



| Skills | Year 3 | Year 4 | Year 5 | Year 6 |
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| Listening | <p>Pupils link sounds to meanings.</p> <p>Pupils identify specific sounds, phonemes and words.</p> <p>Pupils listen to and identify words.</p> <p>Pupils recognise question forms.</p> | <p>Pupils listen to and identify words and short phrases.</p> <p>Pupils sort words according to sounds.</p> <p>Pupils recognise categories of words (e.g. colours)</p> <p>Pupils communicate by answering a range of questions.</p> | <p>Pupils can pick out some of the main points from short spoken passages.</p> <p>Pupils can join in a short conversation.</p> <p>Pupils understand simple opinions.</p> <p>Pupils recognise typical conventions of word order and compare with English.</p> <p>Pupils understand and use statements.</p> | <p>Pupils listen to and understand the main points and some detail from a short spoken passage.</p> |
| Speaking | <p>Pupils communicate with others using simple words and phrases.</p> <p>Pupils use some correct pronunciation in spoken work.</p> <p>Pupils recognise question forms.</p> | <p>Pupils use question forms.</p> <p>Pupils use phonic knowledge to support accurate pronunciation and to say simple words and phrases.</p> | <p>Pupils communicate by asking a wider range of questions.</p> <p>Pupils express simple opinions.</p> <p>Pupils develop accuracy in pronunciation and intonation.</p> <p>Pupils manipulate language by changing a single element in a sentence.</p> <p>Pupils understand and use statements.</p> | <p>Pupils join in a short conversation.</p> <p>Pupils recognise the importance and significance of intonation.</p> <p>Pupils use knowledge of words, text and structure to make meaning, using simple language.</p> |
| Reading | <p>Pupils make links between some phoneme, rhymes and spellings and read aloud familiar words.</p> <p>Pupils notice the spelling of familiar words.</p> | <p>Pupils read and understand familiar words and short written phrases.</p> <p>Pupils follow a short text while listening and reading, saying some of the text.</p> | <p>Pupils read and understand some of the main points from a short text.</p> <p>Pupils recognise typical conventions of word order and compare with English.</p> | <p>Pupils read aloud with enjoyment and expression, in chorus or individually.</p> <p>Pupils read and understand the main points and some detail from a short passage.</p> |

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| | <p>Pupils recognise how sounds are represented in written form.</p> <p>Pupils identify specific sounds, phonemes and words.</p> | <p>Pupils read a wider range of words, phrases and some simple sentences aloud, (to a partner/small group).</p> <p>Pupils recognise and apply simple agreements (e.g. gender, plural, singular).</p> <p>Pupils recognise categories of words (e.g. colours) and word classes.</p> | <p>Pupils understand and use negative statements.</p> | <p>Pupils identify different text types and read short, authentic texts for enjoyment or information.</p> |
| Writing | <p>Pupils write some familiar simple words accurately using a model.</p> <p>Pupils write some familiar simple words from memory.</p> | <p>Pupils write some familiar words and phrases (noun & gender and adjectives) using a writing frame.</p> <p>Pupils copying simple structures.</p> <p>Pupils use question forms.</p> | <p>Pupils understand how a simple sentence is written.</p> <p>Pupils write words, phrases and a few sentences using a model.</p> <p>Pupils remember simple structures and apply in new contexts.</p> <p>Pupils begin to join simple sentences using et/mais.</p> <p>Pupils manipulate language by changing a single element in a sentence.</p> | <p>Pupils write simple sentences from memory.</p> <p>Pupils know how to use a bilingual dictionary to check their spelling and the gender.</p> <p>Pupils apply knowledge of words and text conventions to build meaningful sentences.</p> |
| Knowledge | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>To know where France is on a map</p> <p>To name some countries that speak French</p> <p>To know how to greet someone</p> <p>To know the meaning of some classroom commands and respond to these appropriately</p> <p>To learn numbers 0 – 12 then 12 – 31</p> <p>To know how to say the alphabet</p> <p>To demonstrate how to ask someone what their name is and know how to</p> | <p>To revisit language learned in Year 3, especially revisiting numbers 0-31</p> <p>To learn names for colours and relate them to classroom objects</p> <p>To know the names for family members</p> <p>To know how to explain who is in your family</p> <p>To know some names for pets</p> | <p>To revisit language learned in Year 3 and 4</p> <p>To recall how to say the 4 compass points</p> <p>To know how to ask what the weather is like</p> <p>To know some weather names</p> <p>To know how to use the weather vocabulary I have already learnt to describe what the weather is like in</p> | <p>To revisit language learned in Year 3 , 4 and 5</p> <p>To know some names for food items</p> <p>To know how to explain their feelings e.g. I like...</p> <p>To practise ordering food in a café or at a shop</p> |

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| | <p>respond to this To demonstrate how to ask someone what their age is and know how to respond to this To know how to ask someone when their birthday is To know how to say when their birthday is To recall the days of the week To recall the months of the year (& learn numbers 0-20, then 20-31)</p> <p>To know words relating to time e.g. yesterday / tomorrow To know how to ask somebody where they live and tell somebody where they live To name some classroom objects To know if these classroom objects are feminine or masculine and know how to use this knowledge to describe the object To know how to say please and thank you</p> | <p>To know how to ask if someone has a pet and know how to respond to this To describe a pet using colour adjectives</p> <p>To name some body parts and describe their colour – using describing a monster as an example</p> <p>To know what the verb avoir means and how to use it</p> <p>To know some adjectives to describe things in everyday life</p> <p>To begin to ask someone what the time is and respond</p> <p>To begin to know how to ask what the weather is like To know some weather names</p> | <p>different regions</p> <p>To name some school subjects To know how to say which subjects they like / dislike To ask someone which their favourite subject is To ask “why?” and know how to add more detail to my answers e.g. because, and to give opinions or a reason, such as “the teacher is friendly/it’s interesting”</p> <p>To recap on asking and telling the time</p> <p>To know how to link previously learnt vocabulary together e.g. time and subject – At 2 ’o’ clock I have Art To know how to tell the time to ’o’ clock, half past, quarter to and quarter past</p> <p>To name some modes of transport To know how to say how they travel to school To know how to say what time they go to school</p> | <p>To know the names for places To know how to ask someone for directions to a place To know how to give directions to a place</p> <p>To recap on asking and telling the time to ’o’ clock, half past, quarter to and quarter past</p> <p>To be able to name some leisure activities and say what you like doing during leisure time</p> |
| Vocabulary | Year 3 | Year 4 | Year 5 | Year 6 |
| | <p>Greetings: Bonjour(la classe), bonsoir, salut, Au revoir, à bientôt, à la prochaine fois, à plus. Classroom commands: Levez-vous, asseyez-vous, levez la main, posez les mains, silence, taisez-vous,</p> | <p>Recap: colours using adjectival agreements of colours with classroom objects</p> <p>such as une gomme blanche un crayon blanc</p> | <p>Weather, points of the compass, describing the weather in various regions http://www.meteofrance.com/accueil le nord, le sud, l’ouest, l’ est</p> | <p>Recap: Describing likes/dislikes – food, activities, sports, school subjects</p> <p>Asking for and giving</p> |

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| <p>rangez les affaires, regardez(-mo)i, écoutez(-moi).</p> <p>Numbers 0-12, then 12-31 Alphabet and their phonetic sounds. Comment ça s'écrit?</p> <p>Asking and saying names: Comment t'appelles-tu? Comment tu t'appelles? Je m'appelle...il s'appelle/elle s'appelle</p> <p>Asking how people are and responding Ça va? Ça va très bien. Merci, Ça ne va pas, Ça va mal, comme ci comme ça.</p> <p>Asking and telling age: Quel âge as-tu? J'ai ____ans</p> <p>Days of the week/months of the year</p> <p>Asking and telling somebody where you live Où habites-tu? J'habite à.../en...</p> <p>Asking and telling when birthdays are and saying the day's date Quelle est la date (de ton anniversaire)? today, tomorrow, yesterday, next week aujourd'hui, demain, hier, la semaine prochaine</p> <p>Classroom objects: introduction of masculine and feminine /plural nouns Have you got.. Qu'est-ce que c'est? (what is it?) C'est un(e)</p> | <p>Describing family: mon, ma, mes mon frère, père, grand-père, papi, papa, oncle ma soeur, mère, grand-mère, mami, maman, tante</p> <p>As-tu des frères ou des soeurs? Oui, j'ai.. non, je n'ai pas de...</p> <p>Pets: As-tu un animal à la maison? Oui, j'ai.. non, je n'ai pas de... pets vocabulary</p> <p>Describing appearance: parts of the body, hair, eye colour Tu as les yeux/les cheveux de quelle couleur?</p> <p>Introduction of the verb avoir J'ai, tu as, il a, elle a</p> <p>Understand and use adjectives that describe people and things e.g. the characters in a story, animals Story: Va-t'en, petit monstre vert!</p> <p>Introduction to Time Quelle heure est-il? Il est.....(o'clock), times of day & greetings (e.g. Bonjour, bonne soirée)</p> <p>Activities/hobbies/sports & expressing likes and dislikes</p> | <p>eg. A Paris il fait beau et à Marseille il pleut (It's good weather in Paris and in M it's raining)</p> <p>A Nantes il y a du vent mais à Perpignan il y a des orages (It's windy in Nantes but in P it's stormy)</p> <p>Dans le nord de la France il fait mauvais mais dans le sud le soleil brille. (In the North of France it's horrible weather but in the South the sun is shining.)</p> <p>School subjects: saying what we like and don't like and why – adjectives J'aime J'aime bien J'adore Je n'aime pas, je déteste & school lessons vocabulary Pourquoi? (Why?) Parce que c'est...(because it's)</p> <p>link with times of the day (eg at 2 o'clock I have art)</p> <p>Time Quelle heure est-il? Il est.....(o'clock, half past, quarter to/past), times of day & greetings</p> <p>Transport: saying how we get to school</p> | <p>directions Pour aller... (e.g.) à la plage à la montagne à la campagne en ville au cinéma au parc à la piscine ?</p> <p>Allez/tournez/continuez à gauche à droite tout droit</p> <p>Grammar: masculine/feminine /plural definite articles (le/la/les) Indefinite articles: un/une/des Equivalent prepositions: au/à la/aux</p> <p>Leisure activities Qu'est-ce que tu aimes faire? (what do you like doing?) J'aime jouer.. (I like playing..) J'aime aller...(I like going to..)</p> <p>Recap: Time Quelle heure est-il? Il est.....(o'clock, half past, quarter to/past), times of day & greetings</p> <p>Recap on weather Quel temps fait-il? Il fait beau il pleut</p> |
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| | <p>Ce n'est pas un (e)</p> <p>As-tu un(e)/des,.... stylo, crayon, taille-crayon, gomme, règle, bâton de colle, des ciseaux? Oui, j'ai.... Yes I have Non, je n'ai pas de... no I haven't got</p> <p>Saying please and thank you Passe-moi un(e) ...s'il vous plait/s'il te plait</p> <p>Introduction of colours using adjectival agreements of colours with classroom objects</p> <p>such as une gomme blanche un crayon blanc</p> | <p>Quel sport aimes-tu? J'aime J'aime bien J'adore Je n'aime pas, je déteste</p> <p>Weather</p> <p>Quel temps fait-il? Il fait beau il pleut il y a du soleil/des orages/des nuages il neige http://www.meteofrance.com/accueil</p> | <p>Comment vas-tu à l'école? Je vais à l'école.. à pied en voiture en bus en train dans un taxi en avion en bateau</p> <p>Adding what time we go to school/what time we have lessons A huit heures je vais à l'école à pied. A midi c'est l'heure de déjeuner. A deux heures et demie j'ai le français.</p> | <p>il y a du soleil/des orages/des nuages il neige</p> <p>What we do at certain times of day or when the weather changes: ie Quand il fait mauvais, j'aime jouer à l'ordinateur.</p> <p>A six heures je mange le diner. A huit heures je vais à l'école. A midi c'est l'heure de déjeuner. A deux heures et demie j'ai le français. A onze heures je joue au football.</p> |
| <p>In all kS2 year groups:</p> | <p>Continuous revisiting of phonics, numbers 0-31, alphabet, basic classroom instructions, rhymes and poems, stories and songs, festivals and culture. true or false, yes or no?</p> <p>All to experience ordering food at a "café" or "shop", experiencing tasting French food, playing French games during whole school French day.</p> <p>Websites: Y3 https://central.espresso.co.uk/espresso/modules/t2_alliez/index.html?source=subject--KS2--Resource%20types Y4 family https://central.espresso.co.uk/espresso/modules/t2_enfamille/index.html?source=subject--KS2--Resource%20types time https://central.espresso.co.uk/espresso/modules/t2_lheure/index.html?source=subject-Languages-KS2-Languages-Resource%20types Y5 (school/transport) https://central.espresso.co.uk/espresso/modules/t2_l_ecole/index.html?source=subject--KS2--Resource%20types weather/points of the compass https://central.espresso.co.uk/espresso/modules/t2_le_monde/index.html?source=subject--KS2--Resource%20types https://www.lightbulblanguages.co.uk/index.htm</p> | | | |