

Woodthorpe Primary School

Curriculum

Subject	French	Subject leader	Natalie Milner
Curriculum resources	KAPOW	Relevant documents	French - Progression of Knowledge and skills French - Long term plan French - Key skills and knowledge by unit

	Skills		Knowledge				Skills & Knowledge																													
	Listening and Reading Language comprehension	Speaking and Writing Language production	Phonics Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Vocabulary Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.		Grammar	Cultural Awareness																													
Year 3	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> Listening and responding to single words and short phrases. <p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. <p>Appreciate stories, songs, poems and rhymes in the language.</p> <ul style="list-style-type: none"> Reading aloud some words from simple songs, stories and rhymes. <p>Read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none"> Recognising some familiar French words in written form. Beginning to 	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. <p>Develop accurate pronunciation and intonation so that others understand when they are reading</p>	<ul style="list-style-type: none"> To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. 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To know that the pronoun y means 'there'. 	<p>Skills</p> <ul style="list-style-type: none"> Discussing similarities and differences between customs and traditions in France and the UK. Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse. <p>Knowledge</p> <ul style="list-style-type: none"> To know that in French there are formal and informal greetings. To know some playground games played in France. To know the names and locations of some of the cities in France. To name some famous paintings by French artists. To know that French is spoken in different countries around the world. To identify some French-speaking countries.
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	<p>understand and notice cognates and near cognates.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> • Becoming familiar with format, layout and simple use of a bilingual dictionary. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary, 	<p>aloud or using familiar words and phrases.</p> <ul style="list-style-type: none"> • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. <p>Present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none"> • Introducing self to a partner with simple phrases. <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <ul style="list-style-type: none"> • Recalling and writing simple words from memory. <p>Use familiar vocabulary in phrases and simple writing.</p> <ul style="list-style-type: none"> • Experimenting with simple writing, copying with accuracy. <p>Describe people, places and things and actions orally and in writing.</p> <ul style="list-style-type: none"> • Recognising and using adjectives of colour and size. 	<p>are silent, as is the d in grand.</p>		<ul style="list-style-type: none"> • To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <ul style="list-style-type: none"> • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as petit and grand are placed before the noun. <p>Verbs (including conjugation and negation)</p> <ul style="list-style-type: none"> • To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. • To know that je/j', and tu are subject pronouns. • To know that c'est means 'it is' and is used to describe what something is. To know that il y a is used to say 'there is/are.' • To know that placing ne...pas around the verb makes it negative: ne + verb + pas. <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> • To know that the word order is sometimes different in French compared to English. • To know that we can use conjunctions such as et (and) and puis (then) to join clauses. • To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. • To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. 	
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			<ul style="list-style-type: none"> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced. 	<table border="1"> <thead> <tr> <th colspan="2">Autumn 1 Portraits - describing in French</th> <th colspan="2">Spring 1 French numbers, calendars and birthdays</th> <th colspan="2">Summer 1 French food- miam, miam!</th> </tr> </thead> <tbody> <tr> <td>il/elle a</td> <td>he/she has</td> <td>le jour la semaine</td> <td>the day the week</td> <td>le menu</td> <td>menu</td> </tr> <tr> <td>les cheveux les yeux</td> <td>hair eyes</td> <td>hier demain aujourd'hui les mois</td> <td>yesterday tomorrow today the months</td> <td>une boisson</td> <td>drink</td> </tr> <tr> <td>il/elle est</td> <td>he/she is</td> <td>je voudrais</td> <td>I would like</td> <td>une entrée</td> <td>starter</td> </tr> <tr> <td>poli(e) fort(e) travailleur/travailleuse sportif/sportive</td> <td>polite strong hard working sporty</td> <td>C'est quand ton anniversaire ?</td> <td>When is your birthday?</td> <td>un plat principal l'addition</td> <td>main dish the bill</td> </tr> <tr> <td></td> <td>colour adjectives in masculine, feminine and plural forms</td> <td>Mon anniversaire c'est le ...</td> <td>My birthday is on the...</td> <td>s'il vous plaît ça fait ...</td> <td>please it comes to... 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What is the weather like today?			C'est de quelle couleur ?	Which colour is it?		multiples of 10			<ul style="list-style-type: none"> To know that accents in French can change the sound of a letter. <p>Terminology</p> <ul style="list-style-type: none"> Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person Singular <p>Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)</p> <ul style="list-style-type: none"> To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <ul style="list-style-type: none"> To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc) -blanche(fem), heureux-heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe <p>Verbs (including conjugation and negation)</p> <ul style="list-style-type: none"> To know that the endings of verbs change according to the subject. 	<p>Skills</p> <ul style="list-style-type: none"> Discovering French festivals and their traditions. Comparing the weather between France and the UK. Ordering typical French food and drink. Creating a song in French for a famous song contest. <p>Knowledge</p> <ul style="list-style-type: none"> To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that in France the temperature is measured in celsius. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.
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accuracy.

Present ideas and information orally to a range of audiences.

- Rehearsing and performing a short
- Role-play or song.

Write phrases from memory, and adapt these to create new sentences to express ideas clearly.

- Selecting and writing short words and phrases.

Use familiar vocabulary in phrases and simple writing.

- Making short phrases or sentences using word cards and knowledge organisers.

Describe people, places and things and actions orally and in writing.

- Using different adjectives with a singular noun, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

- To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).
- To know that we can use conjunctions to link phrases such as et/mais.
- To know the verbs avoir and être are used to describe appearance and personality.
- To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment.
- To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.
- To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.

Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structure English and French have the same pattern: subject + verb + object.
- To know that you can make a statement into a question simply by changing the intonation of your voice in French.
- To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

Year 5

Listen attentively to spoken language and show understanding by joining in and responding.

- Listening and selecting information from short audio passages to give an appropriate response.

Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.

- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.

Appreciate stories, songs, poems and rhymes in the language.

- Reading and responding to a range of authentic texts.

Read carefully and show understanding of words, phrases and simple writing.

- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.

- Forming a question in order to ask for information.
- Presenting factual information in extended sentences including justification.
- Beginning to use conversational phrases for purposeful dialogue.

Speak in sentences, using familiar vocabulary, phrases and basic language structures.

- Rehearsing and recycling extended sentences orally.
- Speaking in full sentences using known vocabulary.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.

- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.

Present ideas and information orally to a range of audiences.

- Creating and

- To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.
- To know that a change in voice intonation can indicate when a question is being asked.

Autumn 1 <i>French monster nets</i>		Spring 1 <i>Shopping in France</i>		Summer 1 <i>Verbs in a week</i>	
de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural)	of short pointy long	du / de la / de l' / des	some	nous vous ils/elles	we you (formal/group) they (masculine/feminine)
Il/elle habite Il/elle mange	he/she lives he/she eats	bon appétit! c'est délicieux laisser cuire laver couper ajouter émincer	enjoy your food! It is delicious leave to cook wash cut add slice	avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer	to have to be to sing to run to dance to sleep to read to swim to jump to live to look/watch to write to play
Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.)	What is it? head shoulders knees feet an eye ears mouth arms teeth nose legs	Je vais au marché et j'achète... C'est combien ? il a faim il n'a pas faim il a tout mangé il reste au lit	I go to the market and I buy... How much is it? He is hungry He is not hungry He ate everything He stays in bed		
	colour adjectives in masculine, feminine and plural forms		fruits and vegetables numbers 60-100 1000		
Autumn 2 <i>Space exploration - in French</i>		Spring 2 <i>French speaking world</i>		Summer 2 <i>Meet my French family</i>	
énorme minuscule fragile tranquille plus ... que moins ... que parce que loin/proche/près de	enormous tiny fragile calm more ... than less ... than because far/close/near to	j'ai trouvé	I found	j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique son anniversaire c'est le ...	I have a brother I have a sister I do not have I am an only child his/her birthday is on the ...
	names of planets	les pas au nord au sud à l'est à l'ouest un pays	steps to the north to the south to the east to the west a country names of countries	j'adore	I love names of family members names of fruits

Terminology

- Adverb
- Comparative adjectives
- Metaphor
- Compound nouns
- Compound sentences

Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)

- To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.
- To know that a simple metaphor requires two nouns and the verb 'to be' e.g. le soleil est un ballon jaune.

Feminine and masculine forms: Adjectives (position and agreement)

- To know that adjectives must agree with the gender and number of the noun being described.
- To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.
- To know that when making comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing.

Verbs (including conjugation and negation)

- To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.
- To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.
- To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry.
- To know that some verbs are irregular. To

Skills

- Identifying key geographical features of countries in the French-speaking world.
- Analysing climate data for some French-speaking countries

Knowledge

- To be able to name French-speaking countries and recognise the flags of those countries.
- To be able to explain how climate varies in some French-speaking countries.

		<p>presenting a dialogue or role-play.</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <ul style="list-style-type: none"> Adapting model sentences to express different ideas. <p>Use familiar vocabulary in phrases and simple writing.</p> <ul style="list-style-type: none"> Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. <p>Describe people, places and things and actions orally and in writing.</p> <ul style="list-style-type: none"> Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place. 			<p>know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <ul style="list-style-type: none"> To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> To know that parce que (because) can be used to extend a sentence and give a justification. 	
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<p>Year 6</p> <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <ul style="list-style-type: none"> Listening and inferring information from an extended audio passage using language detective skills. <p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p> <ul style="list-style-type: none"> Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns. <p>Appreciate stories, songs, poems and rhymes in the language.</p>	<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <ul style="list-style-type: none"> Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <ul style="list-style-type: none"> Planning and giving a short oral presentation. 	<ul style="list-style-type: none"> To know a range of ways to ask questions in French using statements and voice inflection, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. 	<table border="1"> <thead> <tr> <th colspan="2">Autumn 1 <i>French sport and the Olympics</i></th> <th colspan="2">Spring 1 <i>In my French house</i></th> <th colspan="2">Summer 1 <i>Visiting a town in France</i></th> </tr> </thead> <tbody> <tr> <td>faire marcher adorer détester aller</td> <td>to do to walk to love to detest to go (the whole verb paradigm)</td> <td>J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l' / des Où est...? 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To know how the maillot jaune is awarded during the Tour de France race. To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.
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	<ul style="list-style-type: none"> • Reading short authentic texts for enjoyment or information. <p>Read carefully and show understanding of words, phrases and simple writing.</p> <ul style="list-style-type: none"> • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including sentence structure. <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</p> <ul style="list-style-type: none"> • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. 	<ul style="list-style-type: none"> • Modifying, expressing and comparing opinions. <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <ul style="list-style-type: none"> • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. <p>Present ideas and information orally to a range of audiences.</p> <ul style="list-style-type: none"> • Giving a presentation drawing upon learning from a number of previous topics. <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</p> <ul style="list-style-type: none"> • Using existing knowledge of vocabulary and phrases to create new sentences. <p>Use familiar vocabulary in phrases and simple writing.</p> <ul style="list-style-type: none"> • Constructing a short text on a familiar topic. <p>Describe people, places and things and actions orally and in writing.</p> <ul style="list-style-type: none"> • Generating the correct form of an adjective that agrees with the singular or plural 			<p>Verbs (including conjugation and negation)</p> <ul style="list-style-type: none"> • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. • To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne becomes tourne (turn). • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <ul style="list-style-type: none"> • To know that parce que (because) can be used to extend a sentence and give a justification. 	
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		<p>noun it is describing.</p> <ul style="list-style-type: none">• Using a wide range of descriptive phrases.				
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