

## **Curriculum Toolkit for French**

### **National Curriculum Key Stage 2 Overview**

- 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 plus respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- start to 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
- start to broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including write single words from memory, and adapt these to create new sentences
- to start to express ideas orally and in writing
- begin to understand basic grammar including feminine and masculine forms 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

Year 3	
<b>Listening</b>	<ul style="list-style-type: none"> <li>• I can show I recognise words and phrases heard by responding appropriately.</li> <li>• I have basic understanding of the usual order of words in sentences in French and when listening to stories, rhymes or songs, I can join in with repeated sections and identify particular phonemes and rhyming words</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• I can ask and answer simple questions, for example about personal information, repeat sentences heard and make simple adaptations to them and use simple adjectives such as colours and sizes to describe things orally.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• I can recognise some familiar words and phrases in written form, read some familiar words aloud using mostly accurate pronunciation and learn and remember new words encountered in reading.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I can write some single words from memory, use simple adjectives such as colours and sizes to describe things in writing, record descriptive sentences using a word bank and recognise the main word classes</li> <li>• e.g nouns, adjectives and verbs</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• I can understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. I have basic understanding of the usual order of words in sentences in French.</li> </ul>

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b><u>Covered in these topics:</u></b>	Greetings, All about me (name, age, brothers and sisters, birthday dates), numbers from 1-8 for all about me sentences.	Colours, Numbers from 1-20	Days of the week and months of the year. Numbers 1-30 for dates Play- le chat botte

	<b>Year 4</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• I can write words and short phrases from memory and show understanding of a range of familiar spoken phrases through acting out part of a familiar story heard.</li> <li>• I can listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</li> <li>• I can notice that the target language may contain different phonemes and that some similar sounds maybe spelt differently to English.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• I can ask and answer a range of questions on pets, the weather, the text of le navet geant and the body. Using familiar sentences as models, they will make varied adaptations to create new sentences.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• I can read aloud using accurate pronunciation and present a short learned piece for performance (le navet geant).</li> <li>• I can read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately and follow the written version of a text I am listening to.</li> <li>• I am beginning to work out the meaning of unfamiliar words within a familiar text using contextual and other clues</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I can write words and short phrases from memory.</li> <li>• I can use a range of adjectives to describe things in more detail, such as describing someone's appearance.</li> <li>• I can write descriptive sentences using a model but also supplying some words from memory.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• I can recognise a wider range of word classes including pronouns and articles, and use them appropriately.</li> <li>• I am starting to understand that adjectives may change form according to the noun they relate to and select the appropriate form.</li> <li>• I can recognise questions and negative sentences.</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Covered in these topics:</u></b>	Pets Weather,	The Body ( using vat`en grand monstre vert) and describing people`s appearance	Clothing Story focus ` le navet geant` (The enormous turnip).

	<b>Year 5</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>I have an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language</li> <li>I can identify different ways to spell key sounds, and select the correct spelling of a familiar word.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>I can take part in conversations and express simple opinions giving reasons. I can also adapt known complex sentences to reflect a variation in meaning.</li> <li>I can begin to use intonation to differentiate between sentence types and create a short piece for presentation to an audience (la chenille qui a tres faim as a stimulus).</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>I can read aloud and understand a short text containing mostly familiar language, using mainly accurate pronunciation (la chenille qui a tres faim as a stimulus).</li> <li>I can learn a song or poem using the written text for support and use dictionaries to extend vocabulary on a given topic and develop their ability to use different strategies to work out the meaning of unfamiliar words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>I can write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank.</li> <li>I can use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I am starting to conjugate some high frequency verbs (eg. avoir and etre)</li> <li>I can understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.</li> <li>I can be able to adapt sentences to form negative sentences and begin to form questions.</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Covered in these topics:</u></b>	Planets, ( to include singular etre conjugations) Stationery ( both including adjective agreement) Stationery to include singular conjugations of avoir.	Story focus: la chenille qui a tres faim ( The very hungry caterpillar) Food ( café role play)	Hobbies ( link to singular conjugations of regular -er verbs) Clock times

	<b>Year 6</b>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• I can understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard.</li> <li>• I can apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• I can engage in longer conversations, asking for clarification when necessary</li> <li>• I can create my own sentences using knowledge of basic sentence structure.</li> <li>• I can use pronunciation and intonation effectively to accurately express meaning and engage an audience.</li> <li>• I can read aloud and understand a short text containing unfamiliar words, using accurate pronunciation, use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• <i>I can</i> read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</li> <li>• I can use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• I can write a range of phrases and sentences from memory and adapt them to write my own sentences on a similar topic.</li> <li>• I can select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions and begin to use some adverbs.</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• I know how to conjugate a range of high frequency verbs ( eg avoir, etre, aller, sortir)</li> <li>• I understand how to use some adverbs in sentences.</li> <li>• I have an awareness of similarities and differences in grammar between different languages.</li> </ul>

	<b><u>Autumn</u></b>	<b><u>Spring</u></b>	<b><u>Summer</u></b>
<b><u>Covered in these topics:</u></b>	My town, including preferences and opinions directions and prepositions	School subjects, including preferences, opinions and justification plus authentic text My journey to school ( transport) ( link to conjugation of aller)	My dream home