

Progression Map

MFL - French





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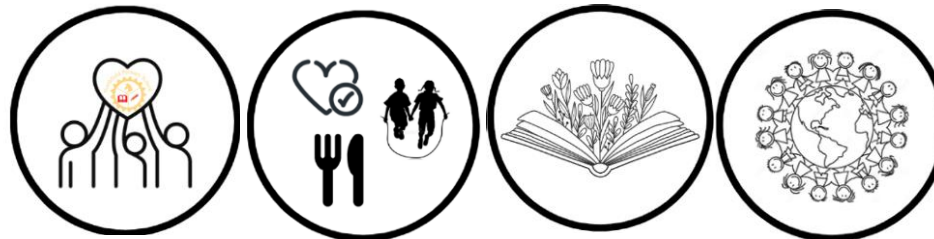
I's: Intent, Implementation, Impact

Intent

It is our intent that the teaching of French at Northfield prepares pupils for life in modern Britain and provides future opportunities to live, work or visit places across the four corners of the world. We use the French scheme of work (Kapow French) to instil a love of language learning and an awareness of other cultures. Pupils will develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through this scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities in other countries in the future. The French scheme supports pupils to meet the National Curriculum end of Key Stage 2 attainment targets; there are no Key Stage 1 attainment targets for Languages. Pupils should leave primary school meeting the end of KS2 expectations outlined in the National Curriculum for Languages, equipped with a range of language-learning skills to enable them to study French, or any other language in their future educational journey.

Implementation

- Three knowledge strands run throughout the French scheme of work; the units with knowledge (Phonics, Vocabulary and Grammar) build cumulatively. This knowledge is then applied within the skills strands, which also run throughout each unit in the scheme:
 - Language comprehension (Listening and reading)
 - Language production (Speaking and writing).
- National Curriculum coverage shows which of the units cover each of the National Curriculum attainment targets as well as each of the strands. Kapow's Progression of skills and knowledge shows the skills and knowledge that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of Key Stage 2.
- In lessons, through the French scheme, pupils are given opportunities to communicate for practical purposes around familiar subjects and routines. This provides balanced opportunities for communication in both spoken and written French.
- In Year 3 the focus is on developing oral skills, before incorporating written French in Year 4 and beyond.
- The scheme is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our French units, allowing children to make connections and apply their language skills to other areas of their learning.



- Lessons incorporate a range of teaching strategies from independent tasks, paired and group work including role-play, language games and language detective work. The scheme of work focuses on developing what is termed 'language detective skills' and developing an understanding of French grammar and key vocabulary rather than on committing to memory vast amounts of French vocabulary.
- In lessons, pronunciation is emphasised early on using Mouth mechanics videos to support pupils with phoneme pronunciation in French. Differentiated guidance is available for every lesson to ensure that lessons are accessed and enjoyed by all.
- In lessons staff will have strong subject knowledge to deliver a highly effective languages curriculum as teacher videos are provided and accessed for each unit. With quality teaching in mind, before lessons teaching staff access a section which includes 'Teacher knowledge - language points' to explain key grammar and other details, together with a key vocabulary and pronunciation presentation; subject knowledge is provided through ongoing video CPD. Sound files demonstrate the correct pronunciation as the intended Modern Foreign Languages curriculum is implemented effectively enabling pupils to learn French and progress well.
- To help pupils, retain their French learning, information is provided informing staff about how to incorporate French into the classroom environment every day in Kapow's 'During the week' sections.

Impact

The impact of the quality teaching will be assessed against the children's ability to 'showcase' their spoken and written French, in line with the National Curriculum and using the Kapow scheme for teaching and learning – evidencing progression in knowledge and skills.

The expected impact of following the French scheme of work is that KS2 pupils will:

- → Be able to engage in purposeful dialogue in practical situations (e.g. ordering in a cafe, following directions) and express an opinion.
- → Make increasingly accurate attempts to read unfamiliar words, phrases, and short texts.
- → Speak and read aloud with confidence and accuracy in pronunciation.
- → Demonstrate understanding of spoken language by listening and responding appropriately.
- → Use a bilingual dictionary to support their language learning and / or Translate
- → Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- → Have developed an awareness of cognates and near-cognates and be able to use them to tackle unfamiliar words in French, English, and other languages.
- → Be able to construct short texts on familiar topics.



National Curriculum Aims

The National Curriculum for Languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources.
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- discover and develop an appreciation of a range of writing in the language studied.

Key Stage 2

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 Languages.
- 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.



	Modern Foreign Languages (French) Curriculum Map					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1						
Year 2						
Year 3	French greetings	French adjectives of colour, size and shape	French playground games – numbers and age.	In a French classroom.	French transport	A circle of life in French.
Year 4	Portraits- describing in French.	Clothes- getting dressed in France.	French numbers, calendar and birthdays.	French weather and the water cycle.	French food. Miam Miam!	French and the Eurovision song contest.
Year 5	French monster pets	Space exploration in French.	Shopping in France.	French speaking world.	Verbs in a French week.	Meet my French family.
Year 6	French sport and the Olympics.	French football champions	In my French house.	Planning a French holiday.		Visiting a Town in France



	Topic	Lesson sequence	Key skills and knowledge	Key vocabulary
Year 3				
Autumn 1	French greetings	Lesson 1: French greetings Lesson 2: French greetings – day and night Lesson 3: How are you feeling – in French? Lesson 4: French finger rhymes Lesson 5: Assessment	<p><u>Language comprehension</u></p> Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form. <p><u>Language production</u></p> asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Experimenting with simple writing, copying with accuracy.	bonjour salut au revoir bonsoir bonne nuit ça va bien ça va mal c'est... comment tu t'appelles ? je m'appelle... non oui



Autumn 2	French adjectives of colour, size and shape	<p>Lesson 1: Colours in French</p> <p>Lesson 2: Shapes and colours in French</p> <p>Lesson 3: Shapes of different colours and sizes in French</p> <p>Lesson 4: Using shapes like the French artist, Matisse</p> <p>Lesson 5: In the style of the French artist, Matisse</p> <p>Lesson 6: Assessment</p>	<p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the 't' is silent in salut, comment, petit and vert.</p> <p>The 'e' at the end of m'appelle and the 's' at the end of t'appelles and pas are silent, as is the 'd' in grand</p> <p>Grammar</p> <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that most adjectives are placed after the noun in French.</p> <p>To know that adjectives of size such as petit and grand are placed before the noun.</p> <p>To know that c'est means 'it is' and is used to describe what something is.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>To know that accents in French can change the sound of a letter.</p>	<p>rouge</p> <p>bleu</p> <p>jaune</p> <p>vert</p> <p>orange</p> <p>un cercle</p> <p>un triangle</p> <p>un carré</p> <p>un rectangle</p> <p>grand</p> <p>petit</p> <p>c'est</p>
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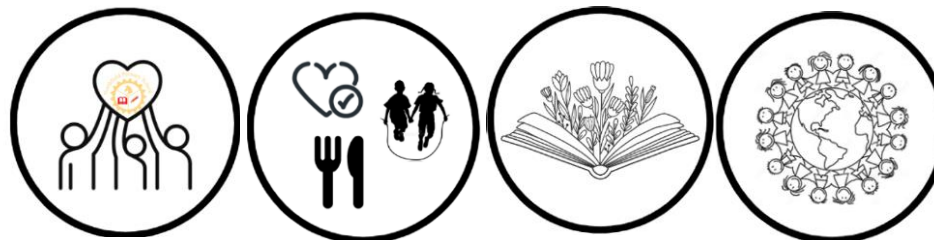
Spring 1	French playground games – numbers and age.	<p>Lesson 1: Let's count in French.</p> <p>Lesson 2: Let's count higher in French.</p> <p>Lesson 3: How old are you in French?</p> <p>Lesson 4: Reading French numbers.</p> <p>Lesson 5: Outdoor games in France.</p> <p>Lesson 6: Assessment</p>	<p>Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').</p> <p>Join in with a song using actions.</p> <p>Respond to numbers by showing fingers or ticking on whiteboards.</p> <p>Ask and answer a question about their age.</p> <p>Change their answers and recognise number words.</p> <p>Listen carefully and relate sounds to a written phoneme.</p> <p>Recall numbers one to 12 with increasingly accurate pronunciation.</p> <p>Phonics</p> <p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p> <p>Grammar To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.</p>	<p>un deux trois quatre cinq six sept huit neuf dix onze douze</p>
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Spring 2	In a French classroom.	<p>Lesson 1: Follow the French teacher</p> <p>Lesson 2: Pencils and things in the French classroom</p> <p>Lesson 3: To have or have not in the French classroom</p> <p>Lesson 4: School bag French detectives</p> <p>Lesson 5: In my French bag</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p><u>Language production</u> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.</p> <p><u>Phonics</u> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.</p> <p><u>Grammar</u> To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that je/j', and tu are subject pronouns. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>	<p>un crayon un taille-crayon un stylo un cahier un sac une règle une gomme une trousse des ciseaux j'ai je n'ai pas tu as...?</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French transport</p>	<p>Lesson 1: French transport language detectives.</p> <p>Lesson 2: How shall we travel in France?</p> <p>Lesson 3: On the road in France.</p> <p>Lesson 4: Travel the French speaking world.</p> <p>Lesson 5: Journey to a French school.</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and responding to single words and short phrases. Reading aloud some words from simple songs, stories and rhymes. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.</p> <p><u>Language production</u> Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy.</p> <p><u>Phonics</u> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert; the e at the end of m'appelle and the s at the end of t'appelles and pas are silent, as is the d in grand.</p> <p><u>Grammar</u> To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. To know that there are high frequency verbs s'appeler, avoir, être and aller that are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that il y a is used to say 'there is/are.' To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture, whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p> <p><u>Cultural awareness</u> To know the names and locations of some of the cities in France. To know that French is spoken in different countries around the world.</p>	<p>un ferry un train un autobus un ballon un hélicoptère un vélo un sous-marin un avion une voiture un bateau à pied je vais</p>
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Summer 2	A circle of life in French.	<p>Lesson 1: French animal nouns and sounds</p> <p>Lesson 2: French habitats</p> <p>Lesson 3: Life cycle French detectives</p> <p>Lesson 4: French food chains</p> <p>Lesson 5: French food chain flips</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p><u>Language production</u> Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy.</p> <p><u>Phonics</u> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à.</p> <p><u>Grammar</u> To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>	<p>un éléphant un lion un lapin un loup un oiseau un poisson un serpent un singe un ver une grenouille une tortue une girafe</p>
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Topic	Lesson sequence	Key skills and knowledge	Key vocabulary
Year 4			
Autumn 1	Portraits- describing in French.	<p>Lesson 1: Portraits – getting French adjectives to agree.</p> <p>Lesson 2: Simple descriptions in French.</p> <p>Lesson 3: Describing people in French.</p> <p>Lesson 4: Describing personality traits in French.</p> <p>Lesson 5: Writing portraits of friends in French.</p> <p>Lesson 6: Assessment</p> <p>Language comprehension Listening and responding to full sentences. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Language production Recognising and answering simple questions that involve giving personal information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.</p> <p>Phonics To know that ‘h’ at the start of a word in French is not pronounced.</p> <p>Grammar To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.), heureux-heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions, such as et/mais, to link phrases. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>	<p>il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s)</p>



Autumn 2	Clothes- getting dressed in France.	<p>Lesson 1: Clothes in French.</p> <p>Lesson 2: Clothes and colours in French.</p> <p>Lesson 3: Where do adjectives go in French.</p> <p>Lesson 4: A French clothes catalogue.</p> <p>Lesson 5: What is our French model wearing</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p><u>Language production</u> Beginning to form opinion phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p> <p><u>Phonics</u> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p><u>Grammar</u> To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. To know that the endings of verbs change according to the subject. To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>un T-shirt un short un pantalon un chapeau une culotte une chemise un pull des bottes une robe des chaussettes des baskets il/elle porte</p>
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<p>Spring 1</p>	<p>French numbers, calendars and birthdays.</p>	<p>Lesson 1: Learning numbers 1-31 in French Lesson.</p> <p>2: Days of the week in French.</p> <p>Lesson 3: Months of the year in French.</p> <p>Lesson 4: Seasons and dates in French.</p> <p>Lesson 5: Celebrating a French birthday</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to gist and make predictions about meanings.</p> <p><u>Language production</u> Recognising and answering simple questions that involve giving personal information. Using a variety of conversational phrases. Using a model to form a spoken sentence. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p> <p><u>Cultural awareness</u> Discovering French festivals and their traditions.</p> <p><u>Phonics</u> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.</p> <p><u>Grammar</u> To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p>	<p>onze douze treize quatorze seize dix-sept dix-huit dix-neuf vingt vingt-et-un trente un anniversaire</p>
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<p>Spring 2</p>	<p>French weather and the water cycle.</p>	<p>Lesson 1 French weather phases.</p> <p>Lesson 2 French weather rap.</p> <p>Lesson 3 Compass points in French.</p> <p>Lesson 4 The Temperature in France</p> <p>Lesson 5 The water cycle in French.</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p><u>Language production</u> Beginning to form opinion phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p> <p><u>Phonics</u> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.</p> <p><u>Grammar</u> To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structures in English and French have the same pattern: subject + verb + object.</p>	<p>Quel temps fait-il aujourd'hui ? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages</p>
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<p>Summer 1</p>	<p>French food. Miam Miam!</p>	<p>Lesson 1: Ordering food and drink in a French café.</p> <p>Lesson 2: Managing money in French.</p> <p>Lesson 3: French shops.</p> <p>Lesson 4: French food.</p> <p>Lesson 5: French food – le menu</p> <p>Lesson 6: Assessment</p>	<p>Language comprehension Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>Language production Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p> <p>Phonics To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.</p> <p>Grammar To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p> <p>Cultural awareness Ordering typical French food and drink. To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France.</p>	<p>le café le restaurant le menu une boisson une entrée un plat principal je voudrais j'aime s'il vous plaît merci le serveur l'addition</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French and the Eurovision song contest.</p>	<p>Lesson 1: Musical instruments in French.</p> <p>Lesson 2: Musical genres in French.</p> <p>Lesson 3: France and the countries of Europe.</p> <p>Lesson 4: Writing songs, and rehearsals in French.</p> <p>Lesson 5: French singing contest and grand finale</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and noticing rhyming words when joining in with songs. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.</p> <p><u>Language production</u> Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song.</p> <p><u>Phonics</u> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p><u>Grammar</u> To know that the endings of verbs change according to the subject. To know that we can use conjunctions to link phrases, such as et/mais. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p> <p><u>Cultural awareness</u> Creating a song in French for a famous song contest. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.</p>	<p>le piano le violon le saxophone le clavier la flûte à bec la clarinette la batterie la trompette la guitare la flûte jouer de la musique</p>
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Topic	Lesson sequence	Key skills and knowledge	Key vocabulary		
Year 5					
Autumn 1	French monster pets	<p>Lesson 1: Beware the dragon!</p> <p>Lesson 2: Body parts in French</p> <p>Lesson 3: A French monster mash-up</p> <p>Lesson 4: About a beast with French adjectives</p> <p>Lesson 5: Fantastic French beasts</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p>	<p><u>Phonics</u> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent, (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p><u>Grammar</u> To know that adjectives must agree with the gender and number of the noun being described. To know that compound sentences join two simple sentences together using connectives such as et and mais. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>le corps la tête la bouche le nez les yeux les pieds les bras les jambes les dents la queue court (s) courte (s) long (s) longue (s)</p>



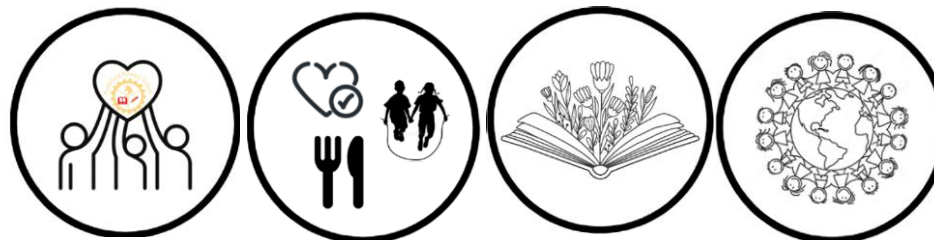
Autumn 2	Space exploration in French.	<p>Lesson 1: The Solar System in French</p> <p>Lesson 2: French Sun and Moon metaphors</p> <p>Lesson 3: Comparing planets in French</p> <p>Lesson 4: A galaxy guide in French</p> <p>Lesson 5: French alien worlds</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Forming a question in order to ask for information. Presenting factual information in extended sentences including justification. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p> <p><u>Phonics</u> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p><u>Grammar</u> To know that a simple metaphor requires two nouns and the verb 'to be' e.g: Le Soleil est un ballon jaune. To know that adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>le Système solaire le Soleil la Lune la Terre une planète l'espace plus ... que moins ... que grand petit chaud froid</p>
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<p>Spring 1</p>	<p>Shopping in France.</p>	<p>Lesson 1: French money, numbers and prices</p> <p>Lesson 2: French fruit market</p> <p>Lesson 3: Monsieur Mangetout's French food week</p> <p>Lesson 4: Shopping in French – how much?</p> <p>Lesson 5: French detectives in the kitchen</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Independently identifying rhyming words and spelling patterns when joining in with songs. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures, to deduce unknown vocabulary.</p> <p><u>Language production</u> Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a dialogue or role-play.</p> <p><u>Phonics</u> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p><u>Grammar</u> To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingt-dix cent ça fait ... c'est combien ?</p>
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Spring 2	French speaking world.	<p>Lesson 1: Directions in French</p> <p>Lesson 2: Where in the world is French spoken?</p> <p>Lesson 3: Treasures of the French-speaking world</p> <p>Lesson 4: Investigating climate in the French speaking world</p> <p>Lesson 5: French globetrotters</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p> <p><u>Phonics</u> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.</p> <p><u>Grammar</u> To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.</p> <p><u>Cultural awareness</u> Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.</p>	<p>au nord au sud à l'est à l'ouest je vais tu vas la France - France la Grande-Bretagne un pays un drapeau parce que il y a</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Verbs in a French week.</p>	<p>Lesson 1: French – action!</p> <p>Lesson 2: Who is doing what in French?</p> <p>Lesson 3: French verbs in a spin</p> <p>Lesson 4: French irregulars – to have and to be</p> <p>Lesson 5: A French week</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place.</p> <p><u>Phonics</u> To know that a change in voice intonation can indicate when a question is being asked.</p> <p><u>Grammar</u> To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p>	<p>chanter courir danser dormir écrire jouer lire manger nager aimer avoir être</p>
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Summer 2	Meet my French family.	<p>Lesson 1: My French brothers and sisters</p> <p>Lesson 2: A French family tree</p> <p>Lesson 3: Describing my French family</p> <p>Lesson 4: What my French family likes</p> <p>Lesson 5: My extraordinary French family</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.</p> <p><u>Phonics</u> To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <p><u>Grammar</u> To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: la sœur de mon père. To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>mon frère ma sœur fils/fille unique mon père ma mère mes parents mon grand-père ma grand-mère mon oncle ma tante mon cousin ma cousine</p>
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Topic	Lesson sequence	Key skills and knowledge	Key vocabulary
Year 6			
Autumn 1	French sport and the Olympics.	<p>Lesson 1: Sports in French</p> <p>Lesson 2: France and around the world</p> <p>Lesson 3: France – ready to go!</p> <p>Lesson 4: La compétition – Le Tour de France</p> <p>Lesson 5: French boules – pétanque</p> <p>Lesson 6: The French go to the Olympic Games</p> <p>Lesson 7: Assessment</p> <p>Language comprehension Beginning to predict spelling patterns. Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Language production Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic.</p> <p>Cultural awareness Playing the traditional French game of la pétanque. Researching information about the French cycle race, la Tour de France. Comparing sporting activities in France and the UK.</p> <p>Phonics To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p>Grammar To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</p> <p>Cultural awareness Playing the traditional French game of la pétanque. Researching information about the French cycle race, la Tour de France. Comparing sporting activities in France and the UK. To know the rules for playing French boules. To know how the maillot jaune is awarded during the Tour de France race.</p>	<p>je joue</p> <p>je fais</p> <p>le foot</p> <p>le basket</p> <p>le tennis</p> <p>le ski</p> <p>le rugby</p> <p>le hockey</p> <p>j'aime</p> <p>j'adore</p> <p>je déteste</p> <p>le sport</p>



Autumn 2	French football champions	<p>Lesson 1: Football vocabulary in French</p> <p>Lesson 2: Footballer profiles in French</p> <p>Lesson 3: French footballers – where do they come from?</p> <p>Lesson 4: French football vocabulary tournament</p> <p>Lesson 5: Creating a footballer profile in French</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p> <p><u>Phonics</u> To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p><u>Grammar</u> To know whether to use the pronouns il ‘he’ or elle ‘she’ when describing someone. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin.</p> <p><u>Cultural awareness</u> To know that football is immensely popular in France which is reflected in the support for the national team, les Bleus.</p>	<p>le ballon le but le sifflet le terrain marquer un but mi-temps sauver un but un carton jaune un carton rouge une équipe un match de foot un footballeur/footballeuse</p>
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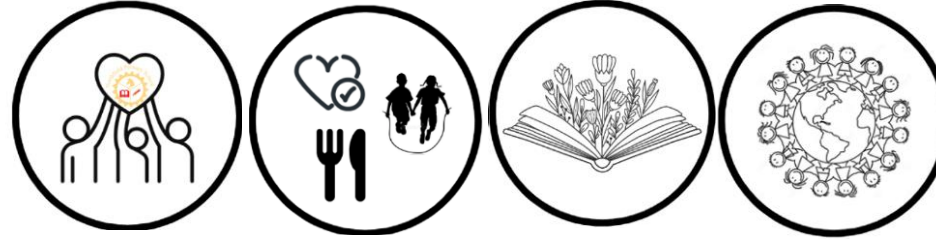
Spring 1	In my French house.	<p>Lesson 1: My French house</p> <p>Lesson 2: My French house and family</p> <p>Lesson 3: Describing my French room</p> <p>Lesson 4: Where is it in my French bedroom?</p> <p>Lesson 5: A letter about my French house</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and gisting information from an extended audio passage using language detective skills. Beginning to predict spelling patterns. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Planning, asking and answering extended questions. Engaging in conversation and transactional language. Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p> <p><u>Phonics</u> To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p><u>Grammar</u> To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects.</p>	<p>une maison le salon la chambre la cuisine le jardin la salle de bain à côté de derrière devant entre sous sur</p>
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Spring 2	Planning a French holiday.	<p>Lesson 1: To go to France and other countries</p> <p>Lesson 2: The near future in French</p> <p>Lesson 3: Holiday clothes</p> <p>Lesson 4: Holiday story</p> <p>Lesson 5: Planning my French holiday</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p> <p><u>Phonics</u> To know understanding different sounds in French can help when attempting to pronounce new vocabulary.</p> <p><u>Grammar</u> To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go. To conjugate the verbs aller, jouer and faire. To know that parce que – because, can be used to extend a sentence and give a justification.</p>	<p>je vais en/au/aux ... je vais aller ... maintenant demain les vacances une valise en été en hiver pourquoi ? parce que cette année beaucoup de</p>
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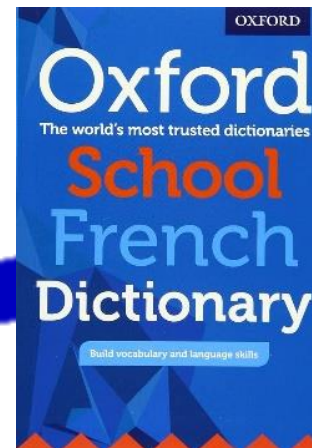
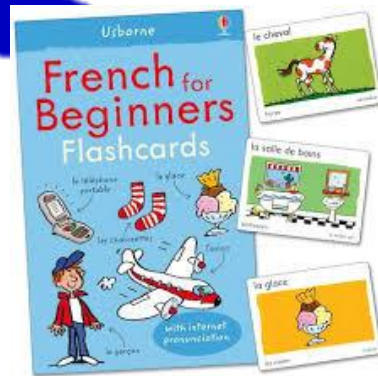


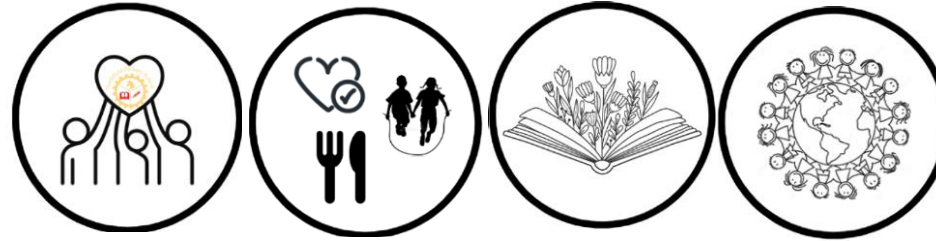
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Visiting a town in France.</p>	<p>Lesson 1: French directions to school</p> <p>Lesson 2: Directions to places in a French town</p> <p>Lesson 3: Transport in a French town</p> <p>Lesson 4: Sightseeing in a French town</p> <p>Lesson 5: French tourism</p> <p>Lesson 6: Assessment</p>	<p><u>Language comprehension</u> Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p> <p><u>Language production</u> Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p> <p>U To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> <p><u>Grammar</u> To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn). To know that parce que (because) can be used to extend a sentence and give a justification.</p>	<p>en voiture en bus en train en avion à vélo à pied entre autour de au bord de loin de la droite la gauche</p>
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Reading at the heart of the curriculum

We read these texts. We also have access to other books and flashcards in our classroom to develop our knowledge of MFL.





By the end of Lower Key Stage Two our Northfield linguist will pick out key words and phrases to aid understanding when communicating with others in French with increasing accuracy and confidence. In Year 3 the focus is on developing oral skills prior to incorporating written French into Years 4, 5 and 6.

The Year 4 linguistic development will enable a better understanding of the concept of gender and which articles are used for meaning will be developed.

By the end of the Northfield journey, our linguists will have developed their listening skills as they listen to the French language identifying cognates (a word that is similar e.g. orange or orange; space or espace) and familiar words. When speaking in French, pupils will recall previously learnt language and incorporate these new words with increasing accuracy and speed. Northfield linguists will be able to engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading unknown words will be tackled using the phonics knowledge learnt. Furthermore, pupils will be able to decode unknown words and phrases using bilingual dictionaries and / or translate. Our primary linguists will be writing pieces of text incorporating verbs, conjunctions and adjectives. Their grammar understanding of gender and nouns will have developed and pupils will have become more familiar with a wide range of conjunctions.

A love of language learning and an awareness and appreciation of other cultures will be fostered.