

French Overview

Year 3

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

Year 4

Content	Speaking	Listening	Reading	Writing	Grammar
Welcome to school – introduction of high frequency verb 'avoir'.	Communicate orally using several simple phrases.	Listen for specific phonemes, words and phrases in songs, stories and rhymes.	Read and understand familiar written words, phrases and short texts made of simple sentences.	Write 3-5 simple sentences using a word bank.	Recognise that nouns have a gender which is signposted by the definite/indefinite article and can match familiar nouns e.g. fruits and vegetables.
My local area – following instructions and giving directions.	Ask and answer a wider range of question forms e.g. time, date, food, hobbies.	Understand and use higher numbers (up to 31) and begin to recognise multiples of 10 up to 100.	Begin to find out key information from a simple text.	Write short descriptions with models to support e.g. describe an alien face.	Start to recognise that most nouns have a plural form which can change how it is pronounced and spelt.
Alien faces and alien bodies – using a present tense verb in 1 st , 2 nd and 3 rd person. Using numbers, colours and size adjectives to describe.	Express a simple opinion e.g. I love/like/dislike/hate.	Listen to up to three simple sentences using familiar vocabulary and answers questions e.g. How old is Nicole?	Look for clues to find out the meaning of new words.	Experiment with writing new words.	Know that most adjectives come after the noun.
In the jungle – using previously learned grammar rules to describe a new animal.	Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	Respond to a wider range of classroom instructions.	Use a glossary/simple dictionary to find out the meaning of unfamiliar words.		Show understanding of 1 st , 2 nd and 3 rd person in present tense.
Summer time – giving opinions and asking politely for an item in a role play scenario.	Recite a few lines from a story, poem or song with good pronunciation.				Begin to use possessive pronouns and understands how they change according to the gender of the noun.

Year 5

Content	Speaking	Listening	Reading	Writing	Grammar
My school, my subjects – asking for and giving opinions, using conjunctions.	Communicate orally using a range of sentences. Hold simple conversations on themes they have been learning about.	Listen attentively and understand more complex phrases and sentences. Note the main points after listening to a short recording/video.	Read a variety of short simple texts in different formats e.g. stories, poems, non-fiction, emails etc which contain both familiar and new vocabulary. Understand the main points of a text after reading.	Write simple sentences and short texts using a model. Use simple conjunctions such as and, but, because to form more complex and interesting sentences.	Begin to use 3-5 familiar adjectives correctly in terms of word order and endings (e.g. size and colour) Identify personal pronouns – I/you/he/she/we/they Conjugates one regular and one irregular verb e.g. to eat, to play, to have, to be. (1 st 2 nd and 3 rd person)
At the market – using numbers in context, use transactional language in a role play scenario.	Seek help and clarification, e.g. for the meaning of a word. Use simple conjunctions to build more complex sentences.	Understand and use numbers from 30 to 70.		Use a dictionary to check the spelling of words.	
Clothes – conjugate a regular verb. Use adjectives to describe clothing.	Perform a role play or recite a short poem with confidence and with accurate pronunciation and intonation.	Follow instructions and directions e.g. a recipe	Find out the meaning of an unfamiliar word using a range of sources or strategies.		
Seaside – use the pronoun 'on' to talk about what you can do at the seaside. Deliver a short spoken presentation.					

Year 6

Content	Speaking	Listening	Reading	Writing	Grammar
Everyday life – telling the time, saying at what time I do things in the day.	Hold longer conversations and initiates different themes of conversation.	Listen to longer texts of different types, identifying the main points e.g. descriptions, stories, information, instructions.	Read and understand texts with some unfamiliar language with appropriate grammatical complexity.	Write a simple text from memory starting to use complex sentences.	Use modifiers when expressing an opinion e.g. I really like football.
Where I live, who I live with – describing people and places.	Understands and uses numbers in context e.g. saying the year, 24 hour clock, quantities.	Follow a wide range of classroom instructions.	Recall the main points and details from a short written passage on a familiar topic.	Use adjectives accurately to add interest and detail.	Apply understanding of conjugation to two or three familiar verbs in the present tense (1 st 2 nd and 3 rd person)
Sports – conjugating a regular verb, giving extended opinions.	Express and justifies an opinion on a range of themes.	Listen to spoken language for details and gist.	Decode a familiar text using their vocabulary, grammatical knowledge and a dictionary.	Use self and peer assessment strategies to edit and redraft their own writing.	
My favourite things – giving preferences and using conjunctions to give opposing ideas.	Use pronunciation and intonation confidently when speaking when using familiar language.			Use a dictionary, glossary or online tools to check for spellings and meaning of new words.	
Café culture – explore French culture. Read and understand a native French menu. Perform a role play.	Present to an audience e.g. information on a familiar topic to the class.				
Final presentation – conjugate an irregular verb. Use all of KS2 learning to create a piece of drama.					

