

	Year 3	Year 4	Year 5	Year 6
Speaking	<ul style="list-style-type: none"> To learn and repeat the key phonic sounds of the French language. To identify accents and understand their purpose. To develop confidence in initiating a conversation in French (ask a question). To introduce ourselves and greet others in a short conversation. To ask questions using the second person pronoun E.g. <i>Quel âge as-tu? Comment t'appelles-tu?</i> To develop self-expression when speaking French in short role play scenarios. Question/answer. 	<ul style="list-style-type: none"> To develop good pronunciation of key phonic sounds in familiar and unfamiliar vocabulary To confidently ask simple questions when having a short conversation in French. To understand and use tone and exclamation when giving an opinion. To use knowledge of the alphabet and phonic sounds to confidently spell names out loud in French. 	<ul style="list-style-type: none"> Confidently asking and giving the time in a short conversation Good pronunciation of familiar language. Ask someone when their birthday is and say when your birthday is. (<i>quelle est la date de ton anniversaire ?/ c'est le ..</i>) To describe a monster using il/elle a and colours Describe what sports we do and what we can do on holiday using <i>Je joue/je fais</i> and <i>on peut....</i> Ask <i>tu fais du sport ?</i> and <i>Quest ce qu'on peut faire. ?</i> 	<ul style="list-style-type: none"> To say what music instrument, say you play/don't play or like/don't like To ask someone what there is in their town and answer the question. To be able to do the same with school and ask what someone likes/dislikes and talk about our likes/dislikes. To ask for a snack/ice cream in a café or ask someone what they would like. To be able to describe ourselves using adjectives and say some details.
Listening	<ul style="list-style-type: none"> To identify the key phonic sounds in a range of taught and untaught vocabulary. To listen carefully to peers in a conversation and respond accordingly. To listen to a range of stories and songs in French with familiar and unfamiliar language. To develop confidence and listen for language patterns when listening to unfamiliar language. 	<ul style="list-style-type: none"> To listen carefully to peers in a conversation and respond appropriately To identify and respond to familiar questions spontaneously To listen and join in to a familiar song in French. To understand a short text with familiar language and summarise in English To spell names accurately based solely on auditory input. 	<ul style="list-style-type: none"> To listen carefully in order to accurately record times of the day To listen and understand/write a birth date. Understanding key phonic sounds for listening to unknown words in an authentic song. To listen for sports and recognise what sports someone says they are playing or activities they are doing. 	<ul style="list-style-type: none"> To listen and respond confidently to familiar and unprepared questions To identify key facts in longer texts To listen to a longer text with positive and negative structures and answer questions in English about the text
Reading	<ul style="list-style-type: none"> To identify letters of the French alphabet To associate key letter sounds with a visual word (<i>ille/é/e/e.</i>) To read simple sentences in French describing a familiar object (pencil case, animal) using <i>j'ai</i> To understand a familiar story in French (<i>La chenille qui fait des trous- The Hungry Caterpillar</i>) To re-order chunks of a story to demonstrate understanding using days of the week in the hungry caterpillar. To identify familiar and unfamiliar vocabulary from a menu and learn to cognates in French. 	<ul style="list-style-type: none"> To read and understand someone's opinion on school subject and pets. (describing what pet we have and what animals are in a zoo. To read compound sentences describing opinions on school subjects/animals. To understand a familiar story in French (<i>Le diner fantome/The ghost's dinner</i>) To re-order chunks of a story to demonstrate understanding. Understand sentences on the weather forecast and what someone is wearing. 	<ul style="list-style-type: none"> To read short passages and answer simple questions in English about what we've read. To understand positive and negative opinions and identify these structures in short texts To develop confidence using a bilingual dictionary and search for the meanings of untaught vocabulary. Understand a small diary with hobbies and when they are played/done. To read understand what someone can do on holiday in a place. 	<ul style="list-style-type: none"> To identify features of a fact file and understand facts about a French town To read an authentic poem in French and understand the key message. To read longer texts about a town To identify positive and negative statements and a range of connectives To use a dictionary confidently to use new, untaught vocabulary
Writing	<ul style="list-style-type: none"> To copy familiar vocabulary with accurate spelling, To write simple sentences using a list of familiar vocabulary To write simple sentences using nouns in the singular and plural form with support, To describe nouns with adjectives To retell a familiar story in French using a writing frame. 	<ul style="list-style-type: none"> To write the date accurately in French To understand the features of a weather forecast and create our own, meeting the success criteria. To use connectives (with support) to write compound sentences to say what we like at school. To write a short passage (with support) to describe what we are wearing. 	<ul style="list-style-type: none"> To produce a combination of simple and compound sentences to describe what there is in our house / simple sentences to describe a planet. To use expressions of frequency to add detail to our written work To begin to use a range of pronouns to talk about what other people play/like/dislike.using simple To give justified opinions (with support) using <i>parce que/car</i> To use a small range of adjectives to support your opinions. 	<ul style="list-style-type: none"> To summarise facts and use them in a fact file about a French town. To use a range of connectives to link different ideas To give justified opinions using a range of opinion phrases about To create a longer text describing what there is in a town and also a text describing yourself.
Grammar	<ul style="list-style-type: none"> Key phonic sounds Key verbs: (<i>j'ai/tu as/ je m'apelle/tu t'appelles</i>) Gender of nouns (implicit) Nouns in the plural form Indefinite articles (<i>un/une/des</i>) Adjective agreement (implicit) 	<ul style="list-style-type: none"> Confident use of first and also second person pronoun to ask and answer questions. (<i>je/tu</i>). Expressing opinions in French Adjective position and agreement Third person pronoun to describe someone else (<i>il/elle</i>) 	<ul style="list-style-type: none"> Question words Eg <i>qu'est ce que.?</i> Use ER verbs EG: <i>j'aime/je joue</i> but conjugate for some and use Tu and il/elle. Giving opinions with the definite article Expressions of frequency Verbs for instructions Justifying opinions with <i>parce que/car</i> 	<ul style="list-style-type: none"> Giving justified opinions using a range of opinion phrases and adjectives Range of connectives (<i>mais/ et/aussi</i>) Use <i>je vais ..</i> for transport and <i>au/a la ..</i> <i>Il y a un/une/des</i> for town and <i>je joue du/de la/des</i> for instruments and <i>j'aime/je n'aime pas/je deteste</i> etc.. for school. Use <i>parce/car que</i> to justify opinions.
Topics	<ul style="list-style-type: none"> Greetings/Introducing ourselves/family/say how we are. Numbers 1-20 Items in the pencil case Christmas in France. Animals (pets) Days of the week Colours Food and snacks 	<ul style="list-style-type: none"> Numbers 20-30 Sports and opinions Zoo animals School subjects and items in class The weather clothes 	<ul style="list-style-type: none"> Numbers 1-50 House Dates/birthdays/months/ Parts of body The solar system Telling the time, including asking for and giving the time Sports: sporting habits and creating our own diary with hobbies Talking about our hobbies and holiday activities 	<ul style="list-style-type: none"> Transport Opinions and music instrument/styles Describing places in town School timetable and opinions on subject. Ordering in a café Describing myself