| | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------------------|--|---|--|--|--|--|
| National Curriculum Objectives | NOT COMPULSORY The Little languages scheme aims to: Provide a 10-15 minute activity which may be repeated throughout the week. Provide a wide variety of songs and activities to enthuse and excite children about language Enable children to understand and use some routine language. Explore sounds in a foreign language, through looking a vocabulary and listening to short stories. Give children a glimpse into other cultures. | NOT COMPULSORY The Little languages scheme aims to: Provide a 10-15 minute activity which may be repeated throughout the week. Provide a wide variety of songs and activities to enthuse and excite children about language Provide the opportunity for children to work independently or collaboratively, through games and dance. Make links with other areas of the curriculum. Increase children's confidence in performing to an audience as they present mini role plays. | responding explore the patter the spelling, sour engage in convert to those of other speak in sentence structures develop accurater they are reading present ideas and read carefully and appreciate storie broaden their voor are introduced in write phrases froideas clearly describe people, understand basic (where relevant): high-frequency voor | erns and sounds of lange and and meaning of wor sations; ask and answe s; seek clarification and es, using familiar vocab pronunciation and int aloud or using familiar d information orally to d show understanding s, songs, poems and rh cabulary and develop t to familiar written mai m memory, and adapt places, things and acti- grammar appropriate effeminine, masculine a erbs; key features and | er questions; express of d help bulary, phrases and bas conation so that others words and phrases a range of audiences of words, phrases and | nd rhymes and link pinions and respond ic language understand when simple writing and new words that h using a dictionary entences, to express g. studied, including he conjugation of ge; how to apply |

French Curriculum Objectives 2022-2023

Redwell French LTP 2022-2023

| | Year Group | 3 | 4 | 5 | 6 |
|---------------------|--|--|---|--|--|
| Learning Objectives | Knowledge and Understanding Listening Reading Speaking Writing | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can recognise negatives. I can recognise some basic French adjectives. I can recognise and understand some individual written words, and match them to pictures. I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. I can write some familiar words from memory. I can write some singular nouns with the correct article. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English I can identify the gender of a French noun from its article. I can identify the gender of a French noun from its article. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can use the correct article most of the time to match the gender of the noun. I can use a model to write sentences in the first person. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. I can understand the main points from a short written text, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can use the correct article to match the gender of a noun. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language. I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. I can understand the basic meanings of 'on' in French. I can identify the future tense. I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations. I can use French articles confidently and accurately. |

I can identify phonemes, which are the same as, or different from, English phonemes. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. I can read a simple rhyme or poem, in chorus. I can repeat simple words and phrases. I can join in with simple songs and rhymes. I can answer questions to give basic information using simple words and phrases. I can say that I don't understand, or ask for a question to be repeated. I can ask for help using polite language. I can ask and answer simple questions using short sentences. I can repeat some simple sentences from memory. I can say simple words and phrases from memory, with accurate pronunciation. so that others can understand me. I can prepare and recite a few familiar sentences to my teacher. I can give a spoken response to a simple written auestion. I can introduce myself, giving my name and age, using short, simple sentences. I can use some numbers, colours and simple describing words in spoken sentences. I can pronounce 'le'/'la' and 'un'/'une' clearly and accurately. I can talk about myself using some common verbs in the first person singular form. I can write short, simple responses to spoken language using familiar words. I can give a written response to a simple written question.

I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can ask for simple opinions, and give my own, e.g. likes and dislikes. I can say several sentences from memory. I can say full sentences from memory, with accurate pronunciation, so that others can understand me. I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. I can recite a simple finger rhyme or song from memory. I can say a few sentences to describe where I live. I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes. I can give short descriptions of other people, including my family and friends. I can describe things using simple adjectives I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives. I can write responses to spoken language using short phrases and simple sentences. I can use my knowledge of French phonics to help me spell familiar words. I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. I can write some phrases and simple sentences from memory. I can complete a written sentence by adding letters, words and phrases. I can write a few simple sentences about myself, including my name and age, from memory. I can write a few simple sentences to describe where I live, from memory. I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory. I can write a few simple sentences about other people, including my family and friends, from memory. I can write the correct form of some common verbs in the first person present tense, e.g. 'je

suis'

I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can read aloud a short story containing familiar language, clearly and with expression. I can join in with a short, continuous conversation, including giving simple opinions. I can adapt familiar sentences by changing a few words. I can prepare a short talk on a familiar subject and present it clearly and confidently. I can sing familiar songs clearly and confidently, with accurate pronunciation. I can describe what other people do, or like doing. I can prepare and present a short talk about a place, person or thing. I can use either 'le'/'la' or 'un'/'une' appropriately. I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'. I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?' I can use what I have learnt about the structure of French sentences to build new ones using the same model. I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can use some simple sentence structures that differ from English in my writing.

irregular. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense I can recognise the past tense of some common verbs. I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons. I can use familiar words and sentence structures to construct new sentences. I can use a range of spoken language confidently, using accurate pronunciation and intonation. I can develop a simple sketch or role-play and perform it to my class or an assembly. I can use French articles confidently and accurately. I can talk about what I am going to do, using the future tense. I can talk about what I have done, using the past tense. I can use familiar words and sentence structures to write new sentences. I can write a short passage from memory, including longer or more complex sentences. I can construct a short text to describe a place, person or thing, using more complex sentences. I can write some regular French nouns in the singular and plural form. I can write the correct forms of some simple adjectives with a noun, using an example sentence. I can write the correct form of some irregular verbs in the first and third person singular. I can write simple sentences using the future tense, with help. I can write simple sentences using the past tense, with help. I can use the rules I know about building sentences in French to create new sentences using different vocabulary

I can recognise that some verbs are

Skills Listening Reading Speaking Writing

| | Year | Group | 3 | 4 | 5 | 6 |
|----------|--------|-----------|---|--|--|---|
| | | Торіс | Stone Age | Africa | Macbeth | Woeful Wars |
| | S | alut Unit | Core Unit 1 | Playtime | On Holiday | Actions |
| | S | ub-topics | Greetings, alphabet, numbers, introducing yourself and family. | In the playground, "Simon says", I like/don't like to play (imperative and irregular verbs) | Countries (<mark>gender</mark>), types of accommodation, at the zoo, beach, theme park. | Verbs, adverbs, prepositions |
| | т | ext Study | My Fantastic Family | Luc the Dreamer | The Theme Park | A Treasure Hunt |
| Autumn 1 | Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| | I can repeat simple words and phrases. | I can ask for simple opinions, and | I can join in with a short, continuous | I can join in with a longer continuous |
|----------|---|--|--|--|
| | I can join in with simple songs and | give my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer sentences |
| | rhymes. | I can say several sentences from | opinions. | and more complex opinions, e.g. giving |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | reasons. |
| | information using simple words and | I can say full sentences from | changing a few words. | I can use familiar words and sentence |
| | phrases. | memory, with accurate | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | pronunciation, so that others can | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | understand me. | confidently. | confidently, using accurate pronunciation |
| | I can ask for help using polite language. | I can prepare and present a set of | I can sing familiar songs clearly and | and intonation. |
| | I can ask and answer simple questions | simple instructions to a group for | confidently, with accurate | I can develop a simple sketch or role-play |
| | using short sentences. | them to follow, e.g. some directions. | pronunciation. | and perform it to my class or an |
| | I can repeat some simple sentences from | I can recite a simple finger rhyme or | I can describe what other people do, or | assembly. |
| | memory. | song from memory. | like doing. | I can use French articles confidently and |
| | I can say simple words and phrases from | I can say a few sentences to describe | I can prepare and present a short talk | accurately. |
| | memory, with accurate pronunciation, so | where I live. | about a place, person or thing. | I can recognise that 'vous' is used for |
| | that others can understand me. | I can say a few sentences about the | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| Speaking | I can prepare and recite a few familiar | things I do, e.g. my daily routine or | appropriately. | situations, and that 'tu' is used for one |
| | sentences to my teacher. | hobbies, including simple likes and | I can use the third person singular form | person in informal situations. |
| | I can give a spoken response to a simple | dislikes. | of the present tense to describe what | I can talk about what I am going to do, |
| | written question. | I can give short descriptions of other | others are doing, e.g. 'il/elle danse'. | using the future tense. |
| | I can introduce myself, giving my name | people, including my family and | I can use the second person singular | I can talk about what I have done, using |
| | and age, using short, simple sentences. | friends. | form of the present tense to ask | the past tense. |
| | I can use some numbers, colours and | I can use the correct article most of | questions. E.g. 'Tu aimes les pommes?' | |
| | simple describing words in spoken | the time to match the gender of the | I can use what I have learnt about the | |
| | sentences. | noun. | structure of French sentences to build | |
| | I can pronounce 'le'/'la' and 'un'/'une' | I can use either 'les' or 'des' with | new ones using the same model. | |
| | clearly and accurately. | plural nouns. | | |
| | I can talk about myself using some | I can describe things using simple | | |
| | common verbs in the first person singular | adjectives. | | |
| | form. | I can use simple sentences where | | |
| | | the structure or word order differs | | |
| | | from English, e.g. negatives and | | |
| | | reflexives. | | |

| | Writing | I can give a written response to a simple written question. I can write some familiar words from memory. I can write some singular nouns with the correct article. | language using short phrases and simple sentences. I can use my knowledge of French phonics to help me spell familiar words. I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. I can write some phrases and simple sentences from memory. I can complete a written sentence by adding letters, words and phrases. I can write a few simple sentences about myself, including my name and age, from memory. I can write a few simple sentences to describe where I live, from memory. I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory. I can write a few simple sentences about other people, including my family and friends, from memory. I can use the correct article most of the time to match the gender of the noun. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'. | I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can use the correct article to match the gender of a noun. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can use some simple sentence structures that differ from English in my writing. | I can write a short passage from memory, including longer or more complex sentences. I can construct a short text to describe a place, person or thing, using more complex sentences. I can use French articles confidently and accurately. I can write some regular French nouns in the singular and plural form. I can write the correct forms of some simple adjectives with a noun, using an example sentence. I can write the correct form of some irregular verbs in the first and third person singular. I can write simple sentences using the future tense, with help. I can write simple sentences using the past tense, with help. I can use the rules I know about building sentences in French to create new sentences using different vocabulary. |
|----------------|---------|---|--|---|---|
| Gr Key Voca | rammar | | | | |

| | Year | Group | 3 | 4 | 5 | 6 |
|----------|------------|-----------|---|--|--|---|
| | | Торіс | India | Rainforests | Anglo Saxons | Magnificent Mountains |
| | Sa | alut Unit | Core Unit 2 | My Home | Eating out | Family |
| | Sub-topics | | Days of the week, colours, consolidate numbers, countries, I like/don't like (negatives) | .Types of houses, rooms, furniture, daily routine. Ordinal numbers, open questions, "il y a…" | Ordering, at the restaurant, ice cream shop, market, (conjugate verbs) | Siblings and family, household task (past tense). |
| | Text Study | | Nicolas the Monster | Garon the Giant | A fly in the orange juice | Cinderella |
| Autumn 2 | Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| Г | | | | | | |
|---|---|--------|---|--------------------------------------|--|--|
| | | | I can read and pronounce the most | I can follow and understand a | I can read and pronounce unfamiliar | I can understand the main points and |
| | | | common letters and letter strings in | familiar written text, reading and | written words accurately, using my | some of the detail from a short written |
| | | | French. | listening at the same time. | knowledge of French phonics. | text, which contains some unfamiliar |
| | | | I can read and pronounce familiar | I can read a simple rhyme, song or | I can read unfamiliar words and | language. |
| | | | written words accurately, using my | story aloud to my class. | phrases aloud with accurate | I can appreciate why certain words have |
| | | | knowledge of French phonics. | I can use a bilingual dictionary to | pronunciation, so that others can | been used in written stories, songs or |
| | | | I can read familiar words and phrases | look up the meaning in English of | understand me. | poems, e.g. to create a rhythm. |
| | | | aloud with accurate pronunciation, so | unfamiliar words in French. | I can understand the main points from | I can recognise the 'vous'/'ils'/'elles' |
| | | | that others can understand me. | I can use a bilingual dictionary to | a short written text, which contains | forms of some common verbs in the |
| | | | I can recognise and understand some | find the French translation of | some unfamiliar language. | present tense. |
| | | | individual written words, and match | English words. | I can read aloud a short story | I can recognise that some verbs are |
| | R | eading | them to pictures. | I can identify the gender of a | containing familiar language, clearly | irregular. |
| | | 0 | I can understand familiar written | French noun from its article. | and with expression. | I can understand the basic meanings of |
| | | | phrases and simple sentences, and | I can recognise subject pronouns | I can understand the difference | 'on' in French. |
| | | | respond to them, e.g. drawing a line to | such as 'je', 'tu', 'il' and 'elle'. | between 'le'/'la' and 'un'/'une'. | I can identify the future tense. |
| | | | match an image to a phrase or sentence. | I can recognise the first, second | I can recognise the meaning of | I can recognise the past tense of some |
| | | | I can read a simple rhyme or poem, in | and third person singular forms of | 'mon'/'ma'/'mes'. | common verbs. |
| | | | chorus. | some common verbs in the present | I can recognise that some nouns have | |
| | | | I can recognise whether nouns are | tense. | irregular plurals. | |
| | | | singular or plural. | I can recognise common sentence | I can recognise that adjectives' endings | |
| | | | | and word order patterns in French. | often change to match the noun | |
| | | | | | they're describing. | |
| | | | | | | |

| | I can repeat simple words and phrases | I can ask for simple opinions and | I can join in with a chart, continuous | Lean join in with a longer continuous |
|----------|---|---------------------------------------|--|---|
| | I can repeat simple words and phrases. | I can ask for simple opinions, and | I can join in with a short, continuous | I can join in with a longer continuous |
| | I can join in with simple songs and | give my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer |
| | rhymes. | I can say several sentences from | opinions. | sentences and more complex opinions, |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | e.g. giving reasons. |
| | information using simple words and | I can say full sentences from | changing a few words. | I can use familiar words and sentence |
| | phrases. | memory, with accurate | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | pronunciation, so that others can | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | understand me. | confidently. | confidently, using accurate |
| | I can ask for help using polite language. | I can prepare and present a set of | I can sing familiar songs clearly and | pronunciation and intonation. |
| | I can ask and answer simple questions | simple instructions to a group for | confidently, with accurate | I can develop a simple sketch or role- |
| | using short sentences. | them to follow, e.g. some | pronunciation. | play and perform it to my class or an |
| | I can repeat some simple sentences from | directions. | I can describe what other people do, | assembly. |
| | memory. | I can recite a simple finger rhyme | or like doing. | I can use French articles confidently and |
| | I can say simple words and phrases from | or song from memory. | I can prepare and present a short talk | accurately. |
| | memory, with accurate pronunciation, | I can say a few sentences to | about a place, person or thing. | I can recognise that 'vous' is used for |
| | so that others can understand me. | describe where I live. | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| Speaking | I can prepare and recite a few familiar | I can say a few sentences about the | appropriately. | situations, and that 'tu' is used for one |
| Speaking | sentences to my teacher. | things I do, e.g. my daily routine or | I can use the third person singular | person in informal situations. |
| | I can give a spoken response to a simple | hobbies, including simple likes and | form of the present tense to describe | I can talk about what I am going to do, |
| | written question. | dislikes. | what others are doing, e.g. 'il/elle | using the future tense. |
| | I can introduce myself, giving my name | I can give short descriptions of | danse'. | I can talk about what I have done, using |
| | and age, using short, simple sentences. | other people, including my family | I can use the second person singular | the past tense. |
| | I can use some numbers, colours and | and friends. | form of the present tense to ask | |
| | simple describing words in spoken | I can use the correct article most of | questions. E.g. 'Tu aimes les pommes?' | |
| | sentences. | the time to match the gender of | I can use what I have learnt about the | |
| | I can pronounce 'le'/'la' and 'un'/'une' | the noun. | structure of French sentences to build | |
| | clearly and accurately. | I can use either 'les' or 'des' with | new ones using the same model. | |
| | I can talk about myself using some | plural nouns. | | |
| | common verbs in the first person | I can describe things using simple | | |
| | singular form. | adjectives. | | |
| | | I can use simple sentences where | | |
| | | the structure or word order differs | | |
| | | from English, e.g. negatives and | | |
| | | reflexives. | | |

| | I can write short, simple responses to spoken language using familiar words. | I can write responses to spoken language using short phrases and | I can express my opinions using complex sentences. | I can use familiar words and sentence structures to write new sentences. |
|----------------|--|---|--|---|
| | I can give a written response to a simple | simple sentences. | I can write several sentences from | I can write a short passage from |
| | written question. | I can use my knowledge of French | memory. | memory, including longer or more |
| | I can write some familiar words from | phonics to help me spell familiar | I can adapt familiar written sentences | complex sentences. |
| | memory. | words. | by changing a few words. | I can construct a short text to describe a |
| | I can write some singular nouns with the | l can express my opinions using | I can write several sentences from | place, person or thing, using more |
| | correct article. | simple sentences. | memory to describe what other people | complex sentences. |
| | correct article. | • | | I can use French articles confidently and |
| | | I can show understanding by writing sentences or phrases which | do, or like doing. I can write several sentences from | |
| | | summarise some of the content of | memory to describe a place, person or | accurately. I can write some regular French nouns |
| | | stories, songs and poems. | | in the singular and plural form. |
| | | | thing. I can use the correct article to match | I can write the correct forms of some |
| | | I can write some phrases and simple sentences from memory. | the gender of a noun. | simple adjectives with a noun, using an |
| | | I can complete a written sentence | I can write the correct form of some | example sentence. |
| | | by adding letters, words and | common verbs in the third person | I can write the correct form of some |
| | | phrases. | singular, e.g. 'il/elle a'. | irregular verbs in the first and third |
| | | I can write a few simple sentences | I can use some simple sentence | person singular. |
| Writing | | about myself, including my name | structures that differ from English in | I can write simple sentences using the |
| winning | | and age, from memory. | my writing. | future tense, with help. |
| | | I can write a few simple sentences | iny writing. | I can write simple sentences using the |
| | | to describe where I live, from | | past tense, with help. |
| | | memory. | | I can use the rules I know about building |
| | | I can write a few simple sentences | | sentences in French to create new |
| | | about the things I do, e.g. my daily | | sentences using different vocabulary. |
| | | routine or hobbies, from memory. | | sentences using unrerent vocubulary. |
| | | I can write a few simple sentences | | |
| | | about other people, including my | | |
| | | family and friends, from memory. | | |
| | | I can use the correct article most of | | |
| | | the time to match the gender of | | |
| | | the noun. | | |
| | | I can use a model to write | | |
| | | sentences in the first person. | | |
| | | I can write the correct form of | | |
| | | some common verbs in the first | | |
| | | person present tense, e.g. 'je suis'. | | |
| | | | | |
| Champion | | | | |
| Grammar | | | | |
| | | | | |
| Кеу | | | | |
| Vocabulary | | | | |
| t course and y | | | | |
| | | | | |

| | Year | Group | 3 | 4 | 5 | 6 |
|----------|------------|-----------|---|--|--|---|
| | | Topic | Extreme Earth: volcanoes and earthquakes | Fantastic beasts | Around the world in 80 days | Vikings |
| | Sa | alut Unit | Core Unit 3 | My Town | Hobbies | A weekend with friends |
| | Su | ıb-topics | Body parts, clothes, months, birthdays (gender, question words.) | Money, places in town, directions, shops, I would like où conjunction | Hobbies, music, instruments, the weekend, films. (negatives, I love/hate) | Sleepover, activities (conditional verbs), I/he/she. |
| | Text Study | | Genevieve's Birthday | Eric goes shopping | Etienne's new friend | The Sleepover |
| Spring 1 | Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| | | I can read and pronounce the most | I can follow and understand a | I can read and pronounce unfamiliar | I can understand the main points and |
|--|---------|---|--------------------------------------|--|--|
| | | common letters and letter strings in | familiar written text, reading and | written words accurately, using my | some of the detail from a short written |
| | | French. | listening at the same time. | knowledge of French phonics. | text, which contains some unfamiliar |
| | | I can read and pronounce familiar | I can read a simple rhyme, song or | I can read unfamiliar words and | language. |
| | | written words accurately, using my | story aloud to my class. | phrases aloud with accurate | I can appreciate why certain words have |
| | | knowledge of French phonics. | I can use a bilingual dictionary to | pronunciation, so that others can | been used in written stories, songs or |
| | | I can read familiar words and phrases | look up the meaning in English of | understand me. | poems, e.g. to create a rhythm. |
| | | aloud with accurate pronunciation, so | unfamiliar words in French. | I can understand the main points from | I can recognise the 'vous'/'ils'/'elles' |
| | | that others can understand me. | I can use a bilingual dictionary to | a short written text, which contains | forms of some common verbs in the |
| | | I can recognise and understand some | find the French translation of | some unfamiliar language. | present tense. |
| | | individual written words, and match | English words. | I can read aloud a short story | I can recognise that some verbs are |
| | Reading | them to pictures. | I can identify the gender of a | containing familiar language, clearly | irregular. |
| | 0 | I can understand familiar written | French noun from its article. | and with expression. | I can understand the basic meanings of |
| | | phrases and simple sentences, and | I can recognise subject pronouns | I can understand the difference | 'on' in French. |
| | | respond to them, e.g. drawing a line to | such as 'je', 'tu', 'il' and 'elle'. | between 'le'/'la' and 'un'/'une'. | I can identify the future tense. |
| | | match an image to a phrase or sentence. | I can recognise the first, second | I can recognise the meaning of | I can recognise the past tense of some |
| | | I can read a simple rhyme or poem, in | and third person singular forms of | 'mon'/'ma'/'mes'. | common verbs. |
| | | chorus. | some common verbs in the present | I can recognise that some nouns have | |
| | | I can recognise whether nouns are | tense. | irregular plurals. | |
| | | singular or plural. | I can recognise common sentence | I can recognise that adjectives' endings | |
| | | | and word order patterns in French. | often change to match the noun | |
| | | | | they're describing. | |
| | | | | | |
| | | | | | |

| | I can repeat simple words and phrases. | I can ask for simple opinions, and | I can join in with a short, continuous | I can join in with a longer continuous |
|----------|---|---------------------------------------|--|---|
| | I can join in with simple songs and | give my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer |
| | rhymes. | I can say several sentences from | opinions. | sentences and more complex opinions, |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | e.g. giving reasons. |
| | information using simple words and | I can say full sentences from | changing a few words. | I can use familiar words and sentence |
| | phrases. | memory, with accurate | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | pronunciation, so that others can | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | understand me. | confidently. | confidently, using accurate |
| | I can ask for help using polite language. | I can prepare and present a set of | I can sing familiar songs clearly and | pronunciation and intonation. |
| | I can ask and answer simple questions | simple instructions to a group for | confidently, with accurate | I can develop a simple sketch or role- |
| | using short sentences. | them to follow, e.g. some | pronunciation. | play and perform it to my class or an |
| | I can repeat some simple sentences from | directions. | I can describe what other people do, | assembly. |
| | memory. | I can recite a simple finger rhyme | or like doing. | I can use French articles confidently and |
| | I can say simple words and phrases from | or song from memory. | I can prepare and present a short talk | accurately. |
| | memory, with accurate pronunciation, | I can say a few sentences to | about a place, person or thing. | I can recognise that 'vous' is used for |
| | so that others can understand me. | describe where I live. | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| Speaking | I can prepare and recite a few familiar | I can say a few sentences about the | appropriately. | situations, and that 'tu' is used for one |
| Speaking | sentences to my teacher. | things I do, e.g. my daily routine or | I can use the third person singular | person in informal situations. |
| | I can give a spoken response to a simple | hobbies, including simple likes and | form of the present tense to describe | I can talk about what I am going to do, |
| | written question. | dislikes. | what others are doing, e.g. 'il/elle | using the future tense. |
| | I can introduce myself, giving my name | I can give short descriptions of | danse'. | I can talk about what I have done, using |
| | and age, using short, simple sentences. | other people, including my family | I can use the second person singular | the past tense. |
| | I can use some numbers, colours and | and friends. | form of the present tense to ask | |
| | simple describing words in spoken | I can use the correct article most of | questions. E.g. 'Tu aimes les pommes?' | |
| | sentences. | the time to match the gender of | I can use what I have learnt about the | |
| | I can pronounce 'le'/'la' and 'un'/'une' | the noun. | structure of French sentences to build | |
| | clearly and accurately. | I can use either 'les' or 'des' with | new ones using the same model. | |
| | I can talk about myself using some | plural nouns. | | |
| | common verbs in the first person | I can describe things using simple | | |
| | singular form. | adjectives. | | |
| | | I can use simple sentences where | | |
| | | the structure or word order differs | | |
| | | from English, e.g. negatives and | | |
| | | reflexives. | | |

| | | I can write short, simple responses to | I can write responses to spoken | I can express my opinions using | I can use familiar words and sentence |
|----|-----------|---|---|--|--|
| | | spoken language using familiar words. | language using short phrases and | complex sentences. | structures to write new sentences. |
| | | I can give a written response to a simple | simple sentences. | I can write several sentences from | I can write a short passage from |
| | | written question. | I can use my knowledge of French | memory. | memory, including longer or more |
| | | I can write some familiar words from | phonics to help me spell familiar | I can adapt familiar written sentences | complex sentences. |
| | | memory. | words. | by changing a few words. | I can construct a short text to describe a |
| | | I can write some singular nouns with the | I can express my opinions using | I can write several sentences from | place, person or thing, using more |
| | | correct article. | simple sentences. | memory to describe what other people | complex sentences. |
| | | | I can show understanding by | do, or like doing. | I can use French articles confidently and |
| | | | writing sentences or phrases which | I can write several sentences from | accurately. |
| | | | summarise some of the content of | memory to describe a place, person or | I can write some regular French nouns |
| | | | stories, songs and poems. | thing. | in the singular and plural form. |
| | | | I can write some phrases and | I can use the correct article to match | I can write the correct forms of some |
| | | | simple sentences from memory. | the gender of a noun. | simple adjectives with a noun, using an |
| | | | I can complete a written sentence | I can write the correct form of some | example sentence. |
| | | | by adding letters, words and | common verbs in the third person | I can write the correct form of some |
| | | | phrases. | singular, e.g. 'il/elle a'. | irregular verbs in the first and third |
| | | | I can write a few simple sentences | I can use some simple sentence | person singular. |
| | Writing | | about myself, including my name | structures that differ from English in | I can write simple sentences using the |
| | _ | | and age, from memory. | my writing. | future tense, with help. |
| | | | I can write a few simple sentences | | I can write simple sentences using the |
| | | | to describe where I live, from | | past tense, with help. |
| | | | memory. | | I can use the rules I know about building |
| | | | I can write a few simple sentences | | sentences in French to create new |
| | | | about the things I do, e.g. my daily | | sentences using different vocabulary. |
| | | | routine or hobbies, from memory. | | |
| | | | I can write a few simple sentences | | |
| | | | about other people, including my | | |
| | | | family and friends, from memory. I can use the correct article most of | | |
| | | | | | |
| | | | the time to match the gender of the noun. | | |
| | | | I can use a model to write | | |
| | | | sentences in the first person. | | |
| | | | I can write the correct form of | | |
| | | | some common verbs in the first | | |
| | | | person present tense, e.g. 'je suis'. | | |
| | | | | | |
| | Grammar | | | | |
| | | | | | |
| - | Кеу | | | | |
| Ve | ocabulary | | | | |
| V | Jeabulary | | | | |
| | | | | | |

| | Year | Group | 3 | 4 | 5 | 6 |
|----------|------------|-----------|---|--|--|---|
| | | Topic | Robots | Romans | Ancient Greece | Frozen Kingdoms |
| | Sa | alut Unit | Animals | Describing people | A school trip | The future |
| | Sub-topics | | Pets, prepositions, on the farm, adding description (adjectives). | Describing physical appearances, personalities, (gender agreement) | Comparisons, on the bus, museum, car conjunction. | This weekend, tomorrow, comparisons. (future tense |
| | Те | ext Study | Henri looks for his mothers | The sad frog | A trip to the museum | The three billy-goats gruff |
| Spring 2 | Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| | | I can read and pronounce the most | I can follow and understand a | I can read and pronounce unfamiliar | I can understand the main points and |
|--|---------|---|--------------------------------------|--|--|
| | | common letters and letter strings in | familiar written text, reading and | written words accurately, using my | some of the detail from a short written |
| | | French. | listening at the same time. | knowledge of French phonics. | text, which contains some unfamiliar |
| | | I can read and pronounce familiar | I can read a simple rhyme, song or | I can read unfamiliar words and | language. |
| | | written words accurately, using my | story aloud to my class. | phrases aloud with accurate | I can appreciate why certain words have |
| | | knowledge of French phonics. | I can use a bilingual dictionary to | pronunciation, so that others can | been used in written stories, songs or |
| | | I can read familiar words and phrases | look up the meaning in English of | understand me. | poems, e.g. to create a rhythm. |
| | | aloud with accurate pronunciation, so | unfamiliar words in French. | I can understand the main points from | I can recognise the 'vous'/'ils'/'elles' |
| | | that others can understand me. | I can use a bilingual dictionary to | a short written text, which contains | forms of some common verbs in the |
| | | I can recognise and understand some | find the French translation of | some unfamiliar language. | present tense. |
| | | individual written words, and match | English words. | I can read aloud a short story | I can recognise that some verbs are |
| | Reading | them to pictures. | I can identify the gender of a | containing familiar language, clearly | irregular. |
| | Reduing | I can understand familiar written | French noun from its article. | and with expression. | I can understand the basic meanings of |
| | | phrases and simple sentences, and | I can recognise subject pronouns | I can understand the difference | 'on' in French. |
| | | respond to them, e.g. drawing a line to | such as 'je', 'tu', 'il' and 'elle'. | between 'le'/'la' and 'un'/'une'. | I can identify the future tense. |
| | | match an image to a phrase or sentence. | I can recognise the first, second | I can recognise the meaning of | I can recognise the past tense of some |
| | | I can read a simple rhyme or poem, in | and third person singular forms of | 'mon'/'ma'/'mes'. | common verbs. |
| | | chorus. | some common verbs in the present | I can recognise that some nouns have | |
| | | I can recognise whether nouns are | tense. | irregular plurals. | |
| | | singular or plural. | I can recognise common sentence | I can recognise that adjectives' endings | |
| | | Singular of plural. | and word order patterns in French. | often change to match the noun | |
| | | | | they're describing. | |
| | | | | they re describing. | |
| | | | | | |

| | I can repeat simple words and phrases. | I can ask for simple opinions, and | I can join in with a short, continuous | I can join in with a longer continuous |
|----------|---|---------------------------------------|--|---|
| | I can join in with simple songs and | give my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer |
| | rhymes. | I can say several sentences from | opinions. | sentences and more complex opinions, |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | e.g. giving reasons. |
| | information using simple words and | I can say full sentences from | changing a few words. | I can use familiar words and sentence |
| | phrases. | memory, with accurate | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | pronunciation, so that others can | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | understand me. | confidently. | confidently, using accurate |
| | I can ask for help using polite language. | I can prepare and present a set of | I can sing familiar songs clearly and | pronunciation and intonation. |
| | I can ask and answer simple questions | simple instructions to a group for | confidently, with accurate | I can develop a simple sketch or role- |
| | using short sentences. | them to follow, e.g. some | pronunciation. | play and perform it to my class or an |
| | I can repeat some simple sentences from | directions. | I can describe what other people do, | assembly. |
| | memory. | I can recite a simple finger rhyme | or like doing. | I can use French articles confidently and |
| | I can say simple words and phrases from | or song from memory. | I can prepare and present a short talk | accurately. |
| | memory, with accurate pronunciation, | I can say a few sentences to | about a place, person or thing. | I can recognise that 'vous' is used for |
| | so that others can understand me. | describe where I live. | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| Speaking | I can prepare and recite a few familiar | I can say a few sentences about the | appropriately. | situations, and that 'tu' is used for one |
| Speaking | sentences to my teacher. | things I do, e.g. my daily routine or | I can use the third person singular | person in informal situations. |
| | I can give a spoken response to a simple | hobbies, including simple likes and | form of the present tense to describe | I can talk about what I am going to do, |
| | written question. | dislikes. | what others are doing, e.g. 'il/elle | using the future tense. |
| | I can introduce myself, giving my name | I can give short descriptions of | danse'. | I can talk about what I have done, using |
| | and age, using short, simple sentences. | other people, including my family | I can use the second person singular | the past tense. |
| | I can use some numbers, colours and | and friends. | form of the present tense to ask | |
| | simple describing words in spoken | I can use the correct article most of | questions. E.g. 'Tu aimes les pommes?' | |
| | sentences. | the time to match the gender of | I can use what I have learnt about the | |
| | I can pronounce 'le'/'la' and 'un'/'une' | the noun. | structure of French sentences to build | |
| | clearly and accurately. | I can use either 'les' or 'des' with | new ones using the same model. | |
| | I can talk about myself using some | plural nouns. | | |
| | common verbs in the first person | I can describe things using simple | | |
| | singular form. | adjectives. | | |
| | | I can use simple sentences where | | |
| | | the structure or word order differs | | |
| | | from English, e.g. negatives and | | |
| | | reflexives. | | |

| | | I can write short, simple responses to | I can write responses to spoken | I can express my opinions using | I can use familiar words and sentence |
|----|----------|---|---|--|--|
| | | spoken language using familiar words. | language using short phrases and | complex sentences. | structures to write new sentences. |
| | | I can give a written response to a simple | simple sentences. | I can write several sentences from | I can write a short passage from |
| | | written guestion. | I can use my knowledge of French | memory. | memory, including longer or more |
| | | I can write some familiar words from | phonics to help me spell familiar | I can adapt familiar written sentences | complex sentences. |
| | | memory. | words. | by changing a few words. | I can construct a short text to describe a |
| | | I can write some singular nouns with the | I can express my opinions using | I can write several sentences from | place, person or thing, using more |
| | | correct article. | simple sentences. | memory to describe what other people | complex sentences. |
| | | | I can show understanding by | do, or like doing. | I can use French articles confidently and |
| | | | writing sentences or phrases which | I can write several sentences from | accurately. |
| | | | summarise some of the content of | memory to describe a place, person or | I can write some regular French nouns |
| | | | stories, songs and poems. | thing. | in the singular and plural form. |
| | | | I can write some phrases and | I can use the correct article to match | I can write the correct forms of some |
| | | | simple sentences from memory. | the gender of a noun. | simple adjectives with a noun, using an |
| | | | I can complete a written sentence | I can write the correct form of some | example sentence. |
| | | | by adding letters, words and | common verbs in the third person | I can write the correct form of some |
| | | | phrases. | singular, e.g. 'il/elle a'. | irregular verbs in the first and third |
| | | | I can write a few simple sentences | I can use some simple sentence | person singular. |
| | Writing | | about myself, including my name | structures that differ from English in | I can write simple sentences using the |
| | | | and age, from memory. | my writing. | future tense, with help. |
| | | | I can write a few simple sentences | | I can write simple sentences using the |
| | | | to describe where I live, from | | past tense, with help. |
| | | | memory. | | I can use the rules I know about building |
| | | | I can write a few simple sentences | | sentences in French to create new |
| | | | about the things I do, e.g. my daily routine or hobbies, from memory. | | sentences using different vocabulary. |
| | | | I can write a few simple sentences | | |
| | | | about other people, including my | | |
| | | | family and friends, from memory. | | |
| | | | I can use the correct article most of | | |
| | | | the time to match the gender of | | |
| | | | the noun. | | |
| | | | I can use a model to write | | |
| | | | sentences in the first person. | | |
| | | | I can write the correct form of | | |
| | | | some common verbs in the first | | |
| | | | person present tense, e.g. 'je suis'. | | |
| | | | | | |
| | Grammar | | | | |
| | Grannal | | | | |
| | | | | | |
| | Кеу | | | | |
| Vo | cabulary | | | | |
| | | | | | |
| | | | | | |

| | Year | Group | 3 | 4 | 5 | 6 |
|----------|--------|-----------|--|--|--|---|
| | | Topic | Bean to bar | Tudors | Space | British empire |
| | Sa | alut Unit | Food | The body | Seasons | RECAP (SATS term) |
| | Su | ıb-topics | Food items, cutlery, expressing opinions, I like/don't like to eat (negatives and verbs) | Face, activities, "it hurts", (indefinite/definite article, adding "qu'est ce-que" to a stateement) | Seasons, parce que conjunction. | |
| | Те | ext Study | French toast | A tennis match | Make a Chinese lantern | |
| Summer 1 | Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/'les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| Reading | I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. I can recognise and understand some individual written words, and match them to pictures. I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. I can recognise whether nouns are | I can follow and understand a familiar written text, reading and listening at the same time. I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can recognise common sentence and word order patterns in French. | I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' | I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language. I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. I can recognise that some verbs are irregular. I can understand the basic meanings of 'on' in French. I can identify the future tense. I can recognise the past tense of some common verbs. |
|---------|--|--|--|---|
| | sentence. I can read a simple rhyme or poem, in chorus. | third person singular forms of some common verbs in the present tense. I can recognise common sentence and | 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. | I can recognise the past tense of some |

| | I can repeat simple words and phrases. | I can ask for simple opinions, and give | I can join in with a short, continuous | I can join in with a longer continuous |
|----------|---|---|--|---|
| | I can join in with simple songs and | my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer |
| | rhymes. | I can say several sentences from | opinions. | sentences and more complex opinions, |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | e.g. giving reasons. |
| | information using simple words and | I can say full sentences from memory, | changing a few words. | I can use familiar words and sentence |
| | phrases. | with accurate pronunciation, so that | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | others can understand me. | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | I can prepare and present a set of | confidently. | confidently, using accurate |
| | I can ask for help using polite language. | simple instructions to a group for | I can sing familiar songs clearly and | pronunciation and intonation. |
| | I can ask and answer simple questions | them to follow, e.g. some directions. | confidently, with accurate | I can develop a simple sketch or role- |
| | using short sentences. | I can recite a simple finger rhyme or | pronunciation. | play and perform it to my class or an |
| | I can repeat some simple sentences | song from memory. | I can describe what other people do, | assembly. |
| | from memory. | I can say a few sentences to describe | or like doing. | I can use French articles confidently |
| | I can say simple words and phrases | where I live. | I can prepare and present a short talk | and accurately. |
| | from memory, with accurate | I can say a few sentences about the | about a place, person or thing. | I can recognise that 'vous' is used for |
| Creaking | pronunciation, so that others can | things I do, e.g. my daily routine or | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| Speaking | understand me. | hobbies, including simple likes and | appropriately. | situations, and that 'tu' is used for one |
| | I can prepare and recite a few familiar | dislikes. | I can use the third person singular | person in informal situations. |
| | sentences to my teacher. | I can give short descriptions of other | form of the present tense to describe | I can talk about what I am going to do, |
| | I can give a spoken response to a simple | people, including my family and | what others are doing, e.g. 'il/elle | using the future tense. |
| | written question. | friends. | danse'. | I can talk about what I have done, |
| | I can introduce myself, giving my name | I can use the correct article most of | I can use the second person singular | using the past tense. |
| | and age, using short, simple sentences. | the time to match the gender of the | form of the present tense to ask | |
| | I can use some numbers, colours and | noun. | questions. E.g. 'Tu aimes les | |
| | simple describing words in spoken | I can use either 'les' or 'des' with | pommes?' | |
| | sentences. | plural nouns. | I can use what I have learnt about the | |
| | I can pronounce 'le'/'la' and 'un'/'une' | I can describe things using simple | structure of French sentences to build | |
| | clearly and accurately. | adjectives. | new ones using the same model. | |
| | I can talk about myself using some | I can use simple sentences where the | | |
| | common verbs in the first person | structure or word order differs from | | |
| | singular form. | English, e.g. negatives and reflexives. | | |
| | | | | |
| | | | | |

| | | | | | Less of the second s |
|---|-----------|--|---|---|---|
| | | I can write short, simple responses to spoken language using familiar words. | I can write responses to spoken language using short phrases and | I can express my opinions using complex sentences. | I can use familiar words and sentence structures to write new sentences. |
| | | I can give a written response to a | simple sentences. | I can write several sentences from | I can write a short passage from |
| | | simple written question. | I can use my knowledge of French | memory. | memory, including longer or more |
| | | I can write some familiar words from | phonics to help me spell familiar | I can adapt familiar written sentences | complex sentences. |
| | | memory. | words. | by changing a few words. | I can construct a short text to describ |
| | | I can write some singular nouns with | I can express my opinions using | I can write several sentences from | a place, person or thing, using more |
| | | the correct article. | simple sentences. | memory to describe what other | complex sentences. |
| | | | I can show understanding by writing | people do, or like doing. | I can use French articles confidently |
| | | | sentences or phrases which | I can write several sentences from | and accurately. |
| | | | summarise some of the content of | memory to describe a place, person | I can write some regular French nour |
| | | | stories, songs and poems. | or thing. | in the singular and plural form. |
| | | | I can write some phrases and simple | I can use the correct article to match | I can write the correct forms of some |
| | | | sentences from memory. | the gender of a noun. | simple adjectives with a noun, using a |
| | | | I can complete a written sentence by | I can write the correct form of some | example sentence. |
| | | | adding letters, words and phrases. | common verbs in the third person | I can write the correct form of some |
| | | | I can write a few simple sentences | singular, e.g. 'il/elle a'. | irregular verbs in the first and third |
| | Writing | | about myself, including my name and | I can use some simple sentence | person singular. |
| | U | | age, from memory. | structures that differ from English in | I can write simple sentences using th |
| | | | I can write a few simple sentences to | my writing. | future tense, with help. |
| | | | describe where I live, from memory. | | I can write simple sentences using the |
| | | | I can write a few simple sentences | | past tense, with help. |
| | | | about the things I do, e.g. my daily | | I can use the rules I know about |
| | | | routine or hobbies, from memory. | | building sentences in French to create |
| | | | I can write a few simple sentences | | new sentences using different |
| | | | about other people, including my | | vocabulary. |
| | | | family and friends, from memory. | | |
| | | | I can use the correct article most of | | |
| | | | the time to match the gender of the | | |
| | | | noun. | | |
| | | | I can use a model to write sentences | | |
| | | | in the first person. | | |
| | | | I can write the correct form of some | | |
| | | | common verbs in the first person | | |
| | | | present tense, e.g. 'je suis'. | | |
| | Grammar | | | | |
| | | | | | |
| | Кеу | | | | |
| V | ocabulary | | | | |
| | | | | | |

| Ye | ar Group | 3 | 4 | 5 | 6 |
|--------|----------------|---|---|---|---|
| | Торіс | Ancient Egypt | Street life | Endangered Earth | Mayans |
| ler 2 | Salut Unit | At school | Sport | The environment | Jobs |
| Summer | Sub- topics | Rooms, in my pencil case, travel, subjects, classroom language (irregular verb "aller") | Sports, "Can you?", activities, sporting nouns, conditional verbs | Weather, in the garden, rubbish. Prepositions, modal verbs | Jobs, workplaces, |
| | Text Study | The magic bag | A tennis match | Problems in the pond | Paul's "quiet" day |
| Skills | Listening | I can understand some simple words and phrases. I can understand some simple instructions and follow them. I can identify phonemes, which are the same as, or different from, English phonemes. I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound. I can recognise a question. I can understand simple questions and respond to them, e.g. by picking up an item. I can recognise negatives. I can respond appropriately to songs and rhymes, e.g. by performing a series of actions. I can recognise whether nouns are singular or plural, based on the article 'le'/'la'/'l''/les'. I can recognise some basic French adjectives. | I can pick out familiar words and phrases from spoken sentences. I can recognise familiar words and phrases in a spoken story or poem. I can identify the gender of a noun from its article in spoken French. I can recognise who is being talked about in a sentence from the pronoun. I can recognise that the structure of some French sentences differs from English. | I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language. I can understand the main points from a spoken story or poem, which contains some unfamiliar language. I can understand the difference between 'le'/'la' and 'un'/'une' in spoken French. I can recognise and understand the difference between 'mon'/'ma'/'mes. | I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences. I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language. |

| Reading | I can read and pronounce the most common letters and letter strings in French. I can read and pronounce familiar written words accurately, using my knowledge of French phonics. I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. I can recognise and understand some individual written words, and match them to pictures. can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. I can read a simple rhyme or poem, in chorus. I can recognise whether nouns are singular or plural. | I can follow and understand a familiar written text, reading and listening at the same time. I can read a simple rhyme, song or story aloud to my class. I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. I can use a bilingual dictionary to find the French translation of English words. I can identify the gender of a French noun from its article. I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'. I can recognise the first, second and third person singular forms of some common verbs in the present tense. I can recognise common sentence and word order patterns in French. | I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics. I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me. I can understand the main points from a short written text, which contains some unfamiliar language. I can read aloud a short story containing familiar language, clearly and with expression. I can understand the difference between 'le'/'la' and 'un'/'une'. I can recognise the meaning of 'mon'/'ma'/'mes'. I can recognise that some nouns have irregular plurals. I can recognise that adjectives' endings often change to match the noun they're describing. | I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language. I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm. I can recognise the 'vous'/'ils'/'elles' forms of some common verbs in the present tense. I can recognise that some verbs are irregular. I can understand the basic meanings of 'on' in French. I can identify the future tense. I can recognise the past tense of some common verbs. |
|---------|--|---|--|--|
|---------|--|---|--|--|

| | I can repeat simple words and phrases. | I can ask for simple opinions, and give | I can join in with a short, continuous | I can join in with a longer continuous |
|----------|---|---|--|--|
| | I can join in with simple songs and | my own, e.g. likes and dislikes. | conversation, including giving simple | conversation, including longer sentences |
| | rhymes. | I can say several sentences from | opinions. | and more complex opinions, e.g. giving |
| | I can answer questions to give basic | memory. | I can adapt familiar sentences by | reasons. |
| | information using simple words and | I can say full sentences from memory, | changing a few words. | I can use familiar words and sentence |
| | phrases. | with accurate pronunciation, so that | I can prepare a short talk on a familiar | structures to construct new sentences. |
| | I can say that I don't understand, or ask | others can understand me. | subject and present it clearly and | I can use a range of spoken language |
| | for a question to be repeated. | I can prepare and present a set of simple | confidently. | confidently, using accurate |
| | I can ask for help using polite language. | instructions to a group for them to | I can sing familiar songs clearly and | pronunciation and intonation. |
| | I can ask and answer simple questions | follow, e.g. some directions. | confidently, with accurate | I can develop a simple sketch or role-play |
| | using short sentences. | I can recite a simple finger rhyme or song | pronunciation. | and perform it to my class or an |
| | I can repeat some simple sentences from | from memory. | I can describe what other people do, or | assembly. |
| | memory. | I can say a few sentences to describe | like doing. | I can use French articles confidently and |
| | I can say simple words and phrases from | where I live. | I can prepare and present a short talk | accurately. |
| | memory, with accurate pronunciation, so | I can say a few sentences about the | about a place, person or thing. | I can recognise that 'vous' is used for |
| Speaking | that others can understand me. | things I do, e.g. my daily routine or | I can use either 'le'/'la' or 'un'/'une' | more than one person, or in formal |
| | I can prepare and recite a few familiar | hobbies, including simple likes and | appropriately. | situations, and that 'tu' is used for one |
| | sentences to my teacher. | dislikes. | I can use the third person singular form | person in informal situations. |
| | I can give a spoken response to a simple | I can give short descriptions of other | of the present tense to describe what | I can talk about what I am going to do, |
| | written question. | people, including my family and friends. | others are doing, e.g. 'il/elle danse'. | using the future tense. |
| | I can introduce myself, giving my name | I can use the correct article most of the | I can use the second person singular | I can talk about what I have done, using |
| | and age, using short, simple sentences. | time to match the gender of the noun. | form of the present tense to ask | the past tense. |
| | I can use some numbers, colours and | I can use either 'les' or 'des' with plural | questions. E.g. 'Tu aimes les pommes?' | |
| | simple describing words in spoken | nouns. | I can use what I have learnt about the | |
| | sentences. | I can describe things using simple | structure of French sentences to build | |
| | I can pronounce 'le'/'la' and 'un'/'une' | adjectives. | new ones using the same model. | |
| | clearly and accurately. | I can use simple sentences where the | | |
| | I can talk about myself using some | structure or word order differs from | | |
| | common verbs in the first person | English, e.g. negatives and reflexives. | | |
| | singular form. | | | |
| | | | | |

| Writing | I can write short, simple responses to spoken language using familiar words. I can give a written response to a simple written question. I can write some familiar words from memory. I can write some singular nouns with the correct article. | I can write responses to spoken language using short phrases and simple sentences. I can use my knowledge of French phonics to help me spell familiar words. I can express my opinions using simple sentences. I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems. I can write some phrases and simple sentences from memory. I can write a few simple sentences about myself, including my name and age, from memory. I can write a few simple sentences to describe where I live, from memory. I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory. I can use the correct article most of the time to match the gender of the noun. I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'. | I can express my opinions using complex sentences. I can write several sentences from memory. I can adapt familiar written sentences by changing a few words. I can write several sentences from memory to describe what other people do, or like doing. I can write several sentences from memory to describe a place, person or thing. I can use the correct article to match the gender of a noun. I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'. I can use some simple sentence structures that differ from English in my writing. | I can use familiar words and sentence structures to write new sentences. I can write a short passage from memory, including longer or more complex sentences. I can construct a short text to describe a place, person or thing, using more complex sentences. I can use French articles confidently and accurately. I can write some regular French nouns in the singular and plural form. I can write the correct forms of some simple adjectives with a noun, using an example sentence. I can write the correct form of some irregular verbs in the first and third person singular. I can write simple sentences using the future tense, with help. I can write simple sentences using the past tense, with help. I can use the rules I know about building sentences using different vocabulary. |
|-------------------|--|---|--|---|
| Grammar | | | | |
| Key Vocabulary | | | | |