



French at Shotley Bridge Primary School

Key stage 2

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
- 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.

Year 3	Topic	Autumn	Spring	Summer	
	Key Vocabulary	See Medium Term plans for full lists of key vocabulary			
	Key Knowledge and Skills	<ul style="list-style-type: none"> • I understand that English is spoken in countries other than the UK • I understand that French is a language spoken in France and elsewhere • I can respond to and say Bonjour! and Salut! respond to Ça va? • I understand the differences in social conventions when people greet each other • I can say Bonjour! Salut! Au revoir with accurate pronunciation • I understand and respond to the question Comment tu t'appelles? OR Comment t'appelles-tu? (same meaning) • I know some French names • I can understand instructions given by my teacher • I can understand numbers 1 - 12. • I am starting to be able to say numbers 1 - 12 • I can understand and reply to the question Quel âge as-tu? • I can listen to and understand a well-known French song and start to join in. • I understand that there is more than one word for "the" in French • I understand the meaning of ma mère, mon père, ma sœur, mon frère • I can understand that there is more than one word for "the" in French • I can start to use "Voici" • I can remember the language and skills that we have learned this term. • I can understand a conversation with the greetings 	<ul style="list-style-type: none"> • I can listen for specific words • I can hear sounds that are the same as or different from English • I know the French version of a well-known song • I can say numbers 1-10 accurately • I can use French in a playground game • I am starting to know numbers 11-20 in order • I can say numbers 1-10 accurately • My numbers 11 - 20 are improving • I can make up my own playground game • I can answer simple questions about my favourite playground games • I can understand some words when I see them written • I understand that words for some playground games occur in both French and English, but they may not sound the same • I can remember the language and skills that we have learned this term. • I can use French for a real purpose and to give information. 	<ul style="list-style-type: none"> • I can listen carefully for specific words • I can follow instructions • I can join in with a song • I can repeat words correctly • I can use the new words to join in a game • I can hear and say French sounds. • I understand that some French adjectives come after the noun. • I can listen with care for words and phrases. • I can follow a simple story • I can read and understand familiar words • I can read familiar words aloud • I understand that pronunciation of certain colours changes if the colour describes a feminine noun • I can listen with care • I can remember a sequence of spoken words and show I understand • I can remember and pronounce accurately up to six colours • I can understand and pronounce accurately vocabulary for parts of the face and head • I can label accurately parts of the face and head 	

Year 4	Topic	Autumn	Spring	Summer	
	Key Vocabulary	See Medium Term plans for full lists of key vocabulary			
	Key Knowledge and Skills	<ul style="list-style-type: none"> • I understand the phrases for modes of transport • I can say how I get to school • I can find some countries where French is spoken and say their names. • I can imitate the pronunciation of sounds • I understand that that many languages are spoken in the UK and across the world • I can say the names of some towns and cities in France • I can understand some weather phrases • I can recognise rhyming words in French • I can do an action to show I understand 	<ul style="list-style-type: none"> • I understand and can start to use some words for animals. • I understand and start to use the French words for "I have" and "I have not" • I understand and can start to use opinions. • I can listen to a story and join in with actions to show I understand • I can write simple words and sentences • I can match words and pictures • I can read simple words • I can understand words displayed in the classroom • I can answer questions and understand the negative • I can remember and use words and sometimes sentences 	<ul style="list-style-type: none"> • Listen with care and repeat words • I can give my opinions on foods using gesture or words. • I can use my voice properly to ask questions • I can understand a negative statement • I can name some food and drinks • I can read and recognise the names of some food and drink • I can spell some words for food and drink • I can say whether something is healthy or unhealthy • I can remember and use vocabulary • I can remember a role play 	

	<ul style="list-style-type: none"> I can make sentences using two ideas I understand that there are different ways of getting to countries, depending on their location I can build a sentence with at least two different ideas I can read and understand an email in French I can write to a travel agent saying where, when and how they are traveling 	<ul style="list-style-type: none"> I can join in with storytelling I can remember a sequence of words I can speak clearly and confidently 	<ul style="list-style-type: none"> I can understand the phrases for different sports in French I can recognise some of these phrases in written form I can say the days of the week I can understand the layout and content of a French diary I can answer questions about which sports I do and when I do it. I can write a simple sentence using a model for support I can join in with a non-fiction text I can read familiar words aloud I can show understanding of what I hear through a physical response I can join in with storytelling using words or gestures I can remember a short section of a story I can identify simple phrases I can remember a sequence of spoken words I can write words and simple phrases using a model I can remember the core language and skills from this unit.
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Year 5		Autumn	Spring	Summer	
	Topic	Les planètes	En route pour l'école (On our way to school)	Scène de plage (Beach Scene)	
	Key Vocabulary	See Medium Term plans for full lists of key vocabulary			
	Key Knowledge and Skills	<ul style="list-style-type: none"> I can say new words with accurate pronunciation and intonation I can use clues to help myself understand and remember new words I can identify and pronounce some of the letters of the alphabet I can ask and answer questions about the planets I can identify word classes I can identify word classes I can write a picture caption to describe a planet I can understand the main points from speech that contains unfamiliar language I can ask and answer questions on a given topic I can understand the main points from speech that includes unfamiliar language I can make a sentence using word cards and read it aloud I can make a compound sentence I can remember, retain and recall words, phrases and sentences I can choose words, phrases and sentences and write them as picture captions I can use a reference source to check the spellings of familiar words 	<ul style="list-style-type: none"> I can recognise and say numbers to 40 I can identify multiples of 10 up to 100 I can identify and pronounce some of the letters of the alphabet I can recognise if a statement is true or false I can pick out key words when listening I can identify and pronounce the names of some places in the locality I can pick out key words when listening to a short text I can read and understand a selection of sentences on a familiar topic I can use different ways to help me remember I can identify similarities and differences in journeys to school I can make sentences using picture prompts I can understand language that includes phrases that I do not know. I can write words, phrases and sentences using a model. I can understand the importance of good communication skills and apply this in a role-play situation I know how to ask for repetition and clarification I can create a short presentation of my journey to school I can remember, retain and recall words, phrases and sentences 	<ul style="list-style-type: none"> I can listen for and identify words and phrases I can work out the meaning of new vocabulary I can pronounce short phrases accurately I am getting better at remembering and using words, phrases and sentences I can use actions and mime to help me to remember I can write words, phrases and sentences using a model I can understand how a simple sentence is written I can identify features of beaches in the UK and abroad I can identify key features of a spoken and written text I can choose words, phrases and sentences for a poem I can join in with a story using actions and words I can make comparisons I can remember, retain and recall words, phrases and sentences I can use a reference source to check the spellings of familiar words 	

Year 6		Autumn	Spring	Summer	
	Topic	Notre monde (Our world)	Le passé et le présent (Then and now)	Monter un café (Creating a café)	
	Key Vocabulary	See Medium Term plans for full lists of key vocabulary			
	Key Knowledge and Skills	<ul style="list-style-type: none"> I can recall and say the names of continents with good pronunciation I can understand the notion of gender for proper nouns such as rivers and continents I can recognise the sound -ique I know where some rivers are located. I can answer the question "Dans quel continent est ..?" I can answer the question using a full sentence. I can research the location of rivers independently. I can read and understand the main points in a non-fiction text I can use detail from a text to complete a chart I can use a simple superlative to describe a river I can recognise the months of the year I can recognise or remember and pronounce some geographical features I can understand and say some weather phrases in the immediate future tense I can recognise the phoneme-grapheme correspondence -gne I can understand and use the preposition en + country or continent I can read and understand a short text in the present and future tenses I can write some short phrases using a model I can adapt a model by changing an element in a sentence I can produce a non-fiction text for display/ presentation 	<ul style="list-style-type: none"> I can recognise key places in a town I can say the names of some places found in a town I can ask questions about places in a town I can make statements about places in a town I can use intonation to add interest to my speech I can recall numbers to 39 and multiples of 10 up to 100 I can use higher numbers confidently I can understand and say the year in French I can understand and write compound statements about a town I can understand and use the third person singular of avoir in the past and present tenses I can use language learning strategies and knowledge about language to understand a written text I can recognise and practise masculine and feminine agreements of adjectives I can recognise and understand the third person singular of the verb être in the past tense I can understand and use beaucoup de and peu de in sentences I can pick out the main points from spoken and written texts about a town I can work in a group to organise and create a leaflet about their town in the past I can consolidate new and known language I can construct a short presentation that contains descriptions. 	<ul style="list-style-type: none"> I can find the meaning of unknown language on the basis of existing knowledge or by looking in a dictionary I can select and sort words into appropriate categories I can listen carefully and arrange word cards in an appropriate sequence I can identify some snacks and drinks from a list and pronounce these with reasonable accuracy I can talk about the significance of cafés in people's lives I can remember and sing with confidence a song with several verses I can use the perfect tense to talk about what a friend has eaten or drunk I can develop a role play I can join in a conversation I can talk about prices in euros I can express an opinion using a complex sentence I can follow a simple recipe I can read aloud from a text I can perform a play with confidence I can appreciate some similarities and differences between cultures and culinary traditions I can remember develop a sketch or role play and perform this to the class 	

		<ul style="list-style-type: none">I can apply language to a new context	<ul style="list-style-type: none">I can make a short-written presentation with support but writing some words/phrases from memory.	
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