

Area of learning Phonics	
National Curriculum Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>
Grammar	
Terminology	<p>Adverb Comparative adjectives Metaphor Compound nouns Compound sentences Infinitive Conjugation Future tense Irregular verbs Second verb infinitiv</p>
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	<ul style="list-style-type: none"> • To know that there are compound nouns in French e.g. • mon grand-père, • mes grand-parents. • To know whether to use the pronouns il 'he' or elle 'she' when describing • someone.
Feminine and masculine forms: Adjectives (position and agreement)	<ul style="list-style-type: none"> • To know that adjectives must agree with the gender and number of the noun being described. • To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison. • To know that partitive articles describe where something is placed: le livre est à côté du stylo. • To know a range of prepositions to describe the position of objects or places

<p>Verbs (including conjugation and negation)</p>	<ul style="list-style-type: none"> • To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. • To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. • J'ai dix ans - I am ten years old. • Il a faim - He is hungry. • To know that some verbs are irregular. • To know that compound sentences join two simple sentences together using connectives such as et and mais. • To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). • To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). • To conjugate the verbs aller, jouer and faire. • To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. • To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn). • To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.
<p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<ul style="list-style-type: none"> • To know that there is no possessive apostrophe in French. • To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets-trainers. • To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.

	<ul style="list-style-type: none"> • To understand that words in French and English will not always have a direct equivalent in the other language. • To know that parce que and/or car (because) can be used to extend a sentence and give a justification.
Language comprehension- Listening and reading	
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and inferring information from audio passages using language detective skills
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language.	Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary
Language production - Speaking and writing	
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Beginning to use conversational phrases for purposeful dialogue. Planning, asking and answering questions. Developing extended sentences to justify a fact or opinion
Speak in sentences, using familiar vocabulary, phrases	Rehearsing and recycling extended sentences orally.

and basic language structures.	<p>Speaking in full sentences using known vocabulary.</p> <p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency</p>
Present ideas and information orally to a range of audiences.	<p>Creating and presenting a dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<p>Adapting model sentences to express different ideas.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p>
Use familiar vocabulary in phrases and simple writing.	<p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.</p> <p>Constructing a short text on a familiar topic.</p>
Describe people, places and things and actions orally and in writing.	<p>Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using adapted phrases to describe an object, person or place.</p> <p>Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.</p> <p>Using a wide range of descriptive words and phrases independently.</p>
Cultural Awareness	
Skills	<p>Identifying key geographical features of countries in the French-speaking world.</p> <p>Analysing climate data for some French-speaking countries.</p>

	<p>Playing the traditional French game of la pétanque.</p> <p>Researching information about the French cycle race la Tour de France.</p> <p>Comparing sporting activities in France and the UK.</p>
Knowledge	<p>To know that French is spoken in different countries around the world.</p> <p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p> <p>To know the rules for playing French bowls.</p> <p>To know how the maillot jaune is awarded during the Tour de France race.</p> <p>To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.</p>