



## Year 3-6 French Curriculum Coverage

Skill	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand a short passage made up of familiar words and basic phrases</p>
<b>Speaking</b>	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation</p>	<p>Use common phrases</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation</p>	<p>Children can ask and answer questions on the current topic</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics</p>



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<b>Reading</b>	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrases</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read</p>	<p>Practice reading longer texts aloud, containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic</p> <p>Can use a dictionary or word list</p>
<b>Writing</b>	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling</p> <p>Children can, with support, substitute one element in a simple phrase to vary the meaning</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling</p>
<b>Grammar</b>	<p>Can use indefinite articles in the singular with masculine and feminine nouns</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are)</p>	<p>Can use indefinite and definite articles with singular and plural nouns</p> <p>Can use prepositions of place and sequencers</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame)</p>	<p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences</p>



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<b>Knowledge and understanding</b>	<p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse , tu sautes, il galope, elle court ) as well as être and avoir ( J'ai, tu as, il est/ elle a</p> <p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Recognise plural nouns</p> <p>Know that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including festivals and games</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer , manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire . For example: je joue, je vais, tu manges ?, il habite , elle a</p> <p>Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas)</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue ; un éléphant grand but une tortue grande</p> <p>Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère )</p> <p>Partitive in singular and plural (du/des, au/aux )</p> <p>Conjunctions et, mais and quand</p> <p>Formation of plural nouns by adding -s to most nouns but -x to</p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite ; Le Soleil est grand ; les planètes chaudes; les couleurs sombre</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler ) and high frequency irregular verbs (être, avoir, aller ). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p> <p>Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça</p>	<p>Comparing things using plus and moins + adjective</p> <p>Awareness of three verb groups –er , –ir and –re and the role of the infinitive</p> <p>Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>Use of the infinitive with Je veux and J'aime</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était</p> <p>Prepositions of place</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Consolidation of all grammatical knowledge from Books 1– 3</p> <p>Knowledge of the geography of some Francophone countries including climate, terrain and fauna</p>
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		<p>nouns ending –au , e.g. bateau becomes bateaux Instructions to vous, e.g. Regardez! Venez ici!</p> <p>Awareness that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography</p>	<p>parce que c'est ... Je n'aime pas ça parce que ce n'est pas ....</p> <p>Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p> <p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>Awareness and use of tu and vous</p> <p>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p>	
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## Year 3-6 French Curriculum Coverage

Year 3		Autumn Term	Spring Term	Summer Term
	Unit 1 – Moi (All about me)	Unit 4 – Portraits (Portraits)	Unit 5 – Les quatre amis (The four friends)	
<b>Vocabulary</b>	<p>Bonjour! Salut! Ça va? Ça va bien/mal. Et toi? Au revoir! Monsieur/Madame Oui/non</p> <p>Je m'appelle ... Comment tu t'appelles?</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>J'ai</p> <p>Quel age as-tu? J'ai sept/hui ans</p> <p><u>Additional flashcards</u></p> <p>mon père ma mère mon frère ma sœur</p> <p><b>11–20: onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</b></p>	<p>Les couleurs: Rouge Rose Jaune Bleu(e) Vert(e) Noir(e) Blanc(he) Violet(te)</p> <p>Marron Orange J'ai... Un nez Une bouche Des yeux Un bras Une jambe Il/ Elle a ...</p> <p>... le nez bleu ... la bouche bleue</p> <p>Les yeux/cheveux bleus Il/elle est grand(e)/ petit(e)</p> <p><i>Les mois: janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre</i></p>	<p>Le chevel Le mouton Le lapin La souris</p> <p>Il galope. Elle court. Il/ Elle est...</p> <p>gris(e)</p> <p>Non, le lapin ne galope pas, etc.</p> <p><i>Tu aimes...?</i></p> <p><i>J'aime ...</i> <i>Je n'aime pas...</i></p>	



## Year 3-6 French Curriculum Coverage

Year 4	Unit 7-On y va! (All aboard!)	Unit 9 – Raconte- moi une histoire! (Tell me a story!)	Unit 10 – Vive le sport! (Our sporting lives)
<b>Vocabulary</b>  Je vais à l'école.  a pied en voiture en velo en bus en train Où vas-tu?  Je vais... en Belgique en France Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Il fait du soleil. Il fait du vent. Il pleut. lundi, mardi, mercredi, jeudi, vendredi, Samedi, Dimanche et	Regardez. Répétez. Écoutez.  40-90: Quarante, cinquante, soixante, soixante-dix, quatre-vingt, quarte-vingt-dix, cent Il/Elle est... Grand(e) Petit(e) Vrai/faux  Levez-vous. Asseyez-vous. Levez la main. Traisez-vous. Charmant(e) méchant(e)	Qu'est-ce que tu fais (lundi)? Je joue au tennis/basket. Je joue au cricket. Je fais du vélo. Je fais du skate. Je fais de la danse/natation. zéro boire manger Le jus d'orange Le yaourt Le poisson Une pomme Les carottes (f.pl) Le chocolat Le coca Les pommes frites (f.pl) Les bonbons (m.pl) Oui, c'est bon pour la santé. Non, c'est mauvais pour la santé.	



## Year 3-6 French Curriculum Coverage

Year 5	Unit 13 – Bon appétit, bonne santé (Healthy eating)	Unit 15 – En route pour l'école (On the way to school)	Unit 16 – Scène de plage (Beach scene)
<b>Vocabulary</b>  Dans le sac, il y a ... et aussi mais Il est bon/ mauvaise. Elle est bonne/ mauvaise pour la santé.  Ils sont bons/ mauvais.  Elles sont bonnes/mauvaises.  <i>Un sandwich au jambon</i> <i>Un gâteau</i> <i>Une bababe</i> <i>Une orange</i> <i>Du fromage (m.)</i> <i>De l'eau (f.)</i> <i>Des chips (f.pl)</i> <i>Des champignons (m.pl)</i> <i>Une glace à la vanille</i> <i>Une pizza aux champignons</i>	 Quand je vais à l'école, ... Je pase devant... Je traverse la rue Je tourney Je vais... Cinq minutes plus tard finalement Vrai, faux Il est une heure et demie, deux heures et demie, etc Je vais à l'école à huit heures et demie.  à droite à gauche tout droit Je ne coprened pas Répétes, s'il vous plaît.  <i>Le magasin</i> <i>Le café</i> <i>Le musée</i> <i>Le bureau de poste</i> <i>La rivière, la gare</i>	 (Le chien) regarde (le chat). (Le bateau) glisse sur la mer. (La dame) brosse (le cheveux de la petite fille). Les gens marchent, parlent et jouent.  C'est... Ce n'est pas...  <i>Le sable</i> <i>Le ciel</i> <i>La plaque</i> <i>Une falaise</i> <i>Une grotte</i>	



## Year 3-6 French Curriculum Coverage

Year 6	Unit 19 – Notre école (Our school)	Unit 21 - Le passé et le présent (Then and now)	Unit 22 Ici et là (Out and about) numbers 70 100
<b>Vocabulary</b>  La sale de classe L'entrée principale (f.) La cour Le terrain de sport Je cherche... Je cours. Je travaille.  Ici là Voici Voilà Il est deux heures et quart Il est deux heures moins le quart Il est deux heures cinq/dix/vingt/ vingt-cinq  Il est deux heures moins cinq, dix, vingt, vingt-cinq Le déjeuner Le professeur le maître, la maîtresse Il/Elle a  <i>La grande salle, la cuisine, la bureau, le parking, la salle des profs, la meternelle, la bibliothèque</i>	 Un supermarché Une boulangerie Une boucherie Une une épicerie Une patisserie Il y avait...  Maintenant Qu'est-ce que c'est? Il/ Elle porte..  Il/Elle s'appelle...  <i>Un pull Un pantalon Un short Une chemise Une jupe Une culotte</i>	 Soixante-et-onze, soixante-douze, soixante-treize etc  Quatre-vingt-un, quatre-vingt-deux, quatre-vingt-trois etc Quatre-vingt-neuf  Quatre-vingt-onze, quarter-vingt-douze etc Quatre-vingt-dix-neuf  Un homme Une femme Qu'est-ce que tu aimes/detestes? Tu veux jouer au rugby/ netball/ ping-pong? Oui, je veux jouer. Non, je ne veux pas jouer  <i>Le grand huit Le carrousel le train fantôme La grande roue</i>	