

Year 3		
Autumn Term 1	Greetings; numbers 1 – 10 including age; classroom subjects	<p><b><u>Greetings</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Begin to apply phonic knowledge to support reading.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write some familiar words using a model and some from memory.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul>
Autumn Term 2		<p><b><u>Numbers 1 – 10, age, classroom instructions</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Show awareness of sound-spelling links.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write some familiar words from memory.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen and respond to simple rhymes, stories and songs.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul>
Spring Term 1	Classroom objects and colour; animals and pets; numbers 11 - 20	<p><b><u>Classroom objects and colour</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Recognise some familiar words and phrases.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write some familiar words using a model.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Recognise and respond to sound patterns.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Gender of inanimate objects: masculine and feminine.</li> <li>• Word order of adjectives and nouns.</li> </ul>
Spring Term 2		<p><b><u>Animals and pets; numbers 11 - 20</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Recognise and understand some familiar words and phrases.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write some familiar words using a model and some from memory.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Recognise and respond to sound patterns.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul>

		<p>Grammar</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Adjectival agreement</li> <li>• Word order of adjectives and nouns.</li> </ul>
Summer Term 1	Food items; numbers 21 – 31; months, days of the week and birthdays.	<p><b><u>Food items; numbers 21 – 31</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Begin to identify and develop strategies to memorise vocabulary.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Begin to apply phonic knowledge to support writing.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen attentively and understand instructions.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Communicate with others using simple words, phrases and short sentences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Informal and formal: tu/vous</li> <li>• Recognise negative form.</li> </ul>
Summer Term 2		<p><b><u>Months, days of the week and birthdays</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Begin to identify and develop strategies to memorise vocabulary.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Begin to apply phonic knowledge to support writing.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Recognise familiar questions.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Communicate with others using simple words, phrases and short sentences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• No capital letters for days and months in French.</li> </ul>

Year 4		
Autumn Term 1	Families; Numbers 31 – 60; describe appearance; colours	<b><u>Families; Numbers 31 – 60</u></b> Listening <ul style="list-style-type: none"> <li>Listen for specific phonemes, words and phrases.</li> <li>Listen and respond to familiar spoken words and phrases.</li> </ul> Speaking <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul> Reading <ul style="list-style-type: none"> <li>Read and understand familiar words, phrases and short texts made of simple sentences.</li> </ul> Writing <ul style="list-style-type: none"> <li>Apply phonic knowledge to support writing.</li> <li>Write simple words/phrases using model and words from memory.</li> </ul> Grammar <ul style="list-style-type: none"> <li>1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person: avoir and s'appeler.</li> <li>Mon/ma/mes: agreement of possessive adjectives.</li> </ul>
Autumn Term 2		<b><u>Describe appearance; colours</u></b> Listening <ul style="list-style-type: none"> <li>Listen for specific phonemes, words and phrases.</li> <li>Listen and respond to familiar spoken words and phrases.</li> </ul> Speaking <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> </ul> Reading <ul style="list-style-type: none"> <li>Read and understand familiar words, phrases and short texts made of simple sentences.</li> </ul> Writing <ul style="list-style-type: none"> <li>Apply phonic knowledge to support writing.</li> <li>Write simple words/phrases using model and words from memory.</li> </ul> Grammar <ul style="list-style-type: none"> <li>Avoir: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular</li> </ul> Adjectival agreement for gender and number.
Spring Term 1	Describe people and their personality; school subjects and their opinions; time (o'clock)	<b><u>Describe people and their personality</u></b> Listening <ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words and phrases.</li> </ul> Speaking <ul style="list-style-type: none"> <li>Communicate by asking and answering a wider range of questions and presenting short pieces of information on familiar topics.</li> </ul> Reading <ul style="list-style-type: none"> <li>Read aloud with increasingly accurate pronunciation.</li> </ul> Writing <ul style="list-style-type: none"> <li>Write a short text using a model.</li> </ul> Grammar

		<ul style="list-style-type: none"> <li>Être: 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person singular.</li> <li>Adjectival agreement.</li> </ul>
Spring Term 2		<p><b><u>School subjects and their opinions; time (o'clock)</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words and phrases.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Communicate by asking and answering a wider range of questions and presenting short pieces of information on familiar topics.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read aloud with increasingly accurate pronunciation.</li> <li>Follow a short, familiar text, listening and reading at the same time.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write a short text using a model.</li> <li>Form more complex sentences on a familiar topic.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Le/la/les/l' : agreement of definite article for gender and number.</li> </ul>
Summer Term 1	Festivals, parties and French speaking countries; food; cost of items.	<p>Listening</p> <ul style="list-style-type: none"> <li>Listen and respond to familiar spoken words and phrases.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Pronounce some familiar words/phrases more accurately.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Follow a short, familiar text, listening and reading at the same time.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write a short text using a model.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Le/la/les/l' : agreement of definite article for gender and number.</li> <li>Use on to talk about first-person plural activities</li> </ul>
Summer Term 2		

Year 5		
Autumn Term 1	Days of the week; activities on the weekend; weather; sequences of directions.	<p><b><u>Recap days of the week; activities on the weekend</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</li> <li>Use context and prior knowledge to determine the meaning of new words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write simple sentences and short texts using a model.</li> <li>Form more complex sentences on a familiar topic.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrase and sentences.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>Take part in short conversations using familiar structures and vocabulary.</li> <li>Use simple conjunctions to build more complex sentences.</li> <li>Understand and express simple opinions.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and use the definitive article correction: le/la/l'/les</li> <li>Understand and use agreements of adjectives (singular)</li> </ul> <p>Recognise and use plural form.</p>
Autumn Term 2		<p><b><u>Weather; sequences of directions</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</li> <li>Read a variety of simple texts in different formats and in different contexts.</li> <li>Begin to use a bilingual dictionary independently to clarify the meaning of unfamiliar words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write simple sentences and short texts using a model.</li> <li>Form more complex sentences on a familiar topic.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrase and sentences.</li> <li>Follow the text of familiar rhymes and songs and identify the meaning of words/phrases.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>Take part in short conversations using familiar structures and vocabulary.</li> <li>Use simple conjunctions to build more complex sentences.</li> <li>Understand and express simple opinions.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and use the definitive article correction: le/la/l'/les</li> <li>Understand and use agreements of adjectives (singular)</li> </ul>

		<ul style="list-style-type: none"> <li>Understand and use prepositions au/à la/à l'</li> <li>Use il y a + indefinite article</li> <li>Give instructions in the vous form.</li> <li>Use sequencers d'abord, ensuite, enfin</li> <li>Join sentences with et</li> </ul> <p>Use je vais + infinitive to talk about future plans</p>
Spring Term 1	Describing places in town; time; leisure activities.	<p>Reading</p> <ul style="list-style-type: none"> <li>Use context and prior knowledge to determine the meaning of new words.</li> <li>Begin to use a bilingual dictionary independently to clarify the meaning of unfamiliar words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write simple sentences and short texts using a model.</li> <li>Form more complex sentences on a familiar topic.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen attentively and understand more complex phrase and sentences.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</li> <li>Take part in short conversations using familiar structures and vocabulary.</li> <li>Use simple conjunctions to build more complex sentences.</li> <li>Understand and express simple opinions.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and use negatives.</li> <li>Use 3<sup>rd</sup> person avoir and Être in positive and negative statements.</li> <li>Understand and use agreements of adjectives (singular)</li> <li>Understand and use the definite article correction le/la/l'/les.</li> <li>Use il y a + indefinite article.</li> <li>Join sentences with et.</li> <li>Use 3<sup>rd</sup> person verbs.</li> <li>Use and understand both the indefinite and definite articles.</li> </ul>
Spring Term 2		
Summer Term 1	Holidays; including countries and languages; my home environment and chores.	<p><b><u>Holidays; including countries and languages</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>Read a variety of simple texts in different formats and in different contexts.</li> <li>Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</li> <li>Use context and prior knowledge to determine the meaning of new words.</li> <li>Begin to use a bilingual dictionary independently to clarify the meaning of unfamiliar words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write simple sentences and short texts using a model.</li> <li>Form more complex sentences on a familiar topic.</li> <li>Use a bilingual dictionary to check the spelling of words.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Take part in short conversations using familiar structures and vocabulary.</li> <li>Use simple conjunctions to build more complex sentences.</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand and express simple opinions.</li> <li>• Prepare a short presentation on a familiar topic.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrase and sentences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Recognise and use plural form.</li> <li>• Use 3<sup>rd</sup> person avoir and Être in positive and negative statements.</li> <li>• Understand and use the definite article correction le/la/l'/les.</li> <li>• Understand and use prepositions au/à la/à l'</li> <li>• Use je vais + infinitive to talk about future plans.</li> <li>• Use il y a + indefinite article.</li> <li>• Join sentences with et.</li> <li>• Use 3<sup>rd</sup> person verbs.</li> <li>• Use and understand both the indefinite and definite articles.</li> </ul>
<p>Summer Term 2</p>	<p><b><u>My home environment and chores</u></b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read a variety of simple texts in different formats and in different contexts.</li> <li>• Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.</li> <li>• Use context and prior knowledge to determine the meaning of new words.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write simple sentences and short texts using a model.</li> <li>• Form more complex sentences on a familiar topic.</li> <li>• Use a bilingual dictionary to check the spelling of words.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Take part in short conversations using familiar structures and vocabulary.</li> <li>• Use simple conjunctions to build more complex sentences.</li> <li>• Understand and express simple opinions.</li> <li>• Prepare a short presentation on a familiar topic.</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Listen attentively and understand more complex phrase and sentences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Recognise and use plural forms.</li> <li>• Understand and use negatives.</li> <li>• Understand and use agreements of adjectives (singular)</li> <li>• Understand and use the definite article correction le/la/l'/les.</li> <li>• Use sequencers d'abord, ensuite, enfin.</li> <li>• Use je vais + infinitive to talk about future plans.</li> <li>• Use il y a + indefinite article.</li> <li>• Join sentences with et.</li> <li>• Use 3<sup>rd</sup> person verbs.</li> </ul> <p>Use and understand both the indefinite and definite articles.</p>

Year 6		
Autumn Term 1	Numbers 60 – 100; clothing; body parts; illnesses.	<p><b><u>Numbers 60 – 100</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> <li>Start to predict the pronunciation of unfamiliar words.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read aloud from a text with good expression.</li> <li>Read and understand the main points and some detail from a short written passage.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write short phrases to give a personal response and give a preference or opinion.</li> <li>Use a bilingual dictionary independently.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and begin to apply agreement of adjectives for feminine and plural nouns, including irregular adjectives, e.g. blanche.</li> <li>Understand and apply agreement of indefinite articles un/une/des.</li> <li>Apply knowledge of conjugation of regular –er verbs in the present tense, e.g. porter.</li> <li>Understand and use infinitive constructions e.g. J’aime porter.</li> <li>Understand and use the negative construction ne...pas</li> </ul>
Autumn Term 2		<p><b><u>Clothing; body parts; illnesses</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> <li>Start to predict the pronunciation of unfamiliar words.</li> <li>Present to an audience e.g. role play, presentation, performance.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read aloud from a text with good expression.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write short phrases to give a personal response and give a preference or opinion.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and apply agreement of definite article le/la/les.</li> <li>Understand and apply knowledge of conjugation of the irregular high frequency verb avoir in the present tense.</li> </ul> <p>Use the preposition á with the definite article á/la/au/aux e.g. j’ai mal á la tête.</p>



<p>Spring Term 1</p>	<p>Daily routines; journeys and transport including travelling to school.</p>	<p><b><u>Daily routines</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Understand longer and more complex phrases and sentences and with some unfamiliar words.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> <li>Present to an audience e.g. role play, presentation, performance.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read aloud from a text with good expression.</li> <li>Read and understand the main points and some detail from a short written passage.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write a complex sentence manipulating familiar language.</li> <li>Write a few sentences from memory, using knowledge of words, text and structure.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand and apply knowledge of conjugation of -re and -ir verbs e.g. prendre</li> </ul>
<p>Spring Term 2</p>		<p><b><u>Journeys and transport including travelling to school.</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Identify different text types and read short, authentic texts for enjoyment or information.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write short phrases to give a personal response and give a preference or opinion.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Understand when to use prepositions en and á with modes of transport.</li> <li>Understand and apply knowledge of conjugation of the irregular high frequency verb aller in the present tense.</li> </ul>
<p>Summer Term 1</p>	<p>Sports and hobbies; healthy eating and food.</p>	<p><b><u>Sports and hobbies</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>Understand longer and more complex phrases and sentences and with some unfamiliar words.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>Manipulate language scaffolds to present own ideas and information in more complex and original sentences.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Read aloud from a text with good expression.</li> <li>Read and understand the main points and some detail from a short written passage.</li> <li>Independently use a bilingual dictionary to find the meaning of words in a written material and understand their meaning in its context.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>Write a complex sentence manipulating familiar language.</li> </ul>

	<ul style="list-style-type: none"> <li>• Write a few sentences from memory, using knowledge of words, text and structure.</li> <li>• Use a bilingual dictionary independently.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Understand and apply knowledge of agreement of definite article with nouns le/la/les.</li> <li>• Apply knowledge of á + definite article e.g. jouer au/aux.</li> <li>• Understand and begin to apply pattern of de + definite article e.g. faire de la gymnastique/du sport.</li> <li>• Understand and apply knowledge of conjugation of the irregular high frequency verb faire in the present tense.</li> <li>• Apply knowledge of conjugation of regular -er verbs e.g.jouer.</li> </ul>
Summer Term 2	<p><b><u>Healthy eating and food.</u></b></p> <p>Listening</p> <ul style="list-style-type: none"> <li>• Understand the main points and simple opinions in spoken sources e.g. story, song or passage.</li> <li>• Understand longer and more complex phrases and sentences and with some unfamiliar words.</li> </ul> <p>Speaking</p> <ul style="list-style-type: none"> <li>• Manipulate language scaffolds to present own ideas and information in more complex and original sentences.</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• Read aloud from a text with good expression.</li> <li>• Read and understand the main points and some detail from a short written passage.</li> <li>• Independently use a bilingual dictionary to find the meaning of words in a written material and understand their meaning in its context.</li> </ul> <p>Writing</p> <ul style="list-style-type: none"> <li>• Write a complex sentence manipulating familiar language.</li> <li>• Write a few sentences from memory, using knowledge of words, text and structure.</li> <li>• Use a bilingual dictionary independently.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Apply knowledge of the negative construction ne...pas.</li> <li>• Understand and apply knowledge of conjugation of the irregular high frequency verb être.</li> </ul>