



## How our French curriculum is constructed

Our **'progression'** details how our pupils learn the National Curriculum content. Each objective in our progression document requires pupils to master key skills and techniques in order to understand the significance of the knowledge they have learned and can remember, some people call this **'disciplinary knowledge'**, and the language and skills are sequentially introduced.

**'Overview'** details what is taught and when.

The progression document and our skills and techniques are sequenced small building blocks to enable children to achieve our **'key objectives' (end points)** we have decided as crucial to meeting the expected standard in each subject by the end of each academic year.

Our medium term planning identifies the **'sticky knowledge'**, what some people call **'substantive knowledge'**, and this is the body of knowledge we have selected as being of value for our children to know and remember. The sticky knowledge is sequenced and builds on relevant previous learning and supports future relevant learning.

## French Progression

Year Group	FSU	1	2	3	4	5	6
	<i>Explorers</i>	Gatherers		Explainers		Evaluators	
Listening (1)	Listening to each other and adults saying hello.	Incidental following a few basic instructions in French eg silence, asseyez vous	Understand a few spoken words/phrases: -Teacher's instructions -Days of the week -A few words in song -Colours -Numbers 0-12	Understand a range of familiar spoken phrases: -Myself, family & school -Numbers 13-31  Respond to a clear model of language	Understand main points from spoken language passage from familiar language: -Short rhyme or songs -Weather forecast -Numbers 32-50	Understand main points & some detail from short spoken passage: -describing people's what people are wearing -an announcement	

Speaking (2)	Children can say hello in a range of languages.	Incidental basic greetings eg bonjour, au revoir, merci.and answering of the reister	Say/repeat a few simple words & phrases: -greetings  Know single letter sound pronunciation  Imitate correct pronunciation with some success	Answer simple questions & give basic info: -about the weather -brothers & sisters -pets  Show awareness of sound patterns  Be clearly understood	Ask & answer simple questions: -food likes -hobbies/interests  Pronounce letter strings	Take part in a simple conversation Express an opinion  Pronounce range of letter strings  Begin understanding how accents change sounds  Substitute vocab to vary questions & statements  More accurate pronunciation & developing intonation
Reading (3)			Recognise & read out a few familiar words or phrases: -from stories & rhymes -labels on familiar objects -the date  Use visual clues to help reading	Understand some familiar written phrases: -simple weather phrases -basic animal descriptions	Understand main point/s in short written text: -simple postcard/email  Match sound to print by reading aloud familiar words/phrases  Use a book or glossary to find word meanings	Understand the main points & some detail from short written text  Begin to read independently  Use bilingual dictionary to look up new words
Writing (4)		- -	Write or copy simple words/symbols correctly: -personal info (eg age) -numbers -colours -names of fruit	Write 1 or 2 short sentences with support (eg a model or cloze): -describe animals -introduce family  Begin to spell commonly used words correctly	Write a few short sentences with support using already learnt -describe planets -simple note/message -hobbies  b) Spell words that are readily understandable	Write a short text on familiar topic, adapting language already learnt  Spell commonly used words correctly

Intercultural Understanding (5)	a) ELG: They know about similarities and differences between themselves and others, and among families, communities and traditions.		Understand & respect people/places in the world are different to me & where I live  Understand that people speak a different language to my own	Identify similarities & differences in my culture to another  Talk about celebrations in other cultures & know about daily life in countries different to mine (eg Easter)	Respect & understand cultural diversity  Understand how symbols, objects & pictures can represent a country	Talk about, discuss & present info about a particular country's culture  Begin to understand more complex issues which affect countries in the world today	
Vocab		Bonjour Merci	Bonjour, Au Revoir, Merci	Simple greetings 11 colours 12 foods Days of the week	Parts of the body Zoo animals Members of the family Basic weather expressions	Shops Planets Breakfast foods Seasons More weather expressions	Some occupations Phrases needed when playing a game Different types of accommodation

## French Key Curriculum Overview

	FSU	Y1	Y2	Y3	Y4	Y5	Y6
Autumn 1					Pets	Hobbies	Clothing
Autumn 2					Family Christmas	Numbers 31-50	Phrases for playing a game
Spring 1				Conversation, culture and phonics	Weather numbers 21--30	Food likes and dislikes	
Spring 2				Numbers 0-20 Colours Months and days of the week	Parts of Body Easter	Weather forecast	

Summer 1				Food French songs			Occupations
Summer 2				Fruit Nursery rhymes			Accommodation

## French 'Sticky' (substantive) Knowledge and Key Objectives (end points)

Year 3	<p>By the end of Year 3 our young linguists are developing into explainers by demonstrating increasing ability to listen and speak basic French and beginning to write simple sentences in French:</p> <ol style="list-style-type: none"> <li>1. Understand- basic conversational questions and numbers to 20</li> <li>2. Speak- introduce oneself name, age, birthday, what food they like and where they live</li> <li>3. Write- j'ai, je suis j'aime je n'aime pas</li> </ol>
Year 4	<p>By the end of Year 4 our young linguists are secure explainers by demonstrating increasing ability to listen and speak basic French and writing simple sentences in French in a wider range of contexts:</p> <ol style="list-style-type: none"> <li>1. Understand - numbers to 30, descriptions of family and pets, when someone says what the weather is like and what part of body is being named</li> <li>2. Speak - say what family and pets they have, more detailed descriptions of themselves and pets using qualifiers</li> <li>3. Write - introductory speech about themselves including details from year 3 and new vocabulary from year 4 (pets and family)</li> </ol>
Year 5	<p>By the end of Year 5 our young linguists are developing into <i>evaluators</i> by demonstrating increasing ability to listen and speak French and write more complex sentences in French:</p> <ol style="list-style-type: none"> <li>1. Understand - when someone asks what hobbies they have and numbers to 50,</li> <li>2. Speak - respond by saying what hobbies they do have and describe the weather</li> <li>3. Write - what foods they like and dislike</li> </ol>
Year 6	<p>By the end of Year 6 our young linguists are secure evaluators by demonstrating increasing ability to listen and speak French and write more complex sentences in French in a wider range of contexts:</p> <ol style="list-style-type: none"> <li>1. Understand - phrases for playing a game</li> <li>2. Speak - say what type of accommodation they live in</li> <li>3. Write - more accurate descriptions of themselves including clothing and what job they might like.</li> </ol>