



## French Curriculum Overview

'Working together to achieve success'



	Unit 1	Unit 2	Unit 3
Y3	Getting to know you	All about me	Food Glorious Food
Y4	Time	All Around Town	On the Move
Y5	Going Shopping	What's the Time	All About Ourselves
Y6	That's Tasty	Family and Friends	School Life

See unit French Unit Overview document for unit outcomes by strand.



National Curriculum		Year 3	Year 4	Year 5	Year 6
<b>Speaking</b>	<ul style="list-style-type: none"> <li>Children listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</li> <li>Children present ideas and information orally to a range of audiences.</li> <li>Children describe people, places, things and actions orally.</li> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> </ul>	Speak with increasing confidence, imitating pronunciation and intonation.	Speak with increased confidence.	Speak with increasing confidence and fluency.	Speak with increased confidence and fluency.
	Use single words including nouns and actions.	Use single words, sentences or phrases to perform simple tasks	Give prepared conversation	Prepare short presentation	
	Repeat modelled words and short phrases.  Say a simple phrase that may include an adjective.	Say one or two short sentences that may contain an adjective.  Present a simple rehearsed statement using familiar, rehearsed language.	Say a longer sentence using familiar language using a language scaffold.  Present a range of ideas and information, using prompts.	Converse briefly without prompts.  Present a range of ideas and information, without prompts.  Vary language and produce extended responses using several sentences using a language scaffold.  Use a wider range of descriptive language in their descriptions of people, places, things and actions	
	Ask a simple and familiar question and respond with a simple rehearsed response.	Use familiar language to say a short sentence using a language scaffold.	Ask and answer more complex questions with a scaffold of responses.	Engage in a short conversation using a range of simple, familiar questions	
	Identify individual sounds in words and pronounce accurately when modelled.	Show awareness of accent, elisions and silent letters; begin to pronounce words accordingly.	Appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words.  Start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.	Pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.	
	-	Adapt intonation to ask questions or give instructions	Adapt intonation, for example to mark questions and exclamations.	Adapt intonation, for example to mark questions and exclamations.	
	-	Express simple opinions.	Express simple opinions and begin to give reasons.	Express a wider range of opinions and give reasons.	



	National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>Children listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> </ul>	Understand simple instructions.	Show understanding by joining in and responding.	Follow short text, listening and reading.	Understand more complex phrases and sentences.
		Listen and show understanding of single words.	Listen and show understanding of short phrases.	Listen and show understanding of a simple sentence using familiar vocabulary.	Listen and show understanding of the main points from a short paragraph.
		Listen and identify specific words in songs and rhymes and demonstrate understanding.	Listen and identify specific phrases in songs and rhymes and demonstrate understanding.	Listen and identify rhyming words and specific sounds in songs and rhymes.  Follow the text of familiar songs and rhymes, identifying the meaning of words.	Read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
		Recognise a familiar question.	Follow short familiar text, listening and reading.  Listen for specific words and phrases.	Listen for gist.	Pick out main details from conversation, story or passage.
<b>Reading</b>	<ul style="list-style-type: none"> <li>Children read carefully and show understanding of words, phrases and simple writing.</li> <li>Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.</li> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> </ul>	Read and show understanding of familiar words.	Read and show understanding of simple phrases and sentences containing familiar words.	Read and show understanding of simple sentences containing familiar and some unfamiliar language.	Read and understand the main points from short, written material.
		Appreciate stories, songs and poems.	Apply new phonic knowledge to decode words.	Apply new phonic knowledge to decode sentences.	Apply new phonic knowledge to decode text.
		Recognise some familiar written words.	Follow short familiar text.	Follow a short unfamiliar text.	Follow a short unfamiliar text.
		Make links between some phonemes and spellings.	Read and pronounce accurately some familiar words.	Read and pronounce accurately some familiar phrases.	Read and pronounce accurately some familiar sentences.
		-	Make links with English or known language to work out the meaning of new words.	Use a range of strategies to work out the meaning of new words.  Use dictionary.	Use dictionary with accuracy



	National Curriculum	Year 3	Year 4	Year 5	Year 6
<b>Writing</b>	<ul style="list-style-type: none"> <li>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>Children describe people, places, things and actions in writing.</li> <li>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>Children appreciate stories, songs, poems and rhymes in the language.</li> </ul>	Experiment with writing of single words and simple words and phrases using a model.	Write phrases and short sentences using reference and/or model and word bank.	Write words, phrases and sentences using reference and/or model and word bank.	Write with increasing accuracy and at varying length using familiar vocabulary and phrases
		Write single familiar words from memory.	Write familiar short phrases from memory.	Write a simple sentence from memory using familiar language.	Write a several sentences from memory using familiar language.
		Copy simple descriptive language.	Begin to use adjectives to describe.	Use adjectives within sentences.	Use a wider range of descriptive language.
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Children 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, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	Show awareness of: <ul style="list-style-type: none"> <li>Nouns</li> <li>Gender</li> <li>Singular and plural</li> <li>Definite and indefinite article</li> <li>Personal pronouns</li> <li>question words.</li> </ul>	Develop awareness of: <ul style="list-style-type: none"> <li>Nouns</li> <li>Gender</li> <li>Singular and Plural</li> <li>Definite and Indefinite article.</li> <li>Personal pronouns (I, you)               <ul style="list-style-type: none"> <li>Question words</li> <li>Word order.</li> </ul> </li> </ul>	Build on previous knowledge with increased awareness and accuracy, and extending knowledge of personal pronouns.  Recognise the definite articles: la, le, l' and les and the link to gender.  Use the articles du/de la/de l'/des when talking about more than one.	Use varying personal pronouns and correct sentence structure  Alter nouns and adjectives depending on gender and singular/ plural.
		Understand position of adjectives.	Understand position of adjectives and use adjectives and adverbs.	Awareness of adjectival agreement, verb endings, à/de + definite article.	Use of adjectival agreement, correct verb endings, à/de + definite article.
		Recognise verbs.	Recognise different forms of same verb.	Use of prepositions.	Verbal phrases to talk about yesterday or tomorrow.