



French

National Curriculum Expectations

The national curriculum for languages aims to ensure that all pupils:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Pupils should be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing. 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.



Skills Progression

In KS1, linguists can...

- understand that different languages are spoken around the world.
- listen with care and attempt to pick out key words and phrases.
- repeat words and phrases.
- respond to basic questions and instructions.
- listen to stories, songs and rhymes joining in using actions and possibly some words.
- recognise simple words and be able to read these aloud using visual prompts if needed.
- understand that different languages are spoken around the world and the fact that there are similarities and differences between countries.

In Year 3, linguists can...

- listen and show understanding of single words through physical response
- listen and identify rhyming words and particular sounds in songs and rhymes
- recognise a familiar question and respond with a simple rehearsed response
- name objects and actions and link words with a connective in a simple rehearsed statement
- join in with actions to accompany familiar songs, stories and rhymes and say some of the words
- using the knowledge of the sound of some letter strings, read aloud or say individual familiar words
- read and show understanding of familiar single words
- identify and use strategies for memorising new vocabulary
- write and say simple familiar words to describe people, places, things and actions using a model
- write single familiar words from memory with understandable accuracy
- name a noun, adjective, verb, pronoun, conjunction in the language being studied
- use the 1st and 2nd person pronouns with a regular verb

In Year 4, linguists can...

- listen and show understanding of short phrases through physical response
- listen and demonstrate understanding of words in songs and rhymes
- ask and answer several simple and familiar questions with a rehearsed response



- use familiar vocabulary to say simple sentences to give information using a language scaffold
- join in with the words of a rhymes, song or story sometimes from memory
- read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules
- read and show understanding of simple familiar phrases and short sentences
- use a bi-lingual dictionary to find the meaning of a word or its translation
- write and say a simple phrase to describe people, places, things and actions using a language scaffold
- write simple familiar short phrases from memory with understandable accuracy
- use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural
- demonstrate understanding of the position of the majority of adjectives

In Year 5, linguists can...

- listen and show understanding of more complex familiar phrases and sentences
- follow the text of familiar rhymes and songs identifying the meaning of the words
- ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
- use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- follow the simple text of a familiar song or story and sing or read aloud
- read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
- read and show understanding of a complex sentence using familiar language
- use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- write and say a more complex sentence to describe people, places, things and actions using a language scaffold
- write a familiar complex sentences from memory with understandable accuracy
- apply the rules of the agreement of adjectives in the singular and plural with some accuracy
- produce positive and negative sentences with high frequency verbs and pronouns

In Year 6, linguists can...

- listen and show understanding of more complex sentences containing familiar and unfamiliar words
- read aloud the text of familiar rhymes and songs
- engage in a short conversation using familiar questions and express opinions
- manipulate familiar language to present own ideas and information in more complex sentences
- understand the gist of an unfamiliar text using some familiar language



- pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules
- read and show understanding of a series of complex sentences using familiar language
- decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary
- write and say a complex sentence manipulating familiar language, using a dictionary for new language
- write complex sentences from memory manipulating familiar vocabulary with understandable accuracy
- use the correct form of the definite article in singular and plural sentences
- apply all grammatical knowledge learnt to build complex sentences

KS1

KS1 lessons will be centred around songs, stories and rhymes. The lessons will foster an interest in learning another language and introduce young learners to a different language environment that is enjoyable and fun. The children will be shown how the structure of languages can be different and will be introduced to cultural similarities and differences.

French lessons in KS1 will give the children a basic grounding in French and the children will be introduced to reading, listening, speaking and writing in the language, but in an age appropriate way.

Stories	Songs	Rhymes
La chasse à l'ours Les quatres amis La chenille qui fait des trous	L'arc en ciel Le vieux McDonald a une ferme	Ils sont dix dans le lit



KS2

KS2 lessons will be taught using Sue Cave's scheme.

Other Resources

Websites:

Lightbulb Languages

Rachel Hawkes Resources

Twinkl

Songbooks:

Singing French

Les Pétites Étoiles