



**Overview:**

Learning a foreign language provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

**Aims for the National Curriculum languages curriculum:**

- 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

**Pupils will be taught the following knowledge and skills:**

	Y3	Y4	Y5	Y6
SPEAKING & LISTENING	<p><b>Can understand a few familiar spoken words and phrases</b> <b>Can say/repeat a few words and short simple phrases using correct pronunciation</b> Shows understanding of single words through physical response <b>Recognises a familiar question and responds with a simple rehearsed response</b> Names objects and actions Describes an object using adjectives Expresses likes and dislikes Shows awareness of accent</p>	<p><b>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</b> <b>Listens and repeat modelled phrases using correct pronunciation</b> <b>Can ask and answer simple questions and give basic information.</b> Can pronounce familiar words and some new words accurately. <b>Shows understanding of phrases words through physical response</b> Names objects and actions and begin to link with conjunctions Expresses preferences</p>	<p><b>Can understand the main points from spoken sentences (including questions.) May require some repetition</b> <b>Can ask and answer simple questions on several topics</b> Can take part in brief pre-prepared tasks such as short presentations and role plays <b>Shows understanding of simple sentences through physical response</b> Uses intonation to mark exclamation Expresses an opinion</p>	<p><b>Can understand the main points and some detail from a series of sentences comprising of familiar language</b> <b>Can take part in a simple conversation</b> <b>Generally accurate pronunciation</b> <b>Shows understanding of more complex sentences through physical response</b> Asks and answers more complex questions with a scaffold of responses <b>Converses briefly without prompts</b> <b>Adapts intonation to questions, instructions and exclamations</b> Presents prepared ideas and information Understands the impact of accents and position them correctly when writing</p>
READING & WRITING	<p><b>Can recognise and read out a few familiar words and phrases.</b> <b>Can write or copy a few simple words or symbols as an emergent writer</b> Uses picture clues to predict the meaning of new words <b>Match English and French words by meaning</b> Writes single words from memory Writes phrases to describe people, places, things and actions using a model</p>	<p><b>Can understand simple written phrases.</b> <b>Can match sounds to familiar written words.</b> <b>Can spell some familiar written words and phrases accurately</b> Uses context to predict the meaning of new words Uses a simple bilingual dictionary to find the meanings of French words Writes simple phrases from memory using a writing frame <b>Writes simple sentences to describe people, places, things and actions using a scaffold</b></p>	<p><b>Can understand the main point(s) from a short, written passage</b> <b>Can apply phonic knowledge to find, understand and/or produce spoken and written words</b> <b>Attempts to use accurately nouns and adjectives</b> <b>Shows awareness of the use of and conjugation of some commonly regular verbs in the present tense.</b> Uses a bilingual dictionary to translate nouns into French and identifies their gender Writes simple sentences from memory using visual prompts <b>Writes several simple sentences using familiar vocabulary to describe people, places, things and actions</b></p>	<p><b>Can understand the main points of a longer written passage</b> <b>Can write a short text attempting to use accurately nouns, adjectives and some commonly used regular verbs in the present tense on a familiar topic (using reference materials to support if necessary)</b> Uses a bilingual dictionary to translate English to French and French to English as required Writes several sentences from memory drawing on familiar topic vocabulary <b>Choose more creative and complex language to describe people, places, things and actions</b></p>



GRAMMAR	<p><b>S'appeler: je and tu forms</b>  <b>Possessive adjectives: mon, ma, mes</b>  <b>Singular and plural nouns</b>  <b>Regular -er verbs: je</b>  <b>être: je suis, tu es</b>  <b>Pronouns: il/elle used for 'it</b>  <b>Négatives (ne ... pas)</b></p>	<p><b>Regular -er verbs: tu and vous forms</b>  <b>Simple adverbs of place</b>  <b>Adjectives: masculine and feminine singular agreement</b>  <b>Basic open questions eg Qu'est-ce que 'c'est?</b>  <b>Basic Negatives (ne ... pas)</b></p>	<p><b>Plural nouns with les and des</b>  <b>Compound sentences with connectives et and mais</b>  <b>Adjectives: masculine and feminine plural agreement</b>  <b>The alphabet</b>  <b>C'est, Ce n'est pas + noun</b>  <b>Prepositions en, au (with seasons)</b>  <b>Respond to simple open questions eg qu'est-ce qu'il y a dans ....?</b>  <b>Create the negative response : Il n' y a pas de ...</b></p>	<p><b>je form of presents tense (revision)</b>  <b>Adjectives: masculine plural agreement and position (revision)</b>  <b>Plural indefinite article (des)</b>  <b>Definite and indefinite article: le/la; un/une (revision)</b>  <b>avoir: il y avait</b>  <b>Adjectives: using two adjectives to describes a noun (position and agreement)</b>  <b>Prepositions: au, à la</b>  <b>expressing and justifying opinions using car as an alternative to parce que</b></p>
CORE LANGUAGE	<p>Salut!  S'il te plaît  S'il vous plaît  Voilà  Voici ...  Merci  oui/non  Tu aimes ...? J'aime ...  Je n'aime pas ... beaucoup  Je voudrais ...  Vous désirez?  Je m'appelle Comment tu t'appelles?  Numbers to 20  Quel âge as-tu? J'ai sept/huit ans  Combien de ...?  Je préfère  bien, très bien  Months of the year  Les couleurs- rouge, rose, orange, jaune, bleu(e), vert(e), noir(e), blanc(he), violet(te), marron  J'ai ... Il/Elle a ....  un nez, une bouche les yeux/cheveux bleus  Il/Elle est ... grand(e) petit(e)</p>		<p>Où habites-tu? J'habite dans ...  Il fait chaud/froid/beau/ mauvais  Il fait du soleil / du vent/ Il pleut  Il neige, il gèle  days of the week  numbers to 0- 100  Quelle heure est-il? une heure, deux heures, etc  J'adore / Je déteste  C'est combien?  C'est super, magnifique, fantastique  Je n'ai pas de  Regardez  Répétez  Ecoutez  vrai, faux,  au printemps en été/automne/hiver  e/un supermarché la/une boulangerie la/une boucherie l'/une épicerie  une limonade, une eau minérale, un jus d'orange, un verre de coca, un chocolat chaud, un café, un café au lait, une tasse de thé  un paquet de chips, une portion de frites, une glace au chocolat / à la fraise / à la vanille  Vous désirez?  C'est combien?  Bon appétit!</p>	
INTERCULTURAL UNDERSTANDING	<p>Know there are different languages spoken by pupils in the school  Can locate countries where French is spoken  Know about some aspects of everyday life and compare them to their own  Make contact with French children through teacher led class letters or emails to a partner school  Share photos of each other's schools, way of life and hobbies  Know the main festivals and celebrations in France</p>		<p>Look at further aspects of their everyday lives from the perspective of someone from another country (e.g diet, school, home, neighbourhoods)  Recognise similarities and differences between places within France  Can present information about an aspect of French culture</p>	



**St George's CE Primary School**  
Live Learning; Love Learning

**St. George's CE Primary**  
**French Progression**

