



Saint Joseph's Catholic Primary Voluntary Academy

Modern Foreign Languages  
(French)Curriculum  
2025-2027

19/08/25 SB



## What do we want for our pupils?

### Intent

At St Joseph's, we believe that the learning of a foreign language provides a valuable educational, social and cultural experience for the pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

"Learning a foreign language is a liberation from insularity and 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, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries." National Curriculum in England (DfES September 2013)

Our MFL curriculum aims to give children an awareness of other cultures and the confidence and resilience to communicate in French for practical purposes, using both written and oral French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their knowledge and skills – knowledge, skills and vocabulary that are built on from prior learning and repeated with increasing complexity.

### Implementation

Our French curriculum is supported through the Kapow Primary scheme of work which is designed with six strands that run throughout: speaking and pronunciation, listening, reading and writing, grammar, intercultural understanding and language detective skills. Our curriculum is supported through curriculum overview documents that show coverage of the National Curriculum and skills/knowledge progression documents that show how skills are developed and link to prior learning.

Lessons incorporate a range of teaching strategies from independent tasks, paired work and group work including role play, language games and language detective work. The programme offers differentiation so all children can access the lessons.

## What is our goal?

**Impact** Pupils should leave school equipped with a range of language-learning skills to enable them to study French, or any other language, in Key Stage 3. The expected impact is that children will:

- Be able to engage in purposeful dialogue in practical situations
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts
- Speak and read aloud with confidence and accuracy in pronunciation
- Demonstrate understanding of spoken language by listening and responding appropriately
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt

- Be able to construct short texts on familiar topics
- Meet the end of Key stage 2 expectations outlined in the National Curriculum

## Assessment in French

Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgments about how they can improve their own work. Each child's progress is assessed with reference to the attainment targets of the Programme of Study for Languages. Pupils are assessed against objectives and success criteria in each lesson. At the end of each term, summative judgements are made as to whether each child is on track to meet the end of year expectations.

## Mixed-Age Teaching and Learning

### Foreign language learning for all

Language Angels is fully committed to providing planning and resources that support effective mixed-age teaching and learning in primary foreign languages. Working with a very large number of schools, we understand the varied delivery models used in different schools and are supporting teachers to ensure all pupils progress, enabling them to access our foreign language curriculum from Nursery all the way through to the end of primary phase. We work with a large number of schools delivering a variety of mixed-aged class scenarios and we continuously strive to find solutions for them as it can be more challenging for teachers and requires more flexibility and more stringent planning. However, progress and development of all pupils in all classrooms throughout primary phase can be achieved. We will support teachers as they develop a deeper understanding of their pupils' abilities, strengths and weaknesses in foreign language learning.

### How?

























































Language Angels resources are divided into three teaching types: Early Learning, Intermediate and Progressive. There is always progression within a lesson, across a unit and obviously across the three teaching types. Units are not designed to be taught to a particular year group but allocated to a class, based on the level of their language knowledge.

With mixed-aged classes the planning will depend on how the classes are divided. Planning is often presented as a two-year rolling programme. No pupil will ever have the same lesson or material presented twice. For a mixed-age class, years 3/4 (for example) will start each year with Early Learning and then the class will progress to Intermediate units by the end of the scholastic academic year. For years 5/6 it is recommended that the class starts with Intermediate units (the ones not covered in 3/4) and then moves to the more challenging Progressive units by the end of each school year. The units are allocated in a different order but the end goals and objectives remain the same - irrelevant if the pupil was in a straightaged class or mixed-aged class. However, if the school has not had sustained teaching and learning in a foreign language, the units allocated may be slightly different as the older years/classes may not be ready for Intermediate or Progressive units. A number of Early units should always be covered first to ensure pupils have the basic skills and knowledge required to access Intermediate and Progressive units.

All of the schools and pupils that follow the Language Angels programme will cover and meet all the PoS attainment targets and requirements. The difference is the order in which our units are taught. The required grammar is weaved throughout the scheme and is Page 2 of 2 constantly recycled and revisited in our different units. There are always three levels of challenge in all desk-based activities so there is always the correct amount of stretch in all lessons. All units are

equipped with ample pupil materials (pupil knowledge organisers, picture vocabulary sheets, unit glossaries, karaoke songs and videos, interactive games etc.) so pupils are fully supported on their language learning journey.

Our tracking of learning and progression options enable schools to evidence which pupils are on target, below or above or if they haven't met any of the attainment targets, thus allowing teachers to know where all pupils are at any point in their language learning journey. There are a number of sample long-term, mixed-aged unit planners available on the website. You can find these in the 'Tools' option in the side menu bar. Our team is always available to plan the best learning pathway for your school setting and to maximise the potential of all your students and achieve age-related expectations.

| ACADEMIC TEACHING YEAR 2   |  |  |  |  |
|--|--|--|--|--|
| Suggested KS2 Unit Planner - Mixed Age Year Groups (Good previous exposure to foreign language teaching) |  |  |  |  |
|  | Year 3/4 (CYCLE 1)   | Year 5/6 (CYCLE 1)   | Year 3/4 (CYCLE 2)   | Year 5/6 (CYCLE 2)   |
| Autumn Term  |  |  |  |  |
| Half Term 1  | Phonics 1 & 2 (X) &   | Phonics 3 & 4 (X) &   | Phonics 1 & 2 (X) &   | Phonics 3 & 4 (X) &   |
|  | I Am Learning Fr/Sp/It (E)    | Presenting Myself (I)   | Instruments (E)   | The Date (I)     |
| Half Term 2  | Animals (E)   | Family (I)     | Seasons (E)    | Do You Have a Pet? (I)     |
| Spring Term  |  |  |  |  |
| Half Term 1  | Fruits (E)                   | At the Tea Room (Fr)  <br>At the Café (Sp)<br>At the Restaurant (It) (I)                               | Vegetables (E)       | My Home (I)                    |
| Half Term 2  | I Am Able ...(Fr)  <br>I Know How...(It/Sp) (E)  | Olympics (I)    | Ice-Creams (E)    | What is the Weather? (I)    |
| Summer Term  |  |  |  |  |
| Half Term 1  | Presenting Myself (I)   | The Weekend (P)    | My Family (I)    | At School (P)    |
| Half Term 2  | Habitats or Romans (I)    | Vikings (P)     | In the Classroom (I)     | Me in the World (P)         |



# Modern Foreign Languages (French)Curriculum 2025-2027

## CYCLE A AND B

| Cycle A (E = Early Language - I = Intermediate P = Progressive) |                     |                      |                   |                        |                     |                              |
|---|---------------------|----------------------|-------------------|------------------------|---------------------|------------------------------|
|   | Advent 1            | Advent 2             | Lent 1            | Lent 2                 | Pentecost 1         | Pentecost 2                  |
| Year 3 and 4  | I am Learning E     | Animals E            | Fruits E          | I am able E            | Presenting Myself I | Habitats I                   |
| Year 5 and 6  | Presenting Myself I | Family I             | At the Tea Room I | Olympics I             | The Weekend P v     | Vikings P                    |
| Cycle B E = Early Language - I = Intermediate P = Progressive)  |                     |                      |                   |                        |                     |                              |
|   | Advent 1            | Advent 2             | Lent 1            | Lent 2                 | Pentecost 1         | Pentecost 2                  |
| Year 3 and 4  | Instruments E       | Seasons E            | Vegetables E      | Ice-Creasm E           | My Family I         | Romans or In the Classroom I |
| Year 5 and 6  | The Date I          | Do you have a Pet? I | My Home I         | What is the Weather? I | At School P         | Me in the World P            |

## NATIONAL CURRICULUM

### In KS2 pupils are taught:

- 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 Three and Year Four – Mixed Year Programme – CYCLE A

| I am Learning<br>Animals  | Fruits<br>I am able...  | Presenting Myself<br>Habitats  |
|---|---|--|
| <p><b><u>I am Learning</u></b><br/> <b>Aim of Unit: In this unit pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• pinpoint France and other French speaking countries on a map of the world.</li> <li>• ask and answer the question ‘How are you?’ in French.</li> <li>• say ‘Hello’ and ‘Goodbye’ in French.</li> <li>• ask and answer the question ‘What is your name?’ in French.</li> <li>• count to 10 in French.</li> <li>• say 10 colours in French.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can find France on a map of the world.</li> <li>• I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form.</li> <li>• I can say numbers 1-10 clearly in French and I can now spell some of these numbers.</li> <li>• I can say ten key colours in French, and I can now spell some of these colours.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can find France on a map of the world if I am shown Europe first.</li> <li>• I can repeat all my personal details in French, and ask for the same information back, with the help of an adult or the PowerPoint used in class.</li> <li>• I can remember some numbers from 1-10 clearly in French without any help and can attempt to spell some of these correctly.</li> <li>• I can say some of the ten colours in French without any help and can attempt to spell some of these correctly.</li> </ul> | <p><b><u>Fruits</u></b><br/> <b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Name and recognise up to 10 fruits in French.</li> <li>• Attempt to spell some of these nouns.</li> <li>• Ask somebody in French if they like a particular fruit.</li> <li>• Say what fruits they like and dislike.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat and recognise a few of the 10 fruits in French with their correct article.</li> <li>• I can attempt to possibly spell one of these words unaided from memory with relative accuracy.</li> <li>• I can ask somebody in French if they like a particular fruit if I hear the question being asked first.</li> <li>• I can say in French which of the 10 fruits I like and dislike, but I will need a model answer first to remind me how to say it accurately.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat and recognise most of the 10 fruits in French with their correct article.</li> <li>• I can attempt to possibly spell 5 of these words unaided from memory with good accuracy.</li> <li>• I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.</li> <li>• I can say in French which of the 10 fruits I like and dislike, but I may need a model answer first.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can name and recognise all 10 fruits presented in this unit with the correct article.</li> <li>• I can attempt to spell more than 5 of these fruits in French with relative accuracy.</li> </ul> | <p><b><u>Presenting Myself</u></b><br/> <b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat all my personal details in French, and ask for the information back, without help.</li> <li>• I can say numbers 1-20 clearly in French and I can now spell some of these numbers.</li> <li>• I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can understand and use set phrases to talk about myself and ask others for simple information in return.</li> <li>• I can understand numbers 1-20, count and also use the numbers out of sequence.</li> <li>• I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher.</li> <li>• I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help.</li> <li>• I can repeat correctly how to say my nationality.</li> </ul> |

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| <p><b>Level 3</b></p> <ul style="list-style-type: none"> <li>• I can find France on a map of the world if an adult directs me to some of the surrounding countries.</li> <li>• I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practise.</li> <li>• I can recognise some numbers from 1-10 in French.</li> <li>• I can recognise some of the key ten colours in French.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can ask somebody in French if they like a particular fruit with no reminder first.</li> <li>• I can say in French which of the 10 fruits I like and dislike, without the need for a model answer.</li> </ul>  |   |
| <p><b>I am Learning - Vocabulary:</b></p> <p>French English French English Bonjour ! Hello! (formal) six six Salut ! Hello! (informal) sept seven Ça va ? How are you? huit eight Ça va bien. I am well. neuf nine Ça va mal. I am not great. dix ten Comme ci, comme ça. So, so. rouge red Au revoir ! Goodbye! bleu blue À plus tard ! See you later! jaune yellow Comment tu t'appelles ? What is your name? vert green Je m'appelle... My name is... noir black un one blanc white deux two gris grey trois three orange orange quatre four violet purple cinq five marron brown</p> | <p><b>Fruits - Vocabulary:</b></p> <p>une pomme an apple les pommes the apples une fraise a strawberry les fraises the strawberries une pêche a peach les pêches the peaches une banane a banana les bananes the bananas une cerise a cherry les cerises the cherries une orange an orange les oranges the oranges une prune a plum les prunes the plums une poire a pear les poires the pears un kiwi a kiwi les kiwis the kiwis un abricot an apricot les abricots the apricots J'aime... I like</p> | <p><b>Presenting Myself - Vocabulary:</b></p> <p>Bonjour ! Hello! (formal) Je suis... I am... neuf nine Salut ! Hello! (informal) français/française French dix ten Ça va ? How are you? anglais/anglaise English onze eleven Ça va bien. I am well. gallois/galloise Welsh douze twelve Ça va mal. I am not great. irlandais/irlandaise Irish treize thirteen Comme ci, comme ça. So, so. écossais/écossaise Scottish quatorze fourteen Ça va très bien I am very well. Je viens de... I am from... quinze fifteen Ça va très mal I am really not great. Je viens d'Angleterre. I am from England. seize sixteen Au revoir ! Goodbye! un one dix-sept seventeen À plus tard See you later! deux two dix-huit eighteen Comment tu t'appelles ? What is your name? trois three dix-neuf nineteen Je m'appelle... My name is ... quatre four vingt twenty Quel âge as-tu ? How old are you? cinq five J'ai ... ans. I am ... years old. six six Où habites-tu ? Where do you live? sept seven J'habite à... I live in... huit eight</p> |
| <p><b>Animals</b></p>  | <p><b>I am able...</b></p>   | <p><b>Habitats</b></p>  |
| <p><b>Animals</b></p> <p><b>Aim of Unit: In this unit, pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall, and spell up to 10 animals in French with their correct determiners/ indefinite articles.</li> <li>• Understand that there are more determiners/ articles in French than in English.</li> <li>• Use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>   | <p><b>I am able...</b></p> <p><b>Aim of Unit: In this unit, pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Recognise, recall and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence</li> <li>• structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).</li> <li>• Attempt to combine positive and negative sentence structures to form longer</li> </ul>  | <p><b>Habitats</b></p> <p><b>Aim of Unit: In this unit pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Tell somebody in French the key elements that animals and plants need to survive in their habitat.</li> <li>• Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.</li> <li>• Tell somebody in French which animals live in these different habitats.</li> </ul>   |

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| <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can attempt to name up to 5 animals in French with their correct article/determiner but will need to look at the vocabulary sheet first if/when attempting the spellings.</li> <li>• I am beginning to learn that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.</li> <li>• I can say/write a short phrase using the verb 'je suis' (I am) and an animal in French but may need to look at the vocabulary sheet first to support with the spellings.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can attempt to name up to 10 animals in French with their correct article/determiner but may need to look at the vocabulary sheet first if/when attempting all the spellings.</li> <li>• I understand better that articles/determiners work differently in French than they do in English and that I will have to always learn the article/determiner alongside the noun.</li> <li>• I can say/write at least one short phrase using the verb 'je suis' (I am) and an animal in French.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can name and spell all 10 animals in French with their correct article/determiner from memory and with high accuracy.</li> <li>• I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun.</li> <li>• I can say/write at least 10 short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy</li> </ul> | <ul style="list-style-type: none"> <li>• and more complex sentences using the conjunctions 'et' (and) / 'mais' (but).</li> </ul> <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can attempt to name up to 5 action verbs in French but will need to look at the vocabulary sheet</li> <li>• first when attempting the spellings.</li> <li>• I can match these verbs to their picture easily if I have a word and picture bank to help me.</li> <li>• I can say/write a short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French but may need to look at the vocabulary sheet first to help with the spellings.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can attempt to name up to 10 action verbs in French but may need to look at the vocabulary sheet first when attempting all the spellings.</li> <li>• I can match most of these verbs to their picture easily from memory and attempt more if I have time to remind myself of the language first.</li> <li>• I can say/write at least one short phrase using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus an action verb in French.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can name and spell all 10 action verbs in French from memory and with high accuracy.</li> <li>• I can match these verbs to their picture easily.</li> <li>• I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and)/ 'mais' (but), describing what I am and am not able to do in French.</li> </ul> | <p>•Tell somebody in French which plants live in these different habitats.</p> <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can name one essential element in French that plants and animals need to survive in their habitat, but I will need to be prompted or reminded first and have access to a word/picture bank.</li> <li>• I can name one type of habitat in French but only with a picture and word bank to help me.</li> <li>• I can name one animal or plant in French specific to a type of habitat.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can name one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.</li> <li>• I can name in French a couple of different types of habitats and give examples, but I can work faster and better with a word bank or a gap fill to help and remind me.</li> <li>• I can tell you in French which animals and which plants live and grow in one type of habitat.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can name all of the five essential elements that animals and plants need to survive in their habitats, without help.</li> <li>• I can name five types of habitats in French.</li> <li>• I can say in French which animals and which plants live and grow in each habitat.</li> </ul> |
| <p><b>Animals - Vocabulary:</b></p>  | <p><b>I am Able - Vocabulary:</b></p>  | <p><b>Habitat - Vocabulary:</b></p>   |

|   |   |   |
|---|---|---|
| les animaux the animals un lapin a rabbit un a (masculine) un canard a duck une a (feminine) un singe a monkey un cochon a pig un mouton a sheep un lion a lion une souris a mouse un oiseau a bird une vache a cow un cheval a horse je suis I am... | je peux I am able jouer d'un instrument to play an instrument je ne peux pas I am not able patiner to ice-skate danser to dance dessiner to draw chanter to sing nager to swim sauter to jump parler français to speak French cuisiner to cook et and faire du vélo to ride a bike mais but | les habitats the habitats le Groenland Greenland Les animaux et les plantes ont besoin de/d'... The animals and the plants need... le chameau the camel Les animaux et les plantes ont besoin d'un abri. The animals and the plants need shelter. le lapin the rabbit Les animaux et les plantes ont besoin de nourriture. The animals and the plants need food. l'ours blanc the polar bear Les animaux et les plantes ont besoin d'air. The animals and the plants need air. le singe araignée the spider monkey Les animaux et les plantes ont besoin de soleil. The animals and the plants need sun. le requin the shark Les animaux et les plantes ont besoin d'eau. The animals and the plants need water. habite (he/she/it) lives la forêt tropicale the tropical rainforest habitent (they) live la prairie the meadow dans in l'océan the ocean les algues the seaweeds le désert the desert les grands arbres the tall trees l'Arctique the Arctic les buissons the bushes ...est un habitat dans... ...is a habitat in... les cactus the cacti le Sahara the Sahara les plantes résistantes the hardy plants l'Amazonie the Amazon pousse (he/she/it) grows le parc national des South Downs the South Downs national park poussent (they) grow l'Océan Pacifique the Pacific Ocean |
|---|---|---|

### Year 3

#### Language and comprehension (listening and reading) skills:

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Becoming familiar with format, layout and simple use of a bilingual dictionary.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.

#### Language production (speaking and writing) skills:

- Asking and/or answering simple questions.

### Year 4

#### Language and comprehension (listening and reading) skills

- Listening and responding to full sentences.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Following a short text or rhyme, listening and reading at the same time.
- Recognising some familiar French words when written in a short phrase.
- Identifying and discussing cognates and beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.

#### Language production (speaking and writing) skills:

- Forming simple statements with information including the negative.
- Practising speaking with a partner.
- Using short phrases to give information.
- Recognise and repeat phrases from familiar rhymes and songs.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Introducing self to a partner with simple phrases.
- Recalling and writing simple words from memory.
- Experimenting with simple writing, copying with accuracy.
- Recognising and using adjectives of colour and size

- Recognising and answering simple questions which involve giving personal information.
- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- Using a model to form a spoken sentence.
- Beginning to adapt phrases from a rhyme/song.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play or song.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using word cards.
- Using different adjectives, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

## Year Five and Year Six – Mixed Year Programme – CYCLE A

| Presenting Myself<br>Family  | At the Tea Room<br>Olympics  | The Weekend<br>Vikings  |
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| <p><b><u>Presenting Myself</u></b><br/> <b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Count to 20.</li> <li>• Say their name and age.</li> <li>• Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling.</li> <li>• Tell you where they live.</li> <li>• Tell you their nationality and understand basic gender agreement rules.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat all my personal details in French, and ask for the information back, without help.</li> <li>• I can say numbers 1-20 clearly in French and I can now spell some of these numbers.</li> <li>• I can tell you my nationality and explain the pronunciation changes if I am a girl or boy.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can understand and use set phrases to talk about myself and ask others for simple information in return.</li> <li>• I can understand numbers 1-20, count and also use the numbers out of sequence.</li> <li>• I can tell you my nationality and I know that the pronunciation changes if I am a girl or boy.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can understand and use very simple set phrases to talk about myself with the help of pictures or written words. I may need to be prompted or supported by the teacher.</li> <li>• I can, with help, understand and say numbers 1-10 and nearly to 20, occasionally with help.</li> <li>• I can repeat correctly how to say my nationality.</li> </ul> | <p><b><u>At the Tea Room</u></b><br/> <b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>• To understand better how to change a singular noun to plural form.</li> <li>• Perform a short role-play ordering what they would like to eat and drink.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat, remember, and attempt to spell some of the items typically offered in a salon de thé with their correct article/determiner but I will need a word bank with pictures to support me.</li> <li>• I can attempt changing a singular noun to a plural noun in French when I am shown a few examples first and reminded what the options are. I will need a word bank with pictures to support me.</li> <li>• I can ask for one item I would like to eat and one I would like to drink in a salon de thé.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can repeat, remember, and attempt to spell most of the items typically offered in a salon de thé with their correct article/determiner but I may need a word bank to support me.</li> <li>• I can attempt changing a singular noun to a plural noun in French.</li> <li>• I can ask for items I would like to eat and items I would like to drink in a salon de thé but may need my Vocabulary Sheet to remind me of all the options.</li> </ul> <p><b><u>Level 3</u></b></p> | <p><b><u>The Weekend</u></b><br/> <b>Aim of Unit: In this unit pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Ask what the time is in French.</li> <li>• Tell the time accurately in French.</li> <li>• Learn how to say what they do at the weekend in French.</li> <li>• Learn to integrate connectives into their work.</li> <li>• Present an account of what they do and at what time at the weekend.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b><br/> <b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can ask what the time is in French and attempt to tell the time when I have a choice of possible answers in front of me.</li> <li>• I have been introduced to a range of phrases in French to talk about the activities that I do at the weekend and can remember a couple of them by heart.</li> <li>• I can highlight the verb in these sentences when an adult says the verb to me orally first.</li> <li>• I can give you a short account of what I do at the weekend and at what time, integrating perhaps a connective into my work when I have a phrase bank in front of me.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language.</li> <li>• I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• I can repeat, remember, and attempt to spell most if not all of the items typically offered in a salon de thé with their correct article/determiner.</li> <li>• I can change a singular noun to a plural noun in French.</li> <li>• I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can highlight the verb in these sentences if I have a choice of the verbs in front of me first.</li> <li>• I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have time to prepare first.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can ask what the time is in French and can also tell the time accurately, including using quarter past, half past and quarter to.</li> <li>• I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend.</li> <li>• I can highlight the verb in these sentences.</li> <li>• I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work.</li> </ul>  |
| <p><b>Presenting Myself - Vocabulary:</b></p> <p>Bonjour ! Hello! (formal) Je suis... I am... neuf nine Salut ! Hello! (informal) français/française French dix ten Ça va ? How are you? anglais/anglaise English onze eleven Ça va bien. I am well. gallois/galloise Welsh douze twelve Ça va mal. I am not great. irlandais/irlandaise Irish treize thirteen Comme ci, comme ça. So, so. écossais/écossaise Scottish quatorze fourteen Ça va très bien I am very well. Je viens de... I am from... quinze fifteen Ça va très mal I am really not great. Je viens d'Angleterre. I am from England. seize sixteen Au revoir ! Goodbye! un one dix-sept seventeen À plus tard See you later! deux two dix-huit eighteen Comment tu t'appelles ? What is your name? trois three dix-neuf nineteen Je m'appelle... My name is ... quatre four vingt twenty Quel âge as-tu ? How old are you? cinq five J'ai ... ans. I am ... years old. six six Où habites-tu ? Where do you live? sept seven J'habite à... I live in... huit eight</p> | <p><b>At the Tea Room - Vocabulary:</b></p> <p>un croissant a croissant une crêpe a crepe un pain au chocolat a pain au chocolat une salade a salad un sandwich au jambon a ham sandwich une omelette an omelette un sandwich au fromage a cheese sandwich une tartelette a small tart un croque-monsieur a ham and cheese toastie une limonade a lemonade un café a coffee une grenadine a grenadine un café au lait a coffee with milk Bonjour ! Hello! un thé a tea Au revoir ! Goodbye! un jus d'orange an orange juice Vous désirez ? What would you like? un coca-cola a coca-cola Je voudrais... I would like... un chocolat chaud a hot chocolate merci thank you une part de gâteau au chocolat a slice of chocolate cake s'il vous plaît please une part de quiche a slice of quiche et and une brioche a brioche l'addition the bill</p> | <p><b>The weekend - Vocabulary:</b></p> <p>le week-end the weekend Il est midi. It is midday. Quelle heure est-il ? What time is it? Il est minuit. It is midnight. et quart quarter past Je me lève. I get up. et demie half past Je prends mon petit déjeuner. I have my breakfast. moins le quart quarter to Je regarde la télé. I watch television. Il est une heure. It is one o'clock. Je lis des bandes dessinées. I read comic books. Il est deux heures. It is two o'clock. J'écoute de la musique. I listen to music. Il est trois heures. It is three o'clock. Je joue à l'ordinateur. I play on the computer. Il est quatre heures. It is four o'clock. Je joue au foot. I play football. Il est cinq heures. It is five o'clock. Je vais à la piscine. I go to the swimming pool. Il est six heures. It is six o'clock. Je vais au cinéma. I go to the cinema. Il est sept heures. It is seven o'clock. Je me couche. I go to bed. Il est huit heures. It is eight o'clock. et and Il est neuf heures. It is nine o'clock. après after Il est dix heures. It is ten o'clock. aussi also Il est onze heures. It is eleven o'clock. plus tard later on Il est douze heures. It is twelve o'clock. finalement finally.</p> |

| family  | Olympics   | Vikings   |
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| <p><b><u>Family</u></b></p> <p><b>Aim of Unit: In this unit pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>• Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>• Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>• Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can understand some of the basic language covered in 'Presenting Myself' and will need regular opportunities in this and other units to revise and consolidate this previous knowledge.</li> <li>• I can match the words to pictures for the family members in French and, with support, tell you what relation they are to me, if I have any brothers or sisters or if I am an only child.</li> </ul> | <p><b><u>Olympics</u></b></p> <p><b>Aim of Unit: In this unit the children will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Tell somebody in French the key facts of the history of the Olympics.</li> <li>• Tell somebody in French the key facts of the modern Olympic games.</li> <li>• Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French.</li> <li>• Say the nouns in French for key sports in the current Olympic games.</li> <li>• Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play.</li> <li>• Understand the concept of de la, de l' and du when you say you play a sport in French.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you a couple of the key facts from the history of the Olympics and from the modern games in French.</li> <li>• I can remember at least three of the nouns for the ten sports from memory, including their correct spelling if I</li> </ul> | <p><b><u>Vikings</u></b></p> <p><b>Aim of Unit: In this unit pupils will learn how to:</b></p> <ul style="list-style-type: none"> <li>• Name the key periods in Ancient Britain, chronologically in French.</li> <li>• Describe themselves physically by pretending to be a member of a fictitious Viking family.</li> <li>• Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</li> <li>• Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.</li> <li>• Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular.</li> <li>• Recognise and start to understand commonly used reflexive verbs and pronouns.</li> </ul> <p><b>Learning Objectives by the end of the unit:</b></p> <p><b><u>Level 1</u></b></p> <ul style="list-style-type: none"> <li>• I can describe myself physically in terms of height, hair and eye colour remembering to use correct adjectival</li> </ul> |



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| <ul style="list-style-type: none"> <li>• I can understand numbers 1-70 and count in French when I have visual clues and the support of an adult or a teacher.</li> <li>• I can tell you with support, how old a family member is.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can remember most of the language covered in the 'Presenting Myself' unit but may need some prompting with odd words and phrases as and when they are revisited in this unit.</li> <li>• I can name the words for family members in French and, with support, tell you what relation they are to me, if I am an only child or, say the siblings I have, how old they are and their names.</li> <li>• I may need help with changing the verb from 'I am called' to 'he/she is called'.</li> <li>• I can recognise numbers 1-70 in French but will need some form of support when counting them myself. I can use this knowledge to say how old various family members are but may need help changing the verb from 'I am ...years old' to 'he/she... is years old'. Ma famille</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can remember all the language covered in the 'Presenting Myself' unit, without help.</li> <li>• I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and say their names.</li> <li>• I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called.</li> <li>• I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are.</li> <li>• I understand how the verb 'avoir' (to have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are.</li> </ul> | <p>can look at a word bank first and then attempt their correct gender in French.</p> <ul style="list-style-type: none"> <li>• I can conjugate the je form of the verb FAIRE. I can use this to say that I play a sport in French.</li> <li>• I find it hard to remember when to use de la, de l' and du correctly when saying I play a sport. I may need to hear and see a model answer first. I find the negative very challenging.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you some of the key facts from the history of the Olympics and from the modern games in French.</li> <li>• I can remember at least five of the ten sports from memory, including their correct spelling and their correct gender in French but I may need a prompt or reminder first.</li> <li>• I can conjugate the je and il/elle form of the verb FAIRE. I can use this to say that I or my friend plays a sport in French.</li> <li>• I can use de la, de l' and du correctly when saying I play a sport when I see a model answer first. I can also attempt to use the negative correctly.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can tell you key facts from the history of the Olympics and from the modern games in French.</li> <li>• I can remember all the nouns for the ten sports, including their correct spelling and their correct gender in French, without help in any shape or form.</li> <li>• I can conjugate the verb FAIRE in full. I can use this to say that I or somebody else plays a sport in French.</li> <li>• I can use de la, de l' and du correctly when saying I play a sport. I also know how to use the negative correctly.</li> </ul> | <p>agreement if I have a gap fill, word bank and scaffold to work with to help.</p> <ul style="list-style-type: none"> <li>• I can describe my daily routine as a typical Viking man or woman using a pre-written text that I have to reorder and match to pictures. I can also include a reflexive verb and the correct pronoun if I am given a model first, but I do find this more challenging and need support.</li> <li>• I can start to decode more complex texts in French if it is broken down into smaller chunks first and with a word bank in front of me.</li> </ul> <p><b><u>Level 2</u></b></p> <ul style="list-style-type: none"> <li>• I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank to support.</li> <li>• I can describe someone else physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation after seeing a model answer and possibly using a word bank for support.</li> <li>• I can describe my daily routine as a typical Viking man or woman using a word bank and can also attempt to write this with relative accuracy. I can also include a connective, a reflexive verb, and the correct pronoun if I am given a selection to choose from first.</li> <li>• I can start to decode more complex texts in French using a dictionary and with a word bank to help.</li> </ul> <p><b><u>Level 3</u></b></p> <ul style="list-style-type: none"> <li>• I can describe myself physically in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.</li> <li>• I can describe someone else in terms of height, hair, and eye colour, remembering to use correct adjectival agreement and accurate verb conjugation.</li> <li>• I can describe my daily routine as a typical Viking man and/or woman from memory and can also attempt to write this with high accuracy including a connective and an appropriate reflexive verb with the correct pronoun.</li> </ul> |
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|   |  | <ul style="list-style-type: none"> <li>• I can use the language that I have learnt in both this and previous units as a foundation to help me decipher and decode more complex texts and passages in French.</li> </ul>  |
| <p><b>Family - Vocabulary:</b></p> <p>la grand-mère the grandmother Oui, j'ai une sœur. Yes, I have a sister. la tante the aunt Oui, j'ai deux frères. Yes, I have two brothers. la fille the daughter Oui, j'ai deux sœurs. Yes, I have two sisters. la sœur the sister Non, je suis fils unique. No, I am an only child (boy). le fils the son Non, je suis fille unique. No, I am an only child (girl). le frère the brother dix ten l'oncle the uncle vingt twenty le père the father trente thirty le grand-père the grandfather quarante forty les parents the parents cinquante fifty les grands-parents the grandparents soixante sixty Comment s'appelle ton [male family member]/ ta [female family member] ? What is your [family member]'s name? soixante-dix seventy Il s'appelle... He is called... quatre-vingts eighty Elle s'appelle... She is called... quatre-vingt-dix ninety mon/ ma/ mes my cent one hundred des frères et sœurs siblings/ brothers and sisters</p> | <p><b>Olympics - Vocabulary;</b></p> <p><a href="#">Les Jeux Olympiques.xlsx (languageangels.com)</a></p>  | <p><b>Viking - Vocabulary:</b></p> <p>les Vikings the Vikings J'ai les cheveux courts. I have short hair. elle s'appelle... she is called... Je suis... I am... J'ai les cheveux mi-longs. I have medium length hair. il s'appelle... he is called... grand/grande tall J'ai les cheveux raides. I have straight hair. Je me lève. I get up. petit/petite short J'ai les cheveux bouclés. I have curly hair. Je pêche. I fish. intelligent/intelligente intelligent J'ai les cheveux ondulés. I have wavy hair. Je mange. I eat. fort/forte strong J'ai les yeux... I have ... eyes Je prie. I pray. violent/violente violent J'ai les yeux bleus. I have blue eyes Je pille. I loot. terrifiant/terrifiante terrifying J'ai les yeux verts. I have green eyes J'explore. I explore. mais but J'ai les yeux marron. I have brown eyes Je combats. I fight. et and J'ai des tresses. I have plaits. J'ai... I have... J'ai une cicatrice. I have a scar. Je tisse. I weave. J'ai les cheveux... I have ... hair J'ai une barbe. I have a beard. Je fais. I do/make. J'ai les cheveux blonds. I have blond hair. mon my (to be used with masculine nouns) Je me couche. I go to bed. J'ai les cheveux noirs. I have black hair. ma my (to be used with feminine nouns) tous les jours everyday J'ai les cheveux bruns. I have brown hair. mes my (to be used with plural nouns) souvent often J'ai les cheveux gris. I have grey hair. mon frère my brother rarement rarely J'ai les cheveux roux. I have ginger hair. ma soeur my sister J'ai les cheveux longs. I have long hair. mes parents my parents</p> |
| <p><b>Vocabulary:</b></p> <p>le système solaire, l'espace, une planète, un astéroïde, une comète, une étoile, orbiter, le Soleil, La Lune, Mercure, Vénus, La Terre, Mars, Jupiter, Saturne, Uranus, Neptune, Pluton, grand(s), grande(s), petit(s), petite(s), chaud(s), chaude(s), froid(s), froide(s), plus ... que, plus, plus...que, moins, moins...que, parce que, loin de, proche de, près de, la tête, les épaules (f), les genoux (m), les pieds (m), les yeux (m), les oreilles (f), la bouche, les bras (m), une antenne, les dents (f), le nez, le bec, les cornes (f), les jambes (f), les pointes, la</p>   | <p><b>Vocabulary:</b></p> <p>trente-deux, trente-trois, quarante, cinquante, soixante, soixante-dix, soixante-et-onze, soixante-douze, soixante-treize, soixante-quatorze, soixante-quinze, soixante-seize, soixante-dix-sept, soixante-dix-huit, soixante-dix-neuf, quatre-vingts, quatre-vingt-un, quatre-vingt-dix, quatre-vingt-onze - quatre-vingt-douze, quatre-vingt-treize, quatre-vingt-quatorze, quatre-vingt-quinze, quatre-vingt-seize, quatre-vingt-dix-sept, quatre-vingt-dix-huit, quatre-vingt-dix-neuf, cent, mille, Euro(s), des fruits, un ananas, un abricot, un citron,</p> | <p><b>Vocabulary:</b></p> <p>chanter, courir, danser, dormir,, écrire, jouer, lire, manger, nager, J'aime, tu, il, elle, nous, vous, ils, elle, chanter, Je chante, Tu chantes, Nous chantons, Vous chantez, Ils chantant, Elles chantant, Avoir, J'ai, Tu as, Il/Elle a Nous avons, Vous avez, Ils/Elles ont Être, Je suis, Tu es, Il/elle est, Nous sommes, Vous êtes, Ils/Elles sont, J'ai un frère, J'ai une sœur, J'ai deux frères, J'ai deux sœurs, J'ai un frère et une sœur, Je n'ai pas de, Je n'ai pas de sœur Je n'ai pas de frère ou de sœur, J'ai une sœur</p>  |

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| <p>queue, un oeil, grand(s) (m) / grande(s) (f), court(s) (m) / courte(s) (f), long(s) (m) /longue(s) (f), petit(s) (m) / petite(s) (f), pointu(s) (m) / pointue(s), (f)beau/beaux (m) belle(s) (f), vert(s) (m) / verte(s) (f), rouge(s) (m)/ rouge(s) (f), jaune(s) (m)/ jaune(s) (f), noir(s) (m)/noire(s) (f), bleu(s) (m)/bleue(s) (f)</p> | <p>une pomme, une poire, une pêche, une banana, une orange, une cerise, une fraise, une pastèque, des raisins, je vais au marché et j'achète..., lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, il a faim, toujours, n'a pas faim, il mange, un croissant, une glace, des chips, du Poulet, de la soupe, des bonbon, il reste au lit, il a tout mangé ! , au nord, au sud, à l'est, à l'ouest, le nord-est, le nord-ouest, le sud-est, le sud-ouest, je vais, tu vas, metres, pas, j'ai trouvé le trésor !, La France, La Grande-Bretagne, La Suisse, L'Algérie, Le Luxembourg, La Tunisie, Le Maroc, Madagascar, Le Québec, La Martinique, La Guinée Française, Le Laos, La Belgique, Le Viêt Nam, L'Égypte,un pays, le drapeau est, petit, grand, énorme, une étoile, Quel est le nom du pays ?, Quelle est la population ?, Quel est le climat ?, Qu'est-ce qu'il y a à visiter, Il y a, Je voudrais visite, parce que</p> | <p>mais je n'ai pas de frère, Je suis fils unique Je suis fille unique, mon, ma, mes, mon père mes parents, mon grand-père, ma grand-mère, mes grands-parents, mon frère, ma soeur, le fils, la fille, mon oncle, ma tante, mon cousin ,ma cousine, Il a, Elle a, les cheveux, les yeux, les cheveux blonds, les cheveux noirs, les cheveux roux, les yeux bleus, les yeux verts, les yeux gris, Son anniversaire, c'est le ... - his/her birthday is the..., Il/Elle a [ ] ans</p> |
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| Year 5  | Year 6  |
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| <p><u>Language and comprehension (listening and reading) skills</u></p> <ul style="list-style-type: none"> <li>• Listening and listing information from an extended audio passage using language detective skills.</li> <li>• Independently identifying rhyming words and spelling patterns when joining in with songs.</li> <li>• Beginning to predict spelling patterns.</li> <li>• Reading short authentic texts for enjoyment or information.</li> <li>• Identifying and extracting key information in a range of authentic texts.</li> <li>• Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</li> <li>• Using further contextual clues and cues, such as awareness of grammatic</li> </ul> <p><u>Language production (speaking and writing) skills:</u></p> <ul style="list-style-type: none"> <li>• Planning, asking and answering extended questions.</li> <li>• Developing extended sentences to justify a fact or opinion.</li> <li>• Engaging in conversation and transactional language.</li> <li>• Planning and giving a short oral presentation.</li> </ul> | <p><u>Language and comprehension (listening and reading) skills</u></p> <ul style="list-style-type: none"> <li>• Listening and selecting information from short audio passages to give an appropriate response.</li> <li>• Identifying rhyming words and spelling patterns when joining in with songs.</li> <li>• Beginning to predict spelling patterns.</li> <li>• Reading and responding to a range of authentic texts.</li> <li>• Identifying key information in simple writing.</li> <li>• Using a range of language detective strategies to decode new vocabulary including context and text type.</li> <li>• Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</li> <li>• Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</li> </ul> <p><u>Language production (speaking and writing) skills:</u></p> <ul style="list-style-type: none"> <li>• Forming a question in order to ask for information.</li> <li>• Presenting factual information in extended sentences including justification.</li> </ul> |

- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.

- Beginning to use conversational phrases for purposeful dialogue.
- Rehearsing and recycling extended sentences orally.
- Speaking in full sentences using known vocabulary.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Creating and presenting a dialogue or role-play.
- Adapting model sentences to express different ideas
- Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.
- Using adapted phrases to describe an object, person or place.
- Using adjectives with correct placement and agreement.