



## French at Suffolks

	<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
3	Greetings	Adjectives (colour, size and shape)	Playground games, numbers and age	Transport
4	Adjectives (physical appearance and personality)	Clothing	Numbers, calendars and birthdays	Food - miam, miam!
5	Monster pets - gender, noun/adjective agreements.	Shopping	French speaking world	Meet my French family
6	Sport (Olympics)	In my house	Planning a French holiday	Visiting a town in France



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Progression of knowledge				
	Year 3	Year 4	Year 5	Year 6
<p><u>Speaking and pronunciation</u> NC aims: <b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b></p> <p><i>Speak in sentences, using familiar vocabulary, phrases (and simple writing).</i></p> <p><b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b></p> <p><i>Present ideas and information orally to a range of audiences.</i></p> <p><b>Describe people, places and things and actions orally</b></p>	<p><b>Asking and/or answering simple questions</b> <b>Forming simple statements with information including the negative</b> <b>Practising speaking with a partner</b></p> <p><i>Using short phrases to give information</i> <i>Beginning to adapt phrases from a rhyme/song</i></p> <p><b>Repeating short phrases accurately, including liaison of final consonant before vowel</b> <b>Listening and repeating key phonemes with care</b></p> <p><i>Introducing self to a partner with simple phrases</i></p> <p><b>Recognising and using adjectives</b></p>	<p><b>Recognising and answering simple questions which involve giving personal information</b> <b>Beginning to form opinion phrases</b> <b>Beginning to use conversational phrases for purposeful dialogue</b></p> <p><i>Using a model to form a spoken sentence</i> <i>Speaking in full sentences using known vocabulary</i></p> <p><b>Comparing sounds and spelling patterns with English</b> <b>Listening and repeating further key phonemes with care</b></p> <p><i>Rehearsing and performing a short presentation</i></p> <p><b>Choosing appropriate adjectives from a wider range of adjectives</b></p>	<p><b>Forming a question in order to ask for Information</b> <b>Presenting factual information in extended sentences including justification</b></p> <p><i>Rehearsing and recycling extended sentences orally</i> <i>Planning and presenting a short descriptive text</i></p> <p><b>Using intonation and gesture to differentiate between statements and questions</b> <b>Making realistic attempts at pronunciation of new, vocabulary</b> <b>Listening and repeating key phonemes with care applying pronunciation rules</b></p> <p><i>Adapting a story and retelling to the class</i></p> <p><b>Using adjectives with correct placement and agreement</b></p>	<p><b>Developing extended sentences to justify a fact or opinion</b> <b>Planning, asking and answering extended questions</b> <b>Engaging in conversation and transactional language</b></p> <p><i>Planning and presenting a short text</i> <i>Modifying, expressing and comparing opinions</i></p> <p><b>Discussing strategies for remembering and applying pronunciation rules</b> <b>Speaking and reading aloud with increasing confidence and fluency</b> <b>Comparing and applying pronunciation rules or patterns from known vocabulary</b></p> <p><i>Conducting a survey with a partner, giving information and justifying opinions</i></p> <p><b>Recognising and using a wide range of descriptive phrases</b></p>
<p><u>Listening</u> NC aims: <b>Listen attentively to spoken language and show understanding by joining in and responding.</b> <i>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</i></p>	<p><b>Listening and responding to single words and short phrases</b> <b>Following verbal instructions in French</b> <b>Responding to objects or images with a phrase or other verbal response</b></p> <p><i>Listening and identifying key words in rhymes and songs and joining in</i></p>	<p><b>Identifying items by colour and other adjectives</b> <b>Listening and selecting information</b> <b>Using language detective skills to decode vocabulary</b></p> <p><i>Listening to songs, joining in with songs and noticing sound patterns</i> <i>Noticing and beginning to predict key word patterns and spelling</i></p>	<p><b>Listening and gisting information from an extended text using language detective skills such as cognates</b> <b>Listening and following the sequence of a story, song or text including some unfamiliar language</b></p> <p><i>Matching unknown written words to new spoken words</i></p>	<p><b>Using prepositions to indicate the location of objects relative to something</b> <b>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</b> <b>Recognising present and near future tense sentences (using aller + infinitive)</b></p>



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	<p><i>Beginning to identify vowel sounds and combinations</i> <i>Listening and noticing rhyming words</i></p>	<p><i>patterns</i></p>	<p><i>Recognising blends of sounds and selecting words to recognise common spelling patterns</i></p>	<p><i>Recalling and performing an extended song or rhyme</i> <i>Listening to stories, songs or texts in French</i></p>
<p><u>Reading and writing</u> NC aims: <b>Read carefully and show understanding of words, phrases and simple writing</b> <i>Appreciate stories, songs, poems and rhymes in the language.</i> <b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b> <i>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</i> <b>Use familiar vocabulary in phrases and simple writing.</b> <i>Describe people, places and things and actions orally and in writing.</i></p>	<p><b>Recognising some familiar words in written form</b>  <i>Reading aloud some words from simple songs, stories and rhymes</i></p> <p><b>Beginning to develop dictionary skills</b> <b>Identifying cognates and near cognates</b>  <i>Recalling and writing simple words from memory</i></p> <p><b>Experimenting with simple writing, copying with accuracy</b>  <i>Recognising and using adjectives of colour and size</i></p>	<p><b>Noticing and discussing cognates and beginning to identify language detective strategies</b>  <i>Following a short text or rhyme, listening and reading at the same time</i></p> <p><b>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</b> <b>Using cognates and near cognates along with other detective skills to gist information</b>  <i>Selecting and writing short words and phrases</i></p> <p><b>Making short phrases or sentences using word cards</b>  <i>Using adapted phrases to describe an object or person</i></p>	<p><b>Recognising features of different text types</b> <b>Using a range of language detective strategies to decode new vocabulary including context and text type</b>  <i>Reading and adapting a range of different format short texts</i></p> <p><b>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</b> <b>Using contextual clues and cues to gist and make predictions about meanings</b> <b>Gisting information from an extended text</b>  <i>Using existing knowledge of vocabulary and phrases to create new sentences</i> <i>Completing a gapped text with key words/phrases</i></p> <p><b>Writing a short text using word and phrase cards to model or scaffold</b>  <i>Using different adjectives, with correct positioning and agreement</i> <i>Using language of metaphor and comparison</i></p>	<p><b>Making increasingly accurate attempts to read unfamiliar words and phrases</b> <b>Reading and using language detective skills to assess meaning including sentence structure</b>  <i>Reading and responding to an extract from a story, an e-mail message or song</i> <i>Reading short authentic texts for enjoyment or information</i></p> <p><b>Using a bilingual dictionary to select alternative vocabulary for sentence building</b>  <i>Choosing words, phrases and sentences and writing as a text or captions</i></p> <p><b>Constructing a short text on a familiar topic</b>  <i>Using a wide range of descriptive phrases</i> <i>Recognising and using verbs in different tenses</i></p>



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<p><u>Grammar</u> NC aims: <b>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 to build sentences and how these differ from or are similar to English.</b></p> <p><i>For further breakdown of individual word classes, please see KAPOW scheme of learning.</i></p>	<p><b>Beginning to recognise gender of nouns, definite and indefinite article</b> <b>Identifying plurals of nouns</b> <b>Recognising adjectives and placement relative to the noun</b> <b>Beginning to understand that verbs have patterns</b> <b>Noticing the negative form</b> <b>Beginning to use prepositions</b></p>	<p><b>Using indefinite article in the plural form</b> <b>Recognising and using possessive adjective 'my' and pronouns he/she/it</b> <b>Recognising and beginning to apply rules for placement and agreement of adjectives</b> <b>Recognising and using the negative form</b> <b>Using prepositions</b> <b>Making comparisons of word order in French and English</b></p>	<p><b>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</b> <b>Applying placement and agreement rules for adjectives</b> <b>Recognising and applying verb endings for present regular 'er' verbs</b> <b>Exploring verbs in infinitive form</b> <b>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</b> <b>Using comparative language</b></p>	<p><b>Accurately applying placement and agreement rules for adjectives</b> <b>Recognising and beginning to form some verbs in near future tense using aller</b> <b>Recognising and applying verb endings for present regular 'er' verbs</b> <b>Learning and using some common irregular verbs, e.g. 'to make'</b> <b>Understanding how word order differs between French and English</b> <b>Identifying word classes within a sentence</b></p>
<p><u>Intercultural understanding</u> NC aims: <b>Provide an opening to other cultures. Foster curiosity and deepen understanding of the world.</b></p>	<p><b>Recognising that different languages are spoken in the community/world</b> <b>Showing awareness of the capital and identifying some key cultural landmarks. Recognising cultural similarities and differences between customs and traditions in France and England</b></p>	<p><b>Comparing schools and celebrations between France and the UK</b> <b>Comparing shops and high streets of France and UK</b> <b>Recognising and using the Euro currency</b> <b>Identifying some French-speaking countries</b></p>	<p><b>Identifying and locating other countries in the world where French is spoken</b> <b>Comparing geographical features and climates of different French-speaking countries</b></p>	<p><b>Learning about France's sporting culture and events</b> <b>Asking question and making insightful commentary on cultural differences, including some understanding of stereotype</b></p>



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