

YEAR

	EYFS	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Listening Skills	<p>The three Prime ELGS of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>No Specific ELG links.</p>	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Speaking Skills		<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling.</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple opinions using familiar topics and vocabulary.</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>
Reading Skills		<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school).</p>
Writing Skills		<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary.</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p> <p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>

Grammar Skills		Start to understand the concept of gender (masculine and feminine) and how this is shown in the language being studied.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Become familiar with and begin to use the negative form . Begin to look at what a fully conjugated verb looks like.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Use the negative form, possessives and connectives . Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns . Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs . Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
-----------------------	--	--	---	--	---

COMPOSITES

- AT1 - Listen attentively to spoken language and show understanding by joining in and responding.
- AT2 - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- AT3 - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- AT4 - Speak in sentences, using familiar vocabulary, seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- AT5 - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- AT6 - Present ideas and information orally to a range of audiences.
- AT7 - Read carefully and show understanding of words, phrases and simple writing.
- AT8 - Appreciate stories, songs, poems and rhymes in the language.
- AT9 - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- AT10 - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- AT11 - Describe people, places, things and actions orally and in writing.
- AT12 - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these to build sentences; and how these differ from or are similar to English.

COMPONENTS

	1	2	3	4	5	End Point
	Can I use the various nouns and definite articles/determiners for my family members?	Can I use the possessive adjective 'my'?	Can I answer the question "As-tu des frères et sœurs?" (Do you have any brothers or sisters?)	Can I introduce my family members using 3 rd person singular?	Can I say how old my family members are?	End of Unit assessment Children will be able to complete the end of unit assessment successfully.

	CONCEPTS Link to concept map	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION	COMMUNICATION
	SKILLS	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Understand and express simple opinions using familiar topics and vocabulary. Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns.</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Understand and express simple opinions using familiar topics and vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Understand the concept of gender (masculine and feminine) and which article (definite or</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs from memory or using supported</p>	<p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). Write simple sentences and short paragraphs</p>

			(definite or indefinite) to use correctly with different nouns .	correctly with different nouns .	indefinite) to use correctly with different nouns .	written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.	from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Understand the concept of gender (masculine and feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.
	KNOWLEDGE	The various nouns and definite articles/determiners for family members.	The three possessive adjectives for 'my' (mon, ma, mes) and when to use them.	How to ask and answer the question "As-tu des frères et sœurs?" (Do you have any brothers or sisters?)	How to introduce family members by name (moving from 1st person singular, je m'appelle to 3rd person singular, [il/elle] s'appelle)	How to say and recognise numbers 1-70 (and 1-100 in the optional challenge section) in French	ALL KNOWLEDGE TAUGHT IN THIS UNIT

	LESSON LINK						
	PROGRESSIVE VOCABULARY	la famille, la mère, le père, la sœur, le frère, la grand-mère, le grand-père, l'oncle, la tante	Mon, ma, mes, mon père, ma mère, mon frère, ma sœur	je suis fils unique, je suis fille unique, j'ai un frère, j'ai deux frères, j'ai une sœur, j'ai deux sœurs	ma mère s'appelle, mon père s'appelle, je m'appelle, il s'appelle, elle s'appelle, ils s'appellent, elles s'appellent	j'ai sept ans, ma sœur a neuf ans, mon frère a huit ans	ALL VOCABULARY TAUGHT IN THIS UNIT
	CURRICULUM EXPERIENCES	Family meet and greet session.					
	END POINT	Pupils will learn how to say (with accurate pronunciation) and remember the nouns and the appropriate definite article for their family members in French.	Pupils will be introduced to possessive adjectives in French. They will be expected to understand that there are three words for 'my' in French and to know when to use each of these words	Pupils will learn how to ask and answer the question: 'Do you have any brothers or sisters?' in French. They will be expected to understand, that if they are an only child, their answer will vary depending on whether they are a boy or a girl. They will also learn/ be reminded of the changes that occur when nouns are written in the plural form.	Pupils will learn how to introduce their family members by saying what they are called.	Children will revise how to count up to 70 in French (with the opportunity of continuing to 100) in order for them to say how old their family members are.	Children will introduce their family members (factual or fictitious) by saying what their names are and how old they are. They will continue to work with numbers (with the opportunity of reaching 100) to enable them to say the age of various family members. They will also understand the concept of possessive adjectives (mon, ma and mes) in relation to family members. Children begin to present and speak French in front of others.

BIRCHINGTON



CHURCH OF ENGLAND PRIMARY