



MFL Curriculum

Year 3 – Year 6

The primary intent for our curriculum

- Children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating.
- We encourage children's confidence and creative skills.
- We strive to stimulate and encourage children's curiosity about language.
- We help children develop their awareness of cultural differences in other countries.
- We strive to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Year 3		Phonics 1 I'm learning	Phonics 1 recap Seasons		Phonics 1 recap Little red riding hood	
Year 4		Phonics 2 Fruit	Phonics 2 recap Presenting myself		Phonics 2 recap Family	
Year 5		Phonics 3 Classroom		Phonics 3 recap Do you have a pet?		Phonics 4 The Weekend
Year 6		Phonics 3 The date		Phonics 3 recap At the tea room	Phonics 4 At School	

Early language teaching

Intermediate teaching

Progressive teaching

Phonics 1, I'm learning		(Early language unit)	Year: 3	Term: Autumn
Foundations of previous learning: We begin to teach French in KS2, however we start to familiarise the children in KS1 with basic greetings.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through</p>	<p>Listening Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.</p> <p>Speaking Communicate with others using simple words and short phrases covered in the units.</p> <p>Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p>Writing Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'</p> <p>Grammar Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Know colours and numbers 1-10. Role play on saying how you are and what your name is. Listen to model role-plays and infer meaning. Match colours to written form. Match written form of numbers to digits. Create name labels</p> <p>Phonics Focus CH OU ON OI Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. French alphabet</p>	<p>Bonjour Sept Ça va? Huit Ça va bien Neuf Ça va mal Dix Comme ci, comme ça! Rouge Au revoir Bleu</p>	<p>Comment tu t'appelles? Jaune Je m'appelle... Vert Un Noir Deux Blanc Trois Gris Quatre Orange Cinq Violet Six Marron</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Listen, recognise and respond to simple commands and questions.</p> <p>Communicate with others using simple words and short phrases covered in the units.</p>	<p>Know how to say Je m'appelle 'name'</p> <p>Know numbers 1 – 10 (un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix)</p> <p>Know colours bleu(blue), noir(black), marron(brown), jaune(yellow), rouge(red), gris (grey), blanc (white), vert (green), violet(purple), orange (orange)</p>		

Phonics 1 Seasons KS2		(Early language unit)	Year: 3	Term: Spring
Foundations of previous learning: Y3 Autumn term: Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French and the alphabet.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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 Speak in sentences, using familiar vocabulary, phrases and basic language structures Read carefully and show understanding of words, phrases and simple writing	Listening Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases covered in the units. Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. Writing Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples' Grammar Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	-Name, recognise and remember all four seasons in French. -Say which is our favourite season in French. -Say why it is our favourite season in French. -Start to recognise and use the conjunctions 'et' (and) & 'car' (because) in our spoken and written responses. <u>Phonics Focus</u> CH OU ON OI ON sound in saison OU sound in poussent OI sound in oiseaux Silent letters. Guttural 'R'	Les saisons Il neige L'hiver Les fleurs poussent Le printemps Les oiseaux chantent L'été Summer Il y a du soleil L'automne n Il fait chaud En hiver	Les arbres perdent leurs feuilles Au printemps Quelle est ta saison préférée ? En été Ma saison préférée est... ... En automne et Il fait froid
	Assessment of Skills	Assessment of Knowledge		
	Participate in singing French Songs Write a short phrase about their favourite season.	Know the seasons l'hiver (winter), le printemps (spring), l'été (summer), l'automne (autumn) Know how to say their favourite season in French. Ma saison préférée est (My favourite season is ...)		

Phonic 1 Little Red Riding Hood		Early Language Unit	Year: 3	Term: Summer
Foundations of previous learning: Y3 Autumn term: Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French and the alphabet. Y3 Spring Term: Talk about the seasons and which they prefer, start to use conjunctions.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
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 Speak in sentences, using familiar vocabulary, phrases and basic language structures Read carefully and show understanding of words, phrases and simple writing Appreciate stories, songs, poems and rhymes in the language	Listening Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. Speaking Communicate with others using simple words and short phrases covered in the units. Reading Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. Writing Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples' Grammar Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	To know the names of body parts. <u>Phonics Focus</u> CH OU ON OI CH sound in chaperon, bouche & bûcheron OU sound in rouge, loup, bouche & genoux ON sound in chaperon, maison & bûcheron. Silent letters and liaison.	Petit Chaperon Rouge La tête La maison La bouche La grand-mère (formal) Le nez Le loup Les yeux	Le bûcheron Les pieds La forêt Les oreilles Les parents Les genoux Des gâteaux Les épaules Le corps
	Assessment of Skills	Assessment of Knowledge		
	Participate in a short exchange of French vocabulary, recording in own writing. Join in reading a story	Know the names of body parts: la tête (head), la bouche (mouth), le nez (nose), les yeux (eyes), les orielles (ears), les genous (knees), les épaules (shoulder), les pieds (feet)		

Phonic 2 Fruits	Early Language Unit	Year: 4	Term: Autumn
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4 Autumn: Numbers to 20, how to ask and answer where you live and nationality and gender agreement.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listening Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Grammar Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p> <p><u>Phonics Focus</u> CH OU ON OI</p>	<p>Une pomme Les pommes Une fraise Les fraises Une pêche Les pêches Une banane Les bananes Une cerise Les cerises Une orange Les oranges Une prune Les prunes Une poire Les poires Un kiwi Les kiwis Un abricot Les abricots J'aime... Je n'aime pas...</p>
Assessment of Skills		Assessment of Knowledge	
<p>Play games communicating only in French.</p> <p>Recognise nouns and verbs in French</p>		<p>Know how to say the fruits in French: une pomme (apple), une cerise (cherry), Une banana (banana), une poire (pear), une fraise (strawberry), une orange (orange)</p> <p>Know how to ask which fruit someone likes. Est-ce que tu aimes? (Do you like...?)</p>	

Phonic 2 Presenting Myself	Intermediate	Year: 4	Term: Spring
Foundations of previous learning: Y3 Autumn term: Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French and the alphabet. Y3 Spring Term: Talk about the seasons and which they prefer and start to use conjunctions Y3: Summer Term: Know the parts of the body, use indefinite article/eterminer.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listening Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Grammar Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Count to 20 in French. Say their name and age in French. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live in French. Tell you if they are French or English, introducing concept of gender and agreement.</p> <p><u>Phonics Focus</u> I IN IQUE ILLE</p>	<p>Comment tu t'appelles? Un - vingt Je m'appelle.. Bonjour Ça va? Ça va bien Ça va mal Rouge Bleu Jaune Vert Noir Blanc Gris Orange Violet marron Comme ci, comme ça Au revoir Quel âge as-tu? J'ai.....ans Où habites tu? J'habite à..... Je suis français Je suis française (female) Je suis anglais (male) Je suis anglaise (female)</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Ask and answer questions in French, recording in own writing. Follow a text as it is read aloud Present themselves in French</p>	<p>Know how to say where they live. J'habite à Hemlington (I live in Hemlington. Know how to say their age when asked. J'ai ans (I am years old)</p>	

Phonic 2 My Family	Intermediate	Year: 4	Term: Summer
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Foundations of previous learning:

Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner.

Y4 Autumn: Numbers to 20, how to ask and answer where you live and nationality and gender agreement.

Y4 Spring: Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner and noun gender

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Listening Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units</p> <p>Speaking Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>Reading Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p>Writing Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>Grammar Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p>Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age, and relationship. Count to 70 in French. Understand possessive adjectives better in French ('my' form only).</p> <p>Phonics Focus: I IN ILLE IQUE</p>	<p>La famille Les grands-parents Le père Mon, Ma, Mes La mère Des frères et sœurs Le frère As-tu des frères et sœurs? La sœur Oui, j'ai un frère Le grand-père Oui, j'ai une sœur La grand-mère Oui, j'ai deux frères L'oncle Oui, j'ai deux sœurs La tante Non, je suis fils unique Le beau-père Non, je suis fille unique</p> <p>La belle-mère Comment tu t'appelles? Le demi-frère Comment s'appelle ton [male family member] / ta [female family member] ? La demi-sœur Je m'appelle... Le fils Il/elle s'appelle... La fille Quel âge as-tu? Le cousin Quel âge a ___? La cousine J'ai ___ ans Les parents Il/elle a ___ ans</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Identify adjectives, nouns, verbs, rhyming words and gender of nouns in writing.</p> <p>Read and understand a paragraph with familiar vocabulary and structures</p> <p>Complete a family survey in French.</p>	<p>Know how to say family members in French. Ma mère (my mum), Mon père (my dad), Ma gran-mère (my grandmother), Mon grand-père (my grandfather), Ma soeur (my sister), Mon frère (my brother)</p> <p>Know how to say family members names. Il/elle s'appelle (His/her name is ...)</p>	

Phonics 3 Classroom	Intermediate	Year: 5/6 cycle A	Term: Autumn
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5 Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6 Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p>	<p>Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands.</p> <p>Phonics Focus: I IN IQUE ILLE</p>	<p>Un taille crayon Qu'est ce qu'il y a dans ta trousse? Un cahier Dans ma trousse j'ai... Un crayon Dans ma trousse je n'ai pas de.. Un bâton de colle Écoutez Un stylo Écrivez Une trousse Répétez Un cartable Silence Un livre Ouvrez vos cahiers Une gomme Fermez vos cahiers Une règle Pensez Une calculatrice Lisez Des ciseaux Demandez J'ai Levez la main Je n'ai pas de/d'</p>
Assessment of Skills		Assessment of Knowledge	
<p>Take part in a simple conversation</p> <p>Understand and express opinions, responding with a negative answer.</p>		<p>Know the names of some classroom objects. Un livre (book), un cahier (notebook), un crayon (pencil), un stylo (pen), une règle (ruler), une gomme (eraser), des ciseaux (scissors), un taille-crayon (pencil sharpener)</p> <p>Know how to say what they have/don't have. J'ai ... (I have) Je n'ai pas (I do not have)</p>	

Phonics 3 recap Do you have a pet?		Intermediate	Year: 5/6 cycle B	Term: Spring	
Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family. Y5 Autumn Term: Describe what is in and not in your pencil case, using the negative with j'ai.					
Unit Learning					
NC Objective - Coverage	Skills	Knowledge	Vocabulary		
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5</p> <p>Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p>Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.</p> <p>Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p>Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6</p> <p>Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p>Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p>Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p> <p>Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p>	<p>Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</p> <p>Phonics Focus: É È Ê EAU EUX</p>	<p>Un chien J'ai Un chat Je n'ai pas de / d' Un lapin J'ai un (masculine) Un hamster J'ai une (feminine) Un poisson rouge Qui s'appelle Un oiseau Et Une souris Mais Une tortue</p>		
	Assessment of Skills		Assessment of Knowledge		
	<p>Understand more complex phrases including comparisons</p> <p>Take part in a conversation expressing likes/dislikes.</p>		<p>Know the names of some common pets. Un lapin (rabbit), un chien (dog), un chat (cat), un oiseau (bird), un hamster (hamster), un poisson rouge (goldfish), une tortue (tortoise), une souris (mouse)</p>		

Phonics 4 The Weekend	Progressive	Year: 5/6 cycle A	Term: Summer
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family. Y5 Autumn Term: Describe what is in and not in your pencil case, using the negative with j'ai. Y5 Spring term: To say what pet you have and do not have, to use the connectives et and mais.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5 Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6 Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p>	<p>Know how to ask the time in French Know how to say what they do at the weekend. Know how to use connectives in their work.</p> <p>Phonics Focus: É È Ê EAU EUX</p>	<p>Je me lève Je prends mon petit-déjeuner Je joue à l'ordinateur Je lis des bandes dessinées J'écoute de la musique Je joue au foot Je vais au cinema Je vais à la piscine Je regarde la télé Je me couche Après Aussi Plus tard J'écoute Je lis Je regarde Le week-end</p>
Assessment of Skills		Assessment of Knowledge	
<p>Use accurate pronunciation and expression when reading aloud.</p> <p>Be able to write something they do at the weekend.</p>		<p>Know how to say connectives après (after), aussi (also) and plus tard (later).</p> <p>Know how to use verbs j'écoute (I listen), je lis (I read) and je regarde (I watch)</p>	

Phonics 3 The date	Intermediate	Year: 5/6 cycle B	Term: Autumn
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family. Y5 : Describe what is in and not in your pencil case, using the negative with j'ai. To say what pet you have and do not have, to use the connectives et and mais and to describe the weather in French.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5 Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6 Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p>	<p>Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French.</p> <p>Phonics Focus: É È Ê EAU EUX</p>	<p>Quelle est la date aujourd'hui? Aujourd'hui c'est..... lundi mardi mercredi jeudi vendredi samedi dimanche janvier février mars avril mai juin juillet août septembre octobre novembre décembre</p> <p>C'est quand ton anniversaire? Mon anniversaire est.. 1-31</p>
Assessment of Skills		Assessment of Knowledge	
<p>Know how to justify own opinions in conversation and writing. Understand some nouns change their spelling in relation to gender Construct a short paragraph presenting themselves and the area they live in.</p>		<p>Know how to say the days of the week. Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche (Monday – Sunday)</p> <p>Know how to say the months of the year. Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre (January – December)</p>	

Phonics 3 recap At the tea room	Intermediate	Year: 5/6 cycle B	Term: Spring
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family. Y5 : Describe what is in and not in your pencil case, using the negative with 'j'ai. To say what pet you have and do not have, to use the connectives et and mais and to describe the weather in French. Y6 Autumn 1: To say the date in French and use ordinal and cardinal numbers.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5 Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6 Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p> <p style="text-align: center;">Assessment of Skills</p> <p>Present oral work audibly and clearly, with good pronunciation and use of expression. Sort word cards into nouns, adjectives, verbs and adverbs Present a simple role play in a French café.</p>	<p>Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast.</p> <p>Phonics Focus: I N I Q U E I L L E</p> <p style="text-align: center;">Assessment of Knowledge</p> <p>Know how to say some food items. Une omelette, une salade, un pain au chocolat, un sandwich au fromage, un sandwich au jambon, un croissant.</p> <p>Know how to say some drinks. un café, un café au lait, un thé, un chocolat chaud, un jus d'orange</p> <p>Know how to ask and answer what they would like. Vous désirez? (What would you like?). Je voudrais ... (I would like ...)</p>	<p>Le petit déjeuner au café Du pain Qu'est-ce tu prends pour le petit déjeuner? De la confiture Vous désirez? Des biscottes Je prends... Des céréales S'il vous plaît Une omelette au jambon Un jus d'orange Une crêpe à la confiture Un café Un sandwich au fromage Un café au lait Un croque-monsieur Un thé Un coca-cola Un thé au lait Un orangina Un chocolat chaud Des frites Un croissant L'addition s'il vous plaît Du beurre</p>

Phonics 4 At School	Progressive	Year: 5/6 Cycle B	Term: Summer
<p>Foundations of previous learning: Y3 Children will already know numbers 0-10, how to say yes and no, be able to greet someone, say how they feel and colours in French, talk about the seasons and which they prefer and know the parts of the body. The French alphabet, conjunctions, indefinite article/ determiner. Y4: Numbers to 70, how to ask and answer where you live and nationality and gender agreement. Naming fruits, asking and answering likes and dislikes. Plural definite article/determiner, noun gender and possessive adjectives. Describing family. Y5 : Describe what is in and not in your pencil case, using the negative with 'ai. To say what pet you have and do not have, to use the connectives et and mais and to describe the weather in French. Y6 Autumn 1: To say the date in French and use ordinal and cardinal numbers. Y6 Spring: Order food in French.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Year 5 Listening Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. Reading Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. Writing Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. Grammar Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives.</p> <p>Year 6 Listening Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. Speaking Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. Reading Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. Writing Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. Grammar Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions</p>	<p>Name the subjects we study in school in French with the correct definite article/determiner. Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. Start to tell the time by learning how to say time by the hour. Say at what time we study certain subjects at school.</p> <p>Phonics Focus: QU Ç GNE EN AN</p>	<p>À l'école Non, je n'aime pas Parce que Le français Non, je déteste ... L'anglais J'aime ... Et Le dessin J'adore ... C'est Le sport Je n'aime pas ... Cependant La musique Je déteste ... Mais La géographie Amusant Quelle est ta matière préférée?</p> <p>L'histoire Utile Ma matière préférée c'est... Les maths Intéressant Les sciences Facile L'informatique Ennuyeux Est-ce que tu aimes...? Difficile Oui, j'aime Inutile Oui, j'adore ...Quelle heure est-il? Il est une heure Il est deux heures Il est trois heures Il est midi Il est minuit J'étudie + (subject) + à + (number) + heures</p>
Assessment of Skills		Assessment of Knowledge	
<p>Construct a short paragraph independently.</p> <p>Perform to an audience</p>		<p>Know the names of subjects at school. Les maths (maths), l'anglais (English), le dessin (art), le français (French), la musique (music), les sciences (science) l'histoire (history), le sport (PE), la géographie (geography), l'informatique (computing)</p> <p>Know how to ask and answer the time. Quelle heure est-il? (what time is it?). Il est ... heures (it is ... o'clock).</p>	

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.