French

Subject Lead Miss E. Kelly

LITTLETON GREEN COMMUNITY SCHOOL

Subject Overview

"As French lead, my vision is that every child develops **confidence, curiosity and enjoyment** in learning another language. Through **listening, speaking, reading and writing,** pupils learn to communicate for real purposes, notice how language works and develop an appreciation of French-speaking cultures. We want pupils to leave primary school seeing themselves as **capable language learners** who are ready to continue learning French, or another language, at Key Stage 3."

French Curriculum Aims

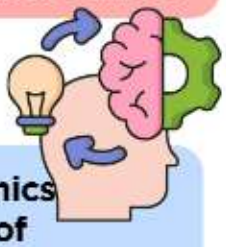
The national curriculum for MFL aims to ensure that all pupils:

- understand and respond to **spoken and written language** from a variety of authentic sources
- **speak** with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can **write at varying lengths,** for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a **range of writing** in the language studied.

Curriculum Intent

Our French Curriculum is designed to...

inspire ALL pupils to **enjoy learning another language** and to become confident, willing communicators.
We want children to understand that language learning is not simply about memorising lists of words. It involves **recognising patterns, noticing how sounds and spelling work together, understanding how sentences are constructed and using familiar knowledge to communicate new ideas.**
French supports Littleton Green's aim to develop **confident, reflective and empowered learners** by giving pupils regular opportunities to listen carefully, take risks, practise aloud, learn from mistakes and communicate with others.



We aim for pupils to...

develop secure foundations in the three **essential knowledge strands of Phonics, Vocabulary and Grammar,** and then apply this knowledge through the **skills of Language Comprehension and Language Production.**

Pupils learn to **listen for meaning, speak with increasing accuracy, read increasingly unfamiliar language and write for practical purposes.** They also develop language detective strategies which help them work out meaning rather than relying solely on recall.

Through learning about France and the French-speaking world, pupils **develop cultural awareness and understand that language and culture** are closely connected.

Learning is sequenced so that...

knowledge and skills build cumulatively from Year 3 to Year 6. Key vocabulary and grammatical structures are revisited repeatedly, but each revisit requires greater accuracy, flexibility and independence.

The curriculum follows a **spiral model.**
Prior learning is deliberately reactivated so that pupils can **build on existing language** rather than starting again in each new unit.

Units and lessons are taught in the suggested order because phonics, vocabulary, grammar and language skills are deliberately sequenced to support progression.

Curriculum Implementation

The French curriculum is organised around three knowledge strands and two skills strands, with cultural awareness developed throughout:

- **Knowledge Strands -** Phonics, Vocabulary, Grammar
- **Skills Strands -** Language comprehension - listening and reading; language production - speaking and writing; Cultural Awareness

Throughout the scheme, pupils also learn about France and the French-speaking world so that language is encountered in meaningful cultural contexts.

French Learning Journey

UNIT INTRODUCTION

At the beginning of a unit, teachers identify relevant prior learning, the key phonics, vocabulary and grammar to be developed, and the practical language outcomes pupils will work towards.

Individual Lesson Sequence

Retrieval Practice	Hook	Core Learning - Model and Practice	Reflection
Pupils revisit familiar vocabulary, sounds and grammar so key language becomes automatic and secure.	Pupils listen to accurate French and spot familiar sounds, words and patterns. This builds curiosity and helps them notice pronunciation and meaning.	Teachers model new phonics, vocabulary and grammar clearly. Pupils practise through speaking, listening, reading and writing: • repeating sounds and words • building simple sentences • short conversations and role-play • reading for key information • writing short phrases or sentences Skills develop step by step, building accuracy, fluency and confidence.	Pupils think about what they can now understand and say. They identify language they can reuse, spot links with English, and use detective strategies (cognates, context clues, familiar phonics) to make sense of new French.

Learning is shown through pupils' ability to understand and communicate: speaking, listening, reading aloud, short written work and practical use of vocabulary and grammar.

Lessons are adapted so all pupils, including those with SEND, EAL and disadvantaged backgrounds, can access and succeed.

Please see our page on Adaptive teaching for further information.

Curriculum Impact

We know our French curriculum works when pupils are willing and able to communicate in French and can draw on phonics, vocabulary and grammar to understand and produce language with increasing independence. Pupils progressively become able to:

- take part in purposeful dialogue in familiar practical situations;
- listen and respond appropriately to spoken French;
- read unfamiliar words, phrases and short texts with increasing accuracy;
- speak and read aloud with improving pronunciation and confidence;
- use familiar grammar to construct their own language;
- write short texts on familiar topics;
- use a bilingual dictionary to support independent language learning;
- recognise cognates and use context to tackle unfamiliar language;
- make connections between French, English and other languages;
- talk positively about French-speaking cultures and their own experience of language learning.

By the end of Year 6, pupils should have the knowledge, confidence and language-learning strategies needed to continue successfully with French or another language at Key Stage 3.

Assessment Technique	What this means
Formative Assessment	Ongoing assessment throughout lessons. This includes opportunities such as: questioning, retrieval practice, and interactive activities. Teachers observe and assess in real-time and adapt accordingly.
Summative Assessment	End of unit quiz to assess pupils knowledge and understanding. This helps teachers understand knowledge and skills over time.
Written Outcomes	Learning is shown in different ways, including creative tasks, labelled drawings and, when needed, short pieces of written work.
Pupil Voice	Our learning sequence encourages children to talk, reflect and explain their thinking. Teachers use these moments to check understanding through questioning, discussion and simple recorded responses.

Inclusion and Adaptation

At Littleton Green, we want every pupil to experience success as a **language learner.**

French lessons are therefore adapted so that pupils can participate meaningfully in listening, speaking, reading and writing without lowering the ambition of the curriculum.

How We Adapt French for All Learners

Support may include:

- ·clear teacher modelling and repetition;
- ·native-speaker audio and visual pronunciation cues;
- ·smaller language chunks;
- ·slower rehearsal before increasing fluency;
- ·visual vocabulary prompts and dual coding;
- ·gesture and actions to reinforce meaning;
- ·sentence stems and substitution tables;
- ·word banks and accessible bilingual dictionaries;
- ·strategic pairing for rehearsal;
- ·additional oral practice before writing;
- ·repeated exposure to key vocabulary and structures;
- ·reduced copying demands when transcription is not the learning focus;
- ·flexible methods of demonstrating understanding;
- ·targeted adult support which develops rather than replaces independence.

Challenge

Greater depth is developed through increased **independence, accuracy and flexibility** rather than simply more work. Pupils can be challenged to **manipulate grammar, extend sentences, use unfamiliar vocabulary in context, respond spontaneously, ask their own questions and apply language detective strategies** with less support.

Our Aim for All Pupils

We want every child, including those who face disadvantage, to develop confidence, enjoyment and success in learning French. All pupils are supported to build secure foundations in phonics, vocabulary and grammar so they can understand and communicate with increasing independence. Adaptations ensure that every learner can access the curriculum, take part in meaningful speaking and listening, and experience success through small, achievable steps. Our aim is that all pupils leave primary school feeling capable, included and proud of what they can do in French.

French Unit Overview

Y3

French greetings with puppets
French adjectives of colour, size and shape
French playground games – numbers and age
In a French classroom
French transport
A circle of life in French

Y4

Portraits – describing in French
Clothes – getting dressed in France
French numbers, calendars and birthdays
French weather and the water cycle
French food – Miam, miam!
French and the Eurovision Song Contest

Y5

French monster pets
Space exploration – in French
Shopping in France
French-speaking world
Verbs in a French week
Meet my French family

Y6

French sport and the Olympics
French football champions
In my French house
Planning a French holiday
Visiting a town in France

Curriculum Design

The Three Pillars of Progression

Our curriculum organises the essential language knowledge pupils need through three interconnected pillars: Phonics, Vocabulary and Grammar.

Phonics

Pupils are explicitly taught French phonemes and sound-spelling links so that they can pronounce unfamiliar language more accurately and read aloud with increasing confidence.

Vocabulary

Frequently useful words, especially common verbs, are introduced systematically and revisited in varied contexts so that they become increasingly secure in long-term memory. Topic vocabulary adds meaningful contexts but does not replace the systematic development of reusable core language.

Grammar

Key grammatical structures are taught explicitly and revisited systematically. Pupils learn not only to recognise structures, but to manipulate them so that they can create new language independently.

Language Comprehension

Listening and reading develop together. Pupils use their phonics, vocabulary and grammar knowledge to interpret spoken and written French, identify key information and increasingly make sense of unfamiliar language.

Language Production

Speaking and writing give pupils opportunities to communicate ideas for practical purposes. Pupils move from rehearsed language towards increasingly independent sentence construction and spontaneous response.

Spiral Curriculum

The curriculum is cyclical: key vocabulary and grammar are revisited repeatedly. Each revisit is taught with greater depth, and prior learning is used as the foundation for new language.

Oracy in French

Oracy is central to French. Pupils develop the physical and social skills needed for effective communication through pronunciation practice, questioning and responding, role-play, turn-taking and collaborative conversation.
They listen to native French speakers and peers, interpret meaning, summarise what they have heard and use facial expression, gesture and voice to communicate effectively.

Curriculum Design

Cultural Awareness and Cultural Capital

French introduces pupils to France and the wider French-speaking world. Cultural content helps children understand that languages are embedded within people, places, traditions and everyday life. Pupils encounter French in practical and authentic contexts and develop curiosity about cultures beyond their own.

Connections with English and Other Languages

Language learning strengthens pupils' understanding of English by encouraging them to notice word classes, sentence structure, sound-spelling relationships, cognates and grammatical conventions. Language detective strategies are deliberately transferable so that pupils are better prepared to learn further languages.

PURPLE Values

Our French curriculum reflects our PURPLE values by encouraging pupils to be:

- **Proud -** speaking and performing French with confidence and recognising progress;
- **Unique -** expressing their own ideas and preferences through another language;
- **Reflective -** noticing patterns, checking accuracy and learning from mistakes;
- **Positive -** taking risks and persevering when communication is challenging;
- **Loving -** showing curiosity and respect for different cultures and ways of life;
- **Empowered -** using strategies to communicate independently and tackle unfamiliar language.

British Values

French supports British Values by helping pupils to:

- respect cultural differences and appreciate life beyond their own community;
- listen to and communicate with others respectfully;
- participate collaboratively and take turns in conversation;
- develop confidence to express individual ideas and preferences;
- understand that modern Britain is connected to a wider multilingual and multicultural world.

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French Greetings with Puppets: *How can we introduce ourselves and have a simple conversation in French?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.. To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	To know that the pronoun ça means 'it'. To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that accents in French can change the sound of a letter.	Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form.	Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Experimenting with simple writing, copying with accuracy	To know that in French there are formal and informal greetings.

British Values	Purple Values	Significant Person	Key Vocabulary			
Mutual Respect – *listening carefully and responding politely when greeting others.*	**LOVING** – *showing respect and warmth when communicating with others.*	**Laurent Mourguet** – French puppeteer and creator of Guignol.	bonjour salut au revoir	bonsoir bonne nuit ça va bien	ça va mal c'est... comment tu t'appelles ?	je m'appelle... non oui

Oracy Opportunities	Paired puppet conversations; rehearse formal and informal greetings, then perform a short exchange with clear intonation and turn-taking.
Sentence Stems	Bonjour, je m'appelle... / Comment t'appelles-tu ? / Ça va ? / Ça va bien, merci. Et toi ?
End product	**Perform a finger rhyme in French**

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French Adjectives of colour, size and shape: *How can we use French adjectives to describe colours, sizes and shapes?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that c'est means "it is" and is used to describe what something is. To know that the word order is sometimes different in French compared to English. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.	Listening and responding to single words and short phrases. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Recognising and using adjectives of colour and size.	Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse. To name some famous paintings by French artists.

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – making and explaining personal creative choices.	UNIQUE – using language to describe an individual artwork or design.	Henri Matisse – French artist whose L'Escargot is explored in the Kapow unit.	rouge bleu jaune vert orange un cercle	un triangle un carré un rectangle grand petit c'est

Oracy Opportunities	Gallery talk in pairs: describe and compare shapes, sizes and colours in an artwork; listeners identify the picture being described
Sentence Stems	C'est un/une... / C'est grand/petit. / C'est rouge/bleu... / À mon avis, c'est...
End product	**Follow instructions in French to create a Matisse collage**

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French Playground Games – numbers and age: *How can we use French adjectives to describe colours, sizes and shapes?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.	Listening and responding to single words and short phrases. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Asking and/or answering simple questions. Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy	Discussing similarities and differences between customs and traditions in France and the UK. To know some playground games played in France.

British Values	Purple Values	Significant Person	Key Vocabulary	
Rule of Law – following agreed rules so that games are fair and safe.	POSITIVE – joining in, taking turns and encouraging others during games.	Pierre de Coubertin – French educator who promoted sport and fair participation.	un deux trois quatre cinq six	sept huit neuf dix onze douze

Oracy Opportunities	Play a French playground game using spoken numbers; ask and answer ages, checking that everyone has had a turn.
Sentence Stems	Quel âge as-tu ? / J'ai ... ans. / C'est à toi. / À mon tour ! / Un, deux, trois...
End product	**Play playground games in French**

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
In a French classroom: *How can we ask and answer questions about the objects in our classroom?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that je/j', and tu are subject pronouns. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.	Listening and responding to single words and short phrases. Beginning to notice common spelling patterns. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.	Discussing similarities and differences between customs and traditions in France and the UK.

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – taking turns and handling shared classroom resources responsibly.	**EMPOWERED** – using known vocabulary independently to ask and answer questions.	**Louis Braille** – French educator and inventor of the Braille reading system.	un crayon un taille-crayon un stylo un cahier un sac une règle	une gomme une trousse des ciseaux j'ai je n'ai pas tu as...?

Oracy Opportunities	Information-gap task: partners ask what classroom items each person has, listen carefully and report their findings.
Sentence Stems	Tu as un/une... ? / Oui, j'ai... / Non, je n'ai pas de... / J'ai... et puis...
End product	**Prepare and present a short-spoken text**

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French Transport: *How can we describe different ways of travelling in French?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. To know that there are high frequency verbs s'appeler, avoir , être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that il y a is used to say 'there is/are. To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.	Listening and responding to single words and short phrases. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy	To know the names and locations of some of the cities in France. To know that French is spoken in different countries around the world. To identify some French-speaking countries.

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – expressing and justifying a preferred way to travel.	**REFLECTIVE –** comparing transport choices and improving pronunciation after feedback.	**Louis Blériot –** French aviation pioneer who crossed the English Channel by aeroplane.	un ferry un train un autobus un ballon un hélicoptère un vélo	un sous-marin un avion une voiture un bateau à pied je vais

Oracy Opportunities	Class travel survey and pictogram presentation; ask how partners travel and summarise the most common response.
Sentence Stems	Comment vas-tu… ? / Je vais en/à… / Il y a… / Je préfère…
End product	**Create and present a pictogram on mode of transport**

Progression of Knowledge and skills

YEAR 3	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
A circle of life in French: *How can we use French vocabulary to explain an animal's place in a food chain?*	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.	Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary.	Asking and/or answering simple questions. Using short phrases to give information. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – valuing different ideas while building a shared food chain.	**LOVING** – showing care for animals, habitats and the natural world.	**Jean-Baptiste Lamarck** – French naturalist known for his study of living things.	un éléphant un lion un lapin un loup un oiseau un poisson	un serpent un singe un ver une grenouille une tortue une girafe

Oracy Opportunities	Collaborative food-chain explanation: each pupil adds an animal and explains its place using rehearsed vocabulary.
Sentence Stems	C'est un/une... / Il/Elle habite... / Il/Elle mange... / D'abord..., puis...
End product	**Create French food chain flips**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Portraits – describing in French: *How can we describe someone's appearance and personality in French?*	To know that 'h' at the start of a word in French is not pronounced.	To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be) To know that we can use conjunctions to link phrases, such as et/mais. To know that the verbs avoir and être are used to describe appearance and personality To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.	Listening and responding to full sentences. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Recognising and answering simple questions which involve giving personal information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – describing people positively and sensitively.	**UNIQUE** – celebrating individual appearance and personality.	**Élisabeth Vigée Le Brun** – influential French portrait painter.	il a/elle a il est/elle est heureux/heureuse sérieux/sérieuse les cheveux les yeux	petit/petite grand/grande il s'appelle... elle s'appelle... blond(e)(s) noir(e)(s)

Oracy Opportunities	Portrait hot-seating: describe a mystery person and answer probing questions so others can identify them.
Sentence Stems	Il/Elle s'appelle... / Il/Elle a... / Il/Elle est... / Est-ce qu'il/elle est... ?
End product	**Play Guess who using descriptive words**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
Clothes – getting dressed in French: *How can we describe what someone is wearing in French?*	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. To know that the endings of verbs change according to the subject. To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Beginning to form opinion phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – expressing personal style and clothing preferences.	PROUD – presenting a carefully prepared outfit description with confidence.	Coco Chanel – French fashion designer who influenced modern clothing.	un T-shirt un short un pantalon un chapeau une culotte une chemise	un pull des bottes une robe des chaussettes des baskets il/elle porte

Oracy Opportunities	French fashion show: present a model's outfit, then respond to a partner's question or feedback.
Sentence Stems	Il/Elle porte… / Le/La… est… / J'aime… parce que… / Qu'est-ce qu'il/elle porte ?
End product	**Fashion Designer - Design and describe your outfit.**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French numbers, calendar and birthdays: *How can we use French numbers and dates to talk about birthdays and celebrations?*	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings To know that 'h' at the start of a word in French is not pronounced.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structures in English and French have the same pattern: subject + verb + object.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using contextual clues and cues to gist and make predictions about meanings.	Recognising and answering simple questions which involve giving personal information. Using a variety of conversational phrases. Using a model to form a spoken sentence. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.	Discovering French festivals and their traditions.

British Values	Purple Values	Significant Person	Key Vocabulary	
Tolerance of Different Faiths and Beliefs – recognising that celebrations and traditions vary.	**LOVING –** showing interest in and respect for other people's celebrations.	**Charles Perrault –** French writer whose stories form part of France's cultural heritage.	onze douze treize quatorze quinze seize dix-sept	dix-huit dix-neuf vingt vingt-et-un trente un anniversaire

Oracy Opportunities	Birthday calendar mingle: ask classmates for dates, listen for numbers and months, then report a partner's answer.
Sentence Stems	C'est quand, ton anniversaire ? / Mon anniversaire est le… / Quelle est la date ? / C'est le…
End product	**Write a birthday wish list and present to the class**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French weather and the water cycle: *How can we present a weather forecast and explain the water cycle in French?*	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.		Listening and noticing rhyming words when joining in with songs. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase.	Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases.	Comparing the weather between France and the UK. To know that in France the temperature is measured in Celsius.

British Values	Purple Values	Significant Person	Key Vocabulary	
Rule of Law – understanding why agreed systems and measurements help people share accurate information.	**REFLECTIVE** – using evidence to refine a weather forecast.	**Blaise Pascal** – French scientist whose work included pressure and the atmosphere.	il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige	il y a du soleil il y a du vent le nord le sud l'est l'ouest

Oracy Opportunities	Group weather forecast: combine compass points, temperatures and weather phrases; peers ask for clarification.
Sentence Stems	Dans le nord/sud..., il fait... / Il y a... / Quelle température fait-il ? / Il fait ... degrés.
End product	**Create the water cycle in French**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French Food – miam, miam!: *How can we order food and drink politely in a French café?*	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.	Ordering typical French food and drink. To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France.

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – using courteous language when serving and ordering food.	LOVING – considering others' needs and preferences when sharing food.	Auguste Escoffier – influential French chef who modernised professional cookery.	le café le restaurant le menu une boisson une entrée un plat principal	je voudrais j'aime s'il vous plaît merci le serveur l'addition

Oracy Opportunities	Café role-play with server and customer roles; order, clarify price and respond politely using formal language.
Sentence Stems	Je voudrais..., s'il vous plaît. / Vous désirez ? / C'est combien ? / Ça fait ... euros. / Merci.
End product	**Create a French menu**

Progression of Knowledge and skills

YEAR 4	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French and the Eurovision Song Contest: *How can we write and perform a song in French?*	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.	To know that the endings of verbs change according to the subject. To know that we can use conjunctions to link phrases, such as et/mais. To know that the verb aimer is used to express an opinion, including with the negative form ne … pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	Listening and noticing rhyming words when joining in with songs. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song.	Creating a song in French for a famous song contest. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.

British Values	Purple Values	Significant Person	Key Vocabulary	
Democracy – listening to performances and voting fairly using agreed criteria.	**POSITIVE** – performing confidently and giving constructive encouragement.	**France Gall** – French singer and Eurovision winner.	le piano le violon le saxophone le clavier la guitare la flûte	la flûte à bec la clarinette la batterie la trompette jouer de la musique

Oracy Opportunities	Introduce and perform a French song, then take part in a class vote and explain a preference.
Sentence Stems	Nous jouons… / Notre chanson s'appelle… / J'aime… parce que… / Je vote pour…
End product	**Perform a song in French**

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French monster pets: *How can we create and describe an imaginary monster pet in French?*	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.	To know that adjectives must agree with the gender and number of the noun being described. To know that compound sentences join two simple sentences together using connectives such as et and mais. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.	Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – inventing and presenting an original creature.	**UNIQUE –** celebrating imaginative ideas and distinctive descriptions.	**Jean de La Fontaine –** French writer famous for animal fables.	le corps la tête la bouche le nez les yeux les pieds les bras	les jambes les dents la queue court (s) courte (s) long (s) longue (s)

Oracy Opportunities	Monster-pet pitch: give a detailed description, then answer spontaneous questions from the audience.
Sentence Stems	Mon monstre a… / Il/Elle est… / Il/Elle n'a pas de… / À mon avis… / Et ton monstre ?
End product	**Fantastic French Beast factfile**

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Space exploration – in French: *How can we use French to compare planets and describe an imaginary world?*	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.	To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune. To know that adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison. To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that words in French and English will not always have a direct equivalent in the other language.	Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Forming a question in order to ask for information. Presenting factual information in extended sentences including justification. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – asking questions and exploring ambitious future possibilities.	**EMPOWERED** – applying language-detective skills to communicate new scientific ideas.	**Thomas Pesquet** – French astronaut who served on the International Space Station.	le Système solaire le Soleil la Lune la Terre une planète l'espace	plus ... que moins ... que grand petit chaud froid

Oracy Opportunities	Expert panel comparing planets; use evidence from the unit and invite questions from the audience.
Sentence Stems	La planète... est plus/moins ... que... / Selon moi... / Parce que... / Quelle planète est... ?
End product	**Space question and answer session**

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Shopping in France: *How can we use French confidently when buying and selling items?*	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.	To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets – trainers. To understand that words in French and English will not always have a direct equivalent in the other language.	Listening and selecting information from short audio passages to give an appropriate response. Independently identifying rhyming words and spelling patterns when joining in with songs. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.	Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a dialogue or role-play.	
	British Values	**Purple Values**	**Significant Person**	**Key Vocabulary**	
	Rule of Law – recognising fair exchange, prices and responsible choices.	**POSITIVE –** persisting with an unfamiliar real-life conversation.	**Aristide Boucicaut –** French retail innovator and founder of Le Bon Marché.	trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingt-dix cent ça fait ... c'est combien ?	
	Oracy Opportunities	Market role-play: customer and seller negotiate a complete exchange, including quantity, price and thanks.			
	Sentence Stems	Je voudrais... / Combien coûte... ? / C'est combien ? / Ça fait... / C'est trop cher !			
	End product	**Complete a French Food Detective's notebook**			

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French speaking world: *How can we use French to explore and compare countries around the world?*	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.	To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison..	Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.	Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.

British Values	Purple Values	Significant Person	Key Vocabulary	
Tolerance of Different Faiths and Beliefs – valuing the diverse cultures of the French-speaking world.	**LOVING –** respecting languages, places and communities across the world.	**Léopold Sédar Senghor –** Senegalese poet, statesman and major Francophone cultural figure.	au nord au sud à l'est à l'ouest je vais tu vas	la France la Grande-Bretagne un pays un drapeau parce que il y a

Oracy Opportunities	French-speaking world conference: groups represent a country, present key facts and compare locations and climates.
Sentence Stems	Dans ce pays, il y a... / C'est au nord/sud/à l'est/à l'ouest de... / Je vais... parce que... / En comparaison...
End product	**Passport justification - justify which countries you would like to vist.**

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
Verbs in a French week: *How can we use French verbs to describe a week of different activities?*	To know that a change in voice intonation can indicate when a question is being asked.	To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.	Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – describing personal routines, interests and choices.	**REFLECTIVE –** checking and improving verb choices and sentence accuracy.	**Molière –** French playwright renowned for his command of the French language.	chanter courir danser dormir écrire jouer	lire manger nager aimer avoir être

Oracy Opportunities	Weekly-routine carousel: describe activities, listen for verb forms and summarise similarities with a partner.
Sentence Stems	Le lundi, je… / Il/Elle… / Nous… / D'abord…, ensuite…, enfin… / Nous faisons tous les deux…
End product	**Create a gallery/performance of work and ask the children to identify the different verbs they hear.**

Progression of Knowledge and skills

YEAR 5	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Meet my French family: *How can we introduce and describe members of a family in French?*	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. To understand that words in French and English will not always have a direct equivalent in the other language.	Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Using adjectives with correct placement and agreement.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – recognising and valuing different family structures.	**LOVING** – speaking positively and respectfully about family relationships.	**Marie Curie** – Polish-born, naturalised French scientist and two-time Nobel laureate.	mon frère ma sœur fils/fille unique mon père ma mère mes parents	mon grand-père ma grand-mère mon oncle ma tante mon cousin ma cousine

Oracy Opportunities	Family-tree presentation followed by audience questions; compare family members' appearance, personality and likes.
Sentence Stems	Voici mon/ma… / Il/Elle s'appelle… / Il/Elle est… / Il/Elle aime… / Dans ma famille…
End product	**Present a short presentation about my family**

Progression of Knowledge and skills

YEAR 6	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
French sport and the Olympics: *How can we discuss our sporting interests and present an Olympic programme in French?*	To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.	To know whether to use the pronouns il – he, or elle – she, when describing someone. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. To know that we use the verb jouer – to play, with some sports and faire – to do, with other sports. To know that parce que and/or car(because) can be used to extend a sentence and give a justification.	Listening and inferring information from audio passages using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.	Planning, asking and answering questions. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Using intonation and gesture to differentiate between statements and questions. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	Playing the traditional French game of la pétanque. Researching information about the Paris 2024 Olympic Games. Comparing sporting activities in France and the UK. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries. To know the rules for playing French bowls.

British Values	Purple Values	Significant Person	Key Vocabulary	
Rule of Law – respecting rules, officials and fair play in sport.	POSITIVE – showing resilience and encouraging participation.	Pierre de Coubertin – French founder of the modern Olympic Games.	le sport je joue je fais le football le basketball le tennis le rugby le ski	la boxe le gymnastique la natation le tir à l'arc le skate j'aime j'adore je déteste

Oracy Opportunities	Olympic bid presentation: recommend sports for a programme, support opinions and respond to challenges.
Sentence Stems	Je joue au/à la… / Je fais du/de la… / Je pense que… parce que… / Êtes-vous d'accord ?
End product	**Present an informative paragraph from the Olympic Committee about their Olympic Games**

Progression of Knowledge and skills

YEAR 6	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	Grammar	Language Comprehension *(Listening and Reading)*	Language Production *(Speaking and Writing)*	
French football champions: *How can we research and present the profile of a French-speaking footballer?*	To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.	To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin.	Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.	Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.	To know that football is immensely popular in France which is reflected in the support for the national team, les Bleus.

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – celebrating teamwork, diversity and sporting achievement.	PROUD – presenting a polished footballer profile with confident delivery.	Kylian Mbappé – French international footballer	le ballon le but le sifflet le terrain marquer un but mi-temps	sauver un but un carton jaune un carton rouge une équipe un match de foot un footballeur/footballeuse

Oracy Opportunities	Sports interview and player-profile presentation; ask follow-up questions and cite facts from the profile.
Sentence Stems	Il/Elle s'appelle… / Il/Elle joue pour… / Il/Elle est né(e)… / Selon le profil… / Pourquoi… ?
End product	**Presentation: Football Player Profile**

Progression of Knowledge and skills

YEAR 6	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
In my French house: *How can we describe a home, its rooms and where objects are located in French?*	To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.	To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects.	Listening and gisting information from an extended audio passage using language detective skills. Beginning to predict spelling patterns. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.	Planning, asking and answering extended questions. Engaging in conversation and transactional language. Planning and giving a short oral presentation. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Individual Liberty – describing a personal living space and preferences.	**UNIQUE –** communicating an individual design for a home or room.	**Le Corbusier –** Swiss-French architect and influential designer of homes.	une maison le salon la chambre la cuisine le jardin la salle de bain	à côté de derrière devant entre sous sur

Oracy Opportunities	Estate-agent tour: describe rooms and locations precisely, then answer spontaneous questions from visitors.
Sentence Stems	Dans ma maison, il y a… / Ma chambre est… / Le/La… est à côté de/sous/sur… / Où est… ?
End product	**A letter describing my home**

Progression of Knowledge and skills

YEAR 6	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Planning a French holiday: *How can we use French to plan and present a future holiday?*	To know understanding different sounds in French can help when attempting to pronounce new vocabulary.	To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir – to have, être – to be, and aller – to go. To conjugate the verbs aller, jouer and faire. To know that parce que – because, can be used to extend a sentence and give a justification.	Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.	Developing extended sentences to justify a fact or opinion. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Democracy – reaching a shared decision after hearing different holiday proposals.	**EMPOWERED** – combining prior language independently to plan for a real-life purpose.	**Jacques Cousteau** – French explorer and conservationist who travelled the world.	je vais en/au/aux ... je vais aller ... maintenant demain les vacances une valise	en été en hiver pourquoi ? parce que cette année beaucoup de

Oracy Opportunities	Group travel-agency meeting: present plans, challenge ideas politely and agree a final French holiday itinerary.
Sentence Stems	Je vais aller... / Nous allons... / Je préfère... parce que... / Je comprends ton avis, cependant... / Nous sommes d'accord.
End product	**Plan a holiday to France**

Progression of Knowledge and skills

YEAR 6	Knowledge Strands		Skills Strands		Cultural Awareness
	Phonics	**Grammar**	**Language Comprehension** *(Listening and Reading)*	**Language Production** *(Speaking and Writing)*	
Visiting a town in France: *How can we ask for and give clear directions around a French town?*	To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.	To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go). To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn). To know that parce que (because) can be used to extend a sentence and give a justification.	Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.	Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.	

British Values	Purple Values	Significant Person	Key Vocabulary	
Mutual Respect – helping others by giving clear, patient directions.	**EMPOWERED** – using accumulated language spontaneously in a practical situation.	**Gustave Eiffel** – French engineer whose work became a landmark of Paris.	en voiture en bus en train en avion à vélo à pied	entre autour de au bord de loin de la droite la gauche

Oracy Opportunities	Tourist and guide role-play: ask for and give multi-step directions, then check and clarify understanding.
Sentence Stems	Où est… ? / Allez tout droit. / Tournez à droite/à gauche. / C'est près de/loin de… / Si j'ai bien compris…
End product	**Create a tourist leaflet for their French town.**