

French Overview

Year 3

Content	Speaking	Listening	Reading	Writing	Grammar
Getting to know me – basic phrases and conversations.	Communicate orally with others using simple words, phrases and short sentences. E.g. What the weather is like, colours, classroom objects and commands.	Listen and respond to a few familiar spoken words and phrases e.g. numbers, colours, days of the week, introductions and greetings, teachers instructions.	Read and understand a short list of a few familiar words and phrases.	Write or copy a few simple words and or symbols correctly with developing awareness of punctuation e.g. accents. Eg names/age/days of the week/labels (Including gap filling tasks e.g. invitations).	Understand some basic grammar appropriate to the language being studied – knowing that there are two different words for ‘a’
Colours and opinions.			Read aloud a few familiar words and phrases from stories, songs and rhymes with reasonable accuracy.		Use nouns with a definite or indefinite article
Numbers to 20	Understand that it is important to pronounce words accurately.	Recognise, with confidence, numbers 1 to 10.	Use a simple word list to find the meaning of unfamiliar words.		Identify and understand commands
Responding to simple classroom commands.	Ask and answer simple questions about self e.g. name/age/birthday.	Use gesture, holds up a picture to identify specific words when listening to songs, poems and stories.	Uses visual clues to help with reading (To see similarities with words in English).	Build a personal bank of familiar words and phrases including numbers, days of the week, months, colours.	Develop an understanding of present tense in the first person.
Animals – un and une, opinions, colours recap	Express simple likes and dislikes e.g. food and drink.	Understand and respond to simple classroom instructions e.g. hands up, listen carefully, show me, do an action.			Begin to understand how the negative is formed e.g. I don’t like...
	Perform a song or rhyme in a group.				

Year 4

Content	Speaking	Listening	Reading	Writing	Grammar
<p>Recapping Year 3 key grammar objectives.</p> <p>Welcome to school – introduction of high frequency verb ‘avoir’. Use negatives. Give and receive instructions and ask for clarification.</p> <p>Numbers 10-100</p> <p>My family – Use possessive pronouns. Describing others using adjectives (alien faces)</p> <p>I don’t feel well – matching articles to nouns and using negatives.</p> <p>Summer time – revisiting Year 4 objectives.</p>	<p>Communicate orally using several simple phrases.</p> <p>Ask and answer a wider range of question forms e.g. time, date, food, hobbies.</p> <p>Express a simple opinion e.g. I love/like/dislike/hate.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p>Ask for a simple clarification.</p> <p>Recite a few lines from a story, poem or song with good pronunciation.</p>	<p>Listen for specific phonemes, words and phrases in songs, stories and rhymes.</p> <p>Understand and use higher numbers (up to 31) and begin to recognise multiples of 10 up to 100.</p> <p>Listen to up to three simple sentences using familiar vocabulary and answers questions e.g. How old is Nicole?</p> <p>Respond to a wider range of classroom instructions.</p>	<p>Read and understand familiar written words, phrases and short texts made of simple sentences.</p> <p>Begin to find out key information from a simple text.</p> <p>Look for clues to find out the meaning of new words.</p> <p>Use a glossary/simple dictionary to find out the meaning of unfamiliar words.</p>	<p>Write 3-5 simple sentences using a word bank.</p> <p>Write short descriptions with models to support e.g. describe an alien face.</p> <p>Experiment with writing new words.</p>	<p>Recognise that nouns have a gender which is signposted by the definite/indefinite article and can match familiar nouns e.g. fruits and vegetables.</p> <p>Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt.</p> <p>Know that most adjectives come after the noun</p> <p>Show understanding of 1st, 2nd and 3rd person in present tense.</p> <p>Begin to use possessive pronouns and understands how they change according to the gender of the noun.</p>

Year 5

Content	Speaking	Listening	Reading	Writing	Grammar
Do you have a pet – adjectival agreement, 2 nd and 3 rd person.	Communicate orally using a range of sentences.	Listen attentively and understand more complex phrases and sentences.	Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary.	Write simple sentences and short texts using a model.	Begin to use 3-5 familiar adjectives correctly in terms of word order and endings (e.g. size and colour)
School subjects - opinions, negatives, articles, conjunctions.	Hold simple conversations on themes they have been learning about.	Note the main points after listening to a short recording/video.	Understand the main points of a text after reading.	Use simple conjunctions such as and, but, because to form more complex and interesting sentences.	Form a negative in simple present tense sentences e.g. I don't eat meat.
In the city - describing places, il y a / il n'y a pas.	Seek help and clarification, e.g. for the meaning of a word.	Understand and use numbers from 30 to 70.	Find out the meaning of an unfamiliar word using a range of sources or strategies.	Use a dictionary to check the spelling of words.	Identify personal pronouns – I/you/he/she/we/they
The market – use quantities.	Use simple conjunctions to build more complex sentences.	Follow instructions and directions e.g. a recipe			Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be.
Clothes – identify personal pronouns, conjugate regular verb.	Give simple instructions and directions.				
Out of this world – describe others.	Perform a role play or recite a short poem with confidence and with accurate pronunciation and intonation.				
The seaside – conjugate irregular verb.					

Year 6

Content	Speaking	Listening	Reading	Writing	Grammar
<p>Daily routines – telling the time, giving opinions, using conjunctions.</p> <p>Where I live – adverbs, revisiting adjectives, using negatives (il n’y a pas).</p> <p>Who I live with – exploring high frequency verbs, engaging in conversation.</p> <p>Hobbies, sports and fun – conjugating verbs, revisiting routines time and opinions.</p> <p>Revisiting objectives to prepare final presentation.</p>	<p>Hold longer conversations and initiates different themes of conversation.</p> <p>Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities.</p> <p>Express and justifies an opinion on a range of themes.</p> <p>Use pronunciation and intonation confidently when speaking when using familiar language.</p> <p>Present to an audience e.g. information on a familiar topic to the class.</p>	<p>Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions.</p> <p>Follow a wide range of classroom instructions.</p> <p>Listen to spoken language for details and gist.</p>	<p>Read and understand texts with some unfamiliar language with appropriate grammatical complexity.</p> <p>Recall the main points and details from a short written passage on a familiar topic.</p> <p>Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.</p>	<p>Write a simple text from memory starting to use complex sentences.</p> <p>Use adjectives accurately to add interest and detail.</p> <p>Use self and peer assessment strategies to edit and redraft their own writing.</p> <p>Use a dictionary, glossary or online tools to check for spellings and meaning of new words.</p>	<p>Use adverbs when expressing an opinion e.g. I really like football.</p> <p>Apply understanding of conjugation to two or three familiar verbs in the present tense e.g. They eat chocolate, we wear shorts, you have brown eyes.</p>

