French

	Reception	Year 1	Year 2
Speaking	- Greetings - bonjour, salut etc - Numbers 1 to 10 - Vocab for Hungry Caterpillar (La chenille qui fait des trous) - Days of the week and fruits - Parts of the body relating to the song	- Greetings - bonjour, salut etc - Numbers 1 to 10 - Vocab for Bear Hunt (La chasse à l'ours) - Animals and noises - Parts of the body relating to the song	- Greetings - bonjour, salut etc - Numbers 1 to 10 - Vocab for Brown Bear (Ours brun, ours brun) - Animals and colours - Parts of the body relating to the song
Songs	La tête, les épaules	- Jean Petit Qui Danse - Old MacDonald (French)	Savez-vous Plantez les choux
Stories	Hungry Caterpillar (La chenille qui fait des trous)	Bear Hunt (La chasse à l'ours)	Brown Bear (Ours brun, ours brun)
Enrichment	World Beat European Day of Languages French Day Specialist French teaching French Songs in Assembly	World Beat European Day of Languages French Day Specialist French teaching French Songs in Assembly	World Beat European Day of Languages French Day Specialist French teaching French Songs in Assembly

	Year 3	Year 4	Year 5	Year 6
Speaking and Listening	• Listen and show understanding of single words through physical response. • Listen and identify rhyming words and particular sounds in songs and rhymes. • Recognise a familiar question and respond with a simple rehearsed response. • Name objects and actions and link words with a connective in a simple rehearsed statement.	• Listen and show understanding of short phrases through physical response. • Listen and demonstrate understanding of words in songs and rhymes. • Ask and answer several simple and familiar questions with a rehearsed response. • Use familiar vocabulary to say simple sentences to give information using a language scaffold.	• Listen and show understanding of more complex familiar phrases and sentences. • Follow the text of familiar rhymes and songs identifying the meaning of words. • Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help. • Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.	• Listen and show understanding of more complex sentences containing familiar words and unfamiliar words. • Read aloud the text of familiar rhymes and songs. • Engage in a short conversation using familiar questions and express opinions. • Manipulate familiar language to present own ideas and information in more complex sentences.
Songs, Stories and Rhymes	• Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.	• Join in with the words of a rhyme, song or story sometimes from memory.	• Follow the simple text of a familiar song or story and sing or read aloud.	• Understand the gist of an unfamiliar text using some familiar language.
Reading and Writing	• Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words. • Read and show understanding of familiar single words. • Identify and use strategies for memorising new vocabulary. • Write and say simple familiar words to describe people, places, things and actions using a model. • Write single familiar words from memory with understandable accuracy.	• Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of simple familiar phrases and short sentences. • Use a bi-lingual dictionary to find the meaning of a word or its translation. • Write and say a simple phrase to describe people, places, things and actions using a language scaffold. • Write simple familiar short phrases from memory with understandable accuracy.	• Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules. • Read and show understanding of a complex sentence using familiar language. • Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. • Write and say a more complex sentence to describe people, places, things and actions using a language scaffold. • Write familiar complex sentences from memory with understandable accuracy.	• Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules. • Read and show understanding of a series of complex sentences using familiar language. • Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary. • Write and say a complex sentence manipulating familiar language, using a dictionary for new language. • Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.

Grammar	• Name a noun, adjective, verb, pronoun, conjunction in the language being studied. • Use the 1st and 2nd person pronouns with a regular verb.	• Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. • Use the 1st and 2nd person pronouns with a regular verb. • Add 'e' to feminine adjectives.	• Demonstrate understanding of the position of the majority of adjectives. • Apply the rules of the agreement of adjectives in the singular and plural with some accuracy. • Produce positive and negative sentences with high frequency verbs and pronouns. • Use the 1st and 2nd person pronouns with a regular verb. • Use the correct form of the definite article in singular and plural sentences.	• Use the correct form of the definite article in singular and plural sentences. • Apply all the knowledge of grammar above to build complex sentences. • Recognise the patterns of high frequency verb endings and the use of adverbs.
Topics covered	• Introduction to France • Paris landmarks • Greetings • Classroom Instructions • Numbers 1 to 12 • Questions and responses to introduce ourselves • Festivals	• Create a mini book on animals and colours. • Ask and respond to questions based on animals. Express opinions, likes and dislikes; favourite animals. Do you have a pet? • Myself and where I live. • Festivals	• Telling the time • Places around town • Physical description of ourselves • Clothes and colours. • Play Guess Who? • Numbers 1 to 50 • Ordering a French breakfast • Festivals	• Dates • Je me présente – my favourite things. • Life at school • My family • Numbers 1 to 100 • A French Café • Festivals
Enrichment	World Beat European Day of Languages French Day Specialist French teaching French Songs in Assembly	World Beat European Day of Languages French Day Specialist French teaching French Songs in Assembly	Play Guess Who? with Ecole du Lac. World Beat European Day of Languages French Day Specialist French teaching Y5 World Languages Day at local secondary school French Songs in Assembly	Y6 French trip to Poitiers French School visiting World Beat European Day of Languages French Day Specialist French teaching