



# French

## Progression of Skills

### Cramlington Village Primary School

## Oracy and Vocabulary

Year 3

Year 4

Year 5

Year 6

### CORE VOCABULARY & PHONETICS (covered throughout KS2)

**10 FRENCH COLOURS Les Couleurs (1 week)**,

how to correctly pronounce and spell each colour. Rouge (red), bleu (blue), jaune (yellow), vert (green), noir (black), blanc (white), gris (grey), orange (orange) violet (purple), marron (brown.);

**CHRISTMAS Joyeux Noël (1 week)**

le gui (the mistletoe) la crèche (the crib) le renne (reindeer) les cloches (the bells) la bougie (the candle) le cadeau (gift) le sapin de Noël (the Christmas tree) le Père Noël (Santa) le traineau (the sled) le bonhomme de neige (the snowman) carte de vœux (wish card) chers papy et mamie (dear grandpa and grandma) Joyeux Noël et bonne année (Merry Christmas and Happy New Year) gros bisous (lots of love)

**CLASSROOM COMMANDS Les Commandes De La Classe (1 week)**

écoutez (listen) écrivez (write) répétez (repeat) silence (silence) ouvrez vos cahiers (open your books) fermez vos cahiers (close your books) pensez (think) lisez (read) demandez (ask) levez la main (raise your hand) la salle de classe (the classroom)

**DAYS OF THE WEEK Les jours de la semaine (1 week)**

lundi (Monday) mardi (Tuesday) mercredi (Wednesday) jeudi (Thursday) vendredi (Friday) samedi (Saturday) dimanche (Sunday),

**MONTHS OF THE YEAR Les Mois (1 week)**

janvier (January) février (February) mars (March) avril (April) mai (May) juin (June) juillet (July) août (August) septembre (September) octobre (October) novembre (November) décembre (December),

**NUMBERS Les Nombres 1-100 (2 weeks)**

un (one) deux (two) trois (three) quatre (four) cinq (five) six (six) sept (seven) huit (eight) neuf (nine) dix (ten) onze (eleven) douze (twelve) treize (thirteen) quatorze (fourteen) quinze (fifteen) seize (sixteen) dix-sept (seventeen) dix-huit (eighteen) dix-neuf (nineteen) vingt (twenty) trente (thirty) quarante (forty) cinquante (fifty) soixante (sixty) soixante-dix (seventy) quatre-vingts (eighty) quatre-vingt-dix (ninety) cent (one hundred)

**PHONETICS (4 weeks) -**

**l'alphabet français** (The French Alphabet) ah, beh, seh, deh, euh, eff, jeh, ash, ee, jee, kah, ell, emm, enn, oh, peh, koo, err, ess, teh, uu, veh, double-v, eeks, ee-grek, zed, comme (like) animaux (animals) ballon (a ball) crayon (pencil) deux (two) enfant (child) fenêtre (window) gomme (rubber) heure (hour) Italie (Italy) je (I) kangourou (kangaroo) livre (book) maison (house) neuf (9) orange (orange) professeur (teacher) quatre (4) règle (ruler) stylo (pen) trousse (pencil case) un (1) vingt (20) weekend (weekend) xylophone (xylophone) yaourt (yogurt) zoo (zoo).

**French accents** - Les Accents - acute upward accent é, grave downward accent è à ù, the cedilla accent ç, circumflex hat accent ê â,

**Common French letter strings** - qu - question (question) quinze (15), quatre (4) - ou - la douche(the shower) rouge (red) - eau - gâteau (cake) un cadeau (a gift) - eu - couleur (colour) - œu - sœur (sister)

**Common French nasal sounds** - on - cochon (pig) mouton (sheep) bonbon (candy)- an - danser (dance) blanc (white) - en - enfants (children) tendre (tender) - oi - roi (king) poisson (fish)

**REGULAR VERBS (6 weeks)**

French pronouns including Je, Tu, Nous, Vous, Elles etc. Verb stems and endings - Jouer, Finir and Vendre. Regular er verbs - ER verb JOUER. Regular ir verbs - IR verb FINIR. Regular re verbs -RE verb VENDRE.

**IRREGULAR VERBS (6 weeks)** French pronouns including Je, Tu, Nous, Vous, Elles etc. Irregular verb ALLER, AVOIR, ÊTRE, and FAIRE.

**SALUTATIONS (1 week)** Bonjour, ça va? salut, madame, monsieur

**MATHS CALCULATION (1 week)** plus (plus) moins (minus) fois (times) divisé par (divided by), égale (equals)

### Vocabulary

#### CORE VOCABULARY & PHONETICS

Units chosen from above

**I AM LEARNING FRENCH (6 weeks)** Comment tu t'appelles? (what is your name?) Je m'appelle... (my name is...) Et toi, comment tu t'appelles? (And what's your name?) / ça va?(It's Okay?) ça va bien (things are going well) ça va mal (it's bad) comme ci, comme ça (so so) / je m'appelle... (My name is...) Including appropriate responses numbers 1 to 10 / ten colours (including rouge / bleu / vert etc.) Europe, continent, La France (France), country, Paris. Eiffel Tower, baguette, croissant, Claude Monet, Patrick Viera, Alexandre Dumas, Zinedine Zidane, Emma Watson, Louis Pasteur

### Vocabulary (plus core vocabulary and phonetics)

**PRESENTING MYSELF** Numbers 1 to 20 / Bonjour, ça va? (Hello, how are you?)/ ça va bien (I am fine)/ ça va mal (I am not very well) / comme ci, comme ça (so so) / Au revoir (Goodbye) / je m'appelle (my name is...) / comment tu t'appelles? (What is your name?) / Et toi, comment tu t'appelles? (And what's your name?) / j'ai ... ans (I am ... years old) / quel âge as-tu? (How old are you?)/ Et toi, comment tu t'appelles et quel age as-tu? (And you, what is your name and how old are you?) / j'habite a... (I live in ...) Londres (London) / Anglais/Anglaise (English) francais/francaise (French) / où habites tu? (Where do you live?)/ je suis + nationality

### Vocabulary (plus core vocabulary and phonetics)

**DO YOU HAVE A PET? (6 weeks)** un (a - masculine) / une (a - feminine) Eight pets (noun + article) including un chien (a dog) / un chat (a cat) / un lapin (a rabbit) / un oiseau (a bird) / un hamster (a hamster) / un poisson rouge (a goldfish) / une tortue (a tortoise) / une souris (a mouse) etc. / as-tu un animal? (do you have a pet?) / j'ai... ( I have ...) / je n'ai pas de (d')... (I do not have a pet...) / qui s'appelle...(that is called...) et (and) / mais (but)

#### WHAT IS THE DATE? (6 weeks)

Les Mois(The months) Quelle est la date aujourd'hui ? (What is the date today?) / Aujourd'hui c'est...(today it is...) all 12 months of the year / C'est quand est ton

### Vocabulary (plus core vocabulary and phonetics)

#### VERBS & GRAMMAR

Pronouns Je (I) / Tu (you) / Il (he) / elle (she) / Nous (we) / Vous (you all) / Ils (they - masculine) / Elles (they - feminine)  
Regular verbs: **Jouer** (to play - infinitive form) / je joue (I play) / tu joues (you play) / il joue (he plays) / elle joue (she plays) / nous jouons (we play) / vous jouez (we play) / vous jouez (you all play) / ils jouent (they play - masculine form) / elles jouent (they play - feminine form) / **Finir** (to finish or end - infinitive form) / je finis (I finish) / tu finis (you finish) / il finit (he finishes) / elle finit (she finishes) / nous finissons (we finish) / vous finissez (you all finish) / ils finissent (they finish - masculine form) / elles finissent (they finish - feminine form) / **habiter** (to

**ANIMALS (6 weeks)** les animaux (animals) Nouns and articles for 10 common animals (including: un lion (lion) / un lapin (a rabbit) / un oiseau (a bird) / un cheval (a horse) / un mouton (a sheep) / un singe (a monkey) / un cochon (a pig) / un canard (a duck) / une souris (a mouse) / une vache (a cow) / je suis.... plus choice of animal. Devine qui je suis? (Guess who I am?) Je suis (I am...) vrai ou faux? (true or false)

**FRUITS (6 weeks)** Includes: les fruits (the fruits), une pomme (an apple), une banane (a banana) , une fraise (a strawberry) une pêche (a peach), une cerise (a cherry) une orange (an orange) une poire (a pear), un abricot (an apricot), une prune (a plum), un kiwi (a kiwi) les pommes, les bananes, les abricot etc (the apples, the bananas, the apricots), J'aime... (I like...), oui (yes), non (no), Je n'aime pas...(I do not like...) Est-ce que tu aimes...? (Do you like...?)

**LITTLE RED RIDING HOOD (6 weeks) Petit Chaperon Rouge** Cognates, body parts, La grand-mère (the grandmother), Le loup (the wolf), Le bûcheron (the woodcutter), La forêt (the forest), Les parents (the parents), Des gâteaux (some cakes), La Maison (the house), Le corps (the body) beau (beautiful), joli (pretty), jeune (young), vieux (old), nouveau (new), bon (good), meilleur (better), mauvais (bad), gentil (kind), petit (small), grand (big), haut (high), gros (fat), La tête (the head), La bouche (the mouth), Le nez (the nose), Les yeux (the eyes), Les pieds (the feet), Les oreilles (the ears), Les genoux (the knees), Les épaules (the shoulders), Les bras (the arms).

**I CAN (6 weeks)** Introduce the children to the French verb pouvoir in the form of je peux (I can). Then use je peux in conjunction with the 10 every day activities (talking, eating, dancing etc.) Je peux... / ten activities to use with je peux... (including danser (to dance), parler (to talk), cuisiner (to cook), sauter (to jump), chanter (to sing), manger (to eat), regarder (to watch), écrire (to write), écouter (to listen), boire (to drink) etc.

**FAMILY** La Famille Nouns and article for each family member / La mère (the mother), La soeur (the sister) La grand-mère (the grandmother) La tante (the auntie) Le père (the father) Le grand-père (the grandfather) L'oncle (the uncle) Les parents (the parents) Les grandparents (the grandparents) explanation of article for masculine, feminine and plural nouns / elle s'appelle (her name is) or il s'appelle (his name is) elle or il s'appelle comment ? / as-tu un frère? Do you have a brother?) Oui j'ai un frère (Yes I have a brother) Oui j'ai deux frères (Yes I have two brothers) Non je suis fils unique (No I am an only son) / as-tu une soeur? (Do you have a sister?) Oui j'ai une soeur (Yes I have a sister) Oui j'ai deux soeurs (Yes I have two sisters) Non je suis fille unique (No I am an only daughter) / numbers 10 to 100 (in units of ten) / concept of possessives mon (my - male) , ma (my - female) and mes (my - plural) ) moi (me). Mon fils (my son) / Mon mari (my husband) / Mon oncle (my uncle) / Mon cousin (my male cousin) / Mon neveu (my nephew) / Ma tante (my auntie) / Ma cousine (my female cousin) / Ma nièce (my niece) / Ma fille (my daughter) / Ma femme (my wife) / voilà ma famille (here is my family) / ma mère s'appelle...(my mum is called...) / mon père s'appelle... (my dad is called...)

**CHEZ MOI (My house) ROOMS OF THE HOUSE** Includes: Où habites-tu? (Where do you live?) / chez moi (my house) , j'habite dans... (I live in a ...) , une maison (a house) / un appartement (an apartment) / en ville (in town) / À la campagne (in the countryside) / À la montagne (in the mountains) / au bord de la mer (by the sea) / dans un village (in a village) / Chez moi il y a... (In my home there is... there are...) / une cuisine (a kitchen) / une salle à manger (a dining room) / une salle de bains (a bathroom) / une chambre (a bedroom) / une buanderie (a utility room) / et (and) / mais (but) / chez moi il n'y a pas de...(In my home there is not.../ there are no...) un sous-sol (a basement) / un bureau (an office / a study) / un salon (a living room) un garage (a garage) / un jardin (a garden) / décris-moi chez toi! (Describe your home to me!)

**AT THE CAFE** Je prends...(I am going to have...) / s'il vous plaît (please) / selection of French foods and drinks including: un jus d'orange (an orange juice) / un thé au lait (a tea with milk) / un café (a black coffee) / un café au lait (a white coffee) / un thé au citron (a lemon tea) / un chocolat chaud (a hot chocolate) / un croissant (a croissant) / du beurre (some butter) / du pain (some bread) / de la confiture (some jam) / des biscottes (some melba toast) / des céréales (some cereal) / le petit déjeuner au café (breakfast at the cafe) / qu'est-ce que tu prends pour le petit déjeuner? (What do you eat for breakfast?) / je voudrais (I would like...) / une omelette au jambon (a ham omelette) / une crêpe à la confiture (a crepe with jam) / un sandwich au fromage (a cheese sandwich) / un croque-monsieur (a toasted cheese and ham sandwich) / un coca-cola (a coke) / un orangina (an orangina) des frites (some fries/chips) and many more. L'addition s'il vous plaît (the bill please)

anniversaire? (When is your birthday?) / Mon anniversaire est le... (My birthday is...)/ le premier (the first) / 1er janvier = Jour de l'an (New Years Day) / 6 janvier = La Fête des Rois (Three Kings - Epiphany) / février = Mardi Gras (Shrove or Pancake Tuesday) / 1er avril = Le poisson d'avril (April Fool's Day) / mars/avril = Pâques (Easter) / 1er mai = La Fête du Travail (Labour Day) / 8 mai = La Fête de la Liberté et de la Paix (French Liberation Day) / mai/juin = Jour de l'Ascension (Ascension) / mai/juin = Lundi de Pentecôte (Pentecost) / 14 juillet = La Fête Nationale (Bastille Day) / 15 août = L'Assomption (Assumption of Mary and half way point of summer holiday period) / 1er novembre = La Toussaint (all Saints) / 11 novembre = La Fête de la Victoire (Remembrance Day) / 6 décembre = Saint Nicolas (Saint Day of Father Christmas) / 25 décembre = Noël (Christmas Day)

**THE WEATHER (6 weeks)** La Meteo (The weather) / Quel temps fait-il? (What weather is it?) / variety of weather descriptions and responses including il pleut (it is raining) / il neige (it is snowing) / il y a du soleil (it is sunny) / il y a du vent (it is windy) / il fait beau (the weather is fine) / il fait mauvais (the weather is not good) / il fait froid (it is cold) / il fait chaud (it is hot) / il y a un orage (there is a storm) etc. / key vocabulary needed for a French weather forecast including bienvenue (welcome) / dans le nord de la France (in the north of France) / dans le sud de la France (in the south of France) / dans le centre de la France (in the centre of France) / dans l'ouest de la France (in the west of France) / dans l'est de la France (in the east of France) etc.

**CLOTHES (6 weeks)** Les Vêtements (clothes) Verb porter (using the form je porte (I wear...)) / 21 items of clothing including: un pantalon (a pair of trousers) / un maillot de bain (swim wear) / un pull (ajumper) / un tee shirt (a t-shirt) / un short (a pair of shorts) / un chemisier (a blouse) / une robe (a dress) / une cravate (a tie) / une écharpe (a scarf) / une jupe (a skirt) / un manteau (a coat) / une veste (a jacket) / une chemise (a shirt) / une casquette (a cap) / des collants (a pair of tights) / des gants (a pair of gloves) / des bottes (a pair of boots) / des chaussures (a pair of shoes) / des chaussettes (a pair of socks) / des sandales (a pair of sandals) / des lunettes (a pair of glasses / sunglasses) / Je porte (I wear) / tu portes (you wear) / il porte (he wears) / elle porte (she wears) / nous portons (we wear) / vous portez (you all wear) / ils or elles portent (they all wear)

**THE ROMANS (6 weeks)** Les Romains (The Romans) / L'Empire Romain (The Roman Empire) / , selon la légende (according to legend), L'histoire de Rome (The history of Rome) / La Royauté (The Roman Monarchy) / La République (The Roman Republic) / Les sénateurs (The senators) / Les plébéiens (The plebeians) / Les esclaves (The slaves) / lundi (Monday) / mardi (Tuesday) / mercredi (Wednesday) / jeudi (Thursday) / vendredi (Friday) / samedi (Saturday) / dimanche (Sunday) / Les thermes romains (The roman baths) / Le

live - infinitive form) / j'habite (I live) / tu habites (you live) / il habite (he lives) / elle habite (she lives) / nous habitons (we live) / vous habitez (we live) / ils habitent (they live - masculine form) / elles habitent (they live - feminine form) / vendre (to sell - infinitive form) / je vends (I sell) / tu vends (I sell) / il vend (he sells) / elle vend (she sells) / nous vendons ( we sell) / vous vendez (you all sell) / ils vendent (they sell - masculine form) / elles vendent (they sell - feminine form) Irregular verbs: Aller (to go - infinitive form) / je vais (I go) / tu vas (you go) / il va (he goes) / elle va (she goes) / nous allons (we go) / vous allez (you all go) / ils vont (they go - masculine) / elles vont (they go - feminine form) / Avoir (to have - infinitive form) / j'ai (I have) / tu as (you have) / il a (he has) / elle a (she has) / nous avons (we have) / vous avez (you all have) / ils ont (they have - masculine form) / elles ont (they have - feminine form) / Être (to be - infinitive form) / je suis (I am) / tu es (you are) / il est (he is) / elle est (she is) / nous sommes (we are) / vous êtes (you all are) / ils sont (they are - masculine form) / elles sont (they are - feminine form) / Faire (to do - infinitive form) / je fais (I do) / tu fais (you do) / il fait (he does) / elle fait (she does) / nous faisons (we do) / vous faites (you all do) / ils font (they do - masculine form) / elles font (they do - feminine form) / Includes: Ma fête préférée est...(my favourite party is...) / Je m'appelle... (my names is...) / Je parle...(I speak) / J'habite à...(I live in) / J'habite en...(I live in...) / Je vais utiliser moins de plastique (I am going to use less plastic) / Je vais utiliser moins d'eau (I will use less water) etc.

**AT SCHOOL (6 weeks)** À l'école (at school) / Les Matières (the subjects) / 10 school subjects in French including Le français (French) / le dessin (art) / le sport (P.E.) / la géographie (geography) / L'informatique (ICT) / L'histoire (history) / les maths (maths) / l'anglais (English) / les sciences (science) / la musique (music) / est-ce que tu aimes...? (Do you like...?) / Oui, j'aime... (Yes, I like...) / oui, j'adore... (yes, I love...) / non, je n'aime pas... (No, I do not like...) / non, je déteste... (No, I hate...) / opinions including j'aime... (I like...) / j'adore (I love...) / je n'aime pas... (I do not like...) je déteste... (I hate...) / amusant (fun) / utile (useful) / intéressant (interesting) / facile (easy) / ennuyeux (boring) / difficile (difficult) / inutile (pointless) / parce que c'est (because it is) / car c'est (because it is) / et (and) / c'est (it is) / cependant (however) / mais (but) / quelle est ta matière préférée? (what is your favourite subject?) / ma matière préférée c'est... (my favourite subject is...) / aller (go) (in all forms) / time introduced simply by the hour (time is continued in more depth in unit 2 - Au Week-end) il est...heure (It is ... o'clock) / et quart (quarter past) / et demie (half past) / moins le quart (quarter to) / il est midi (it is midnight) / il est minuit (it is midday) / days of the week / je (I) / tu (you) / il (he) / elle (she) / nous (we) / vous (you all) / ils (they - masculine and mixed groups) / elles (they - all feminine groups) / je vais (I go) / tu vas (you go) / Il va (he goes) / elle va (she goes) / nous allons (we go) / vous allez (you all go) / ils vont (they go - masculine or mixed group) /

**THE CLASSROOM** La Salle de classe (The Classroom) / Classroom instructions including écoutez (listen) / écrivez (write) / répétez (repeat) / levez la main (raise your hand) / demandez (ask) / lisez (read) / silence (silence) / fermez vos cahiers (close your books) / ouvrez vos cahiers (open your books) etc. Classroom stationery including un bâton de colle (a glue stick) / un stylo (a pen) / un livre (a reading book) / un cahier (an exercise book) un crayon (a pencil) / un taille crayon (a pencil sharpener) / une calculatrice (a calculator) / une règle (a ruler) / une gomme (a rubber/eraser) / une trousse (a pencil case) / des ciseaux (scissors) etc. J'ai... (I have...) / je n'ai pas de... (I have not got / I do not have...) Qu'est ce qu'il y a dans ta trousse? (What do you have in your pencil case?) / dans ma trousse j'ai... (In my pencil case I have...) / dans ma trousse je n'ai pas de... (In my pencil case I do not have...)

**GOLDILOCKS** Vocabulary of Goldilocks and the three bears. Boucle D'Or et les trois ours (Goldilocks and the three bears) / Boucle D'or (Goldilocks) / Papa ours (Father bear) / Maman ours (Mother bear) / Bébé ours (Baby bear) / une maison (a house) / une forêt (a forest) / le grand bol (the big bowl) / le moyen bol (the medium bowl) / le petit bol (the small bowl) / la grande chaise (the big chair) / la moyenne chaise (the medium chair) / la petite chaise (the small chair) / le grand lit (the big bed) / le moyen lit (the medium bed) / le petit lit (the small bed) / sucré (sweet) / salé (salty) / grand (tall/high) / basse (low) / dur (hard) / était trop (was too) / était juste comme il faut (was just right) /

chauffage central (The central heating) / Les routes romaines (The roman roads) / Les ponts romains (The roman bridges) / La sculpture romaine (The roman sculptures) / l'empereur (The emperor) / les dieux romains (The Roman Gods) / dieu (God) / déesse (Goddess) / dieux (Gods) / déesses (Goddesses) / Mars (Mars) / Mercure (Mercury) / Jupiter (Jupiter) / Vénus (Venus) / Saturne (Saturn) / Apollon (Apollo) / les aqueducs (The aqueducts) / la mosaïque (The roman mosaics) / La numération romaine (The roman numeration/numbers) / Le Latin (Latin) / Je suis un garçon romain (I am a Roman boy) / J'habite à Rome (I live in Rome) / être enfant à Rome (to be a child in Rome) / je suis riche (I am rich) / je suis pauvre (I am poor) / Je porte une tige (I wear a toga) / Je mange de la viande (I eat meat) / Je vais à l'école (I go to school) / je porte une tunique (I wear a tunic) / je mange de la bouillie (I eat broth) / je travaille (I work) / je ne suis pas riche (I am not rich) / je ne porte pas de tige (I do not wear a toga) / Je ne mange pas de viande (I do not eat meat) / je ne vais pas à l'école (I do not go to school) / je ne suis pas pauvre (I am not poor) / je ne porte pas de tunique (I do not wear a tunic) / je ne mange pas de bouillie (I do not eat broth) / je ne travaille pas (I do not work)

**HABITATS (6 weeks)** Includes les habitats (habitats) / Les animaux et les plantes ont besoin de/ (The animals and the plants need...) un abri (shelter) / la nourriture (food) / L'air (air) / le soleil (sun) / l'eau (water) / la forêt tropicale (the tropical rain forest) / l'océan (the ocean) / l'Amazonie (The Amazonia) / le Sahara (The Sahara) / le désert (the desert) / la prairie (the meadow) / L'Arctique (the Arctic) / les cactus (the cactus) / les buissons (the bushes) / le singe araignée (the spider monkey) / le requin (the shark) / est un habitat dans (is a habitat in...) le parc national South Downs (The South Downs national park) / L'Océan Pacifique (The Pacific Ocean) / Le Groenland (The Greenland) / Le chameau (The camel) / le lapin (the rabbit) / l'ours blanc (The polar bear) / habite (he/she/it lives) / habitent (they live) / dans (in) / les algues (the seaweed) / les grands arbres (the tall trees) / les plantes résistantes (the hardy plants) / pousse (he/she/it grows) / poussent (they grow)

elles vont (they go - *feminine group*)

**THE WEEKEND (6 weeks)** Time in detail including et quart (quarter past) / et demie (half past) / moins le quart (quarter to) / 10 weekend activities including je me lève (I get up) / je prends mon petit déjeuner (I have my breakfast) / je regarde la télé (I watch TV) / je lis des bandes dessinées (I read comic books) / j'écoute de la musique (I listen to music) / je joue à l'ordinateur (I play on the computer) / je joue au foot (I play football) / je vais à la piscine (I go to the swimming pool) / j'vais au cinéma (I go to the cinema) / je me couche (I go to bed) / connectives including après (after) / et (and) / plus tard (later) / aussi (also) / finalement (finally) / c'est génial! (It's amazing / incredible!) / c'est super! (It's great!) / c'est amusant! (It's fun!) / c'est fatigant! (It's tiring/exhausting!) / c'est barbant! (It's boring/tedious!) / c'est nul! (It's not great/awful!) / j'adore ça! (I love it!) / je déteste ça! (I hate it!)

**ME IN THE WORLD (6 weeks)** Moi dans le monde (Me in the world) / Les fêtes (The festivals / celebrations) Children will learn to decode, compare and be introduced to the concept of the past tense using cognate based texts and clear pictorial cues. Children will be taught how to locate nouns, adjectives and verbs in longer passages of text. Includes: Je m'appelle... (I am called...)/ J'habite à... (I live at...)/, J'habite en... (I live in...)/ Je parle..(I speak...)/ le français (French) / l'anglais (English) / Ma fête préférée est... (My favourite festival is...), il y a des défilés de chars (There are parades of floats) / , il y a des feux d'artifice (There are fireworks) / il y a des plats spéciaux (There are special dishes) / il y a des défilés militaires (There are military parades) / l'Aïd (Eid) / Noël (Christmas) / le jour de l'an (New Years Day) / Mardi Gras (Mardi Gras) / pâques (Easter) / 14 juillet (14th July Bastille day) / fête du Canada (Canada Day) / rupture du jeûne (break young) / grande fête (big party) / en famille (with family) / des cadeaux (gifts) / À plus tard! (See you later! / See you soon) / À la prochaine! (Until next time) / il y a, habitants (there are inhabitants) / climat (weather) / , des montagnes (mountains) / des plages (beaches) / salut (hello/hi) / Je vais (I am going to...) Qu'est-ce que tu vas faire pour protéger notre planète? (What are you going to do to protect our planet?) / Je vais utiliser moins de... (I am going to use less...) / de papier (paper) / de carton (cardboard) / de plastique (plastic) / d'eau (water)

**HEALTHY LIFESTYLES (6 weeks)** 10 healthy food choices (including du poisson / des fruits) / 10 unhealthy food choices (including des frites / du chocolat) / introduction to the concept of 'some' in French (du / de l' / de la / des) use of verbs manger and boire in conjunction with the foods & drinks / use of the negative form of the verbs manger and boire je ne mange pas de... etc. / 8 options for active and non-active physical activities je joue au foot / example of a healthy recipe. Manger et bouger (eat and move) / manger (to eat) / bouger (to move) / boire (to drink) / je mange (I eat) / je

bois (I drink) / pour ma santé... (To stay in shape I...) / pour ma santé je mange... (To stay in good health I eat...) / pour ma santé je bois (to stay in good health I drink...) / pour ma santé je ne mange pas de... (to stay in good health I don't eat...) / pour ma santé je ne bois pas de... (to stay in good health I don't drink...) / du poisson (some fish) / de la viande blanche (some white meat) / du fromage allégé (some low fat cheese) / du lait écrémé (some skimmed milk) / du pain complet (some wholemeal bread) / de l'eau (some water) / des céréales (some cereals) / des légumes (some vegetables) / des fruits (some fruits) / des noix (some nuts) / de la viande rouge (some red meat) / du lait entier (some whole fat milk) / du pain blanc (some white bread) / du chocolat (some chocolate) / du beurre (some butter) / des bonbons (some sweets) / des chips (some crisps) / des frites (some chips) / des boissons sucrées (some fizzy drinks) / des biscuits (some biscuits) / bon pour la santé (good for (your) health) / mauvais pour la santé (bad for (your) health) / je joue au foot (I play football) / je fais des promenades (I walk my dog/I go for walks) / je fais de la natation (I go swimming) / je fais du cyclisme (I go cycling) / je fais du judo (I do judo) / je fais du tennis (I play tennis) / je ne regarde pas la télévision (I do not watch television) / je ne joue pas aux jeux électroniques (I do not play electronic games) / une recette saine (a healthy recipe) / épluchez! (peel) / coupez! (cut) / ajoutez! (add) / mélangez! (mix) / râpez! (grate) / faites cuire! (cook) /

**THE PLANETS (6 weeks)** All the planets (including pluton / mercure etc.) / detailed complex description of each planet including adjectives covering colour, size, distance etc. Les planètes (The planets) / la lune (the moon) / le soleil (the sun) / la terre (the Earth) / Mars (Mars) / Mercure (Mercury) / Neptune (Neptune) / Pluton (Pluto) / Saturne (Saturn) / Uranus (Uranus) / Vénus (Venus) / Jupiter (Jupiter) / Le soleil est au centre (The sun is in the centre) / Saturne est loin du soleil et a au moins 18 lunes (Saturn is far from the sun and has at least 18 moons) / Vénus est assez près du soleil et il y a toujours beaucoup de vent (Venus is close to the sun and it is always very windy) / Uranus est assez loin du soleil et c'est bleu et vert (Uranus is quite close to the sun and is blue and green) / Jupiter est énorme et aussi assez loin du soleil (Jupiter is huge and also quite far from the sun) / Mercure est assez petite et près du soleil (Mercury is quite small and close to the sun) / Pluton est la plus loin et la plus petite (Pluto is the furthest from the sun and the smallest planet) / Mars est assez près du soleil et c'est rouge (Mars is quite close to the sun and red) / La Terre est une planète près de Mars et a seulement une lune (The Earth is a planet close to Mars and only has one moon) / Neptune est une planète bleue (Neptune is a blue planet) / centre (center) / loin (far) / bleu (blue) / énorme (enormous) / près (near) / vent (wind) / vert (green) / petite (small) / rouge (red) / lune (moon) / bleue (blue) / bleu (blue - masculine singular agreement) / bleue (blue - feminine singular agreement) / bleus (blue - masculine plural agreement) / bleues (blue - feminine plural agreement) / noir (black -

masculine singular agreement) / noire (black - feminine singular agreement) / noirs (black - masculine plural agreement) / noires (black - feminine plural agreement) / vert (green - masculine singular) / verte (green - feminine singular) / verts (green - masculine plural) / vertes (green - feminine plural) / gris (grey - masculine singular and plural) / grise (grey - feminine singular) / grises (grey - feminine plural) / rouge (red - masculine and feminine singular) / rouges (red - masculine and feminine plural) / jaune (yellow - masculine and feminine singular) / jaunes (yellow - masculine and feminine plural) / marron (brown - invariable) / crème beige / cream invariable) / orange (orange - invariable)

**HABITATS (6 weeks)** Includes les habitats (the habitats) / les animaux et les plantes ont besoin de/d'... (The animals and the plants need...) / un abri (shelter) / la nourriture (food) / l'eau (water) / l'air (air) / le soleil (sun) / la forêt tropicale (the tropical rain forest) / l'océan (the ocean) / l'Arctique (the artic) / l'Amazonie (the Amazonia) / le Sahara (the Sahara) / le désert (the desert) / la prairie (the meadow) / ...est un habitat dans... (...is a habitat in...) / le parc national des South Downs (the South Downs national park) / L'Océan Pacifique (The Pacific Ocean) / Le Groenland (The Greenland) / habite (it/he/she lives) / habitent (they live) / pousse (it/he/she grows) / poussent (they grow) / le chameau (the camel) / les bosses pour réserver l'eau (the humps to store water) / le lapin (the rabbit) / les pattes pour faire des grands bonds (the paws to make large hops/jumps) / l'ours blanc (the polar bear) / la fourrure blanche pour se camoufler (the white fur to camouflage itself) / le singe araignée (the spider monkey) / les bras et la queue pour se balancer dans les grands arbres (the arms and the tail to balance itself in the tall trees) / le requin (the shark) / les yeux pour amplifier la lumière (the eyes to intensify light) / dans (in) / les algues (the seaweed) / pas de racines (without roots) / les grands arbres (the tall trees) / les feuilles (the leaves) / les buissons (the bushes) / les racines (the roots) / les tiges (the stems) / les cactus (the cactus) / les épines (the spines) / les plantes résistantes (the hardy plants) / pousser (to grow *plants*) / je pousse (I grow) / tu pousses (you grow) / il pousse (he grows) / elle pousse (she grows) / nous poussons (we grow) / vous poussez (you all grow) / ils poussent (they grow - *when referring to a group of males or mixed gender*) / elles poussent (they grow - *when referring to feminine nouns only*) / habiter (to live) / j'habite (I live) / tu habites (you live) / il habite (he lives) / elle habite (she lives) / nous habitons (we all live) / vous habitez (you all live) / ils habitent (they grow - *when referring to a group of masculine or mixed gender*) / elles habitent (they grow - *when referring to feminine nouns only*)

# Grammar

Year 3	Year 4	Year 5	Year 6
I can start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.	I can understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. I can introduce and use the negative form. I can begin to look at what a fully conjugated verb looks like.	I can understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. I can use the negative form, possessives and connectives. I can understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	I can understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. I can understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. I can identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
<p><b>NEW GRAMMAR</b> To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge &amp; recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p>	<p><b>REVISED GRAMMAR</b> To understand the concept of gender.</p> <p>To start to understand the concept of nouns and articles.</p> <p>To have better knowledge &amp; recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.</p> <p><b>NEW GRAMMAR</b> To understand better the use of the possessives, first person and possibly other forms too.</p> <p>To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.</p> <p>To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.</p>	<p><b>REVISED GRAMMAR</b> To understand the concept of gender.</p> <p>To have better knowledge and recall of 1st person singular of high frequency verbs.</p> <p>Understand better the use of the possessive.</p> <p>Understand better the concept of adjectives.</p> <p>Understand better the use of the negative form.</p> <p><b>NEW GRAMMAR</b> To learn how to use conjunctions / connectives. Improving sentence structure and length by learning to use simple conjunctions like "and" and "but".</p> <p>To introduce the concept of whole regular verb conjugation using units like clothes where the students will explore the verb to wear.</p>	<p><b>REVISED GRAMMAR</b> To understand the concept of gender.</p> <p>Have better knowledge and recall of 1st person singular of high frequency verbs.</p> <p>Understand better the use of the possessive.</p> <p>Understand better the concept of adjectives.</p> <p>Understand better the use of the negative form.</p> <p>Conjunctions / Connectives.</p> <p>Introduce the concept of whole regular verb conjugation.</p> <p><b>NEW GRAMMAR</b> To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.</p> <p>Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.</p>

**GRAMMAR FOR ALL YEAR GROUPS (can be repeated as needed)**

**NOUNS (1 week)** In French we can use the article (these are the French words for our English words "a", "the" or "some") that accompany each noun to help us determine if the noun is masculine or feminine, singular or plural. In this lesson we look at how nouns work in French and how they can affect the spelling and pronunciation of other words in sentences. The biggest difference is that nouns in French have GENDER (they can be masculine or feminine) and they are also changed depending on PLURALITY (if the noun is singular or plural).

**INDEFINITE ARTICLE (1 week)** The TWO INDEFINITE ARTICLE words in French are: UN - The INDEFINITE ARTICLE to use before MASCULINE nouns. UNE - The INDEFINITE ARTICLE to use before FEMININE nouns. When we learn new words in French we need to learn them with the correct INDEFINITE ARTICLE that goes with it. n French INDEFINITE ARTICLES are the equivalent of our English words "A" and "AN". We use the INDEFINITE ARTICLE with nouns when the hearer, listener or reader does NOT know exactly what or which one of something we are referring to. Example: "A dog is barking." In French there are TWO INDEFINITE ARTICLE words for our English words "A" or "AN". Which version you need depends on the noun.

**DEFINITE ARTICLE (1 week)** In French there are actually FOUR definite article words for our single English word "the". The FOUR DEFINITE ARTICLE words in French are: LE - The DEFINITE ARTICLE to use before MASCULINE nouns. LA - The DEFINITE ARTICLE to use before FEMININE nouns. LES - The DEFINITE ARTICLE to use before PLURAL nouns BOTH masculine & feminine. L' - The DEFINITE ARTICLE to use before masculine or feminine nouns that start with a VOWEL or a mute letter "H" (not pronounced). In this lesson we look at French DEFINITE ARTICLES. These are the equivalent of our English word "the". We use the DEFINITE ARTICLE in front of a noun when we believe the hearer, listener or reader knows what we are referring to. Example: "THE teacher is here." In English we only have the word "THE", in French the definite article is dependent on the noun's: gender, plurality, if the first letter of the noun is a vowel (or a mute "h").

**PARTITIVE ARTICLES (1 week)** In French there are FOUR PARTITIVE ARTICLE words for our English word “SOME”. The FOUR PARTITIVE ARTICLE words in French are: DU - The PARTITIVE ARTICLE to use before MASCULINE nouns. DE LA - The PARTITIVE ARTICLE to use before FEMININE nouns. DES - The PARTITIVE ARTICLE to use before PLURAL nouns BOTH masculine & feminine. DE L' - The PARTITIVE ARTICLE to use before masculine or feminine nouns that start with a VOWEL or a mute letter “H” (not pronounced). In French the PARTITIVE ARTICLE is the equivalent of our English word “SOME”. We use the PARTITIVE ARTICLE when we talk about quantities that can't really be counted or to talk about an indefinite quantity of something. Example: “SOME tiles fell off the roof.”

**ADJECTIVAL AGREEMENT (1 week)** In French, adjectives have to “agree” with the noun they are describing. This means that an adjective in French can change spelling and pronunciation depending on whether the noun it is describing is masculine, feminine, singular or plural. This is called ADJECTIVAL AGREEMENT. We look at how this works using some colours as examples. In this lesson we look at what ADJECTIVAL AGREEMENT is. What the various ADJECTIVAL AGREEMENT patterns are in French. When, where and how to use them correctly.

**POSSESSIVE ADJECTIVES (1 week)** In French, POSSESSIVE ADJECTIVES are the equivalent of our English words like “MY”, “YOURS”, “HIS”, “HERS”, “OURS” and “THEIRS”. POSSESSIVE ADJECTIVES describe a person, place or thing, because they tell you WHO something belongs to. In this lesson we examine the POSSESSIVE ADJECTIVE “MY” in French. In French there are THREE POSSESSIVE ADJECTIVE words for our single English word “MY”. Which version you need depends on the noun that is being described. The THREE POSSESSIVE ADJECTIVE words for “MY” in French are: MON - The POSSESSIVE ADJECTIVE to use before MASCULINE nouns and before MASCULINE or FEMININE nouns that start with a VOWEL or a mute letter “H”. MA - The POSSESSIVE ADJECTIVE to use before FEMININE nouns. MES - The POSSESSIVE ADJECTIVE to use before PLURAL nouns BOTH masculine & feminine.

# Speaking

Year 3	Year 4	Year 5	Year 6
<p>I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>I can speak aloud familiar words or short phrases in chorus.</p> <p>I can use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>I can communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>I can present short pieces of information to another person.</p> <p>I can apply phonic knowledge to support speaking (also reading and writing).</p>	<p>I can take part in short conversations using sentences and familiar vocabulary.</p> <p>I can present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>I can understand and express simple opinions using familiar topics and vocabulary.</p>	<p>I can use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>I can present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>I can use connectives to link together what they say so as to add fluency.</p>
<p>Pupils start to speak in the foreign language and work on building up their memory skills.</p> <p>Pupils will repeat &amp; then recall from memory with good pronunciation and high accuracy a variety of nouns &amp; articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc.</p> <p>Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long-term.</p> <p>Pupils build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. We begin to move from single words to short, simple phrases.</p> <p>Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'.</p> <p>Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities.</p> <p>Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.'</p> <p>Pupils will, even at this early level, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'</p> <p>Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps.</p>	<p>Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy.</p> <p>Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. We move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will also create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc.</p> <p>Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered in Early Language units. Pupils will develop and expand upon the spoken phrases they use regarding: personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.</p> <p>Pupils engage in longer conversations asking &amp; answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc.</p> <p>Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit.</p>	<p>Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles.</p> <p>Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural (speaking about groups of other people). This expansion of spoken tasks takes place in a number of our Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII'.</p> <p>Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught in each of our Progressive units without the need to revisit the core language first.</p> <p>Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in our Progressive units. They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different Progressive units including: 'At School', 'The Weekend', 'Me in the World', 'Healthy Lifestyles', 'The Planets', 'WWII', 'Habitats'.</p> <p>Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units including: 'At School' and 'The Weekend'.</p> <p>Pupils continue to explore, understand and mimic the patterns of sound and language. We hope that pupils will be willing to attempt to pronounce unknown words they see in the target language by applying the speaking and pronunciation knowledge they have learnt up to this point.</p>	

## Listening

Year 3	Year 4	Year 5	Year 6
<p>I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>I can listen for and identify specific words and phrases in instructions, stories and songs. I can follow a text accurately whilst listening to it being read.</p>	<p>I can listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). I can undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>I can understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. I can understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
<p>Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. (NB: This development of listening skills takes place in all of our Early Language units.)</p> <p>Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood we encourage pupils to listen to stories they will be familiar with in English but in the foreign language. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills.</p>	<p>Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. Pupils are expected to use and understand better what they hear to complete the tasks set.</p> <p>Pupils are taught to appreciate familiar stories and songs in the foreign language using stories such as 'Goldilocks &amp; The Three Bears'. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in the foreign language. There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills.</p>	<p>Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understand better what they hear and use their skills to "gist" listen to unknown target language to complete the tasks set.</p> <p>Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in Progressive units including: 'Me in the World', 'WWII', 'The Olympics', 'At School', 'The Weekend', 'The Planets' and 'Healthy Lifestyles' to evidence learning and progression in their listening skills.</p>	

## Reading

Year 3	Year 4	Year 5	Year 6
<p>I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person “I” form of simple verbs) in written text.</p> <p>I can read aloud familiar words or short phrases in chorus.</p>	<p>I can accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>I can accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>I can read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>I can read aloud with expression and accurate pronunciation.</p> <p>I can read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>
<p>Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. This takes place in many Early Language units and also some Creative Curriculum units that contain slightly more text, as in our 'Ancient Britain' unit.</p>	<p>Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them.</p> <p>Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in the foreign language for each Intermediate Teaching unit. By using familiar story telling units ('Goldilocks &amp; The Three Bears') and Creative Curriculum units ('Habitats', 'The Romans', 'The Olympics'), pupils are exposed to a wider range of language and more challenging reading exercises.</p> <p>By completing the reading tasks provided in our Intermediate Teaching units pupils will develop and progress their foreign language reading ability and skills.</p>	<p>Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. Units such as 'Me in the World', 'WWII', 'The Planets', 'The Olympics' and 'The Vikings' feature extended passages of foreign language text for pupils to read and decode.</p> <p>Pupils will now be able to read age-appropriate passages of much longer authentic foreign language written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our Progressive Teaching units containing more complicated and, at times, unknown/unseen language from other themes and topics.</p>	

## Writing

Year 3	Year 4	Year 5	Year 6
<p>I can write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>I can write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>I can write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). I can use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) I can check spellings with a dictionary.</p>	<p>I can write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). I can use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) I can identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>
<p>Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught in our Early Language lessons (predominantly nouns and articles). Extra challenge writing activities are provided in some Early Language units where pupils are encouraged to attempt to spell and write some simple words and vocabulary from memory.</p> <p>Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc.</p> <p>Pupils are encouraged to challenge themselves in their foreign language learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the foreign language into English is an important writing skill. Our Early Language Teaching units teach pupils how to translate simple nouns and articles from the foreign language into English with high accuracy and also from English into the foreign language with good accuracy.</p>	<p>Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught in our Intermediate Teaching units. Sentences will include the correct use nouns, articles and verbs. Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils (following clear instructions) will be able to write a short text or email in the foreign language applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido but I do not have a cat. I have a brother but I do not have any sisters." etc. Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil'.</p> <p>In Intermediate Teaching units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks.</p> <p>Intermediate Teaching units encourage pupils to create written sentences using 1st &amp; possibly 3rd person singular form and 1st &amp; possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc.</p> <p>Our Intermediate Teaching units require pupils to translate short sentences from the foreign language into English with high accuracy and also from English into the foreign language. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc.</p>	<p>Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory.</p> <p>Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic foreign language text. In our Progressive Teaching units we encourage pupils to produce their written work from memory with support and practice over time. Completion of the various written tasks provided in our Progressive Teaching units will evidence the learning and progression pupils are making in developing their writing skills.</p> <p>In Progressive Teaching units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks.</p> <p>Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). Our Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in the foreign language.</p> <p>Translating longer sentences and short passages from the foreign language into English with high accuracy and from English into the foreign language with good accuracy is required in our Progressive Teaching units. Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class.</p> <p>Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. Pupils learn to describe people, places and feelings in written form (perhaps using model answers for support) in detail and with high accuracy through units such as: 'At School', 'The Weekend' and 'The Vikings'.</p>	

## By the end of the year pupils should be able to:

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>● Understand numbers 1-10 and be able to say, read and write them.</li> <li>● Be familiar with the days of the week and be able to say them and recognise them in written form.</li> <li>● Use simple greetings (e.g. saying hello and goodbye, saying how they are).</li> <li>● Ask and answer simple questions about name and age.</li> <li>● Understand and communicate familiar nouns (e.g. animals, musical instruments) including the correct article (dependent on gender).</li> <li>● Use simple adjectives (e.g. colours).</li> <li>● Use some simple verbs in the first person “I” form (e.g. I am and I play).</li> <li>● Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus.</li> </ul>	<ul style="list-style-type: none"> <li>● Understand numbers 1-100 (in multiples of 10) and be able to say, read and write them (e.g. in dates and other numeracy activities).</li> <li>● Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple classroom commands etc.)</li> <li>● Understand and communicate using a wider range of familiar nouns (including the correct article) (e.g. classroom items, animals, musical instruments, food and drink).</li> <li>● Understand and use adjectives to describe people, places, things and themselves (e.g. characters in a story or their family members, their age, nationality, where they live).</li> <li>● Understand and use verbs in the first person “I” form (perhaps also have a look at a fully conjugated regular verb and show where the first person “I” form is).</li> <li>● Write slightly longer phrases and basic sentences using a verb in the first person “I” form and a noun including the correct article. (NB: Be careful if introducing adjectives at this early stage as in most languages these will have to agree with the gender of the noun. Adjectival agreement should be covered in year 5 and in more detail again in year 6 as it requires a certain amount of linguistic maturity from the pupils).</li> </ul>	<ul style="list-style-type: none"> <li>● Understand and use the alphabet to assist in correct spelling and pronunciation.</li> <li>● Follow and give simple instructions and descriptions (e.g. the date, the weather, what they are wearing).</li> <li>● Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as all numbers from 1-31 should be familiar.</li> <li>● Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions).</li> <li>● Understand and communicate simple descriptions orally and in writing (e.g. of a scene, a person, a place, the weather).</li> <li>● Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (e.g. reading a short and simple story or completing a reading exercise about what different people are wearing on different days of the week for different occasions).</li> <li>● Be able to listen to longer passages of text and answer questions (orally or in writing) about the passage they have heard (e.g. about what the weather is like on different days or in different areas of a country).</li> <li>● Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”. This can be done using familiar verbs such as “to wear” regarding clothes and they can then build sentences about what they and their friends are wearing).</li> </ul>	<ul style="list-style-type: none"> <li>● Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices).</li> <li>● Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour.</li> <li>● Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don’t like, leisure activities they like, foods they don’t like etc.)</li> <li>● Be able to express a statement in the positive (e.g. I like cheese) and the negative (I do not like cheese).</li> <li>● Understand and use transactional language (e.g. in a café role play “I would like”, “how much” etc.)</li> <li>● Use adjectives (e.g. colour or size etc.) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use, spelling and pronunciation of the adjective.</li> <li>● Use connectives to make sentences more descriptive and fluent (e.g. “after”, “also”, “and”, “later on”, “finally” etc.)</li> <li>● Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read (e.g. a reading exercise about what people eat to stay healthy, or a listening exercise about planets in the solar system stating what colour they are and how big or small they are).</li> <li>● Study cross-curricular topics (e.g. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages.</li> <li>● Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form “I” but also third person forms “he”, “she”, “you” and plural forms “we” and “they”). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.</li> </ul>