

MFL (French) End of Year Expectations 2025-2026

Overview: Whole School

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------|-------------------|---|--|---|--|
| Nursery Rhymes | Colours & Numbers | Phonics & Pronunciation Lesson 1 I Am Learning... | Phonics & Pronunciation Lesson 2 Presenting myself | Phonics & Pronunciation Lesson 3 Do you have a pet? | Phonics & Pronunciation Lesson 4 At school |
| Greetings | In my Town | | | | |
| Recap | Recap | Animals | My family | The Date | The Weekend |
| | | Fruits | My home | Clothes | Vikings |
| | | I am able | At the Cafe | Recap | Recap |

At Grange Primary Academy, we use Language Angels for our French scheme.

French 'starts out' in Year 1 & 2 allowing the children to be introduced to the language prior to them entering Key Stage 2.

Overview National Curriculum expectations

| | Speaking skills | Listening Skills | Reading Skills | Writing | Grammar & Vocabulary |
|-----------|---|--|--|---|---|
| NC KS2 | <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. |

Overview of Skills Progression (Disciplinary)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Listening | Appreciate and actively participate in traditional short stories & fairy tales | Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear. | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught. | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units. | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. |
| Speaking | Learn to repeat and reproduce the language I hear with accurate pronunciation. | Learn to articulate key words introduced in the lesson and understand their meaning. | Communicate with others using simple words and short phrases covered in the units. | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Reading | Be able to identify written versions of the words I hear. | Being able to identify the written version of a wider range of the words I hear. | Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language. | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |

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| Writing | Consolidate letter formation skills by copying words in the foreign language from a model. | Start to reproduce nouns and determiners/articles from a model | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | Write some short phrases based on familiar topics and begin to use connectives/ conjunctions and the negative form where appropriate. EG: My name, where I live and my age. | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/ conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | Start to understand that foreign languages can have different structures to English. | Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English. | Start to understand the concept of noun gender and the use of articles. Use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation. EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be' |

Learning and revisiting of vocabulary, phonics and grammar

Substantive knowledge

| Year group | Unit | Grammar learnt & revisited | Vocab learnt and revisited | Phonics learnt and revisited | Learning by the end of the unit |
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| 1 | Nursery Rhymes | None | None | <p>Silent letters. Starting to learn that it is very common to see silent final consonants in French words. As seen in font, chaud, vieux, chat, dans and poussins in the French nursery rhymes.</p> <p>Ç sound. Starting to learn that this is a very common and a specific sound in French. Even if we do not see it we will hear it in words like balançait in the French nursery rhymes.</p> <p>Nasal sounds. Starting to learn that when vowels are followed by 'm' or 'n' in French, a 'nasal' sound is made. Air comes through the nose and mouth. As seen in the words font, dans, chien, éléphant, monte and tombe.</p> | <ul style="list-style-type: none"> Actively participate and enjoy six traditional nursery rhymes in French. Start to understand and decode more of the spoken/sung French we hear. |
| 1 | Greetings | None | <p>Bonjour ! /Salut !</p> <p>Ça va bien.</p> <p>Je m'appelle...</p> <p>Ça va mal.</p> <p>Au revoir !</p> <p>À plus tard!</p> <p>Comme çi, comme ça</p> | <p>ON sound in salutations & bonjour</p> <p>OU sound in bonjour</p> <p>OI sound in au revoir</p> <p>Silent letters. To will see that the letter 's' is not pronounced in salutations some final consonants like 's' are nearly always silent letters in French.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in bonjour. Made from the back of the mouth, not the front.</p> <p>Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.</p> | <ul style="list-style-type: none"> Say 'hello' (formally and informally) in French. Say 'my name is...' in French. Ask somebody in French how they are feeling and give a reply. Say 'goodbye' and 'see you soon' in French. |
| 2 | Colours & Shapes | None | <p>rouge jaune orange blanc</p> <p>marron gris vert violet</p> <p>noir</p> | <p>ON sound in marron</p> <p>OU sound in couleurs & rouge</p> <p>OI sound in noir & trois</p> | <ul style="list-style-type: none"> Say 10 common colours in French. Count from 1-10 in French |

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| | | | un deux trois quatre, cinq, six, sept, huit, neuf, dix | Silent letters. The letter 's' is not pronounced in couleurs, gris and trois. Some final consonants like 's' are nearly always silent letters in French. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in rouge, marron, vert, orange and trois. Made from the back of the mouth, not the front. | |
| 2 | In My Town | Nouns & articles/determiners. e.g. Un cinéma une école | une boulangerie une école une patinoire un cinéma un parc un café | ON nasal sound in bonjour OU sound in boulangerie Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in boulangerie and (jus d') orange. | <ul style="list-style-type: none"> Recognise, recall, and remember up to 7 places from the town in French. Attempt to spell some of these nouns with their correct indefinite article determiner. Attempt to build a sentence using the structure 'il y a' (there is) plus the noun and the correct indefinite article/determiner |
| 3 | Phonics | None | None | 'CH' 'OU' 'ON' 'OI' | <ul style="list-style-type: none"> Looking at the first 4 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. |
| 3 | I am Learning | None | Salut ! Bonjour ! ça va bien ça va mal Au revoir ! / À plus tard ! Je m'appelle... comme ci comme ça un deux trois quatre, cinq, six, sept, huit, neuf, dix rouge jaune orange blanc marron gris vert violet noir | OI sound in trois & noir ON sound in marron OU sound in rouge Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Elision. Je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h' to help with pronunciation. | <ul style="list-style-type: none"> To locate France, Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French. |
| 3 | Animals | Nouns, gender, articles/determiners and verbs. un (for masculine nouns) and une (for feminine nouns). Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French. | un cheval un lion un lapin une souris un cheval un oiseau un singe un canard une vache un mouton | CH sound in cheval. OU sound in souris & mouton. ON sound in cochon & mouton. OI sound in oiseau. Silent letters and liaison. 'D' is not pronounced in canard and the last 's' is not pronounced in souris. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). Words like cochon, singe and mouton. | <ul style="list-style-type: none"> Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am). |
| 3 | Fruits | Nouns, gender, articles/determiners and plural form. | une pomme une prune une cerise une fraise une orange une pêche | OI sound in poire Silent letters. The letter 's' is not pronounced in 'les' or the plural version of the fruits as final consonants are nearly always silent letters in French. | <ul style="list-style-type: none"> Name, recognise and remember up to 10 fruits in French. Attempt to spell some of these nouns with their correct article /determiner. |

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| | | <p>Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une.</p> <p>Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender.</p> | <p>une banane une poire un abricot un kiwi</p> | <p>Liaison. Understanding better that liaison is the word to explain what happens with pronunciation when a word that ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'. This happens often in French.</p> <p>Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot.</p> | <ul style="list-style-type: none"> Ask somebody in French if they like a particular fruit. Say what fruits we like and dislike in French. |
| 3 | I am able | <p>Modal verb plus infinitive. Je peux</p> | <p>danser chanter sauter cuisiner faire du vélo jouer d'un patiner dessiner instrument nager parler français</p> | <p>CH sound in chanter. OU sound in jouer d'un instrument. Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced. Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). Words like danser and chanter</p> | <ul style="list-style-type: none"> Recognise, remember and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). |
| 4 | Phonics | None | None | 'I', 'IN', 'IQUE' and 'ILLE | <ul style="list-style-type: none"> Looking at the next 4 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. |
| 4 | Presenting myself | <p>Adjectival agreement. An introduction to the concept of adjectival agreement, in the simplest form in French. Adding an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or being described is female.</p> | <p>Salut ! Bonjour ! ça va bien ça va mal Au revoir ! / À plus tard ! Je m'appelle... comme ci comme ça</p> <p>français/ française anglais/ anglaise irlandais/ irlandaise gallois/ galloise écossais/ écossaise</p> <p>un deux trois quatre, cinq, six, sept, huit, neuf, dix onze douze treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt</p> | <p>IN sound in cinq I sound in huit, dix, Patrick, habite & Paris Silent letters. 'S' is not pronounced in appelle, ans, Paris, Londres or habites. Liaison. When a word that ends in a normally silent consonant, is followed by a word starting with a vowel as seen in je suis anglais/anglaise (pronunciation will change when an 'e' is added to the end of anglais). The 's' in 'suis' transforms and almost sounds like a 'z'. Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. This is generally in order to facilitate pronunciation.</p> | <ul style="list-style-type: none"> Know how count to 20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply. |
| 4 | My family | Nouns, articles/determiners & possessive adjectives. | <p>a mère le père</p> | <p>IN sound in cinq & cinquante I sound in famille, Lisa, Jacqueline, petite & fille</p> | <ul style="list-style-type: none"> Remember the nouns for family members in French from memory. |

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| | | Exploring possessive adjectives in French with a focus only on 'my.' Understanding that there are three words in French mon, ma, mes for our one word 'my' in English. | le frère la sœur la grand-mère le grand-père la tante l'oncle Numbers to 20 Numbers 20-100 | ILLE sound in famille & fille IQUE sound in unique Silent letters. The final consonant ('s') is not pronounced in appelle, ans, soeurs, mes grands-parents, les or parents. Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. . | <ul style="list-style-type: none"> Describe our own or a fictitious family in French by name, age and relationship. Count up to 100 in French. Understand possessive adjectives better in French ('my' form only). |
| 4 | My home | Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles un and une. Revisiting also 1st person singular high frequency verbs je m'appelle, j'ai, je suis with a particular focus on j'habite from the verb habiter a regular ER verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (il y a and il n'y a pas de/d') structure. | une maison un appartement en ville une chambre à la campagne dans un village au bord de la mer à la montagne un salon une buanderie une chambre un bureau un garage une salle à manger une salle de bains un sous-sol un jardin une cuisine | E sound in appartement EAU sound in bureau Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 't' is not pronounced in et. These two consonants are often silent when they are at the end of words. Elision. J'habite. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. | <ul style="list-style-type: none"> Say and write in French whether we live in a house or an apartment. Say what room we have and do not have at home using the key structure chez moi il y a... and chez moi in n'y a pas de/d'... Use the conjunction 'et' (and) to link two sentences together. |
| 4 | At the Cafe | Nouns, indefinite articles/determiners & plurality. Remembering that nouns in French can be categorised by their determiner (in this case an indefinite article) and understand better how to make singular nouns plural in French so more than one of each item can be ordered from the choice of food, snacks and drinks. | un croque monsieur un croissant un sandwich au fromage un pain au chocolat un sandwich au jambon une part de quiche une part de gâteau au chocolat une brioche une crêpe une omelette une tartelette une salade un café un café au lait un thé un chocolat chaud un coca-cola | IN sound in cinquante. I sound in sandwich, limonade, grenadine & brioche. Silent letters. Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat & lait but noting that cent is an exception. | <ul style="list-style-type: none"> Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play. |

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| | | | un jus d'orange une lemonade une grenadine | | |
| 5 | Phonics | None | None | 'É', 'E', 'È', 'EAU' and 'EUX' | <ul style="list-style-type: none"> Looking at the next 5 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. |
| 5 | Do you have a pet? | Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs je m'appelle, j'ai, je suis and j'habite. Indefinite articles/determiners un and une. Negative structure je n'ai pas de/d... | un chien un chat une souris un poisson rouge un lapin un oiseau un hamster une tortue | É sound in Cécile E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris and the t is not pronounced in et & chat. 's' & 't' are often silent at the end of French words. 'H' Aspiré. This type of 'H' is not aspirated or otherwise pronounced. It does not allow elisions or liaisons – the 'h' in hamster acts like a consonant which is why it is 'je n'ai pas de hamster'. Elision 'Je n'ai pas d'oiseau'. Dropping of the last letter of a word (in this case the 'e' in ne and de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. | <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences. |
| 5 | The Date | Ordinal & cardinal numbers. To learn that months of the year (and days of the week) do not have a capital letter in French unless they are found at the start of a sentence. The only ordinal number for saying the date in French is the 1st (premier) after that only cardinal numbers are used. No 2nd, 3rd , 4th etc | lundi jeudi mardi mercredi vendredi dimanche janvier février mars avril mai juin juillet août septembre octobre novembre décembre Numbers 1-31. | É sound in février, décembre E sound in septembre & novembre Silent letters. You will hear and see that the 's' is not pronounced in trois and the 't' is not pronounced in est and juillet. Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in mardi & mercredi. | <ul style="list-style-type: none"> Recognise and recall the 12 months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. |
| 5 | Clothes | Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns will be revisited before the whole verb conjugation of the regular 'er' verb porter is introduced. | un maillot de bain un manteau un pull un tee shirt un chemisier un short un pantalon une écharpe une robe une casquette une chemise ne cravatte une veste une jupe des gants des chaussures des chassettes | É sound in écharpe E sound in chemise & chemisier EAU sound in manteau Silent letters. The final 's' is not pronounced in gants, sandales and vacances. 'S' is often silent when it is the final consonant of a word in French. -ent is not pronounced in the 3rd person plural conjugation of the verb porter (to wear). This is the same for all 3rd person plural endings in the present tense. Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, robe, écharpe. | <ul style="list-style-type: none"> Recognise and recall from memory 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb porter to describe what you and possibly somebody else is wearing. Revisit the use of the possessive adjective 'my' in French and describe clothes in terms of colour |

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| | | Adjectival agreement is also revisited and extended using colours. | des collants des bottes des lunettes des sandales | | |
| 6 | Phonics | None | None | 'QU', 'GNE', 'Ç', 'EN' and 'AN' | <ul style="list-style-type: none"> Looking at the last 5 out of our 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. |
| 6 | At school | <p>Nouns, gender, articles/determiners & use of the negative.</p> <p>Revisiting that nouns in French have gender and that this affects the choice of article/determiner.</p> <p>Moving from revisiting j'ai... ('I have') to learning the negative option je n'ai pas de/d'...('I do not have') in French</p> | <p>Un livre Un cahier Un crayon Un stylo Un taille-crayon Un baton de colle</p> <p>Une regle Une calculatrice Une trousse Une gomme Un sac a dos Des ciseaux</p> | <p>I sound in lisez, silence, calculatrice, livre & ciseaux</p> <p>Ille sound in taille</p> <p>Silent letters. Hearing and seeing that the 'x' and 'z' are silent letters and not pronounced in ciseaux, écoutez, écrivez etc.</p> <p>Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation.</p> | <ul style="list-style-type: none"> Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case. Respond to simple classroom commands |
| 6 | The Weekend | <p>Verbs, conjunctions and opinions.</p> <p>Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue.</p> <p>Also being introduced to new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche.</p> <p>New conjunctions and opinions for joining two phrases together and opinions</p> | <p>Je me lève. Je prends mon petit-déjeuner.</p> <p>Je vais au cinema.</p> <p>Je lis des bandes dessinées.</p> <p>Je joue au foot.</p> <p>Je joue à l'ordinateur.</p> <p>Je vais à la piscine.</p> <p>Je regarde la télé.</p> <p>J'écoute de la musique</p> <p>Je me couche</p> | <p>QU sound in quelle, informatique & musique</p> <p>AN sound in bandes, amusant, intéressant & fatigant</p> <p>EN sound in prends & finalement</p> <p>Silent letters. Hearing and seeing that the 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.</p> <p>Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation.</p> | <ul style="list-style-type: none"> Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences. |
| 6 | Vikings | <p>Adjectival agreement, high frequency regular & irregular verbs, conjunctions, possessives & reflexive verbs.</p> <p>Revisiting much of the grammar</p> | <p>Je suis grand/ Je suis grande</p> <p>Je suis petit/ Je suis petite.</p> | <p>Ç sound in garçon & français</p> <p>EN sound in intelligent, violent & excellent</p> <p>AN sound in grand & terrifiant.</p> <p>Silent letters. The 'd' is not pronounced in grand and the 't' is not pronounced in petit. However, when an 'e' is added on the end of these words to make petite or grande then they are pronounced.</p> | <ul style="list-style-type: none"> Name the six key periods of Ancient Britain in French. Describe ourselves and/or another person physically in terms of height, hair type, length and colour and eye colour in French. Present an extended written/and or oral piece as a Viking with a |

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| | | <p>introduced in Early Learning and Intermediate units with a focus on the high frequency verbs avoir and être.</p> <p>Improving accuracy using adjectives and introducing the concept of reflexive verbs in French</p> | <p>J'ai les cheveux longs.</p> <p>J'ai les cheveux courts.</p> <p>J'ai les cheveux mi-longs.</p> <p>J'ai les cheveux raides.</p> <p>J'ai les cheveux bouclés.</p> <p>J'ai les cheveux ondulés.</p> <p>J'ai les cheveux noirs.</p> <p>J'ai les cheveux gris.</p> <p>J'ai les cheveux bruns.</p> <p>J'ai les cheveux blonds.</p> <p>J'ai les cheveux roux.</p> <p>J'ai les yeux bleus.</p> <p>J'ai les yeux verts.</p> <p>J'ai les yeux marron.</p> <p>Je me lève</p> <p>Je pêche</p> <p>Je mange</p> <p>Je pille</p> <p>J'explore</p> <p>Je combats</p> <p>Je fais</p> <p>Je prie</p> <p>Je tisse</p> <p>Je parle</p> <p>Je me couche</p> | <p>Elision. J'ai. Dropping of the last letter of a word (in this case the 'e' in je) and replacing it with an apostrophe and attaching it to the word that follows which begins with a vowel or mute 'h' (ai). This is in order to facilitate pronunciation.</p> | <p>description of a typical day as a Viking, improving our knowledge of irregular and reflexive verbs in French.</p> |
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| KS2 knowledge leading to KS3 | | | | | |
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| | 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 |