



Creativity, Curiosity, Caring

French Curriculum Sequence

Intent – Our Rationale	To introduce children to aspects of the French language through songs and games in order to promote enjoyment and offer breath to the curriculum. In addition, it will provide the foundation for future language learning and evoke an interest in other languages and cultures in hopes of inspiring a generation to be tolerant and inquisitive.
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Curriculum Drivers

Sustainability	Cultural Diversity	Growth Mindset	Oracy
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Term 1 Speaking and Listening

At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic area	No lessons this term.	No lessons this term.	I am learning (J'apprends le Français)	I introduce myself Je me Presente	Do you have a pet? As-tu un animal?	At School A l'école
Know			Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10.	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.	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	To know cognates(words that you can make out because they resemble known words), familiar words Recall previously learned language,



					name. • Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.	Use this language with increased speed and spontaneity. Engage in short conversations on familiar topics, how to express opinions.
Be able to do			Recognise and communicate to others familiar words and short phrases. Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as bleu for blue) and associating word and phrases to images to help.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions.	Understand more of what is heard even when some of the language may be unfamiliar by using the decoding skills that have been developed. Remember and recall a wider range of vocabulary with increased knowledge and spontaneity.	Listen to longer texts, pick out cognates and familiar words, learn to listen to unknown vocabulary that hasn't yet been taught.
Understand this Vocabulary			Common colours from Year 2, numbers from 1-10 and language to ask how someone is feeling and give a reply: Comment ca va? Ca	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic	Revisiting personal details (names/ age/where we live) and the high frequency verbs j'ai, je suis and j'habite. 8 nouns and indefinite articles for common	Key vocabulary on 10 nouns and definite articles for school subjects with positive and negative opinions in reply to the target question est-ce que tu aimes...? And a



			va bien, comme ci comme ca?	personal details (name, age, where you live and nationality).	pets and how to ask and answer the question As-tu un animal? using the structure qui s'appelle and the two connectives et (and) and mais (but).	variety of justifications to expand the opinion given in reply.
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Reading						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area			I am learning (J'apprends le Français)	I introduce myself Je me Presente	Do you have a pet? As-tu un animal?	A l'école At school
Know			Recommended phonics focus: CH OU ON OI • OI sound in trois & noir • ON sound in marron • OU sound in rouge • Silent letters. • Guttural 'R'. • 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	Recommended phonics focus: I IN IQUE ILLE • IN sound in cinq • I sound in huit, dix, Patrick, habite, Paris & suis • Silent letters. 'S' is not pronounced in appelles, ans, Paris, Londres or habites. This often happens when 's' is the final consonant in a word. • Liaison. • Elision. As seen in je m'appelle. Dropping of the last letter of a word (in this case the 'e' in	Recommended phonics focus: É E È EAU EUX • 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	Recommended phonics focus: QU Ç GNE EN AN • QU sound in informatique & musique • Ç sound in français • AN sound in anglaise, français, amusant & intéressant • EN sound in sciences • Silent letters. The children will hear and see that the final 's' is not pronounced in aimes the 't' is not pronounced in sport or the 'x' in ennuyeux. These



				me) and replacing it with an apostrophe,	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 de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional.	letters are often silent at the end of words in French. • Elision. J'étudie. 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.
Be able to do			To read familiar words and short phrases accurately	Read aloud short pieces of text. Understand most of what is read in the lesson.	Understand longer passage of reading in French and begin to decode the meaning of unknown words using cognates and context.	Tackle unknown language with increased accuracy by applying knowledge learnt from lessons 1 to 4 including knowledge of accents, silent letters etc.
Understand this Vocabulary			Common colours from Year 2, numbers from 1-10 and language to ask how someone is feeling and give a reply: Comment ca va? Ca va bien, comme ci comme ca?	Numbers 1-10 will be revisited along with the language to express how you are feeling. Plus new language to ask and answer the questions related to basic personal details	Phonics knowledge: Recommended phonics focus: É E È EAU EUX • É sound in Cécile • E sound in je & de • EAU sound in oiseau • Silent letters. 'S' is not pronounced in mais or souris and	Phonics vocab from the unit: c cedille, En sound – silent letters at the end of words: s, t, x,



				(name, age, where you live and nationality).	<p>the t is not pronounced in et, chat. 'S' & 'T' are often silent at the end of French words.</p> <ul style="list-style-type: none"> • '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 de) and replacing it with an apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. And also phonics knowledge from previous years to be able to decode unknown words. 	
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Writing						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area			I am learning	I introduce myself	Do you have a pet?	At School



			(J'apprends le Français) Children will do minimal writing this term.	Je me Presente	As-tu un animal?	A l'école
Know		.	The way French is written is different to English.	The sentence structure in French to write simple sentences.	Familiar language to incorporate connectives/ conjunctions, a negative response and adjectival agreement.	How to conjugate some verbs, use connectives – a mon avis, Je pense que Use conjunctions – et, mais, alors.
Be able to do			To write from memory the common colours, the numbers from 1-10 and Comment ca va and the three responses.	Write short phrases based on learned topics.	To write a paragraph using familiar language to incorporate connectives/ conjunctions, a negative response and adjectival agreement.	Write a piece of text using language from a variety of units covered. Begin to incorporate conjugated verbs and use connectives and conjunctions
Understand this Vocabulary			Numbers to 10, common colours from Year 2, Comment ca va? Ca va bien, comme ci comme ca, ca va mal.	Say name, age and where I live.	Negative response: ne/pas Conjunctions: et, mais, alors (and, but, so) Adjectival agreement – nouns agreeing with adjectives – une blouse blanche	Conjunctions, connectives, conjugations



Grammar						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	Le Navet Gigantique		I am learning (J'apprends le Francais) Early Language	I introduce myself Je me Presente	Do you have a pet? As-tu un animal	At School A l'école
Know	Introductory unit, no grammar		Introductory unit, no grammar	Understand adjectival agreement and how it is used in a simple sentence.	Gender of nouns, Articles – le, la l', les Partitive articles – du, dle, del' des, Begin to know full verb conjugations: avoir, etre	Gender and nouns, how to form the negative, adjectival agreement, possessive adjectives – mon,ma,mes, ton ta, tes, son, sa, ses How to conjugate: aller, faire, avoir and etre
Be able to do			Start to understand that French can have different structures to English. For example many nouns have determiners/articles which we don't have in English.	Add an 'e' to the end of the adjective (in this lesson the nationality, English or French) to show that the person talking or described is female.	To use Indefinite articles, high frequency verbs& negative. Revisit 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	To use the above in a piece of writing to describe the subjects at school that they like and don't like.
Understand this Vocabulary			none	Adjectival agreement	Indefinite articles/determiners	Gender, nouns, negative, possessive adjectives,



					Negative, first person singular, conjugation,	Verb conjugation subject
Term 2 Speaking and Listening						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic area	No lessons this term.	No lessons this term.	Musical Instruments Les Instruments (Early Language)	Family La Famille – new version (Intermediate)	Date Quelle est la date? (Intermediate)	Weekend Le Weekend (Progressive)
Know			Recommended phonics focus: CH OU ON OI • OU sound in joue • ON sound in non & violon • Contractions & Silent letters. When the preposition de is followed by the definite article les it becomes des but the 's' in des is silent. • Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like violon, instruments and piano.	I sound in Famille & Fille • IN sound in cinq & cinquante • ILLE sound in Famille • IQUE sound in unique • Silent Letters: The final consonant (s) is not pronounced in appelle, ans, sœurs, mes grands-parents, les or parents. This is often but not always the case in French. • Elision : In je m'appelle/ il s'appelle/ elle s'appelle/ j'ai. This is when the last letter of a word ends in a vowel, and so is dropped and replaced with an apostrophe because the first letter of the next	• É sound in février, décembre • E sound in septembre & novembre • Silent letters. You will hear and see that the 's' is not pronounced in mars 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. Made from the back of the mouth, not the front The 12 nouns for the months and the structures involved for asking and saying the date and how to ask and say when your birthday is. This	Recommended phonics focus: QU Ç GNE EN AN • QU sound in quelle, informatique & musique • AN sound in bandes, amusant, intéressant & fatigant • EN sound in prends & finalement • 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. • Elision. J'écoute. Dropping of the last letter of a word (in this case the 'e' in je) and replacing



				<p>word also starts with a vowel or a silent 'h'.</p> <p>This is done to facilitate pronunciation. Unit vocabulary Know numbers to 70</p>	<p>is all listed on the vocabulary sheet.</p>	<p>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>
Be able to do			<p>Name and recognise up to 10 instruments in French. Learn how to say I play an instrument in French.</p>	<p>Talk with more accuracy, fluency, and confidence on the topic of family. Move from only using the 'I' form of a verb to the 'he/she form'. Increase knowledge of how the French language works by understanding better the role of different words in a sentence. Be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. Choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy. Count to 70</p>	<p>To learn how to formulate the date in French and use this knowledge to say when our birthday is using days of the week, months of the year and numbers 1-31. Ask questions about the day's date and when someone's birthday is</p>	<p>Say ten phrases on activities to do at the weekend. Use a range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end? Ask the time, say the time</p>



				Describe family members by name, age, relationship		
Understand this Vocabulary			10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. First person conjugation of the verb jouer je joue). All listed on the Vocabulary Sheet.	We will revisit basic personal details (name/age/where you live/nationality) and learn the nouns and articles/determiners for family members, he/she is called and numbers 1-70 plus how to say how old we are. All on the Vocabulary Sheet.	Days of the week Months of the year Numbers 1-80 Question words	Ten phrases on activities to do at the weekend. A range of conjunctions and opinions to be able to fully answer the question qu'est-ce que tu fais le week-end? time

Reading						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	No lessons this term	No lessons this term.	Musical Instruments Les Instruments	Family La Famille – new version (Intermediate)	Date Quelle est la date? (Intermediate)	Weekend Le Weekend (Progressive)
Know			. to understand that there are cognates in French: triangle, piano, clarinette. Know how to order words to build a short phrase Possessive adjectives (mon, ma, mes)	Familiar cognates in the vocabulary Written forms of the vocabulary How a question is formed and answered	The meaning of unit vocabulary The meaning of question words	How to tell the time in French. How to say your opinion – like an activity or not Some conjunctions and how to use them



Be able to do			. Learning to recognise and learn cognates such as triangle, piano, clarinette first. Starting to build a short phrase in French using personal pronoun (je), conjugated verb 1st person verb (joue), and partitive article (du, de la or des). Choosing and ordering these words accurately.	Recognise cognates in the vocabulary Recognise the possessive adjectives and other unit vocabulary Recognise the first and third person conjugations of the verbs avoir and s'appeler	Read the days of the week and months of the year. Read numbers from 1-31 Read questions and answers to do with the day's date and a birthday.	read what activities someone does at the weekend, at what time they do them but also if they like them or not. link ideas together using more conjunctions and to create longer and more interesting replies.
Understand this Vocabulary			Cognates, phrase, verb, possessive adjectives	Cognates, possessive adjectives	Days, months, numbers	Conjunction Opinion I like, I do not like Time: hour, o'clock Half past, quarter to and quarter past

Writing						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	No lessons this term	Not expected	Musical Instruments Les Instruments	Family La Famille – new version (Intermediate)	Date Quelle est la date? (Intermediate)	Weekend Le Weekend (Progressive)
Know			That words are either masculine, feminine or plural	Familiar cognates in the vocabulary The unit vocabulary	How to form a question using a	How to write a short paragraph discussing what



			and distinguish them in written form	How words fit together to form sentences How to conjugate third person singular of a verb	variety of question words How to form an answer	activities can be done at the weekend, at what time and using connectives
Be able to do			Attempt to spell some of the nouns with their correct definite article/determiner in French. Record nouns in the plural.	Learn to write with more accuracy, fluency, and confidence on the topic of family. Move from only using the 'I' form of a verb to the 'he/she form'. Increase knowledge of how the French language works by understanding better the role of different words in a sentence. Be reminded that nouns have gender and that this impacts the choice of articles and possessive adjectives. Improve the ability to choose these words carefully, applying increasingly grammatical awareness and using this with improving accuracy.	Spell some of the days of the week and months of the year correctly. Write a question asking the date. Write a statement with the date. Record when birthday is, write a question asking when someone's birthday is.	Include activities to do at the weekend Share an opinion Use conjunctions



				Be able to use possessive adjectives in writing Describe own or a fictitious family in French by name, age, and relationship Be able to record questions and answers		
Understand this Vocabulary			Plural, nouns, definite article	Cognate Conjugate Third person singular First person singular	Conjugate verbs Third person singular	

Grammar						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	No lessons this term	No lessons this term.	Musical Instruments Les Instruments	Family La Famille – new version (Intermediate)	Date Quelle est la date? (Intermediate)	Weekend Le Weekend (Progressive)
Know			Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. Learn that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality.	What a possessive adjective is How to conjugate a verb in third person singular	Correct word order needed to form a question, using and knowing the correct word order to form an answer	A variety of first person singular high frequency verbs such as je vais and je joue. new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. New conjunctions and opinions for



			Introduction to three definite articles le, la and les (l' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.			joining two phrases together. To use a preposition when stating an activity at a specific time.
Be able to do			Use a noun (instrument) with the correct definite article and 1st person singular of verb to play (jouer) je joue.	Use possessive adjectives correctly Use unit vocabulary correctly to form a short paragraph. To understand how a sentence is formed in French. Write a question and an answer.	Form a question using different question words answer correctly conjugating the verbs avoir, etre Use possessive adjectives correctly	Revise and consolidate a variety of first person singular high frequency verbs such as je vais and je joue. Use new verbs such as je regarde, je lis and the reflexive verbs je me lève and je me couche. Use new conjunctions and opinions for joining two phrases together and opinions Use the preposition at with time.
Understand this Vocabulary			Verb, noun, article, plural	Possessive adjectives (mon, ma, mes) Conjugate Third person singular First person singular	Possessive adjective Verb Noun Question words	Conjunction Conjugation Verbs Reflexive verbs preposition



Term 3 Speaking and Listening

At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic area	Le Navet Gigantique The Gigantic Turnip Story	The Seasons Les Saisons (Early Language)	Fruit Les Fruits (Early Years)	In Class En Classe (Intermediate)	Clothes Les Vetements (Intermediate)	Me in the World Moi Dans le Monde (Progressive)
Know	The vocabulary associated with the story, numbers to 10, colours	ON nasal sound in saison. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in hiver and printemps. Beginning to notice that this sound is made from the back of the mouth, not the front. Different to the 'r' sound in English! Even if we do not see these letters and sounds we will hear them many times as they are in the key words in this unit.	, Recommended phonics focus: CH OU ON OI • OI sound in poire • Silent letters. We will see that the letter 's' is not pronounced in 'les' or the plural version of the fruits as final poire, prune, cerise & abricot. 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	Recommended phonics focus: I IN IQUE ILLE • I sound in livre, calculatrice & ciseaux. • Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. • Silent letters. Hearing and seeing the silent consonants on the end of French words: des ciseaux • Elision. J'ai. Dropping 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 of mute 'h'. This facilitates pronunciation and is	Phonics & pronunciation we will see: Recommended phonics focus: É E È EAU EUX • 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,	Recommended phonics focus: QU Ç GNE EN AN • QU sound in quel, qu'est-ce que, quelle & plastique • Ç sound in ça & français • GNE sound in montagnes • EN sound in commence, Valentin & environnement • AN sound in dans, Merwan, Canada & franc • Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.



			often in French. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange Made from the back of the mouth, not the front.	Not optional in French.	écharpe. Made from the back of the mouth, not front.	
Be able to do	Recognise the words in French when they hear them. Learning to listen carefully and repeat what is heard with improving accuracy. Working on memory skills so ch are able to remember the new words learnt in French.	Learning to listen more carefully to what we hear in French. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in French.	To say what fruit we like and do not like in French. Name, recognise and remember up to 10 fruits in French	Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects. • Learn how to replace an indefinite article/determiner with the appropriate possessive adjective. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case/rucksack. To work on memory, recall and retention skills using images. To improve oral work by learning to ask questions in French as well as answering but progressing even further by including a	To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.	Say some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say something we do to help the planet.



				possessive adjective and negative reply.		
Understand this Vocabulary	Navet, monsieur, dame, garçon, fille, chien, chat, souris, Numbers to 10, colours: jaune, bleu, rouge, rose, marron, vert, blanc, orange, noir	L'hiver, le printemps, l'ete, l'automne, les oiseaux chantent, les fleurs poussent, et en ete, il y a du soleil, il fait chaud, en automne, les arbres perdent leurs feuilles, ma saison preferee	Les pommes, les fraises, les peches, les bananes, les cerises, les oranges, les prunes, les poires, les kiwis, les abricots J'aime, Je n'aime pas	Un livre, un cahier, un crayon, un stylo, un taille-crayon, un baton de colle, un sac a dos, des ciseaux, une regle, une calculatrice, une trousse, une gomme, J'ai, Je n'ai pas de Possessive, negative	Revisiting colours and the vocabulary to describe weather. Learn the 21 items of clothing and the full conjugation for the regular 'er' verb porter to wear.	A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.

Reading						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	Le Navet Gigantique	The Seasons Les Saisons	Les Fruits	En Classe	Les Vetements	Moi Dans le Monde
Know	That the phonics sounds in French are different to those in English	That the phonics sounds in French are different to those in English.	Recommended phonics focus: CH OU ON OI • OI sound in poire • Silent letters. We will see that 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. • Liaison. Understanding better that liaison is the	Recommended phonics focus: I IN IQUE ILLE • I sound in livre, calculatrice & ciseaux. • Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. • Silent letters. Hearing and seeing the silent	Recommended phonics focus: É E È EAU EUX • 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	Recommended phonics focus: QU Ç GNE EN AN • QU sound in quel, qu'est-ce que, quelle & plastique • Ç sound in ça & français • GNE sound in montagnes • EN sound in commence, Valentin & environnement • AN sound in dans, Merwan, Canada & franc • Silent letters.



			<p>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. • Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made from the back of the mouth, not the front</p>	<p>consonants on the end of French words: des ciseaux • Elision. J'ai. Dropping 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 of mute 'h'. This facilitates pronunciation and is not optional in French. There are 3 ways to say "my" in French.</p>	<p>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. Made from the back of the mouth, not front. Accents on words – what they do to the sounds.</p>	<p>The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. • -ent is not pronounced in trouvent as it is part of the verb conjugation</p>
Be able to do	No written words to be shown at this stage until the ch have a good grasp of phonics in English	Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes.	Decode the written word of the unit vocabulary	Decode the written word of the unit vocabulary.	Lots of reading activities to learn the 21 nouns and appropriate articles for clothes. Plus extended reading tasks that will support ch in saying what we wear in different scenarios.	Find capital cities from some French-speaking countries on a map. Complete extended reading activities.



Understand this Vocabulary		Letter strings, phonemes	Letter strings, silent letters, phonemes negative	Letter strings, silent letters, accent, phonemes, negative, possessive article	Verb, conjugation, subject, singular, plural, articles, nouns	Verbs, conjugation, first person singular, plural, articles, nouns, accents.
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Writing						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	Le Navet Gigantique	Les Saisons	Les Fruits	En Classe	Les Vetements	Moi, Dans le Monde
Know	No written activities are required.	Not expected	Phonics sounds in French and cognates, as well as vocabulary words.	Phonics sounds in French and cognates, as well as vocabulary words. What accents do to sounds in a word.	Phonics sounds in French and cognates, as well as vocabulary words. What accents do to sounds in a word.	Phonics sounds in French and cognates, as well as vocabulary words. What accents do to sounds in a word. A lot of unknown very interesting, authentic and challenging language connected to celebrations, religions with ideas to help protect our planet.
Be able to do			Attempt to spell some of the vocabulary with their correct article/determiner. Use an apostrophe when a word begins with a vowel – J’aime, Je n’aime pas	Write longer sentences in French using the vocabulary with the correct article/determiner. Use an apostrophe correctly with	Lots of written activities to learn the 21 nouns and appropriate articles for clothes (wordsearches, word puzzles and cross words). Plus extended written scaffolded activities	Spell some of the different countries and the relative capital cities in the French-speaking world • write about some key celebrations in the French speaking world and some of



				words that begin with a vowel Try to spell more words correctly. Write the 3 ways to say "my".	that will support ch in saying what we wear in different scenarios. Write any accents on words.	the differences in terms of geography and historical sites between Paris and Port-au-Prince. • write something, we do to help the planet. Write the first person of the verbs for: apeler, habiter, parler, proteger, utiliser and aller in sentences.
Understand this Vocabulary			Noun, determiner, article, apostrophe, negative	Noun, negative, apostrophe, article/determiner, masculine and feminine, possessive	Masculine, feminine, articles, determiners	Verbs, infinitive, conjugations, first person, noun, gender.

Grammar						
At the end of each year pupils will:	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic Area	Le Navet Gigantique	Seasons Les Saisons	Les Fruits	En Classe	Les Vetements	Moi Dans le Monde
Know	No written activities are required.	Nouns & articles/determiners. We will start to notice that in French there is often an article/determiner before a noun when there is not one in English. One word in	Nouns, gender, articles/determiners and plural form. We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine	Nouns, gender, articles/determiners & use of the negative. Understanding that nouns in French are gendered and that this affects the choice of article/determiner. Moving from	Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns	Verbs & near future tense. Know how to form the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.



		English can be two words in French! For example, Spring is le printemps	or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender. There is only one plural option. Exploring how to make the fruits plural in French.	revisiting j'ai... ('I have') to learning the negative option je n'ai pas de... ('I do not have') in French.	will be revisited before the whole verb conjugation of the regular 'er' verb PORTER is introduced. Adjectival agreement.	The meanings of the following verbs: apeler, habiter, parler, proteger, utiliser and aller.
Be able to do		Say the noun with the article	Write/say the vocabulary word with the correct determiner and make vocabulary words plural	Write/say sentences in the affirmative and negative	Use all of these correctly in speaking and writing activities. Verbs, possessive adjectives, gender, definite, indefinite, partitive articles & adjectival agreement. The possessive adjectives for the word 'my' in French and gender of nouns, verb conjugation of the regular 'er' verb PORTER Adjectival agreement is also	Use the verbs correctly in sentences with the correct subject agreement. Begin to form the simple future with the je form of the verb Aller. Write the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.



					revisited and extended using colours.	Write the first person of the verbs for: apeler, habiter, parler, proteger, utiliser and aller in sentences.
Understand this Vocabulary		Noun, article	Plural, determiner/article masculine and feminine	Affirmative, negative, determiner/article, masculine and feminine	Verbs, possessive adjectives, gender, definite and partitive articles and adjectival agreement, verb conjugation.	Simple future, subject agreement, verbs, first person

