

French Curriculum

Curriculum Concepts:

listening
reading
writing
grammar

Intended Outcomes - by the end of key stage 2

- 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 sound, spelling and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to 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 them.
- Present ideas and information (describe people, places and things) orally to a range of audiences and in writing
- Read carefully and show an understanding of words, phrases and simple writing.
- Appreciate songs, stories, poems and rhymes in French
- Write phrases from memory, adapt these to create new sentences, express ideas clearly.
- Understand basic French grammar: masculine, feminine; the conjugation and high-frequency verbs; key features and patterns of language; similar/differ from English

Language Learning Skills Progression By Year Group

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.



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Phonics Lesson 1	Phonics Lesson 2	Phonics Lesson 3	Phonics Lesson 4
I Am Learning...	Presenting Myself	Pets	At School
Musical Instruments / Ancient Britain	Family	Date	Weekend
Fruits or Vegetables	My Home / In Class	Clothes	Me In The World / Vikings



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KS2 Suggested Unit Planner (Limited Foreign Language Experience)

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics 1&2 (C) I'm Learning Fr/Sp/It (E)	Phonetics 1&2 (C) Fruits (E)	Phonetics 1 to 3 (C) Selection of Core Vocabulary lessons	Phonetics 1 to 4 (C) Selection of Core Vocabulary lessons
Half Term 2	Animals (E)	Vegetables (E)	Vegetables (E)	Presenting Myself (I)
Spring Term				
Half Term 1	Musical Instruments (E)	Ancient Britain (E)	Presenting Myself (I)	Do You Have A Pet? (I)
Half Term 2	Fruits (E)	Presenting Myself (I)	Family (I)	What Is The Date? Or Weather (I)
Summer Term				
Half Term 1	Ancient Britain (E)	Classroom (I)	Romans (I)	My House (I)
Half Term 2	I Can... (E)	House (I)	Clothes (I)	School (P)

This for 2022-23 and 2023-24



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KS2 Unit Planner

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Autumn Term				
Half Term 1	Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
Half Term 2	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
Spring Term				
Half Term 1	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
Half Term 2	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)
Summer Term				
Half Term 1	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Half Term 2	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)

This is for 2024-25 onwards.