



St. Thomas'

CofE PRIMARY ACADEMY

Learning for life with Jesus



MFL Learning Journey 2026/ 2027

(French inc EYFS/KS1 speaking and listening
progression)

MFL Intent, Implementation and Impact

Learning for Life with Jesus

Intent

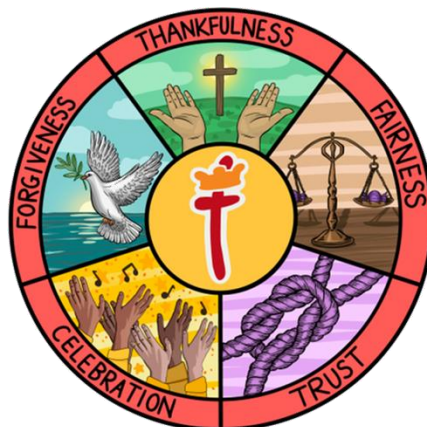
All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum and it is through this knowledge that children apply their skills.

Children at St Thomas' leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

The intention of the St Thomas' Languages Learning Journey is to instil a love of language learning and an awareness of other cultures. We want pupils to develop a confidence to communicate in French for practical purposes, using both written and spoken French. We aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future.

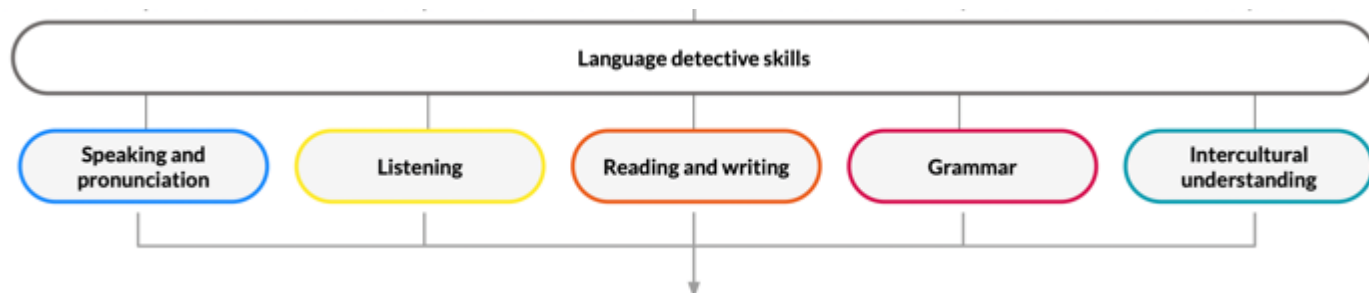
The Learning Journey enables children to meet the end of Key Stage 2 attainment targets and the aims align with those on the National Curriculum.

Our MFL lead is Mrs M Salt



Implementation

St Thomas' Languages Learning Journey is designed with six strands that run throughout



The languages learning journey is a spiral curriculum, with key skills and vocabulary revisited repeatedly with increasing complexity, allowing pupils to revise and build on their previous learning. Cross-curricular links are included throughout our Languages learning journey, allowing pupils to make connections and apply their language skills to other areas of learning.

French is taught for 45 mins every week. Each new unit of learning is introduced through a knowledge catcher which summarises previous knowledge and skills shared by the children. Children are then introduced to the key vocab which will be shared during the unit in the form of a knowledge organiser. The knowledge organiser will be shared at the start and end of each lesson with key knowledge for each lesson highlighted. During the lesson activities are differentiated where appropriate and assessment and feedback will focus on misconceptions and next steps for learning. Lessons incorporate a range of strategies from independent tasks, paired and group work including role-play, language games and language detective work. Our journey focuses on developing what we term 'language detective skills' rather than on committing to memory vast amounts of vocabulary. At the end of each unit of learning children will complete an end of unit assessment which will feed into future planning.

Impact

In addition to the outcomes shown on our curriculum tree the specific computing impact of the St Thomas' Languages Learning Journey is that children will be

- Be able to engage in purposeful dialogue in practical situations (e.g. ordering food, following directions) and express an opinion.
- Make increasingly accurate attempts to read unfamiliar words, phrases and short texts.
- Speak and read aloud with increasing confidence and accuracy.
- Demonstrate an understanding of spoken language by listening and responding appropriately.
- Use a bilingual dictionary to support their language learning.
- Be able to identify word classes in a sentence and apply grammatical rules they have learnt.
- Meet the Key stage 2 expectations outlined in the National Curriculum for Languages.

Assessment is monitored continuously through both formative and summative assessment. Each lesson and unit is assessed to enable teachers to record children's progress.

Long Term Plan

	Year 3	Year 4	Year 5	Year 6
Autumn 1	French greetings with puppets (4 Lessons)	Portraits - describing in French	French monster pets	French sport and the Olympics (6 lessons)
Autumn 2	French adjectives of colour, size and shape	Clothes - getting dressed in French.	Space exploration - in French	French football champions
Spring 1	French playground games, numbers and age.	French numbers, calendars and birthdays.	Shopping in France	In my French house
Spring 2	In a French classroom.	French weather and the water cycle.	French speaking world	Planning a French holiday
Summer 1	French Transport	French food - miam, miam!	Verbs in a week	Visiting a town in France
Summer 2	A circle of life in French	French and the Eurovision Song Contest	Meet my French family	Transition unit for High School (not in scheme)

EYFS Speaking and Listening

(Prior skills to foreign language learning)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Understand the pronouns 'he' and 'she' Understand prepositions 'behind' and in front Understand the negative form (no/not isn't, can't)	Understand the function of body parts (eyes for looking, ears for listening) Understand and use verbs in the past tense Understand and answer 'why' questions	Learn to remember and then say the names of three things Understand 'many', 'few', 'long', 'short', 'first', 'last' Understand and use four-word sentences	Use comparative such as 'bigger', 'longer', 'shorter' Understand opposites (wet/dry and same/different)	Understand and use pronouns (his/hers/they/theirs) Link sentences together using 'because'	Listen to stories to understand 'what', 'where' and 'why' questions
Reception	Understand the meaning of when Understand the meaning of after	Understand sentences containing 'either' and 'or' Use an increasing range of preposition (next to, between)	Understand question words using stories Learn to remember and then say five things	Use superlatives 'biggest', 'smallest' Develop vocabulary skills using 'word webs'	Re-tell simple stories Understand passive sentences	Predict what might happen next Talk about things that are going to happen using the future tense

KS1 Speaking and Listening

(Prior skills to foreign language learning)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Produce speech that is clear and easy to understand, though may have some immaturities Show some awareness of appropriate language choices in school as opposed to home e.g. 'loo'/toilet. Be able to follow 2 to 3 part spoken instructions	Start conversations with other people and join in with group conversation Listen to others, taking account of their opinions. Take turns to speak to and with others	Retell favourite stories Play cooperatively and pretend to be someone else talking.	Understand and answer how, what and why questions, with obvious, straight-forward answers. Understand how or why questions.	Use longer or more complicated details within their speech to organise, sequence and clarify thinking, ideas, feelings and events. Use words more specifically to make their meaning clear	Show that they can use language to reason and persuade e.g. 'I think.....because'
Year 2	Use speech that is consistently clear and easy to understand when presenting to others. Take turns to talk, listen and respond in two-way conversations and groups. Begin to understand that they need to use different styles of talk with different people.	Understand key points they need to focus on in order to answer a question or follow an instruction. Ask lots of questions to find out specific information including how Respond appropriately to the answers to their questions and why.	Describe their own experiences in detail and in the correct order. Tell a story with important key components in place. Use conjunctions to link their ideas together.	Begin to choose from a range of imaginative and descriptive words in sentences. Be able to infer what a new word means by context.	Begin to recognise and value the opinions of others Listen carefully to others, asking lots of questions to find out specific information including 'how' and 'why'	Use more complicated grammar including using different ways to join phrases to help explain and justify ideas/events or opinions e.g. because, so, then. Use language to communicate a wider range of concepts such as ask, negotiate, give opinions and discuss feelings and ideas.

Skills and Knowledge Progression – French

		Year 3	Year 4	Year 5	Year 6
Skills & Knowledge	Speaking & Punctuation	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner Using short phrases to give information Beginning to adapt phrases from a rhyme/song Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care Introducing self to a partner with simple phrases Recognising and using adjectives	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue Using a model to form a spoken sentence Speaking in full sentences using known vocabulary Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care Rehearsing and performing a short presentation Choosing appropriate adjectives from a wider range of adjectives Identifying items by colour and other adjectives	Forming a question in order to ask for Information Presenting factual information in extended sentences including justification Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules Adapting a story and retelling to the class Using adjectives with correct placement and agreement	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language Planning and presenting a short text Modifying, expressing and comparing opinions Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary Giving a presentation drawing upon learning from a number of previous topics Recognising and using a wide range of descriptive phrases
	Listening	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response Listening and identifying key words in rhymes and songs and joining in	Listening and selecting information Using language detective skills to decode vocabulary Listening to songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or text including some unfamiliar language Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns	Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school Recognising present and near future tense sentences (using aller + infinitive) Recalling and performing an extended song or rhyme

		Beginning to identify vowel sounds and combinations Listening and noticing rhyming words			Listening to stories, songs or texts in French
	Reading & Writing	Recognising some familiar words in written form Reading aloud some words from simple songs, stories and rhymes Beginning to develop dictionary skills Identifying cognates and near cognates Recalling and writing simple words from memory Experimenting with simple writing, copying with accuracy Recognising and using adjectives of colour and size	Noticing and discussing cognates and beginning to identify language detective strategies Following a short text or rhyme, listening and reading at the same time Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information Selecting and writing short words and phrases Making short phrases or sentences using word cards Using adapted phrases to describe an object or person	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type Reading and adapting a range of different format short texts Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases Writing a short text using word and phrase cards to model or scaffold Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure Reading and responding to, an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information Using a bilingual dictionary to select alternative vocabulary for sentence building Choosing words, phrases and sentences and writing as a text or captions Constructing a short text on a familiar topic Using a wide range of descriptive phrases Recognising and using verbs in different tenses
	Grammar	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form	Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form	Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using aller Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. faire 'to make/do'

Noticing the negative form Beginning to use prepositions (NB. This skill is not covered if following our condensed curriculum) To understand that every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article un or une To know that feminine nouns often (but not always) end in e To know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de To know that if a word is plural, we cannot use un or une and instead use des (some) To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural) To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle To know that adjectives of colour are positioned after	Using prepositions Making comparisons of word order in French and English To know that countries have different names in French and that each country is either masculine or feminine To know that de becomes du (not de le) when followed by a masculine noun To know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine To know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.) To know that some adjectives do <i>not</i> change when describing a feminine noun (orange, marron, à pois) To know that if an adjective already ends in an 'e' in the masculine form,	Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language To know that I can compare nouns by placing plus / moins and que around the adjective of comparison (e.g. Neptune est plus grande que Mercure) To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les) To know that when using à (to) and then the direct article à + le = au (eg. au nord) To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine To revise that adjectives of size go before the noun and adjectives of colour go after the noun To know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie) To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re	Understanding how word order differs between French and English Identifying word classes within a sentence To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique) To know a range of prepositions to describe the position of objects When using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports To know that the way verbs change to match the pronoun is called conjugation To know each part of the verb aller - to go, depending on the pronoun To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat To know how to distinguish between the present and the near future tense To understand that existing written sentences in French can be adapted To know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine
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the noun in French e.g. **un cercle bleu**

To know that placing **ne** and **pas** around a verb makes the verb negative

To know that we can use connectives such as **et** (and) and **mais** (but) to join clauses

To know that most nouns in French become plural by adding an 's' at the end, as in English

To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' (a bicycle)

To understand that I can use a model sentence as a guide for building other sentences

To know that tone of voice can indicate a question

To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound

To know that a cognate is a word that is the same in both French and English e.g. **un triangle**

To know that a near-cognate is a word that is very similar but not identical in French and English e.g. **un cercle**

To understand that I can use known vocabulary, cognates and near cognates as clues to

then it doesn't take another 'e' in the feminine form (e.g. **jaune / rose**)

To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation

To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning

To know that sentences can be extended using **et** or **mais**

To know that some American and English words are borrowed by the French such as **le hot-dog** and **le hamburger**

To know that when building 2 digit numbers in French, we say 'twenty and one' or **vingt-et-un**

To know that the ending of regular -er verbs changes to go with the subject pronoun.

To know that some verbs do not follow regular patterns, such as **avoir** (to have) and **être** (to be)

To know how to conjugate the verbs **avoir** (to have) and **être** (to be)

To know that I can use **parce que** (because) to extend my sentence and give a justification

To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help

To know that I can use **il y a** to mean 'there is' or 'there are'

To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say **Le père de ma mère** (the father of my mother)

To know that the word order is sometimes different in French compared to English

To know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another

To know that there are clues in the words for the multiples of 10, eg **cinquante** - 50

To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg **soixante-dix** (70), **soixante-onze**, **soixante-douze**

To know that the word for 80 means 'four twenties' - **quatre-vingts**, and

		help me understand a text in French To know that sentences are often structured differently in French and English To know that, in French, a space is needed before and after ? and !		numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. quatre-vingt-neuf (89) quatre-vingt-dix (90), quatre-vingt-onze (91) To know that the French use guillemets « » in the same way that the speech marks are used in English	
	Intercultural understanding	Recognising that different languages are spoken in the community/world Showing awareness of the capital and identifying some key cultural landmarks Recognising cultural similarities and differences between customs and traditions in France and England To know that in French there are formal and informal greetings and when it is appropriate to use each one To know the names of some Parisian landmarks To know some French playground games To know that there are French speaking countries around the world	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK Recognising and using the Euro currency Identifying some French-speaking countries To know some similarities and differences between French and English schools To know some French festivals that happen throughout the year To know some similarities and differences between French and English birthday celebrations To know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please' To know the names and locations of some of the cities in France To know that the currency used in France is Euros and to recognise some of the notes and coins To know that the Louvre is a famous French art gallery	Identifying and locating other countries in the world where French is spoken Comparing geographical features and climates of different French-speaking countries To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system To know that there are many countries where French is spoken in the world and be able to name some of these To know some 'treasures' that make up the national identity of France and some other French-speaking countries	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype To know the French word for countries around the world To know that the Tour de France is a world famous cycling race that takes place in France each year To know that pétanque is a popular French game sometimes known as boules To know different ways to travel to and around France

Reasonable Adjustments

To support our lowest 20% of learners

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • <u>Coloured</u> overlays • Timers and chunked activities • Sit close to the board • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • <u>Calmbrain</u> • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards • Headphones available to dull down the noise of instruments.

Knowledge Organisers



Year 3



un chat
a cat



un chien
a dog



un loup
a wolf



un ver
a worm



un singe
a monkey



un serpent
a snake



un lion
a lion



un poisson
a fish



un lapin
a rabbit



un oiseau
a bird



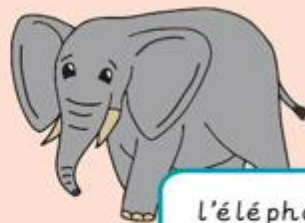
une baleine
a whale



une grenouille
a frog



une tortue
a turtle



l'éléphant
the elephant



la chenille
the caterpillar



la feuille
the leaf

Sentence structure and phrases

le, la, l', les - all mean "the". Which one you use depends on whether it defines a masculine or feminine noun, and also if it is singular or plural.

There is also a correspondence between the definite article (the) and indefinite article (a).

le chat

un chat

the cat

a cat

la tortue

une tortue

the turtle

a turtle

If the noun starts with a vowel **l'** is used for both masculine and feminine:

l'éléphant

the elephant

If the noun is plural then it becomes **les** for both masculine and feminine

les serpents

the snakes

Qui habite dans ... / who lives in ...

la forêt - the forest



la savane - the savanna



le désert - the desert



la jungle - the jungle



Un singe habite dans un jungle / A monkey lives in a jungle

Changing a sentence into the negative form:
Place **ne ... pas** around the verb

La tortue **ne mange pas**
la pizza

The tortoise does
not eat the pizza



rouge
red



bleu
blue



jaune
yellow



vert
green



orange
orange



rose
pink



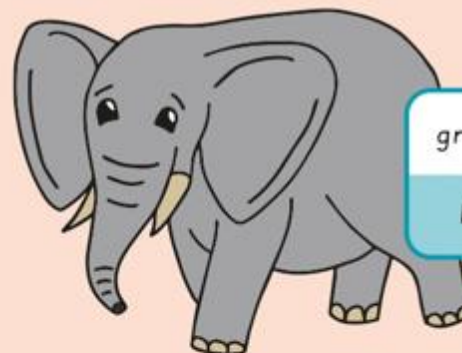
violet
purple



noir
black



blanc
white



grand
big



petit
small



un rectangle
a rectangle



un carré
a square



un cercle
a circle



un triangle
a triangle

Sentence structure and phrases



In French, adjectives of colour come after the noun.

Shape + Colour



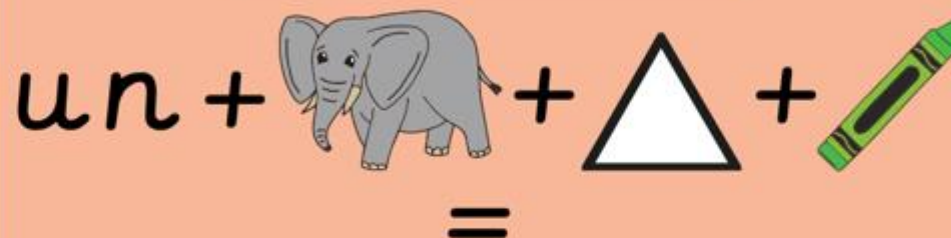
Adjectives of size comes before the noun as in English.

Size + Shape + Colour



Word order to describe a noun

un + **size** + shape + colour



un grand triangle vert.
a big green triangle

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?

Qu'est ce que c'est ?



What is it?

C'est un grand triangle



It is a big triangle



C'est de quelle couleur ?



What colour is it?

C'est un grand triangle vert



It is a big green triangle

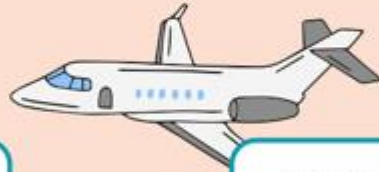


Vocabulary and pictures



un autobus

a bus



un avion

a plane



un ballon

a balloon



un bateau

a boat



un ferry

a ferry



un hélicoptère

a helicopter



un sous-marin

a submarine



un train

a train



un vélo

a bicycle



une voiture

a car



une moto

a motorbike



à pied

on foot

Sentence structure and phrases

Aller : To go

Je vais I go Tu vas You go

Other phrases

Bon voyage! Have a good trip!

Il y a combien de vélos ? How many bicycles are there?

Il y a deux vélos There are two bicycles

"en" + mode of transport -
when you get into it

en train

by train



à + mode of transport when you
do not get into it



à pied

on foot

Tu vas où? - Where are you going?

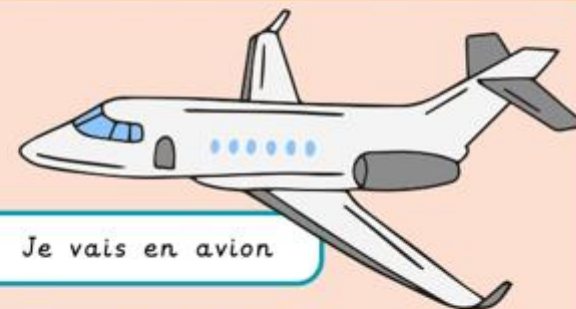
In French, à + specific place,
city or a town.



Je vais à Paris

I am going to Paris

Tu y vas comment? -
How will you get there?



Je vais en avion

I am going by plane

Je vais à Bruxelles en autobus - I am going to Brussels by bus

Je vais à Paris



I am going to Paris

Tu y vas
comment ?



How will you
get there?

Je vais en
avion



I am going by plane

Cognates:

A cognate is a word that is exactly
the same in both French and English.
A near cognate is very similar!

Being a good "language detective" and
spotting cognates can help us work out
the meaning of French words.

Vocabulary and pictures



bonjour

Good morning
/ hello



bonsoir

Good evening



bonne nuit

Good night



salut

Hi / and also
bye (informal)



au revoir

Goodbye



comment tu
t'appelles ?

What is your
name? / What
are you
called?



je m'appelle

My name is



comment
ça va ?

How are you?



ça va bien /
très bien

I am well /
very well



comme ci,
comme ça

I'm OK / so, so



ça va mal /
très mal

I am unwell /
very unwell.



oui

Yes



non

No

Sentence structure and phrases



Different types of greetings are used depending on the time of day.



Hello, what is your name?

Hello, my name is Marie



Goodbye Marie

Goodbye François



Goodnight

What does the ç cedilla accent do?

The cedilla accent ç makes the c soft (s) before an 'a', 'o' and 'u', in this case 'ça va?'



ça va?

Sounds like 'sa va'

How are you?

Comment ça va ?

How are you?



Ça va bien / très bien

I am well / very well

Ça va?

How are you?



Ça va mal / très mal

I am unwell / very unwell.



Vocabulary and pictures



un crayon
a pencil



un taille-crayon
a pencil sharpener



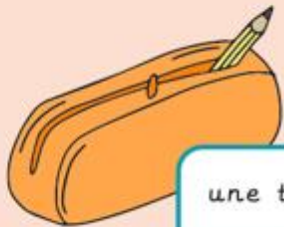
un sac
a bag



un cahier
an exercise book



un stylo
a pen



une trousse
a pencil case



une règle
a ruler



une gomme
a rubber



des ciseaux
a pair of scissors



Écoutez
Listen!



Regardez
Look!



Parlez
Speak!



Asseyez-vous
Sit down!



Levez-vous
Stand up!

Sentence structure and phrases

In French, nouns are either masculine or feminine.

un is used for masculine singular nouns.

un crayon = masculine

a pencil



une is used for feminine singular nouns.

une trousse = feminine

a pencil case



When the noun is plural (more than one), we normally add an s like in English.

deux crayons

two pencils



Avoir : To have

J'ai

I have

Tu as

You have

To change the phrase into a negative we add ne ...pas around the verb

Je n'ai pas de

I don't have a

Connectives

et

and

mais

but

Other phrases

dans mon sac

in my bag

Tu as un stylo?

Do you have a pen?

Oui, j'ai un stylo

Yes, I have a pen

Non, je n'ai pas de stylo

No, I don't have a pen

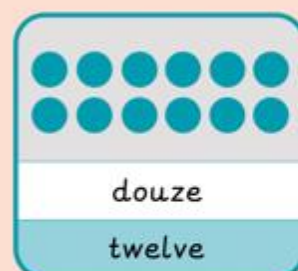
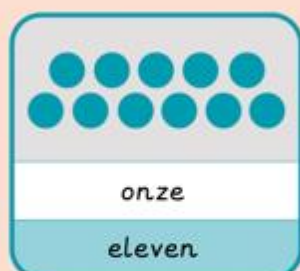
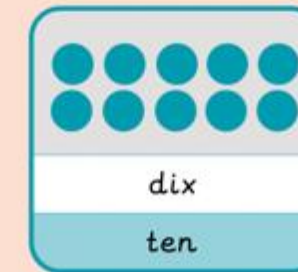
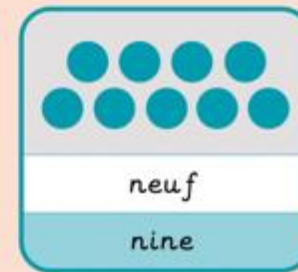
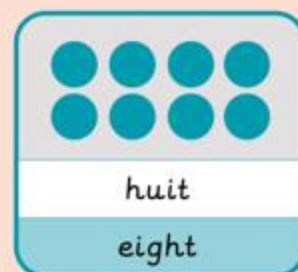
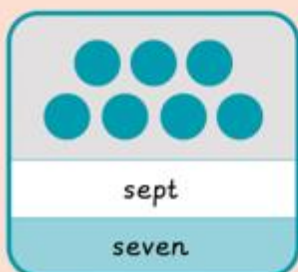
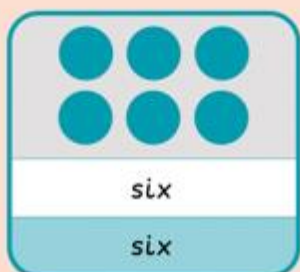
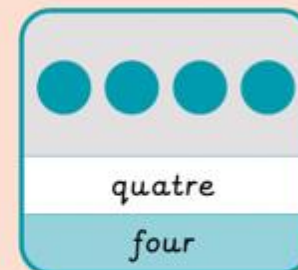
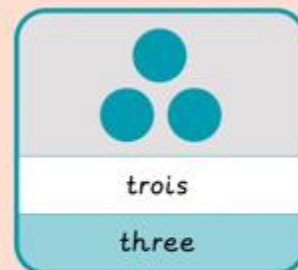
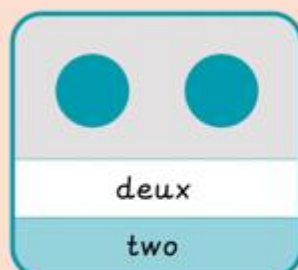
Dans mon sac, j'ai un crayon

In my bag, I have a pencil

Je n'ai pas de crayon, mais j'ai une gomme

I haven't got a pencil, but I have got a rubber

Vocabulary and pictures



$2+2$
deux plus
deux

Plus
add



$3-2$
trois moins
deux

moins
minus /
Take away



Sentence structure and phrases



Phrases

Font	makes/equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases

À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Pronunciation

Some end letters are silent in French

Un

one

(uh)

Deux

two

(duh)

Trois

three

(twa)

À moi

My turn

Un, deux, trois!

One, two three!

Plus - add - is used when adding two or more numbers together this time the "s" is pronounced. Also means 'more'

trois **plus** deux font cinq

three add two makes/equals five



Moins - minus / take away - is used when subtracting two or more numbers. Also means 'less'.

neuf **moins** trois font six

nine minus three makes/equals six



Il y a combien de triangles?

How many triangles are there?

Il y a trois triangles

There are three triangles

Knowledge Organisers



Year 4

Vocabulary and pictures



un t-shirt

a t-shirt



un short

shorts



un pantalon

trousers



un chapeau

a hat



un maillot
de bain

a swimsuit



une culotte

pants



une chemise

a shirt



une jupe

a skirt



une robe

a dress



une veste

a jacket



des bottes

boots



des baskets

trainers



des chaussettes

socks



des lunettes

glasses

Sentence structure and phrases



French nouns are either

masculine
(boy)

or

feminine
(girl)

Difference between un and une.
Both mean 'a' or 'an'.

masculine

feminine

un

une

Un is used for masculine nouns and
une is used for feminine nouns.

Colour adjectives come after the noun and must agree with the gender and number that they are describing. This is usually achieved by:

No change for masculine singular nouns

le pantalon rouge

a red pair of trousers



Adding an e for feminine singular nouns

une robe bleue

a blue dress



Adding an s for masculine plural nouns

des baskets violets

some purple trainers



Adding es for feminine plural nouns

des chaussettes vertes

some green socks



Different ways to say my:

mon	my (masculine singular)
ma	my (feminine singular)
mes	my (plural)

Other phrases

il porte / elle porte	+ clothing - he is wearing / she is wearing
j'aime	I like 👍
je n'aime pas	I don't like 👎

J'aime ma robe



I like my
dress

C'est de quelle
couleur ?



What colour
is it?

C'est une robe
bleue



It is a
blue dress

Vocabulary and pictures



la soupe
the soup



la pizza
the pizza



le hot-dog
the hot-dog



le hamburger
the hamburger



la baguette
the baguette



le croissant
the croissant



une crêpe
a pancake



le fromage
the cheese



un
croque-monsieur
a cheese
toasty



une limonade
a lemonade



un jus
d'orange
an orange
juice



un cola
a cola



une entrée
a starter



un plat
principal
a main
course



une boisson
a drink

Sentence structure and phrases



s'il vous plaît	please
merci	thank you
l'addition s'il vous plaît	bill please

The currency in France is the Euro - the euro symbol is €

French shops



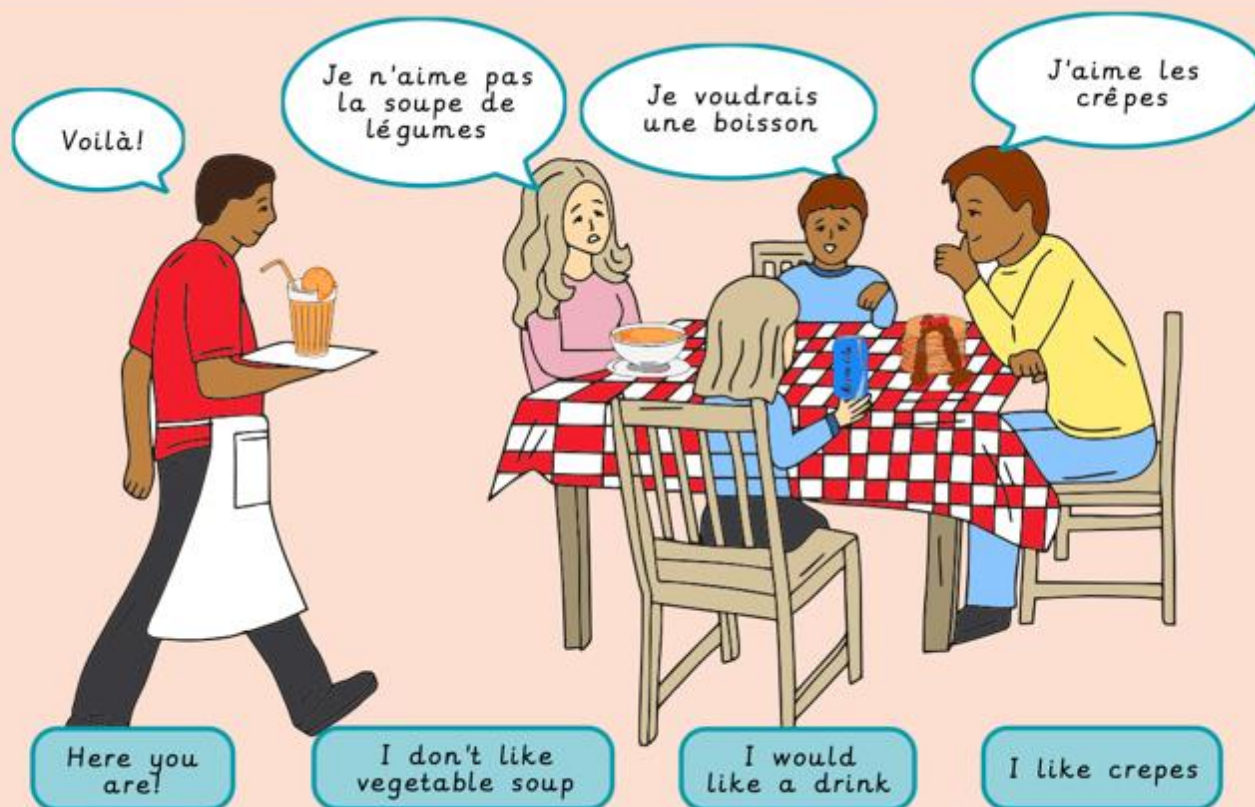
les magasins	the shops
la boulangerie	the bakery
la pâtisserie	the cake shop
la chocolaterie	the chocolate shop
l'épicerie	the grocer's shop
le marché	the market
le supermarché	the supermarket

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key phrases



Vocabulary and pictures



1

un
one

2

deux
two

3

trois
three

4

quatre
four

5

cinq
five

6

six
six

7

sept
seven

8

huit
eight

9

neuf
nine

10

dix
ten

11

onze
eleven

12

douze
twelve

13

treize
thirteen

14

quatorze
fourteen

15

quinze
fifteen

16

seize
sixteen

17

dix-sept
seventeen

18

dix-huit
eighteen

19

dix-neuf
nineteen

20

vingt
twenty

21

vingt-et-un
twenty-one

22

vingt-deux
twenty-two

30

trente
thirty

31

trente-et-un
thirty-one

Sentence structure and phrases



lundi

Monday

mardi

Tuesday

mercredi

Wednesday

jeudi

Thursday

vendredi

Friday

samedi

Saturday

dimanche

Sunday

Jan

janvier

Feb

février

Mar

mars

Apr

avril

May

mai

Jun

juin

Jul

juillet

Aug

août

Sep

septembre

Oct

octobre

Nov

novembre

Dec

décembre

Days of the week and months of the year do not start with a capital letter

Other phrases

C'est quand, ton anniversaire ?	When is your birthday?
Mon anniversaire	My birthday is ...
Pour mon anniversaire ...	For my birthday ...
Je voudrais ...	I would like ...

C'est quand, ton anniversaire ?

When is your birthday?

Mon anniversaire, c'est le 15 mars

My birthday is on 15th March

Pour mon anniversaire je voudrais un gâteau d'anniversaire

For my birthday I would like a birthday cake

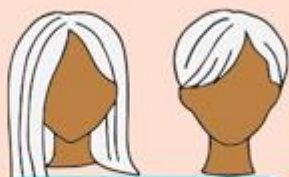


Vocabulary and pictures



les yeux

eyes



les cheveux

hair



les cheveux
châains

brown hair



les cheveux
blonds

blonde hair



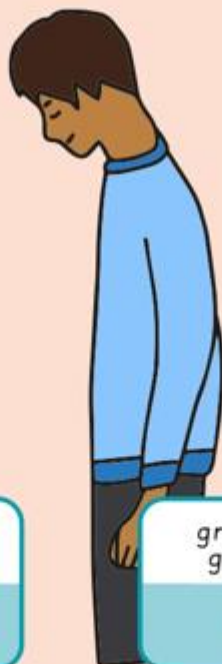
les cheveux
roux

ginger/red
hair



petit (m) /
petite (f)

small



grand (m) /
grande (f)

big/tall



fort (m) /
forte (f)

strong



sportif (m) /
sportive (f)

sporty



travailleur (m) /
travailleuse (f)

hard-working



poli (m) /
polie (f)

polite



heureux (m) /
heureuse (f)

happy



sérieux (m) /
sérieuse (f)

serious

Sentence structure and phrases



In French, the word for 'hair' - cheveux - is plural

il a/elle a = he has/she has + noun + adjective

il a les cheveux châtain.

He has brown hair

il a les yeux bleus

He has blue eyes

Il s'appelle Henri et il a les yeux bleus et les cheveux châtain.

He is called Henry and he has blue eyes and brown hair.



Other phrases

il s'appelle

he is called

elle s'appelle

she is called

Adjectives must agree with the gender of the noun that they are describing. This is usually achieved by:

No change for masculine nouns

il est poli

He is polite

Adding an e for feminine nouns

elle est polie

She is polite

However some may have different endings:

il est sérieux

he is serious

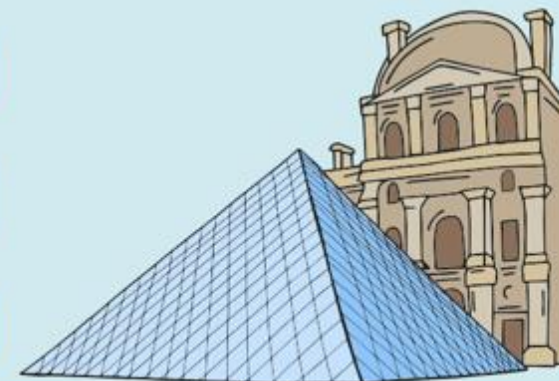
elle est sérieuse

she is serious

The Louvre Museum is in Paris and used to be a royal palace.

It is the largest art museum in the world, and is home to the famous portrait, Mona Lisa.

The entrance to the Louvre is a large glass and metal pyramid.



Vocabulary and pictures



le piano

the piano



le violin

the violin



le saxophone

the
saxophone



le clavier

the keyboard



la guitare

the guitar



la flûte

the flute



la clarinette

the
clarinet



la batterie

the drums



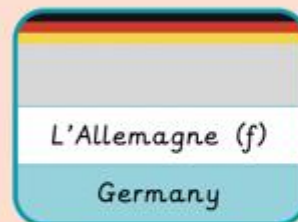
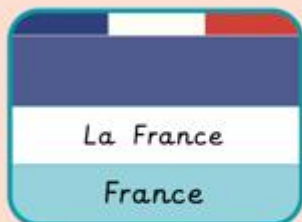
la trompette

the trumpet



la flûte à bec

the recorder



Les pays de L'Europe

European countries

Sentence structure and phrases

Quel genre de musique préfères-tu?
/What music do you prefer?

J'aime la musique
pop mais je déteste
la musique classique

Moi, je n'aime pas
la musique jazz, je
préfère la musique
rock



I like pop music but I
hate classical music



Me, I don't like jazz
music, I prefer rock music

Key phrases

J'aime	I like	Je n'aime pas	I don't like
Je préfère	I prefer	Je déteste	I hate

When saying what instrument you play, Jouer - to
play is followed by 'de' + instrument

de changes depending on the definitive article
le/la/les of the instrument.

de + le = du

de + la = de la

de + les = des

de + l' = de l'

Tu joues d'un instrument? - Do you play an
instrument?

Je joue du piano

Je joue de la batterie

I play the piano

I play the drums

Changing a sentence into the negative form:
Place **ne ... pas** around the verb

Je **ne** joue **pas**
d'instrument

I don't play an
instrument

Key fact

The Eurovision song contest is an annual
singing competition where European countries
compete to win.

Vocabulary and pictures



il fait beau
it's nice weather



il fait mauvais
it's bad weather



il fait chaud
it's hot



il fait froid
it's cold



il pleut
it's raining



il neige
it's snowing



il y a du vent
it's windy



il y a des nuages
it's cloudy



le nord
the north



l'est
the east



le sud
the south



l'ouest
the west

Sentence structure and phrases



Quel temps fait-il?

Il pleut!

What's the weather like?

It's raining!

Dans le + compass point + weather

Il fait trente degrés.

Dans le nord, il fait chaud

In the north, it is hot

It is 30 degrees

weather + dans le + compass point

Il fait quinze degrés

Il y a des nuages dans l'ouest.

In the west, it is cloudy

It is 15 degrees

dix	vingt	trente	quarante	cinquante	soixante	soixante-dix	quatre-vingts	quatre-vingts-dix	cent
10	20	30	40	50	60	70	80	90	100

Knowledge Organisers



Year 5

Vocabulary and pictures



la tête
the head



les dents (f)
the teeth



les oreilles (f)
the ears



les yeux (m)
the eyes



les bras (m)
the arms



la bouche
the mouth



les épaules (f)
the shoulders



les genoux (m)
the knees



les jambes (f)
the legs



le nez
the nose



l'œil
the eye



les pieds (m)
the feet



l'antenne (f)
the antenna



le bec
the beak



les cornes (f)
the horns



la queue
the tail



les pointes (f)
the spikes



To change the to a, le becomes un and la becomes une

Phrases

Qu'est-ce que c'est ? What is it?



Elle a trois longues cornes rouges et une grande tête rose

She has three long red horns and a big, pink head.

Il a un petit nez jaune et une longue queue bleue.

He has a small yellow nose and a long, blue tail.



Adjective endings change according to the gender and number of the noun they are describing.

Adjectives of size go before the noun.



Size	Masculine singular	Masculine plural	Feminine singular	Feminine plural
long	long	longs	longue	longues
short	court	courts	courte	courtes
big	grand	grands	grande	grandes
small	petit	petits	petite	petites
beautiful	beau	beaux	belle	belles

Il a la tête d'un éléphant

Il a le corps d'une girafe

Il a les pieds d'un kangourou

C'est un élegrou!

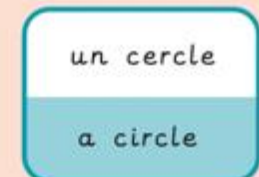
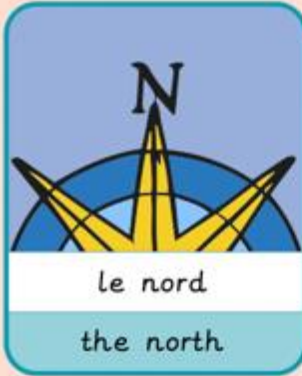
It has the head of an elephant

It has the body of a giraffe

It has the feet of a kangaroo

It's an élegrou!

Vocabulary and pictures



Sentence structure and phrases



Phrases

je vais	I go / I'm going
tu vas	You go / you are going
Il y a...?	Is there...?
Il y a...	There is
Je voudrais visiter	I would like to visit
parce que	Because
Il fait très chaud	It's very hot
Il ne fait pas chaud	It is not hot
Il fait plus chaud qu'en/au/à...	It is hotter than in...
Il fait moins chaud qu'en/au/à	It is less hot than in...
Il fait assez froid	It is quite cold
Il pleut beaucoup	It rains a lot
Il ne pleut pas	It doesn't rain
Il pleut plus qu'en/au/à ...	It rains more than in...
La température est de 15 degrés	The temperature is 15 degrees

Country gender

In French, every country is either masculine or feminine, so we must remember to say *La France*, never just *France*.

But Madagascar doesn't follow the rules! It is a feminine noun but without article, simply *Madagascar*.

à + le = au

au nord

à + l' = à l'

à l'est

Tu vas trois pas au nord, deux pas au nord-est et quatre pas à l'est.

J'ai trouvé le trésor !

You go three steps north, two steps north-east and four steps east.

I have found the treasure!

La Suisse est un petit pays européen à l'est de la France.

Le drapeau est rouge avec une croix blanche

Switzerland is a small European country to the east of France.

The flag is red with a white cross.



Je voudrais visiter le Maroc parce qu'il fait plus chaud que la France.

I would like to visit Morocco because it is hotter than France.

Vocabulary and pictures



Un ananas
a pineapple



Un abricot
an apricot



Un citron
a lemon



Une pomme
an apple



Une poire
a pear



Une pêche
a peach



Une cerise
a cherry



Des raisins
(some) grapes



Une fraise
a strawberry



Un Euro
one Euro



dix

10



vingt

20



trente

30



quarante

40



cinquante

50



soixante

60



soixante-dix

70



quatre-vingts

80



quatre-vingts-dix

90



cent

100

French Year 5 - Shopping in France

Sentence structure and phrases



The currency used in France is the Euro.

In French, the price of something is shown with the € symbol and a comma to separate Euros and cents. The Euro symbol can go before or after the price
€6,40 / 6,40 €

six Euro, quarante

six Euros and
forty cents

Je vais au marché et
j'achète des pommes, des
bananes et des raisins



I go to the market
and I buy some
apples, some bananas
and some grapes

Il a faim.
Il mange
de la soupe

Il a tout
mangé !

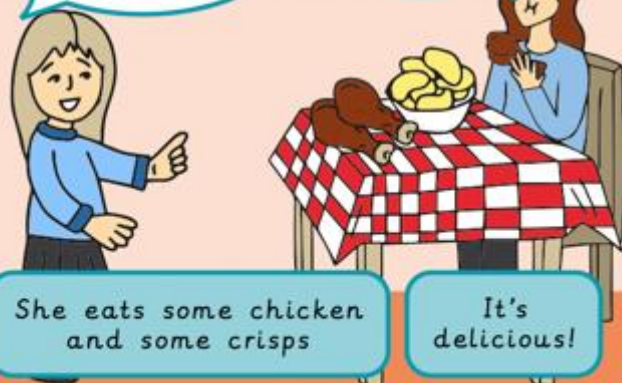


He is hungry.
He eats some soup

He has eaten
everything!

Elle mange du
poulet et des
chips

C'est
délicieux !



She eats some chicken
and some crisps

It's
delicious!

Je voudrais
une glace.
C'est combien?

Ça fait
deux Euros.

Bon appétit !

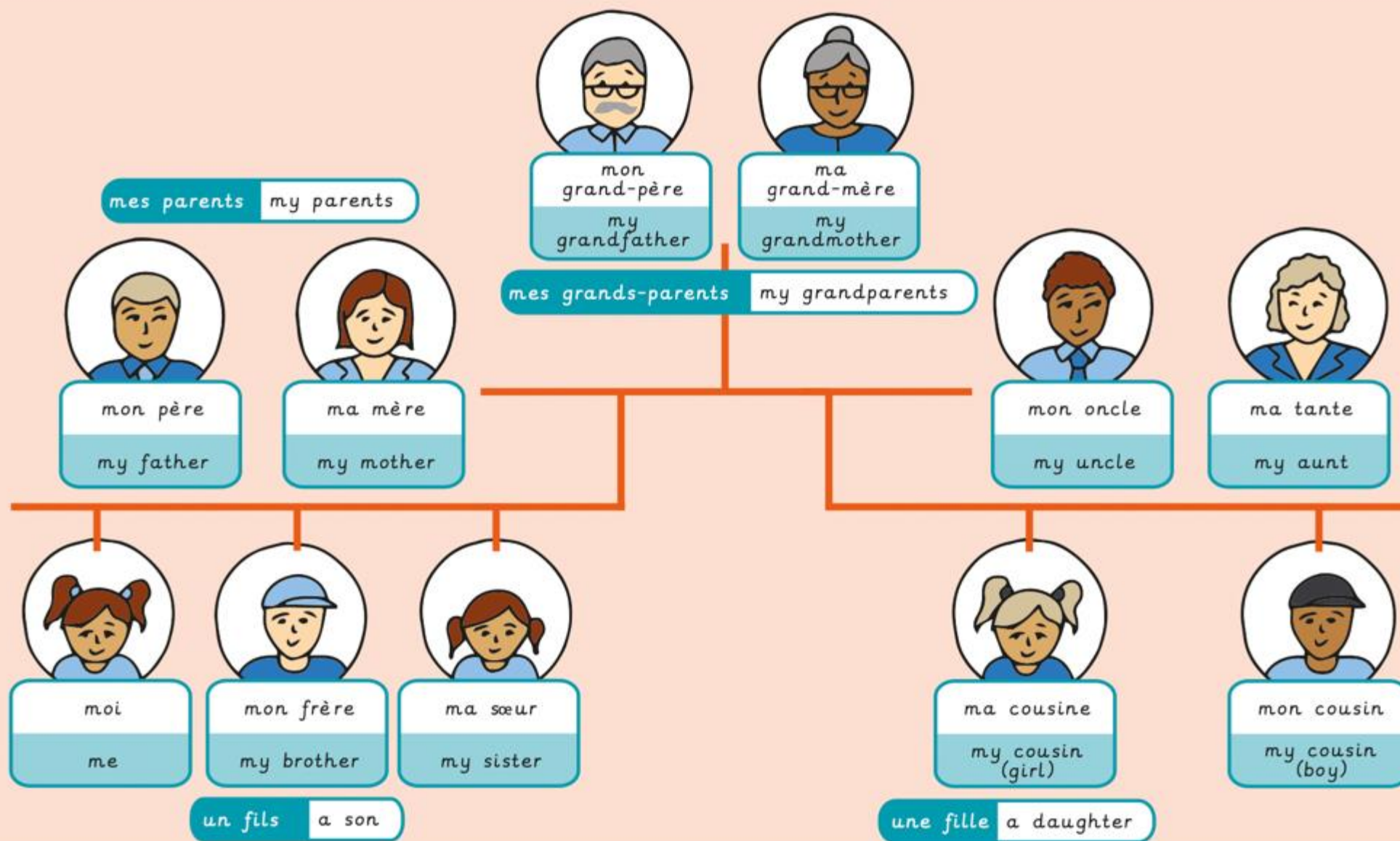


I would like an ice
cream. How much is that?

That's two
Euros

Enjoy!

Vocabulary and pictures



Sentence structure and phrases



Did you notice a new character in the French word for sister, *sœur*?

The presentation of the 'o' and 'e', partly merged together is called a typographic ligature (or 'e dans l'o'). It tells us that the 'o' and the 'e' are not pronounced separately, but make a single sound.

Je n'ai pas de frère ou de sœur

J'ai une sœur mais je n'ai pas de frère

Je suis fils/fille unique

I haven't got a brother or a sister

I have a sister but I don't have a brother

I am an only child (boy/girl)

Other phrases

J'ai un frère	I have a brother
J'ai une sœur	I have a sister
J'ai deux frères / sœurs	I have two brothers/sisters
J'ai un frère et une sœur	I have a brother and a sister
Je n'ai pas de frère / sœur	I haven't got a brother/sister

Getting possessive

In French there are three different words which mean my:

mon

before a masculine noun (or any noun beginning with a vowel or 'h')

ma

before a feminine noun

mes

before any plural noun

As friend in French, *ami*, begins with a vowel, we use the noun ending to indicate gender:

Mon ami

my (male) friend

Mon amie

my (female) friend

In French we don't say 'My Mum's dad' - instead we say:

le père de ma mère

the father of my mother

my mother's father

Mon frère s'appelle Paul

My brother is called Paul

Ma sœur a dix-sept ans. Son anniversaire, c'est le trois juillet

My sister is seventeen years old. Her birthday is the third of July

Mon oncle a les cheveux noirs et les yeux verts

My uncle has black hair and green eyes

Mes grands-parents aiment les pommes

My grandparents like apples

Vocabulary and pictures



lire

to read



manger

to eat



écrire

to write



dormir

to sleep



jouer

to play



nager

to swim



courir

to run



chanter

to sing



sauter

to jump



danser

to dance

Year 5 - Verbs in a French week

Sentence structure and phrases



Pronouns

Je	I
Tu	You (singular and informal)
Il	He/It (masculine singular)
Elle	She/It (feminine singular)
Nous	We
Vous	You (Plural or singular formal)
Ils	They (Masculine plural)
Elles	They (feminine plural)

Irregular verbs do not follow a standard spelling pattern. These are two key irregular verbs:

être - to be

Je suis	I am
Tu es	You are (singular and informal)
Il est	He is
Elle est	She is
Nous sommes	We are
Vous êtes	You are (Plural or singular formal)
Ils sont	They are (Masculine plural)
Elles sont	They are (feminine plural)

avoir - to have

J'ai	I have
Tu as	You have (singular and informal)
Il a	He/It has
Elle a	She/It has
Nous avons	We have
Vous avez	You have (Plural or singular formal)
Ils ont	They have (Masculine plural)
Elles ont	They have (feminine plural)



I like to dance



I don't like to swim

French speech marks are called guillemets and look like double arrow-heads. They go around the text like this:

Il a dit, «Bonjour ! »

He said, "Good morning!"



Je chante

I sing



Tu chantes

You sing



Il chante

He sings



Elle chante

she sings



Nous chantons

We sing



Vous chantez

You sing (plural)



Ils chantent

They sing (masculine)



Elles chantent

They sing (feminine)

Knowledge Organisers

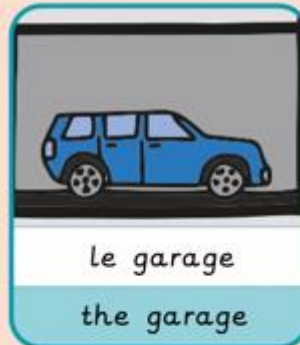


Year 6

Vocabulary and pictures



J'habite dans I live in...



Sentence structure and phrases



Au premier étage, il y a une salle de bain and deux chambres. Au rez de chaussée, il y a une cuisine et un salon.

On the first floor, there is a bathroom and two bedrooms. On the ground floor, there is a kitchen and a living room.

J'habite dans une maison jumelée avec ma famille, il y a un petit jardin mais il n'y a pas de garage

I live in a semi-detached house with my family, there is a small garden but there is not a garage

Prepositions	
sur	on
sous	under
devant	in front
derrière	behind
à côté de	next to
dans	in
entre	between

Use et (and) or mais (but) to extend your sentence!

Dans ma chambre il y a un lit. Le lit est à côté de le bureau

In my bedroom, there is a bed. The bed is next to the desk

Le poster est sur le mur et la lampe est devant l'ordinateur

The poster is on the wall and the lamp is in front of the computer.

Vocabulary and pictures



nager
to swim



manger
to eat



faire du ski
to go skiing



faire du camping
to go camping



marcher
to walk



aller à la plage
to go to the beach



jouer au foot
to play football



dans ma valise,
il y a...
in my suitcase
there is...



des lunettes
de soleil
sunglasses



un maillot
de bain
a swimming
costume



un short
a pair of
shorts



une robe
a dress



une casquette
a cap



un pyjama
pyjamas

French: Year 6 - Planning a French holiday

Sentence structure and phrases

Aller - To go

Je vais	I go/I am going
Tu vas	you go/you are going
Il va/ elle va	he goes/he is going/she goes/she is going
Nous allons	we go/we are going
Vous allez	you go/you are going
Ils vont/elles vont	they go/they are going (masc/fem)

The near future tense = I am going + infinitive

Use aller - to go, in the present tense, + infinitive



Je vais aller en France

Je vais faire du camping et je vais nager

I am going to go to France

I am going to go camping and I'm going to go swimming

Preposition use with countries depends on the gender

Je vais

I'm going

au Canada (m)

en France (f)

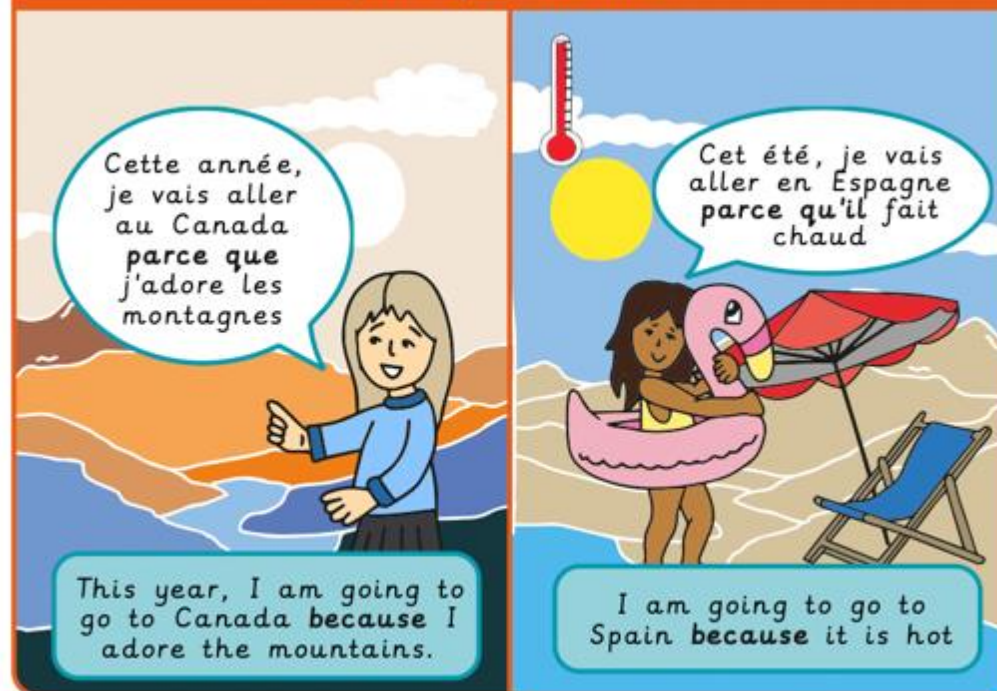
aux États-Unis (pl)

to Canada

to France

to USA

parce que - because



Cette année, je vais aller au Canada parce que j'adore les montagnes

Cet été, je vais aller en Espagne parce qu'il fait chaud

This year, I am going to go to Canada because I adore the mountains.

I am going to go to Spain because it is hot

Vocabulary and pictures



un parc
a park



un musée
a museum



une plage
a beach



un marché
a market



une piscine
a swimming pool



une gare
a train station



un supermarché
a supermarket



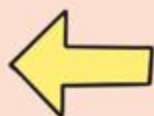
une école
a school



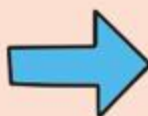
une bibliothèque
a library



une boulangerie
a bakery



la gauche
left



la droite
right



tourne à gauche
turn left



tourne à droite
turn right



la deuxième à droite/à gauche
the second right/left

French: Year 6 - Visiting a town in France

Sentence structure and phrases



Opinions

C'est ...	It is ...
sain	healthy
amusant	fun
bruyant	noisy
intéressant	interesting
relaxant	relaxing

Prepositions

près de	near to
loin de	far from

Prepositions

de + le = du, de + les = des, de + le/la = de l' in front of vowel

Where is the bakery? The bakery is near the park.

Where is the swimming pool? The swimming pool is next to the school.

Key structure -
J'aime visiter + place + parce que + c'est adjective

J'aime visiter le musée parce que c'est intéressant mais je préfère visiter la piscine parce que c'est relaxant et aussi sain.

I like visiting the museum because it's interesting but I prefer to visit the swimming pool because it is relaxing and also healthy.



Comment vas-tu à l'école ?

How do you go to school?

Je vais à l'école en voiture et aussi à pied.

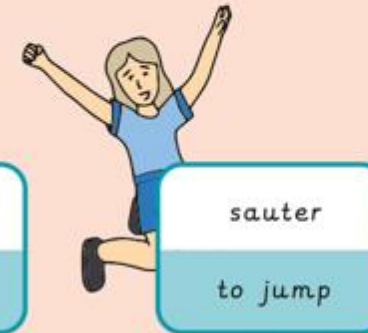
I go to school by car and also by foot.





je joue I play

je fais I do



Year 6 - French Sport and the Olympics

Sentence structure and phrases



Places

L'Angleterre (f)	England	
L'Écosse (f)	Scotland	
Le Pays de Galles (m)	Wales	
L'Irlande du Nord (f)	Northern Ireland	
L'Irlande (f)	Ireland	
La France (f)	France	
La Belgique (f)	Belgium	
Les Pays-Bas (m)	The Netherlands	
L'Allemagne (f)	Germany	
L'Italie (f)	Italy	
L'Espagne (f)	Spain	
Le Royaume-Uni	The United Kingdom	

When saying, 'I am going to' as country the preposition changes according to the gender of the country as follows:

Je vais	I'm going	
au Canada (m)	en France (f)	aux États-Unis (pl)
to Canada	to France	to USA

tu aimes le sport ? - do you like sports?

Opinion + the infinitive of an action verb

J'aime courir mais je n'aime pas marcher

I like to run but I don't like to walk

Je n'aime pas jouer au tennis mais j'adore nager

I don't like playing tennis but I love to swim

Aller = to go

Je vais	I go
Tu vas	you go
il va	he goes
elle va	she goes
nous avons	we have
vous avez	you have
ils vont	he has
elle vont	she has

The two main verbs used are jouer à (to play) and faire de (to do)

jouer à + sport

faire de + sport

à + le = au

de + le = du

je joue au tennis

je fais du ski

I play tennis

I do some skiing

Opinions

J'aime	I like	J'adore	I love
Tu aimes	You like	Tu adores	You love
Il/elle aime	He/she likes	Il adore	He loves
Je déteste	I hate	Elle adore	She loves

Le Tour de France

A annual men's bicycle race made up of 21 day-long stages, all over France. They cover over 3500 km during the competition, which normally lasts about 23 days ending in Paris.

Assessment

YEAR THREE	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
French greetings with puppets	Using an appropriate greeting, introducing themselves and asking someone's name.	Looking carefully at the speaker and responding confidently with the appropriate gesture and phrase.	Constantly seeking to engage in conversation, using both word and gesture. Answering and asking questions with accurate imitated pronunciation.
	Using appropriate greetings and recognising these in the written form.	Beginning to recognise how some sounds are represented in written form.	Noticing recurring phonemes and how they are represented in a range of different written words, including cognates which may or may not sound the same in English.
	Asking and responding to questions about feelings. Using tone of voice to convey meaning.	Linking actions or pictures to the new language, both in spoken and written form	Asking and answering questions confidently, seeking to adapt sentences and dialogue for spontaneous use with a partner.
	Performing French rhymes and following simple instructions.	Imitating pronunciation of sounds, taking turns to speak and using appropriate intonation.	Recognising that some of the words do not sound the same as they would if written in English, eg: silent 's', 'ç' in François, or comparing spellings (oi) with known words from previous learning.
French colour adjectives of colour shape and size	Recognising and naming colours in French.	Listening carefully to build correct sequences of three to four blocks of colours.	Increasingly accurate pronunciation, with an ability to listen to or build longer sequences of colours. Quickly noticing patterns in sounds, eg: 'eu' as in bleu and deux, 'oi' as in 'noir' and 'trois'.
	Using colour and size adjectives to describe shapes. Explaining the difference between English and French word order.	Being able to show understanding by correctly identifying a described shape, drawing it in the air or pointing on the board.	Extending their use of vocabulary to include a range of colours and shapes, self-correcting and experimenting with different structures orally.
	Speaking and understanding vocabulary related to shape, size and colour and recognising similarities between French and English nouns.	Finding the shapes that they were asked for. Using please and thank you.	Recalling and manipulating colour and size adjectives to adapt sentences for their needs (with mostly accurate adjectival placement). Using other spontaneous language.

	Following instructions in French and finding new French nouns in a bilingual dictionary.	Listening carefully to instructions. Describing some of the shapes in their work using language of colour, size or shape.	Accurately describing the shapes used in their work, including adjectives. Attempting pronunciation of new nouns found in the dictionary.
	Using colour and shape vocabulary to describe a picture.	Listening and then selecting the correct decoration according to its colour. Using software to produce artwork in the style of Matisse.	Recognising and reproducing the style of Matisse. Describing some of their shape choices using new vocabulary as well as correctly placed adjectives for colour and size.
French playground games - number and age	Speaking the numbers from one to six in French and recognising these in their written form.	Recalling, with generally accurate pronunciation, all numbers one to six.	Recalling numbers confidently and without always needing to count in sequence. Keen and confident use of other transactional language for playing and turn taking with a partner/group.
	Speaking and understanding the numbers to 12 in French	Joining in with the song and actions, and responding to numbers by showing fingers or ticking on whiteboards.	Quickly recognising the new number words, even when presented out of sequence. Being able to notice (and imitate) rhyming sounds.
	Saying their age and asking for someone else's age. Explaining similarities and differences between French and English sentence structures.	Asking and answering the question. Changing their answer and recognising number words.	Using given sentences and context to work out meaning. Showing insight into how they could adapt the sentences for their own purposes.
	Reading and recognising the numbers one to twelve in French. Identifying and pronouncing French words with the phonemes 'eu', 'oi', 'ou'.	Listening carefully and relating sounds to the written phoneme.	Identifying common phoneme patterns in newly encountered language.
	Using the numbers one to twelve in French to play games.	Recalling numbers one to twelve with increasingly accurate pronunciation.	Seeking opportunities to use a wide range of spoken language throughout the activity.
In the French classroom	Giving, understanding and responding to classroom instructions.	Showing understanding with a physical response. Attempting good imitation of pronunciation.	Using new instructions confidently. Noticing patterns in the written form of words (ez ending).
	Identifying whether nouns are masculine or feminine. Describing items in a school bag and pencil case and knowing their gender.	Their ability to correctly identify masculine and feminine nouns in written form.	Noticing patterns in grammar and beginning to apply to new/unknown words. Listening carefully and retaining a sequence of nouns, with correct article.

	Asking and answering a question in French about something they do or do not have. Using strategies to remember new vocabulary.	Using modelled language to create questions or sentences using appropriate articles.	Their ability to distinguish between use of different articles and to use intonation to aid the listener in understanding
	Reading and understanding short sentences and creating new sentences from an example.	Their ability to match labels to pictures using a range of language detective skills, and deduce meaning of new words. Attempting to build their own sentences using the labels as a model.	Using the labels as a model for writing, generally accurate with grammar and attempting more difficult phrases, eg: using plurals, connectives, negative forms.
	Preparing and presenting a short text in French using previously learned vocabulary.	Speaking clearly and presenting simple phrases when supported visually. Using appropriate intonation to engage the audience.	Speaking clearly and naturally. Seeking opportunities to add extra information to the presentation. Recognising/self-correcting points of grammar, eg: articles, placement of adjectives.
French transport	Identifying cognates and using cognates to work out the meaning of new French words.	Recognising which nouns are cognates or near cognates. Explaining different ways to work out meaning.	Identifying phonemes which have occurred in other language that has previously been used, eg: 'ou' as in 'rouge', 'in' as in 'cinq', etc. Identifying clues to the meaning of words even when they are not cognates/near cognates.
	Recognising transport vocabulary in the written form. Making changes to simple phrases in a song to perform to the class.	Being able to recognise transport words in written form. Joining in with the song using actions to aid recall.	Quickly recognising word order and spontaneously adapting their performance with appropriate vocabulary, actions and sound effects. Performing with confidence and increasing accuracy of pronunciation. Using their understanding of pronunciation to make good attempts at saying new vocabulary from the dictionary.
	Describing a picture by adapting known vocabulary.	Being able to form a simple statement about a picture using and adapting a model.	Joining ideas together to make a series of sentences, using additional information, eg: colour. Attempting to make nouns in plural form (if writing).
	Repeating and adapting spoken sentences. Describing a journey between different French-speaking countries.	Using the sentence builder to create a range of different phrases with generally accurate pronunciation	Recognising and applying known spelling patterns to attempt pronunciation, eg: 'ou' in Ouagadougou. Attempting longer phrases or incorporating alternative cities/transport words previously encountered.

	Undertaking a survey and presenting the results in French. Writing a sentence in French, using the appropriate accents.	Writing a simple sentence, using the model for support, and correctly forming two different accents.	Being able to recognise and differentiate sentence structure and intonation between question and answer forms. Seeking alternative vocabulary choices and forming an extended sentence using the conjunction 'et'.
Circle of life	Identifying and recognising key phonemes in new nouns. Using a dictionary to determine the gender of new French nouns.	The ability to source new vocabulary from the dictionary and apply the appropriate indefinite article ('un'/'une').	Challenging themselves to find original vocabulary and thinking of other solutions if they could not find what they wanted. The ability to make some comment on differences between masculine and feminine nouns with a view to predicting gender in new words encountered.
	Recognising and using the negative form and the correct article (un/une, le/la) for a noun's gender. Building positive and negative sentences.	Building a range of sentences from the model, selecting appropriate vocabulary.	Recognising and building a range of sentences in positive and negative form, incorporating new vocabulary where appropriate.
	Finding and comparing patterns between French and English. Using language knowledge to solve a science-based puzzle.	Recognising key vocabulary and structure clues, and using scientific understanding to solve the puzzle.	Solving the puzzle and using given structures to adapt and write the missing captions. Experimenting with new structures from the starter activity to create original sentences.
	Describing a food chain in French. Adapting sentences with known or new vocabulary.	Attempting to decode new sentences using scientific understanding/context and sentence structure. Applying understanding of the sentence structure to generate new phrases.	Presenting information with confidence to the class with a degree of accuracy in their pronunciation. Quickly grasping the new structure and spotting similarities with the reverse ('is eaten by') form as well as being able to build accurate sentences using both structures.
	Writing a range of sentences independently, using a model for support. Spelling common phonemes and identifying how they are different from English sounds.	Following and adapting from the model to produce a set of accurate sentences.	Creating an accurate food chain in French, with additional information about at least one of the elements, eg: where it lives, whether it is a carnivore, or use of negatives

YEAR FOUR	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
Portraits	Understanding how adjectives change to describe feminine nouns. Learning that the Louvre is a famous art gallery.	Understanding that adjectives change depending on whether they are describing a boy or girl, eg: sérieux and sérieuse.	Giving the correct phoneme for é [e] and identifying the letter string eau as representing the sound [o]. Using the correct adjective ending, according to the gender of the noun it describes, when speaking (eg: changing sérieux to sérieuse when describing a girl).
	Using a simple description of someone's eye and hair colour to identify someone. Knowing adjective and noun position, and how 's' often follows plural nouns e.g. eyes.	Correctly identifying a person from a description of their hair and eye colour.	Starting to describe someone's hair and eye colour, with support. Spotting rhyming words/the same phoneme in different words.
	Creating simple sentences with word cards to describe hair and eye colour. Knowing that adjectives follow the noun in French and that the adjective is plural if the noun is plural.	Placing the word cards in the correct order, with the adjectives following the noun.	Writing their own sentences without using word cards.
	Understanding simple descriptive sentences. Describing personality traits and knowing how to change adjectives to describe feminine nouns.	Answering questions correctly in the quiz. Giving a spoken sentence to describe a friend.	Using agreements correctly. Using extended vocabulary.
	Writing simple sentences using il/elle a and il/elle est to describe friends and ensuring that adjectives agree with the noun.	Writing four sentences accurately with the correct adjectival agreement, helped by the support sheet.	Writing some sentences without the support sheet. Including additional information such as a sentence starting Il/elle aime.... and some new vocabulary they have found using a dictionary.
French numbers, calendars and birthdays	Saying and reading numbers to 31 in French and answering calculations.	Saying the numbers to 31. Reading and calculating the Maths sums correctly.	Saying and recalling all the numbers to 31 and even beyond. Calculating the sums in French correctly and saying, reading and creating their own.
	Saying the days of the week, including what day yesterday was and tomorrow is.	Saying all the days of the week and being able to work out the days for yesterday and today.	Speaking fluently, without hesitation, using a full sentence, such as Aujourd'hui c'est lundi, demain c'est mardi, hier c'est dimanche.
	Recognising and saying the months of the year. Saying when their birthday is.	Matching most of the French months to their English equivalents. Giving the number and month of their birthday. Asking when someone's birthday is.	Matching all the months to their English meanings and spotting patterns. Writing some of the months in French from memory.
	Knowing and correctly pronouncing the seasons and understanding and writing dates.	Saying the seasons. Understanding birth dates and translating the date from English to French.	Confident pronunciation of the seasons and dates. Translating the date with correct spellings.
	Knowing the similarities between French and English birthday celebrations and writing a birthday gift wishlist.	Saying the similarities and differences between birthdays in the UK and France and putting a present wish list into a sentence.	Knowing the similarities and differences between birthdays in UK and France and adding new vocabulary to their wishlist from the dictionary.

Clothes	Recognising and saying clothing vocabulary. Using the correct determiner for a noun: un, une, des, mon, ma, mes.	Joining in part of the song with accurate pronunciation. Recognising that un chapeau is the odd one out because it starts with un.	Explaining why some words have des in front of them. Asking further questions such as 'how do you know if the plural words are masculine or feminine?'
	Adding 'e' to adjectives describing feminine words, knowing to place the adjective after the noun (object) and recognising the written form of new words.	Correctly identifying items of clothing based on the written word. Saying the words for items of clothing with accurate pronunciation. Putting the colour adjective after the noun. Making an intelligible attempt to spell the new words.	Spelling most words accurately, from memory; using phoneme-grapheme knowledge to help them write words; spotting patterns such as the common word ending -tte(s).
	Knowing the position of adjectives: colour words come after the noun, grand and petit come before. Knowing to add an 's' to adjectives describing plural words. Understanding spoken descriptions of outfits.	Getting the correct form of the adjective most of the time and understanding why other forms are wrong. Standing up when something they are wearing is mentioned.	Showing greater accuracy with adjectival position and agreement - explaining clearly why certain adjectival ending is necessary Describing a picture in terms of what the subject is wearing, using adjectives correctly
	Expressing an opinion (like/dislike). Describing using nouns and a range of adjectives.	Writing accurately using a support (e.g. masculine and feminine forms of an adjective. Saying a sentence using J'aime or Je n'aime pas.	Writing accurately without support and with correct adjectival agreement and position. Being creative with language – using a dictionary to find unusual words; using 2 adjectives – one before and one after the noun.
	Describing an outfit, using the correct gender and adjectival position. Knowing a noun's gender and making adjectives agree with them.	Using il/elle correctly and putting the adjective in the correct position in relation to the noun. Putting the right agreement on the adjective where relevant (this will not always be obvious in spoken language).	Using research to add extra language such as 'sparkly' or 'with high heels', or describing more than two items of clothing. Speaking clearly and confidently with good pronunciation.
Weather and the water cycle	Learning the meaning of, and accurately saying weather phrases.	Using a physical response to show understanding of six to eight weather phrases. Repeating the new phrase with accurate pronunciation.	Recalling the weather phrases confidently and with accurate pronunciation during the Répétez si c'est vrai (Repeat if true) activity.
	Learning and performing a rap in French and correctly pronouncing French weather phrases.	Saying at least two sentences, with intelligible communication, to convey the weather in a given place	Speaking fluently, without hesitation, using the full range of weather phrases (il, il fait, il y a).
	Making statements about the weather. Understanding compass point directions and knowing that the compass points have the same meaning, whether added to the front or end of a weather phrase.	Pointing/moving in the correct direction during the compass points game. Understanding and saying several directions and weather sentences. Placing the correct weather symbols in the right location on a map.	Pointing/running in the correct direction without hesitation – leading, rather than following. Using accurate pronunciation when saying sentences in French. Correctly placing correct weather symbols on the map, including midway points between two directions.
	Reading, understanding and saying multiples of 10 to 100. Describing the weather, including temperature, weather and compass points.	Matching at least three numerals and words correctly. Saying the correct number for their temperature.	Matching all the numerals and words; giving a whole sentence to say the weather, including city and compass direction, with good pronunciation and without hesitation.

Eurovision song contest	Learning the French vocabulary for musical instruments and saying which, if any, musical instruments they play. Using cognates to help understand new vocabulary.	Answering at least half the questions correctly, after listening to the video clip; matching up all, or almost all the instrument words and pictures (allowing for any that they do not know in English); saying which instrument they play; using a whole phrase.	Answering all the questions confidently and picking out extra information from the video clip (such as some of the types of music Maya mentions); using du and de la accurately. Saying what instrument I, you, he or she plays in French.
	Saying and asking someone about what music they like. Identifying music genres in written form.	Saying what kind of music they like, using a whole sentence; asking the question after hearing some volunteers first; reading and understanding music genres in written form.	Asking the question fluently and confidently; forming longer sentences with et or mais or using je préfère; reading out and understanding music genres with correct pronunciation.
	Recognising and understanding the names of European countries. Researching and writing about European countries in French and using cognates to work out new words.	Matching up most countries; recalling countries with accurate pronunciation; using a whole sentence to say "J'habite à ____ au Royaume-Uni" (I live in ____ [town] in the UK); writing information about a different country in French.	Being able to explain why Les Pays-Bas must mean The Netherlands (because les is plural); understanding why it is aux (not au) Pays-Bas (some children may even be able to suggest which letter needs to go on the end of au to make it plural).
	Using familiar language to write simple sentences in French.	Using familiar language to write several phrases or short sentences.	Taking the lead within their groups; using a wider range of language structures and rhyming patterns.
	Performing a song from memory, with accurate pronunciation. Listening, understanding and responding to simple questions.	Performing the song from memory, with accurate pronunciation.	Singing with confidence and with very good pronunciation; being the spokesperson for their group; answering questions in detail.
French food - Miam!, Miam!	Learning vocabulary associated with ordering food in a French café. Using cognates to help work out the meaning and pronunciation of new words.	Being able to understand the cognate words; using the text to support their conversation, starting to add their own choices for words at the café.	Speaking the café conversation confidently; using j'aime and je n'aime pas confidently and creating their own conversations.
	Learning to say amounts of money in French and reading prices. Working out the meaning of new words using cognates.	Completing mathematical calculations in French, writing their answers in euros.	Understanding new vocabulary by looking out for cognates and using context as well as confidently calculating the answers to the supermarché questions, giving their answers in euros but investigating what the equivalent cost would be in pounds sterling.
	Learning and correctly pronouncing and spelling French shop names and the items that they would sell. Using cognates to work out new words.	Recognising shop names and correctly labelling their triarama.	Saying shop names in French, giving examples of the items they would sell and spelling their names accurately.
	Using cognates and a bilingual dictionary to identify the meaning and the spelling of new vocabulary. Picking out keywords from spoken French.	Recognising cognates and using a bilingual dictionary to translate given words.	Translating words they want to use in order to write about them, spelling them accurately and making a note of their gender.
	Asking and answering full questions in a café conversation role play. Using strategies to understand an unfamiliar text. Creating a French menu.	Using strategies to understand a familiar text as well as asking and responding to questions found in a café conversation.	Using a range of different strategies to understand unfamiliar texts, including their understanding of related texts they may have seen in English. Using accurate pronunciation when asking or responding to full questions in a café conversation.

YEAR FIVE	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
Monster pets	Recognising text types from their key features. Using 'detective skills' including cognates to decode texts and identify key facts.	Noticing cognates and near cognates in the text and recognising some previously known words. Using a dictionary resource to research the meaning of relevant vocabulary.	Attempting to use the context to gist and verbally translate whole phrases/sentences in English, with generally accurate understanding.
	Matching written words to how they sound. Identifying and sorting nouns by gender, number and meaning. Describing how and why a noun's article might change.	Recognising and sorting nouns by gender and number, and ability to explain the effect this may have on an adjective.	Manipulating sentences, including correctly replacing adjectives/nouns with appropriate agreement (encourage use of dictionary for additional vocabulary if needed).
	Writing a presentation in French. Building sentences with the correct articles for masculine and feminine nouns and writing in the third person (il/elle a...).	Confidently modifying the original sentences, using the correct articles/pronouns (un/une and il/elle) according to gender.	Seeking to use a wider range of vocabulary sourced from the dictionary and built into sentences observing and applying grammar that we have covered.
	Recognising how and why adjectives change and correctly spelling and punctuating sentences.	Unscrambling jumbled sentences without any errors in word order. Recognising rules of agreement in longer phrases.	Recalling complete phrases of text and spotting errors in their partner's transcription. Recognising and applying rules of agreement in longer phrases.
	Adapting phrases to build a descriptive paragraph. Using a dictionary to find and check new words.	Producing a short, structured paragraph using a range of familiar structures, with some manipulation of language and use of a word bank for support.	Seeking to incorporate a wider range of vocabulary, possibly including new vocabulary sourced from the dictionary. Creating longer phrases with accuracy in word order and agreement of adjectives.
Shopping	Reading, recognising and speaking numbers and prices in French.	Recognising number words in written form and correctly building and pronouncing two digit numbers generated randomly.	Building larger numbers more independently.
	Naming French foods and correctly pronouncing masculine and feminine articles and knowing when to use each. Using understanding of different sounds in French to attempt to pronounce new vocabulary	Recalling vocabulary and their ability to match the correct picture to the appropriate word.	Using a range of strategies to identify new vocabulary with good attempts at accurate pronunciation of unknown words.
	Listening and joining in with a short, repetitive story and memorising a short text.	Joining in with the story, using gestures and key vocabulary.	Being able to spot cognates and make good guesses at new vocabulary. Beginning to notice differences in articles du/de la/des and start to examine possible meanings.
	Describing different quantities of food nouns. Recognising a noun's gender and selecting the correct article for 'some'.	Being able to correctly sort cards by gender and apply the appropriate article.	Using a range of adventurous vocabulary choices and applying their grammatical knowledge to select the right article.
	Using a range of strategies to decode and understand an authentic French text and comparing French and English text structures.	Being able to highlight a range of known and easily recognisable vocabulary in the text.	Applying their understanding of the text type/context to decode new vocabulary, without necessarily using the dictionary. Drawing on different strategies to work out meanings.

Space exploration - in French	Picking out key ideas and phrases in spoken French. Making predictions about language, and understanding unfamiliar vocabulary from contextual clues. Identifying similarities and differences between French and English words and phrases.	Listening and identifying cognates in French, noticing differences with spelling and pronunciation, eg: for planet names.	A greater level of language prediction, with a wider range of English vocabulary on the word bank as well as good attempts to apply phonics knowledge and familiar sounds within French words to pronounce new vocabulary with a degree of accuracy.
	Using nouns and adjectives to create metaphor poetry. Knowing where to position adjectives in a sentence. Using a dictionary to find new nouns.	Writing their own metaphors using the model for writing, replacing nouns with original vocabulary, including correct choice of un/une for gender and adding colour adjectives.	Sourcing vocabulary from the bilingual dictionaries and applying rules to agree (changing to feminine form if needed).
	Making comparisons between objects using 'more than'. Choosing the appropriate elements to build a phrase.	Forming a factually and grammatically accurate phrase to compare two planets in terms of their size or temperature.	Seeking to give additional information, including asking for or researching adjectives or using extra information from the fact table.
	Reading and building factually and grammatically accurate sentences. Understanding how adjectives are used in French.	Generally correctly selecting or recalling the word needed to fill the gap and explain their choice.	Confidently selecting the correct words, including attempts at spelling familiar and less familiar words with accuracy.
	Adapting a model text to create an original sentence. Recalling and selecting key vocabulary from memory.	Adapting the model text to create an original sentence of their own, including descriptive phrases.	Thinking about using the comparative or explanatory phrases from the previous two lessons, extending vocabulary, choosing and using appropriate nouns/adjectives and applying appropriate grammar.
Meet the family	Recognising and using phrases to say if they have a sibling. Matching phrases or sentences to pictures. Recognising how some words change in a sentence.	Correctly completing the gaps to match the pictures.	Quickly noticing patterns in word order to help with understanding and independently building original phrases and using 'detective' skills for additional new language.
	Knowing the names of family members. Knowing the different words for 'my'. Adapting a sentence to change its meaning.	Recognising words that are similar to English, adapting a sentence to change the meaning and applying some understanding of French pronunciation.	Using new vocabulary to attempt to build a range of different sentences, selecting the correct form of 'my' as well as considering other vocabulary that could be used in this context.
	Building descriptive sentences into a short paragraph. Writing simple adjectives from memory.	Being able to recognise key information within a longer text. Confident with sentence building using word cards.	Quickly able to establish which information is most useful for understanding. Building and adapting sentences with ease to convey their own information.
	Understanding and expressing simple opinions about what they and their family members like or don't like.	Responding to spoken opinions by showing the correct gesture and using different opinions in sentences and changing other elements of a sentence whilst retaining the meaning.	Planning their speaking task methodically and showing an understanding of word class and dictionary use to extend vocabulary within the sentence structure. Speaking fluently and confidently with a partner.
	Correctly organising words to build phrases and sentences. Planning and preparing a short presentation about their family.	Organising the text and making simple adaptations which did not affect the overall sense of the paragraph.	Making ambitious word selections, including new vocabulary sourced from a dictionary, presenting whole paragraphs with fluency and accuracy.

Verbs in a French week	Understanding that verbs take different forms and finding infinitive verbs in the dictionary. Using infinitive verbs to give opinions.	Attempting to read new verbs aloud with confidence and mostly accurate pronunciation. Being able to create an opinion phrase using one of the new verbs.	Quickly spotting a pattern in verb endings and discovering new vocabulary using the dictionary. Thinking of alternative ways to express opinions eg. I do not like to swim.
	Recognising and using different French subject pronouns, and regular verbs in the present tense. Knowing verb endings change depending upon the person they are referring to.	Working together to visually and orally present a verb in at least three different forms, with the appropriate pronoun.	Performing confidently and creatively, showing clear understanding of the range of pronouns and endings.
	Using appropriate verb endings for the person they are talking about. Building sentences with the correct verb form.	Working together to build a verb spinner and generate appropriate phrases.	Showing understanding of where different verbs could be used, looking for opportunities to bring in new vocabulary.
	Understanding that some verbs do not follow regular patterns. Conjugating the verbs 'to have' and 'to be'. Devising ways to practice new vocabulary with a partner.	Being able to recognise and recall different parts of verbs 'avoir' and 'être'	Sharing understanding about their language learning skills in developing a successful vocabulary teaching activity.
	Adapting a model to build and deliver a short presentation including choosing and using a range of action verbs.	Being able to create an original short text, correctly adapting a range of verbs to their appropriate form.	Showing greater ambition with their writing/performance. Being able to adapt the text by recycling and researching vocabulary as needed.
French speaking world	Knowing the points of the compass in French. Recalling and using number vocabulary to describe distance and focussing on accurate pronunciation.	Being able to recognise and respond to directions, and form directional phrases of their own.	Using clear and accurate pronunciation and a variety of directional and number phrases with confidence.
	Naming French speaking countries across the world. Reading and giving directions to locate a country and to match a description to a country or its symbol.	Being able to read and understand a range of sentences including directions.	Being able to use text and apply understanding to build their own sentences.
	Identifying features of countries in the French-speaking world. Asking and answering questions with full sentences, focussing on accurate pronunciation.	Forming full sentences to ask and answer questions as modelled orally. Show some understanding of national identity and beginning to consider stereotypes.	Easy manipulation of vocabulary and recognition of previously taught spelling patterns for accurate pronunciation. Challenging perceptions and stereotypes when identifying features of places.
	Using 'gisting' skills and recognising language of comparison. Interpreting information from a chart or graph to investigate climate data from the French-speaking world.	Being able to understand the statements with some idea of where to locate information from the graph/table.	Being able to formulate their own true/false statements.
	Asking and answering questions about different countries in the French-speaking world. Clearly presenting information and writing sentences to justify their opinions.	Using the prompts to ask and answer questions to complete information on the passport, seeking clarification if necessary.	Adapting intonation to distinguish questions and answers, with fluency in speaking.

YEAR SIX	Working towards/Learning intention (WT)	Secure understanding (SU)	Greater depth (GD)
French sport and the Olympics	Expressing an opinion, orally and in writing, about Learning the words in French for countries around	Confidently able to say the name of a sport and able Knowing where some of the countries are located in	Confidently able to say and accurately pronounce the Knowing where most of the countries are located in
	Conjugating the verb 'to go' and say I or someone else is going to a country. Labelling the countries in French and using prepositions correctly.	Able to use the correct form of 'aller' and the correct preposition in most cases in the written exercise.	Able to use the correct form of 'aller' and the correct preposition in most cases in the written exercise and were confident to make up their own sentences, using accurate pronunciation.
	Speaking recently learnt sports vocabulary with correct pronunciation and conjugating verbs with accuracy.	Showing good understanding and pronunciation of a majority of words about P.E. verbs and able to play the board game with some recall of the words and actions.	Showing great understanding and pronunciation of all of the words about P.E. verbs and playing the board game with real understanding of the actions and rules.
	Learning how to play the French game of pétanque and saying and writing phrases about the sports they do and don't like.	Showing good understanding and pronunciation of most words and phrases about sports and able to construct the simpler sentences about what sports they like and do not like.	Showing a strong understanding and pronunciation of all the words and phrases about all the sports explored so far and competent at constructing more complex sentences about what sport one person likes and another dislikes.
	Writing an interview article about the Olympic Games.	Ability to translate some of the translation text and able to write an interview article in French about their Olympic sport and visit to the Olympic Games using words and phrases from most sections of the Olympics writing frame.	Ability to translate most of the translation text and able to write a detailed interview article in French about their Olympic sport and visit to the Olympic Games using words and phrases from all the sections of the Olympics writing frame.
French football champions	Learning and exploring vocabulary using different techniques and developing strategies for recalling new vocabulary learned.	Trying two methods of memorising and learning at least four of the new words.	Trying all the methods of memorising and learning all the new words, using accurate pronunciation.
	Learning football related vocabulary and reading and decoding French football player profiles.	Learning and pronouncing most of the new words and remembering the vocabulary from the previous lesson; able to translate most of the player profiles.	Learning and pronouncing all the new words and remembering the vocabulary from the previous lesson; able to translate all or almost all of the player profiles.
	Using words and phrases to say from which place or country a person comes from, using both previously learnt and new vocabulary.	Recalling some familiar vocabulary words, and being able to construct the sentence, I come from [a place] in French.	Recalling all familiar vocabulary words, and able to construct the sentences I/he/she comes from [a place] with ease.
	Recalling vocabulary from the unit to compete in a vocabulary tournament	Understanding a majority of the comprehension questions based on the Unit of Football and showing some competence in answering these questions.	Understanding all of the comprehension questions based on the Unit of Football and showing confidence in answering these questions.
	Using knowledge and understanding of football related vocabulary and phrases to create a football player profile and using fluidity in intonation.	Following the rules of the game. Using techniques to recall vocabulary. Using their comprehension skills to identify information and create a new piece of	Being able to complete the first part of the player profile and the speech bubble introducing the player.

In my French house	Understanding and describing descriptions of different types of houses and rooms in French.	Understanding the different types of houses and their rooms in French as well as asking and answering questions using this vocabulary.	Creating their own description of their house and saying it out loud using accurate pronunciation.
	Using a writing frame to describe their house and who they live with in French.	Remembering and understanding the elements of a house and family and using a writing frame to create a written description of their house.	Writing a description of their house and incorporating new and descriptive vocabulary to make it sound interesting.
	Learning and using new vocabulary associated with items in a bedroom and beginning to use prepositions to describe the position of these items in the bedroom.	Labelling a bedroom and using the related vocabulary in simple sentences as well as starting to use prepositions.	Quickly picking up new vocabulary, including prepositions and using them accurately in increasingly complex sentences.
	Using prepositions accurately in writing and speech to describe the positions of objects in the bedroom.	Accurately using prepositions verbally as well as in written sentences.	Confidently using prepositions within sentences and extending these sentences using et (and).
	Writing a letter describing their home, who they live with and objects in their bedroom, using at least three prepositions.	Describing all the rooms in their house, using at least three prepositions accurately, describing where they live, with whom and including questions in their letter.	Using accurate vocabulary, including prepositions, to describe their home and adding descriptive vocabulary and conjunctions such as et (and) or mais (but) to extend their sentences.
Visiting a town in France	Creating a spoken description of their route to school, putting together phrases to describe the places they pass on route.	retelling a route to school accurately using picture and word cards. Some will be able to read aloud accurately and put together phrases to create their own description of their journey to school.	retelling a route to school accurately, creating their own description adding elements from the dictionary to improve their writing.
	Knowing and pronouncing the names of places in a town. Using preposition sentence openers to position places in a town. Understanding and speaking directions to a destination.	Answering the direction questions using the sheet as a prompt. Understanding most of the video.	Asking and answering directions, with little reference to the prompt sheet and understanding the video.
	Using role play to learn about travel to France. Using negative sentences accurately.	Putting modes of transport into a simple sentence, role playing using modes of transport and beginning to use negative sentences correctly.	Putting modes of transport into sentences correctly, confidently role playing modes of transport the role play, answering questions using positive and negative sentences.
	Expressing, justifying, understanding and agreeing/disagreeing with opinions and using connectives in their writing.	Learning to say and read places in a town and using a writing frame, to say whether they like to visit them and why.	Being able to work out the correct word order of a sentence, writing complex sentences about their preferences and showing understanding by using a bilingual dictionary to create their own sentences.
	Analysing and identifying key grammatical features of a text. Using the text as a model for their own writing to describe their village, town or city. Using a range of phrases to ask for clarification.	Identifying the grammatical elements of the text, understanding the gist of the text and using the text to write their own description.	Making a correlation between the English and French grammar - the similarities and the differences, understanding the text and writing their own description and using dictionaries or the internet to improve their writing.

Planning a French holiday	Using knowledge of countries and the future tense to describe where they go on holiday and why. Recognising present and near future tense in French.	Remembering the countries of the world in French and using this knowledge, and a writing model to create a complex sentence. Beginning to understand the present and future tense of aller in French.	Using previous knowledge of countries to write a complex sentence and translate it accurately. Knowing the present and future tense of aller.
	Using previous knowledge of countries and identifying the present and future tense to go 'aller', in reading and listening.	Able to identify the present and future tenses in reading and listening.	Reading and listening to identify the present and future tenses, knowing the different countries and confidently saying the verb aller.
	Using previous knowledge of clothing to describe packing their bags for a holiday.	Labelling the clothing correctly, speaking in sentences and writing a paragraph.	Labelling the clothing correctly and adding ideas of their own and adding new vocabulary to their writing.
	Reading and understanding a simple story, demonstrating comprehension through answering questions.	Reading the text with good pronunciation, beginning to understand the gist of the text.	Reading the text with accurate pronunciation, being able to translate the text simultaneously by the end of the lesson.
	Planning a holiday to France, knowing different ways to travel there. Navigating French accommodation websites and using computing skills to present their findings.	Finding out information from a range of websites, using the information to plan a holiday.	Find information to plan a holiday and present the information to a range of audiences.