



Grange Primary Academy

The best in everyone™

Part of United Learning

MFL (French) End of Year Expectations 2022-2023

Overview: Whole School

	Year 3	Year 4	Year 5	Year 6
Autumn	<div>Phonetics</div> <div>I'm Learning French</div> <div>Animals</div>	<div>Phonetics</div> <div>Fruits</div> <div>Vegetables</div>	<div>Phonetics</div> <div>Selection of core vocab lessons</div> <div>Vegetables</div>	<div>Phonetics</div> <div>Selection of core vocab lessons</div> <div>Presenting myself</div>
Spring	<div>Musical Instruments</div> <div>Fruits</div>	<div>Ancient Britain</div> <div>Presenting myself</div>	<div>Presenting myself</div> <div>Family</div>	<div>Do you have a pet?</div> <div>The weather</div>
Summer	<div>Ancient Britain</div> <div>I Can</div>	<div>The Classroom</div> <div>House</div>	<div>The Romans</div> <div>Clothes</div>	<div>House</div> <div>School</div>

Overview National Curriculum expectations

	Speaking skills	Listening Skills	Reading Skills	Writing	Grammar & Vocabulary
NC	<ul style="list-style-type: none"> 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 describe people, places, things and actions orally and in writing 	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> read carefully and show understanding of words, phrases and simple writing 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 	<ul style="list-style-type: none"> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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.
Y3	<ul style="list-style-type: none"> Pupils start to speak in the foreign language and work on building up their memory skills. Pupils will repeat & then recall from memory with good pronunciation and high accuracy a variety of nouns & articles (approx. 5 per lesson) from topics such as 'Animals', 'Musical Instruments', 'Fruits', 'Vegetables', 'Shapes', 'Ice-Creams' etc. Pupils will also build up a bank of core vocabulary that they can relate to and re-use in the foreign language, thus helping develop their memory and retention skills so pupils can retain and recall the vocabulary taught in the long term. 	<ul style="list-style-type: none"> Pupils are taught to understand very short passages of spoken language that they hear. The language they hear is based on the language they have been taught during the lesson so they are not exposed to any language that they will be unfamiliar with. They will learn to match the language they hear to images and/or words that they have been taught in their lessons. 	<ul style="list-style-type: none"> Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text they are presented with. 	<ul style="list-style-type: none"> Pupils start to develop their writing skills in the foreign language by filling in missing letters with relative accuracy for vocabulary taught. 	<ul style="list-style-type: none"> To understand the concept of gender. To start to understand the concept of nouns and articles.

Y4	<ul style="list-style-type: none"> Pupils build up a larger bank of spoken vocabulary. Pupil memory skills are more developed so the quantity of nouns that can be taught in a lesson with the expectation pupils will be able to recall and re-use them can be increased. Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. 	<ul style="list-style-type: none"> Pupils now learn to listen for longer periods of time. They begin to understand very short passages of spoken language, based on taught language with more new language weaved in. 	<ul style="list-style-type: none"> Pupils move on to reading short passages of text based on the units they are studying. They will be able to understand most of what they read. 	<ul style="list-style-type: none"> Pupil will now be able to start writing full sentences with increased ease and improved accuracy. The sentences will be based on language and vocabulary taught. Sentences will include the correct use nouns, articles and verbs. 	<ul style="list-style-type: none"> To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun.
Y5	<ul style="list-style-type: none"> Nouns will always be taught with the appropriate definite, indefinite and/or partitive articles. Pupils will be able to recall and recycle more spoken target language easier, more quickly and with greater accuracy. 	<ul style="list-style-type: none"> Pupils are expected to use and understand better what they hear to complete the tasks set. 	<ul style="list-style-type: none"> They will learn how to decode passages of text they are presented with by finding the language they are familiar with, applying their knowledge to language they are less familiar with and learning to use a dictionary to understand language that is new to them. 	<ul style="list-style-type: none"> Pupils are expected to have developed their writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. 	<ul style="list-style-type: none"> To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”. To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don’t have. In my pencil there is. In my pencil case there is not. To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.
Y6	<ul style="list-style-type: none"> Pupils develop spoken fluency further by increasing the amount of language they attempt to use and focus on the accuracy of their pronunciation. We move away from simply learning lists of nouns and articles in lessons so that the bank of known language is much larger and more sophisticated. 	<ul style="list-style-type: none"> Pupils now learn to listen for much longer periods of time and more frequently during lessons. They are taught to understand longer, more complex passages of spoken language that is based on taught language with much more new and unfamiliar language weaved in. Pupils are expected to use and understanding better what they 	<ul style="list-style-type: none"> Pupils read longer, more authentic passages of text. The units taught contain longer passages of text with more unfamiliar language and covering a wider range of themes. Pupils will become more confident in their ability to decode text they read using a dictionary for language they are less familiar with if necessary. 	<ul style="list-style-type: none"> Pupils will now be able to write longer passages of foreign language text including nouns, articles and verbs but also now adding adjectives, opinions and justifications. Pupils will create and write their sentences with the aid of word banks and not necessarily spelling all words from memory. 	<ul style="list-style-type: none"> To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY.

	<ul style="list-style-type: none">We also focus on pupils' ability to recall language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles	hear and use their skills to “gist” listen to unknown target language to complete the tasks set.			
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Overview Subject Progression

	Speaking skills	Listening Skills	Reading Skills	Writing	Grammar
Y3	<ul style="list-style-type: none"> Pupils start to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I play the violin', 'I like apples', 'I would like a kilo of carrots please', 'I would like an ice-cream'. They begin to move from single words to short, simple phrases Teachers will ensure that pupils are also exposed to key spoken everyday useful and relevant language. Key salutations such as: 'hello' and 'goodbye' along with basic phrases and replies including: 'how are you?', 'I am fine', 'please' and 'thank-you'. Pupils will engage in short, simple spoken tasks using supported short conversation scaffolds and role play activities. Pupils will learn to both ask and answer a variety of simple key questions in the target language: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old. Pupils will, start to be able to give a simple positive and/or negative opinion in spoken form. EG: 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples. Teachers will ensure that their classes explore, understand and mimic the patterns of sound and language by repeating and (possibly) learning a variety of songs and raps. 	<ul style="list-style-type: none"> Pupils are taught to listen to short, familiar stories and songs in the foreign language. Using simple, familiar stories like Little Red Riding Hood pupils are encouraged pupils to listen to stories they will be familiar with in English but in French. Pupils will be encouraged to complete story boards and mind-mapping exercises based on what they hear to evidence the development of their listening skills. 	<ul style="list-style-type: none"> Pupils learn to gist read by “hunting” for key words in a sentence and by circling key nouns and articles in word puzzles and word searches. Pupils learn to identify cognates (words that are similar in English and French) and start to learn how to decode written text they are presented with. 	<ul style="list-style-type: none"> Pupils start to attempt to write a short simple sentence with an article, noun and verb. They do this as a supported activity (possibly using a word bank and not always being able to do this from memory). The sort of sentences they will be taught to write include: 'My name is...', 'I play the piano...', 'I like strawberries' etc. Pupils are encouraged to challenge themselves in their French learning. This includes, amongst other linguistic challenges, attempting translations. The ability to translate from the French into English is an important writing skill. Pupils learn how to translate simple nouns and articles from the French into English with high accuracy and also from English into French with good accuracy. 	<ul style="list-style-type: none"> To have better knowledge & recall of 1st person singular of high frequency verbs such as I am, I have, I live, I am called, I play.

Y4	<ul style="list-style-type: none"> Pupils further their knowledge by learning how to create longer and more complex spoken sentences within a topic. Pupils learn how to use scaffolds and reference materials to improve their range of spoken vocabulary. They move away from learning and recalling just nouns and articles and move towards developing and learning short spoken sentences with accurate pronunciation, retention and recall. Pupils learn to include verbs, adjectives and conjunctions in their spoken sentences. They will create longer spoken sentences using first person verb conjugations AND will also learn to accurately use conjunctions and adjectives by the end of a sequence of lessons in a unit. Pupils will use these more expanded speaking structures in units including: 'Pets', 'Family', 'My Home', 'Habitats', 'Romans', 'The Date', 'The Weather', 'Clothes' etc. Pupils continue to be exposed to core vocabulary to improve oral fluency and facilitate quicker and more accurate recall of the core language covered. Pupils will develop and expand upon the spoken phrases they use regarding personal details (name, age, where I live), colours, months of the year, days of the week etc. The use of familiar, key everyday relevant language should now be standard practice in lessons. 	<ul style="list-style-type: none"> Pupils are taught to appreciate familiar stories and songs in the French using stories such as 'Goldilocks & The Three Bears'. They are expected to understand much more of what they hear and not only use previous knowledge of the story in English to decode meaning in French. 	<ul style="list-style-type: none"> Pupils improve and develop their reading skills further by tackling and understanding longer passages of written text in French for each unit. By using familiar story telling units ('Goldilocks & The Three Bears') and Creative Curriculum units ('Habitats'), pupils are exposed to a wider range of language and more challenging reading exercises. 	<ul style="list-style-type: none"> Pupils (following clear instructions) will be able to write a short text or email in the French applying their knowledge of correct word order in the foreign language. They are also expected to ensure grammatical accuracy and awareness in their written work, such as the spelling changes required based on the gender and plurality of nouns and the associated rules of accurate adjectival agreement. In units pupils are encouraged to use a dictionary to double check the spelling and meaning of new or unknown language to be used in their written tasks. Units encourage pupils to create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating a wider variety of common verbs. Examples: 'He is called...', 'she is called...', 'they are called...' etc. 	<ul style="list-style-type: none"> To understand better the use of the possessives, first person and possibly other forms too. To understand better the concept of adjectives. That adjectives change depending on the gender and plurality of the noun. To learn how to use conjunctions / Connectives. Improving sentence structure and length by learning to use simple conjunctions like “and” and “but”.
Y5	<ul style="list-style-type: none"> Spoken fluency, accuracy and recall of key language should now be very good and use of these phrases should be standard practice in lessons. Key spoken language phrases include: 'hello', 'goodbye', 'my name is...', 'I am ... 	<ul style="list-style-type: none"> There are numerous differentiated listening tasks provided in all units to develop and evidence progress in these listening skills. 	<ul style="list-style-type: none"> By completing the reading tasks provided in our Intermediate units pupils will develop and progress their foreign language reading ability and skills. 	<ul style="list-style-type: none"> Pupils learn to write about themselves in more detail using full sentences. They recycle previous knowledge and build on this using new vocabulary from topics such as: 'Family', 'Pets', 'My Home', 'Clothes' and 'The Date'. 	<ul style="list-style-type: none"> To understand better the use of the negative form. How to change something from the positive into the negative. I have, I don't have. In my pencil there is. In my pencil case there is not.

	<p>years old', 'I live in...', 'How are you?', 'I am well', 'please', 'thank you'.</p> <ul style="list-style-type: none"> Pupils engage in longer conversations asking & answering questions using accurate pronunciation within the framework of a topic. They learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc Pupils will now be able to give a simple opinion in spoken form with natural fluency and quick recall. Pupils continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps. Pupils are also encouraged to pronounce and recite the short poems and rhymes provided in the 'Phonetics' unit. 			<p>For example: "My name is Peter. I am 9 years old and I live in Liverpool. I have a dog called Fido, but I do not have a cat. I have a brother, but I do not have any sisters." etc.</p> <ul style="list-style-type: none"> Completing these more challenging written tasks provides evidence of pupil progression in their writing skills. Pupils also learn how to write positive and negative statements. Example: How to write 'In my pencil case I have a pen' and then change this written phrase to 'In my pencil case I do not have a pencil' Our units require pupils to translate short sentences from French into English with high accuracy and also from English into French. We also teach pupils how to start to use a dictionary to improve their knowledge of genders when introduced to unknown nouns. Being able to use a dictionary also helps to improve general knowledge of vocabulary and expands the general knowledge of the language we teach in our units. Examples: Looking up other animals/pets, other rooms of the house, other conjunctions / connectives etc. 	<ul style="list-style-type: none"> To introduce the concept of whole regular verb conjugation using units like Clothes where the students will explore the verb to wear.
Y6	<ul style="list-style-type: none"> Pupils speak with improved fluency and ease using full sentences (from memory) on a wider variety of topics. Pupils learn to manipulate language and learn that language is transferable from topic to topic. This, in turn, enables them to express more personalised ideas and meaning. Pupils will also start to be able to move from speaking in the 1st person singular (speaking about themselves) to 3rd person singular (speaking about someone else) or 3rd person plural 	<ul style="list-style-type: none"> Pupils are exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics. Pupils complete these more complex listening tasks in the units to develop and evidence progress in these listening skills. 	<ul style="list-style-type: none"> Pupils will now be able to read age appropriate passages of much longer authentic French written text and understand words and meaning (even if only through gist understanding). Learning and progression in reading is evidenced by pupils being able to complete reading tasks in our units containing more complicated and, at times, unknown/unseen language from other themes and topics. 	<ul style="list-style-type: none"> Pupils are taught how to make their written work more interesting, authentic and sophisticated by using a greater variety of conjunctions, opinions and justifications. Using topics such as 'At School', 'The Weekend', 'Me in the World' and 'Healthy Lifestyles' we use a variety of writing tasks and activities encouraging pupils to create multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic French language text. In our units we encourage pupils to produce their written work from 	<ul style="list-style-type: none"> To be taught how to use opinions and justifications. Learning to give a variety of positive and negative opinions in units such as School. What subjects they like or do not like but also explaining WHY. Pupils will be introduced to the concept of whole irregular verb conjugation. Using units such as School to explore to verb to go but also exploring other verbs like to have and to be in the irregular verb unit.

	<p>(speaking about groups of other people).</p> <ul style="list-style-type: none"> • Pupils are continuously exposed to core vocabulary with an emphasis on improved fluency, pronunciation and recall of this core language. Personal details and core key phrases are now embedded and are used frequently in combination with the extra new language taught • Pupils engage in longer conversations on a much wider range of topics. They will be able to accurately and easily use transferable language along with the new vocabulary they learn in different units. • They will be able to recall key regular and irregular verbs, adjectives and conjunctions and use them accurately in different units • Pupils can quickly and easily use and give a variety of positive and negative opinions in spoken form. They also learn vocabulary skills that will enable them to include a justification for their opinion in units • Pupils continue to explore, understand and mimic the patterns of sound and language. Pupils will be willing to attempt to pronounce unknown words they see in French by applying the speaking and pronunciation knowledge they have learnt up to this point. 			<p>memory with support and practice over time. Completion of the various written tasks provided in our units will evidence the learning and progression pupils are making in developing their writing skills.</p> <ul style="list-style-type: none"> • In units pupils should be able to use a dictionary with more ease and frequency to double check spelling or research language to be used in their written tasks. • Pupils should now be able to write from memory about themselves and others (using both 1st person and 3rd person format) incorporating a greater variety of verbs (both regular and irregular). • Progressive 'Regular Verbs' and 'Irregular Verbs' units help pupils better understand pronouns and what a fully conjugated verb looks like in French. • Translating longer sentences and short passages from French into English with high accuracy and from English into French with good accuracy is required. • Pupils are expected to use sound grammatical knowledge and use a dictionary to confirm the gender and plurality of nouns, the use and spelling of the different articles, correct use and spelling of possessives, adjectival agreement and both regular and irregular verb conjugations. • Some pupils may also start to use their transferable language skills and a dictionary to translate age-appropriate simple passages from other topics not covered in class. • Pupils are encouraged to combine old and new language to demonstrate the development and progression of their grammatical awareness and writing skills. • Pupils learn to describe people, places and feelings in written form (perhaps using model answers for 	
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				support) in detail and with high accuracy though units such as: 'At School' and 'The Weekend'	
KS2 knowledge leading to KS3					
	Speaking skills	Listening Skills	Reading Skills	Writing	Grammar
KS3	<ul style="list-style-type: none"> initiate and develop conversations, coping with unfamiliar language and unexpected responses, making use of important social conventions such as formal modes of address express and develop ideas clearly and with increasing accuracy, both orally and in writing speak coherently and confidently, with increasingly accurate pronunciation and intonation 	<ul style="list-style-type: none"> listen to a variety of forms of spoken language to obtain information and respond appropriately transcribe words and short sentences that they hear with increasing accuracy 	<ul style="list-style-type: none"> read and show comprehension of original and adapted materials from a range of different sources, understanding the purpose, important ideas and details, and provide an accurate English translation of short, suitable material read literary texts in the language [such as stories, songs, poems and letters] to stimulate ideas, develop creative expression and expand understanding of the language and culture 	<ul style="list-style-type: none"> transcribe words and short sentences that they hear with increasing accuracy express and develop ideas clearly and with increasing accuracy, both orally and in writing write prose using an increasingly wide range of grammar and vocabulary, write creatively to express their own ideas and opinions, and translate short written text accurately into the foreign language 	<ul style="list-style-type: none"> identify and use tenses or other structures which convey the present, past, and future as appropriate to the language being studied use and manipulate a variety of key grammatical structures and patterns, including voices and moods, as appropriate develop and use a wide-ranging and deepening vocabulary that goes beyond their immediate needs and interests, allowing them to give and justify opinions and take part in discussion about wider issues use accurate grammar, spelling and punctuation

Subject Progression Overview: Year 3

National Curriculum expectations		Subject progression
Autumn	Phonetics	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding • Appreciate stories, songs, poems and rhymes in the language • 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. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • 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 <ul style="list-style-type: none"> • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
	I'm Learning French	<ul style="list-style-type: none"> • 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. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
	Animals	<ul style="list-style-type: none"> • 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.

- To look at the first 8 out of a total of 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.

- To find France on a map of the world.
- To name the capital of France and three other well-known French cities.
- To name at least two other countries where they speak French in the world.
- To tell you my name, count to ten and how I am feeling in French.

- To repeat all the numbers 1-10 in French, backwards too, without help in any shape or form.
- To tell you what these numbers mean in English when they are out of sequence.

		<ul style="list-style-type: none"> • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, • including through using a dictionary • 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. 	<ul style="list-style-type: none"> • To say and match all the animals to their appropriate picture and attempt to spell more than three unaided in French.
Spring	<p>Musical Instruments</p> <p>Fruits</p>	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • 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. • 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. <ul style="list-style-type: none"> • 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. • Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, • including through using a dictionary 	<ul style="list-style-type: none"> • Name ten instruments in French. • Match all the new French words to the appropriate picture. • Remember the words for at least five instruments and their correct gender in French, unaided. • To say that they play an instrument of their choice correctly in French. <ul style="list-style-type: none"> • To name and recognise all ten fruits presented in this unit with the correct article. • To attempt to spell more than five of these fruits in French with relative accuracy. • To ask somebody in French if they like a particular fruit with no reminder first. • To say in French which of the ten fruits I like and dislike, without the need of a model answer.

Summer	Ancient Britain	<ul style="list-style-type: none"> Describe people, places, things and actions orally and in writing. Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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." 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. 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. 	<ul style="list-style-type: none"> Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone age, bronze age and iron age.
	I Can	<ul style="list-style-type: none"> 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 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 (actions) 	<ul style="list-style-type: none"> To name at least five common French verbs/activities. To also spell these five verbs. To match these five verbs/activities to their picture easily. To say I am able to do all of these activities in French by using je peux.

Overview: Year 4

National Curriculum expectations		Subject progression
Autumn	Phonetics	<ul style="list-style-type: none">To look at the first 8 out of a total of 18 essential French soundpatterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.
	Fruits	

	Vegetables	<ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • 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. • 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. 	<ul style="list-style-type: none"> • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct article) • Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables
Spring	Ancient Britain	<ul style="list-style-type: none"> • Describe people, places, things and actions orally and in writing. • Listen attentively to spoken language and show understanding by joining in and responding. • Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • 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." • 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. • 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. 	<ul style="list-style-type: none"> • Learn and use the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). • Name in French, the six key periods of ancient Britain, introduced in chronological order. • Be able to say in French three of the types of people who lived in ancient Britain. • Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. • Name the three types of dwellings people lived in during the stone age, bronze age and iron age.

	Presenting myself	<ul style="list-style-type: none"> 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 	<ul style="list-style-type: none"> Count to 20 in French. Say their name and age in French. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live in French. Tell you if they are French or English, introducing concept of gender and agreement.
Summer	Classroom	<ul style="list-style-type: none"> 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. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 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 	<ul style="list-style-type: none"> To remember, repeat and spell all the vocabulary covered in lessons for classroom objects. To tell you what I have and do not have in my pencil case. To understand and follow simple classroom commands in French.
	House	<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. 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. 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 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).

		language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	
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Overview: Year 5

National Curriculum expectations		Subject progression
Autumn	Phonetics plus core vocab	<ul style="list-style-type: none"> To look at the first 13 out of a total of 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.
	Vegetables	

		<ul style="list-style-type: none">Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.Speak in sentences, using familiar vocabulary, phrases and basic language structuresDevelop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrasesPresent 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.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.	<ul style="list-style-type: none">Attempt to spell some of these nouns (including the correct article)Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables
Spring	<div>Presenting myself</div> <div>Family</div>	<ul style="list-style-type: none">Engage in conversations; ask and answer questions; express opinions and respond to those of others, seek clarification and helpSpeak 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.Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <ul style="list-style-type: none">Engage in conversations; ask and answer questions; express opinions and respond to those of others, seek clarification and helpSpeak 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.Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionaryWrite phrases from memory, and adapt these to create new sentences, to express ideas clearly.Describe people, places, things and actions orally and in writing (people)	<ul style="list-style-type: none">Count to 20 in French.Say their name and age in French.Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling.Tell you where they live in French.Tell you if they are French or English, introducing concept of gender and agreement. <ul style="list-style-type: none">To remember all of the language covered in unit one, without help in any shape or form.To talk about a family or my family in French clearly. To say what relation they are to me, how old they are and what they are called. To also tell you who is not in the/my family.To count 1-100 in French unaided and recognise the numbers out of sequence.

Summer	<div>The Romans</div> <div>Clothes</div>	<ul style="list-style-type: none">• 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.• 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.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.• Read carefully and show understanding of words, phrases and simple writing.• Appreciate stories, songs, poems and rhymes in the language• 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 (People, places & things). <ul style="list-style-type: none">• 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.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.• Understand basic grammar appropriate to the language being studied, including (where relevant):<ul style="list-style-type: none">• 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. (Verb ‘to wear’)	<ul style="list-style-type: none">• To tell you all the key facts and name all the key people from the history of the Roman Empire, without help in any shape or form.• To say all the days of the week in French and know all of their spellings from memory with high accuracy.• To name at least five famous Roman inventions.• To say a couple of sentences from memory in French to describe my life as a Roman child, also using the negative form correctly. <ul style="list-style-type: none">• To repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. To also tell you if it is un, une or des.• To say what I am wearing but also what my friend is wearing.• To use the verb “to wear” correctly in French.• To tell you what I wear and my friend wears in different weather.

Overview: Year 6

National Curriculum expectations		Subject progression
Autumn	<div>Phonetics and core vocab</div> <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding• Appreciate stories, songs, poems and rhymes in the language• 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.• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material,<ul style="list-style-type: none">• including through using a dictionary• 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	<ul style="list-style-type: none">• To look at the 18 essential French sound patterns / phonemes so that pupils will improve their French pronunciation and also be able to read with improved accuracy in French.

		<ul style="list-style-type: none">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. (Verb 'to go')	
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