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| **French Progression** | | | | |
|  | **French Scheme** | **Autumn** | **Spring** | **Summer** |
|  | **National Curriculum Content** | **Pupils should be taught to:**   * 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; express opinions and respond to those of 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 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 in the language * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary * write phrases from memory, and adapt these to create new sentences, to express ideas clearly * describe people, places, things and actions orally\* and in writing Languages – key stage 2 3 * understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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. | | |
| **Yea**  **r 3** | **French units**  **1-4** | **Unit 1: Ourselves**  Greetings, names, family, numbers 0-12, ages   * Show that he/she recognises words and phrases by responding appropriately * Follow simple instructions to link pictures or actions to language * Repeat sentences heard and make simple adaptations to them * Use mostly accurate pronunciation and speak clearly when addressing an audience | **Unit 2- Playground games**  ‘Farmers in the den’  Numbers 12-20  **Unit 3- Birthday**  Happy birthday, come to my party, birthday games.   * When listening to stories, rhymes and songs join in with repeated sections * Ask and answer simple questions * Recognise some familiar words and phrases in written form * Read some familiar words aloud | **Unit 4- Body parts and colours**  Basic sentences in French. Le/la  Feminine and masculine nouns   * Use simple adjectives * Learn and remember new words encountered in reading * Write some simple words from memory * Record descriptive sentences * Recognise the main word classes * Understand that nouns may have different genders * Have basic understanding of the usual order of words in sentences |
| **Yea**  **r 4** | **French Scheme**  **units**  **5-9** | **Unit 5: Travel and weather**  Where is French spoken? Weather, dates.  Numbers 21- 30  Presentation-Individual Weather forecast   * Show understanding of a range of familiar spoken phrases * Listen to and accurately repeat particular phonemes in songs and rhymes * Ask and answer a range of questions on different topic areas * Read a range of familiar written phrases and sentences * Follow the written version of a text he/she is listening to * Write words and short phrases from memory | **Unit 6- Likes and dislikes**  introducing negative sentences  **Unit 7- Sporting lives**  Healthy eating  food preferences   * Notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English * Recognise a wider range of word classes * Understand that adjectives may change form * Recognise questions and negative sentences | **Unit 8- The Four Friends**  Read and translate short story  verb, adjective  **Unit 9- Animals**  Phonic focus, sounds, habitats, descriptions  English -Adjectives, nouns v French-noun, adjective   * Use familiar sentences as models, make varied adaptations to create new sentences * Read aloud using accurate pronunciation * Begin to work out the meaning of unfamiliar words within a familiar text using clues * Use a range of adjectives to describe things in more detail * Write descriptive sentences using a model but supplying words from memory |
| **Yea**  **r**  **5** | **French Scheme**  **French units**  **10-14** | **Unit 10- Journeys**  Locality, directions.  Read and understand a short description of a journey. Write instructions to follow a route/journey   * Gain 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 * Take part in conversations and express simple opinions giving reasons * Adapt known complex sentences to reflect a variation in meaning * Create a short piece for presentation to an audience * Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words | **Unit 11- Celebrations Sentence building**  Food likes and dislikes.  **Unit 12- Planets** Compound sentences  Introducing the planets, describing them and distances from the sun.   * Begin to use intonation to differentiate between sentence types * Write phrases and some simple sentences from memory and write a short text such as an email with support from word/phrase bank * Use a wide range of adjectives to describe people and things, and use different verbs to describe actions * Know how to conjugate some high frequency verbs * Understand how to make changes to an adjective in order for it to ‘agree’ with the relevant noun * Adapt sentences to form negative sentences and begin to form questions | **Unit 13- Seasons**  Months, weather, seasonal colours.  Combine weather and seasons to make longer phrases.  **UNIT 14- Bringing a picture to life**  Writing detailed descriptions   * Identify different ways to spell key sounds, and select the correct spelling of a familiar word * Understand a short text containing mostly familiar language, using fairly accurate pronunciation * Learn a song or poem using the written text for support |
| **Yea**  **r 6** | **French Scheme**  **French unit**  **15-17** | **Unit 15**  **Time**  Telling the time in French spoken and written  **Comparing School life** /**Places in Locality**  Sentence building   * Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard * Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words * Engage in longer conversations, asking for clarification where necessary * Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic * Have an awareness of similarities and differences | **Unit 16**  **A guide for tourists**  Produce a leaflet for tourists. Building vocab and sentence structure   * Create his/her own sentences using knowledge of basic sentence structure * Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words * Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions * Begin to use some adverbs * Understand how to use some adverbs in sentences | **Unit 17**  **French menu/café**  Use the language needed when ordering food- emphasis on pronunciation/intonation   * Use pronunciation and intonation effectively to accurately express meaning and engage an audience * Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation * Attempt to read a range of texts independently using different strategies to make meaning * Know how to conjugate a range of high frequency verbs |