like doing, write several sentences using support (word wall, definition grid) to describe a place, person or thing, 	<p>Children can:</p> <p>construct a short text, to describe a place, person or thing using more complex sentences.</p>
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.				<p>Children can:</p> <ul style="list-style-type: none"> begin to recognise whether nouns are singular or plural based on the article 'le/le/l'/les' begin to recognise some basic French adjectives. pronounce 'le/'e' and 'un/une' clearly and accurately. begin to talk about myself using some 	<p>Children can:</p> <ul style="list-style-type: none"> begin to identify the gender of a noun from its article in spoken French begin to recognise who is being talked about in a sentence from the pronoun. recognise that the structure of some French sentences differ from English 	<p>Children can:</p> <ul style="list-style-type: none"> begin to understand the difference between 'le/la' and 'un/une' in spoken French. begin to understand the difference between 'mon/ma/mes' in spoken French. begin to use either 'le/la' or 'un/une' appropriately. 	<p>Children can:</p> <ul style="list-style-type: none"> begin to use French articles confidently and accurately. begin to recognise that 'vous' is used for more than one person or in formal situations, and that 'tu' is used for one person in informal situations. talk about what I am going to do, using the

				<p>common verbs in the first person singular form.</p> <ul style="list-style-type: none"> begin to write some singular nouns with the correct article. (le/l or un/une) <p>begin to recognise whether nouns are singular or plural</p>	<p>(location of adjectives etc.)</p> <ul style="list-style-type: none"> begin to use the correct article most of the time to match the gender of the noun. begin to use either 'les' or 'des' with plural nouns - begin to describe things using simple adjectives. begin to use simple sentences where the structure or word order differs from the English – i.e. negatives and reflexives. begin to identify the gender of a French nouns from the article. begin to recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. - begin to recognise the first-, second- and third-person singular forms of some common verbs in the present tense. – with prompts recognise common sentence and word order patterns in French. use the correct article most of the time to match the gender of the noun. use a model to write sentences in the first person. <p>write the correct form of some common verbs in</p>	<ul style="list-style-type: none"> begin to use the third person singular form of the present tense to describe what others are doing e.g. 'il/elle danse'. begin to use the second person singular form of the present tense to ask questions. e.g 'tu aimes les pommes?' begin to use what I have learnt about the structure of sentences to build new ones using the same model. begin to understand the difference between 'le/la' and 'un/une' in written French. begin to recognise the meaning of 'mon/ma/mes' begin to recognise that some nouns have irregular plurals. Explore how adjectives' endings often change to match the noun they're describing begin to use the correct article to match the gender of the noun. – prompts Explore some common verbs in the third person singular e.g. 'il/elle a' begin to recognise some simple sentence structures 	<p>future tense. – prompts where needed</p> <ul style="list-style-type: none"> talk about what I have done using the past tense. - prompts where needed begin to recognise the 'vous/ils/elles' forms of some common verbs in the present tense. recognise that some verbs are irregular. begin to understand the basic meaning of 'on' in French begin to identify the future tense begin to recognise the past tense of some common verbs. use French articles more accurately begin to write some regular French nouns in the singular and plural form. begin to write the correct forms of some simple adjectives with a noun. begin to write the correct form of some irregular verbs in the first and third person singular - supported begin to write simple sentences using the future tense. begin to write simple sentences using the past tense. <p>use the rules I know about building sentences in French to create new</p>
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					the first person, present tense e.g. 'je suis'.	that differ from English in my writing.	sentences using different vocabulary
Core Thinking				Listening attentively. Speaking with increasing confidence. Writing progressively longer pieces. Understanding that grammatical structures are different to English. Reading aloud progressively longer passages with increasing accuracy in pronunciation.		Children will be able to communicate with each other in French. Children will become aware that a language has a structure, and that the structure differs from one language to another. Children will develop their language through development of the four key skills of speaking, listening, reading and writing. Children will enrich their language learning by developing an understanding of the French culture. Children will learn how language skills can be applied to a range of languages. Children will transfer to KS3 effectively and successfully and will be well prepared to continue and develop their language skills.	
Key Vocab				See Program – each unit has a specific word grid for each lesson.	See Program – each unit has a specific word grid for each lesson	See Program – each unit has a specific word grid for each lesson	See Program – each unit has a specific word grid for each lesson

