

## National Curriculum French (Modern Foreign Languages) – Coverage

Breadth of study	Y3	Y4	Y5	Y6
<b>Coverage</b>	<p>Greetings name age Numbers 0-30 Age</p> <p>Classroom - instructions Register - bonjour</p> <p>Names</p> <p>Colours</p> <p>Fruit and other foods items</p> <p>Days of the week Months of the year</p> <p>Express likes/dislikes- food</p> <p>Dictionaries - finding words</p> <p>Nativity Play</p> <p>Easter Theme- making pancake - food vocab - cultural</p>	<p>Greetings name age Family</p> <p>Numbers 0-30 consolidating</p> <p>Classroom - instructions Register - bonjour</p> <p>Adjectives Colours- Animals Own pets Zoo Animals Body Parts - silly monsters with colours</p> <p>Revision days/ months</p> <p>Expressing likes/dislikes- animals - hobbies Hobbies</p> <p>Dictionary skills- adjectives</p> <p>Christmas Theme - Short drama</p> <p>French Songs- warm up CD</p> <p>Weather- hot and cold -clothing - quantifier - tres and un peu</p> <p>French Story- "Enormous Turnip"</p> <p>Ways of travelling- holidays- map of France- cultural - airport</p>	<p>Greetings where they live- family</p> <p>Numbers - multiplies of 10 - 100</p> <p>Classroom - instructions Register - bonjour</p> <p>Family- colour eyes/hair etc - size adjectives</p> <p>Revision of days and months - birthday - converting dates</p> <p>Food café phrases money - likes and dislikes Breakfast Balanced meal French dessert Sports/hobbies</p> <p>Dictionaries - list of words - finding word groups mas/fem</p> <p>Christmas theme - short play</p> <p>French songs - CD</p> <p>Weather - towns - report - seasons</p> <p>Enville- places - directions- compass 4 points</p>	<p>Greetings etc</p> <p>Numbers consolidate - dates -birthdays</p> <p>Recap of vocabulary for family members- their birthdays</p> <p>Classroom objects Classroom - instructions Classroom routines - answering the register, asking for classroom objects, following instructions etc. Adjectives</p> <p>Clothing-Revision of colours - weather</p> <p>Shopping - conversation - likes and dislikes - how much?</p> <p>Dictionary skills</p> <p>Christmas carol (yr 5 plans )</p> <p>French songs - CD</p> <p>Weather - writing a weather report, and researching climate.- directions eg south west (mais) 8 points</p> <p>Ways of travelling -transport -holiday plans - cultural Plan, research and present information about a holiday destination.</p> <p>Recap of the verb être (to be)</p>
<b>Grammar</b>  <i>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter</i>	<p>Recognize masculine and feminine noun - le/la Recognize simple plural - adding s Using 1st person - je j'ai Determiners - de la, du, des Adjectives in phrases Ne pas - not Et Est- is</p>	<p>Quantifiers - assez, tres</p> <p>Verbs - être (to be) Il est Elle est</p> <p>Adjectives Grand, petit, gentil, rigolo, feroce Possessive adjectives - mon, ma Verb- avoir</p>	<p>First/third person je, il, elle, ils elles Adjectives agreement with noun eg. Le chien brun Conjunctions- mais-but, et -and, parce que - because</p> <p>il y a- there is/are Future tense - je vais Comparisons- plus que- more than</p>	<p>Preposiitons- sur - on/ above Sous- under</p> <p>Future On va aller , prendre</p>

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<p>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.</p>				
<p style="text-align: center;"><b>Listening</b></p> <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>	<p><b>Listen and respond</b> to simple rhymes, stories and songs. For example nursery rhymes or portions of simple fairy tales.</p> <p><b>Recognise and respond</b> to sound patterns and words such as common and often repeated words and phrases.</p> <p><b>Listen attentively and understand:</b> teacher's instructions; days of the week; a few words in a song; colours Numbers, praise words.</p>	<p><b>Listen and recognize</b> specific words and phrases e.g. basic instructions.</p> <p><b>Understand a range of familiar spoken phrases</b> - e.g. basic phrases concerning self, family and school.</p> <p><b>Respond</b> to a clear model of language.</p>	<p><b>Understand</b> basic opinions.</p> <p><b>Understand the main points from a spoken passage</b> made up of familiar language - e.g. short rhyme or song, basic telephone message, weather forecast.</p>	<p><b>Understand the main points</b> and simple opinions in a spoken stories, songs and passages.</p> <p><b>Understand the main points and some of the detail</b> from a short spoken passage - e.g. sentences describing what people are wearing; an announcement; sentences describing opinions.</p>
<p style="text-align: center;"><b>Speaking</b></p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people, places, things and actions orally* and in writing</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Present ideas and information orally to a range of audiences</p>	<p><b>Say or repeat</b> a few words and short simple phrases e.g. what the weather is like, naming classroom objects, colours of objects</p> <p><b>Join in</b> with simple nursery rhymes and songs.</p> <p><b>Pronounce</b> some single letter sounds e.g. vowels and some common consonants.</p> <p><b>Imitate</b> correct pronunciation with some success.</p>	<p><b>Memorise and present</b> a short spoken text containing basic information e.g. about family, pets, age, colour, common classroom objects..</p> <p><b>Ask and answer</b> simple questions and give basic information - e.g. about the weather, family, age, pets, colours, numbers.</p> <p><b>Pronounce</b> all single letter sounds.</p> <p><b>Demonstrate</b> an awareness of sound patterns.</p> <p><b>Be clearly understood.</b></p>	<p><b>Understand and express</b> simple opinions e.g. like, do not like.</p> <p><b>Ask and answer</b> simple questions- e.g. asking part in an interview/survey about pets/favourite food, talking to a friend about hobbies.</p> <p><b>Participate</b> in a simple conversation, re-using familiar vocabulary.</p> <p><b>Discuss</b> personal interests.</p> <p><b>Pronounce</b> some letter strings.</p>	<p><b>Participate</b> in a simple conversation.</p> <p><b>Express</b> an opinion e.g. like, love, enjoy.</p> <p><b>Pronounce</b> a range of letter strings.</p> <p><b>Understand</b> how accents change letter sounds.</p> <p><b>Substitute</b> items of vocabulary to vary questions or statements.</p> <p><b>Pronounce words accurately and begin to develop</b> intonation.</p>
<p style="text-align: center;"><b>Reading</b></p>	<p><b>Recognise and read</b> a few familiar words</p>	<p><b>Read</b> some familiar words and phrases aloud and <b>pronounce</b> them accurately.</p>	<p><b>Understand</b> the main points from a short written</p>	<p><b>Understand the main points and some of the detail</b> from</p>

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<p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>or phrases - e.g. from stories and rhymes, labels on familiar objects, the date.</p> <p><b>Use visual clues</b> to help with reading.</p> <p><b>Make links</b> between some phonemes, rhymes and spellings.- find words similar to English</p>	<p><b>Understand</b> some familiar written phrases - e.g. simple weather phrases, basic descriptions of objects, references to family and pets.</p>	<p>text e.g. simple messages on a postcard / in an email.</p> <p><b>Match sound to print</b> by reading aloud familiar words and phrases.</p> <p><b>Use</b> a book or glossary to find out the meanings of new words.</p>	<p>a short written text.</p> <p><b>Begin to read</b> independently.</p> <p><b>Match sound to print</b> by reading aloud sentences.</p> <p><b>Identify</b> different text types.</p> <p><b>Use</b> a bilingual dictionary to look up new words.</p>
<p style="text-align: center;"><b>Writing</b></p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p><b>Experiment</b> with the writing of simple words.</p> <p><b>Write or copy</b> simple words and phrases and/or symbols correctly - e.g. personal information such as age, numbers, colours, objects.</p> <p><b>Select</b> appropriate words to complete short phrases or sentences.</p>	<p><b>Write</b> one or two short sentences with support e.g. a model or fill in the words on a simple form - e.g. shopping list, holiday greetings by email / postcard.</p> <p>Adding adjectives to expand sentences</p> <p><b>Begin to spell</b> some commonly used words correctly e.g colours, common objects, numbers.</p>	<p><b>Write</b> a few short sentences with support using words already learnt - e.g. postcard, simple note or message, identity card.</p> <p>Begin to use conjunctions</p> <p><b>Spell</b> words that are readily understandable.</p>	<p><b>Write</b> a short text on a familiar topic, adapting language already learnt e.g. self, hobbies, interests, basic descriptions.</p> <p>Use conjunctions to explain their reasoning</p> <p><b>Spell</b> commonly used words correctly.</p>
<p style="text-align: center;"><b>Intercultural Understanding and Diversity</b></p>	<p><b>Understand</b> that different languages may be spoken by children in the school. <b>Use French names</b></p> <p><b>Locate</b> a country/countries where a given language is spoken</p> <p><b>Identify</b> social conventions at home and in other cultures</p> <p><b>Understand and respect</b> that there are people and places in the world that are different to my culture. Family structures (same sex, single parents, mixed race etc.)</p>	<p><b>Identify similarities and differences</b> in my culture to that of another.</p> <p><b>Begin to compare</b> traditional stories, songs and nursery rhymes. <b>Use French names - cities and towns</b></p> <p><b>Discuss</b> celebrations in other cultures and <b>identify</b> aspects of daily life in other countries that are different to my own.</p> <p><b>Compare</b> these aspects of daily life to my own.</p> <p><b>Begin to compare</b> traditional stories, songs and nursery rhymes.</p>	<p><b>Respect and understand</b> cultural diversity. Images of different people in sport-disability and colour Weather presenters.</p> <p><b>Understand</b> how symbols, objects and pictures can represent a country. <b>Sports teams</b></p> <p><b>Recognise similarities and differences</b> between two or more cultures/countries.</p> <p><b>Compare</b> symbols, objects or products which represent their own culture with those of another country</p>	<p><b>Begin to compare</b> cultural attitudes towards aspects of everyday life.</p> <p><b>Discuss and present</b> information about a particular country's culture.</p> <p><b>Begin to understand</b> more complex issues which affect countries in the world today for example poverty, famine, religion and war.</p>

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				<p>and/or symbols correctly - e.g. personal information such as age, numbers, colours, objects.</p> <p><b>Select</b> appropriate words to complete short phrases or sentences.</p>	<p>list, holiday greetings by email / postcard.</p> <p>Adding adjectives to expand sentences</p> <p><b>Begin to spell</b> some commonly used words correctly e.g. colours, common objects, numbers.</p>	<p>message, identity card.</p> <p>Begin to use conjunctions</p> <p><b>Spell</b> words that are readily understandable.</p>	<p>descriptions.</p> <p>Use conjunctions to explain their reasoning</p> <p><b>Spell</b> commonly used words correctly.</p>
<p><b>Intercultural Understanding and Diversity</b></p>	<p><b>Demonstrate</b> awareness of similarities and differences between myself and others.</p> <p><b>Demonstrate</b> awareness of similarities and differences among families, communities and traditions.</p> <p><b>Demonstrate</b> awareness of similarities and differences in relation to places.</p>	<p><b>Demonstrate basic understanding</b> that different countries or cultures may speak different languages.</p> <p><b>Demonstrate basic understanding</b> that different cultures may have different traditions.</p>	<p><b>Understand</b> that some people speak a different language to my own.</p> <p><b>Gain</b> a broad and basic understanding of conventions in different cultures.</p>	<p><b>Understand</b> that different languages may be spoken by children in the school.</p> <p><b>Use French names</b></p> <p><b>Locate</b> a country/countries where a given language is spoken</p> <p><b>Identify</b> social conventions at home and in other cultures</p> <p><b>Understand and respect</b> that there are people and places in the world that are different to my culture. Family structures (same sex, single parents, mixed race etc.)</p>	<p><b>Identify similarities and differences</b> in my culture to that of another.</p> <p><b>Begin to compare</b> traditional stories, songs and nursery rhymes.</p> <p><b>Use French names - cities and towns</b></p> <p><b>Discuss</b> celebrations in other cultures and <b>identify</b> aspects of daily life in other countries that are different to my own.</p> <p><b>Compare</b> these aspects of daily life to my own.</p> <p><b>Begin to compare</b> traditional stories, songs and nursery rhymes.</p>	<p><b>Respect and understand</b> cultural diversity.</p> <p>Images of different people in sport- disability and colour Weather presenters.</p> <p><b>Understand</b> how symbols, objects and pictures can represent a country.</p> <p><b>Sports teams</b></p> <p><b>Recognise similarities and differences</b> between two or more cultures/countries.</p> <p><b>Compare</b> symbols, objects or products which represent their own culture with those of another country</p>	<p><b>Begin to compare</b> cultural attitudes towards aspects of everyday life.</p> <p><b>Discuss and present</b> information about a particular country's culture.</p> <p><b>Begin to understand</b> more complex issues which affect countries in the world today for example poverty, famine, religion and war.</p>