Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

French Curriculum



School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

"A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful."

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE PROVISION	 Key stage 2: National Curriculum. Use of the document "Teaching a Broad and Balanced Curriculum for Education Recovery", Ofsted research review series Languages Use of additional resources such as (but not limited to); Twinkl, The Oak Academy, BBC Bitesize KS2. Use of the Language Angels French scheme. French is the language we have chosen to teach as part of our Modern Foreign Languages. French is taught to the children in Key Stage 2. It is taught through a planned weekly session to each class.
KNOWLEDGE	 Children need to develop the ability to speak in French, understand spoken French and to be able to write in French sentences. The programme of study is divided into three teaching types which build to develop the children's knowledge and skills. Early Language Teaching Type- entry level units, appropriate to children with little or no previous foreign language learning. Intermediate Teaching Type- increase in the level of challenge by increasing the amount and complexity of foreign language presented to pupils. Progressive Teaching Type- most challenging unit for children who have a good understanding of the basics of the language they are learning. Within each teaching type the knowledge is covered for: speaking, listening, reading, writing and grammar. Grammar is integrated and taught discretely throughout all units. Specific grammar units can also be used to support children's understanding. The knowledge in the French curriculum is intended to be progressive and is designed to not only build on prior learning but to ensure acquisition deliberatively overlaps and is repetitive. Children will be able to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning. Where possible and appropriate units will be linked to class topics/ cross-curricular themes. In addition to language units, these will be supplemented by celebrations and understanding of the French culture. There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.
SKILLS	 Within each session children will work on developing the following skills: speaking, listening, reading, writing and grammar. Children will also learn French phonics to support their oral fluency. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills.



	These will be embedded and further developed in Upper KS2, alongside Reading and Writing, gradually progressing onto more
	complex language concepts and greater learner autonomy.
MEANINGFUL START POINTS	 Children need to know where subjects exist in real life. "We are linguists". They need to understand where the language is spoken and why it is important for them to learning it. They should relate it back to the English language or, if they speak other languages, to those that they speak. Initial learning should link to the child and their part in the subject in real life. In French each theme or topic should always start with
	"What languages do I speak?" (and what vocabulary I know in my home language linked to a topic)
VOCABULARY AND LANGUAGE	 Children should build a bank of French words – understanding meanings and then use in the correct context.
	 They should also understand how to build these in to sentences.
	They will begin to understand word classes, tenses and grammar in French.
	Throughout their French learning journey, children will collect banks of vocabulary for them to refer back to and use.
ENRICHMENT OPPORTUNITIES	 To bring the learning alive the children should experience things first hand through experiences in school such as a French café, painting by numbers in French, having the opportunity to speak to a native French speaker face to face or online, linking with secondary schools' language departments etc.
	Further aspects of French can be developed through the use of technology e.g. translating larger texts, creating French posters etc.
	 Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- Events that are happening in France, French culture, links to other languages spoken in school/ by the community.
	 Making the most of resources available- for example using children who speak different languages as an example to all, using staff who can speak French to support, access local secondary schools' languages departments.
	• Using all of our senses to be fully immersed in learning and aid retention what can they hear, see, smell etc when learning.
INDIVIDUAL DEVELOPMENT	Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning
	• Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about languages that can be learnt.
	 Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey for example- finding out more about France.
	 Nurture ambitions and aspirations- talk about careers where the ability to speak in different languages can be useful.
	 Learning a second language also offers pupils the opportunity to explorer relationships between language and identity, developing a deeper understanding of other cultures and the world around them, children are able to make comparisons with their own identify/ culture.
	 The learning platform offers a multisensory approach to learning. It has a wide range of audio, visual and kinaesthetic teaching styles that support working memory and create a want to learn foreign languages.



Knowledge Progression map

	Year 3	Year 4	Year 5	Year 6
Vocabulary	 Understand numbers 1-10 Be familiar with days of the week Use simple greetings (e.g. hello and goodbye, saying how they are) Ask and answer simple questions about name and age Understand familiar nouns including the correct article (e.g. animals, musical instruments) Use simple adjectives (e.g. colours) 	 Understand numbers 1-100 (multiples of 10) and say, read, write them (e.g. in dates and other numeracy activities) Use a wider range of vocabulary to ask and understand questions in the classroom (e.g. asking for help, asking the time, simple commands) Understand and communicate using a wider range of familiar nouns (e.g. classroom items, animals, musical instruments, food and drink) Understand and use adjectives to describe people, places, things, and themselves (e.g. characters in a story, family members, their age, nationality, here they live). 	 Follow and give simple instructions and descriptions (e.g. the date, weather, what they are wearing) Be able to say, read and write the date including the day, number and month of the year. All numbers from 1-100 in multiples of 10 as well as numbers from 1-31 should be familiar. Take part in conversations and be able to make simple statements and present information (e.g. weather, playing an instrument, the date, what they wear at different times of the year or on different occasions). Understand and communicate simple descriptions orally and in writing (e.g. of a 	 Understand numbers 1-100 and be able to use them in context (e.g. the date, age, prices). Be able to identify and tell the time (in speaking, listening, reading and writing exercises). This includes all full hour times plus quarter past the hour, half past the hour, quarter to the hour. Understand, express and be able to justify opinions orally and in writing (e.g. school subjects they like and don't like, leisure activities



Image: second a person, a person, a person, a place, the weather). they like, for place, the weather). Image: second a place, the weather). they don't I Image: second a place, the weather). they don't I Image: second a place, the weather). they don't I Image: second a place, the weather). they don't I Image: second a place, the weather). they don't I Image: second a place, the weather). they don't I Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the weather). Image: second a place, the place a pla	ike l and tional g. in olay "l , ″
 Be able to read longer passages of text and answer questions Understand use transact (orally or in writing language (e about the passage a café role p they have read (e.g. would like", reading a short and "how much simple story or Understand 	l and tional g. in olay "l , "
Image: set	tional g. in olay "I , <i>"</i>
answer questions use transact (orally or in writing language (e about the passage a café role p they have read (e.g. would like", reading a short and "how much simple story or etc.) completing a reading • Use adjective	tional g. in olay "I , <i>"</i>
Image: Construction Image: Construction Image: Construction Image: Construction	.g. in olay "I , "
about the passage a café role p they have read (e.g. would like", reading a short and "how much simple story or etc.) completing a reading • Use adjective	olay "I , "
they have read (e.g. would like", reading a short and "how much simple story or etc.) completing a reading Use adjective	, ,,
reading a short and "how much simple story or etc.) completing a reading • Use adjective	"
simple story or etc.) completing a reading • Use adjective	
completing a reading • Use adjective	105
completing a reading • Use adjective	105
	103
	or
different people are size etc.) to	
wearing on different their senter	ices
days of the week for more	
different occasions). descriptive.	They
Be able to listen to must make	sure
longer passages of text the adjectiv	es
and answer questions agree (when	re
(orally or in writing) relevant) wi	ith
about the passage the noun th	ey
they have heard (e.g. are describi	
about what the Where	
weather is like on agreement	is
different days or in necessary g	ender
different areas of a and pluralit	
country. the noun w	íll
determine t	:he
correct use,	,
spelling and	1
pronunciati	
the adjectiv	e.



		I	
			• Be able to read
			or listen to
			longer passages
			of text and
			answer more
			detailed
			questions (orally
			or in writing)
			about the
			passage they
			have read (e.g. a
			reading exercise
			about what
			people eat to
			stay healthy, or a
			listening exercise
			about planets in
			the solar system
			stating what
			colour they are
			and how big or
			small they are).
			 Study cross-
			curricular topics
			(e.g. habitats,
			planets or
			Romans) and use
			their subject
			knowledge to
			allow themselves
			to be challenged
			by longer
			passages of
L			pussages of



				unknown text or language in the foreign language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages
Phonics	 Understand the sounds of individual letters and groups of letters and speak them aloud individually and in chorus. OI sound in trois & noir ON sound in marron OU sound in rouge CH sound in cheval Silent letters and liason. 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. Made from the back of the mouth, not the front 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. 	 IN sound in cinq I sound in huit, dix, Patrick, habite & Paris ILLE sound in famille & fille IQUE sound in unique 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. 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'. H Aspiré. E.g. The letter 'h' in haricots is called a h aspiré. It is still a silent 'h' 	 Understand and use the alphabet to assist in correct spelling and pronunciation É sound in février, décembre E sound in septembre & novembre EAU sound in beau 	 QU sound in informatique & musique Ç sound in français AN sound in anglais, français, amusant & intéressant EN sound in sciences GNE sound in montagnes -ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string.



	 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 cochon, singe and mouton 	 but there is no liason. The final 's' in les remains SILENT when used with haricots verts. Accents. Accents can appear frequently in French and are important for accuracy and spelling. They can also affect the pronunciation of a word. 		
Grammar	 Use simple verbs in the first person "I" form Nouns, gender, article/determiners and verbs. Introduction of 1st person singular conjugation of the high frequency irregular verb être (to be) in French. Introduction to three definite articles le, la and les Learning how to categorise nouns in French by their article/determiner, gender and plurality. Modal verb plus infinitive. 	 Understand and use verbs in the first person "I" form- also look at a fully conjugated regular verb and show where the first person "I" form is. Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. Nouns, articles and determiners in singular and plural form. Adjectival agreement (the adjective to show whether the person or object described is male or female) Possessive adjectives 	 Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they". This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing). 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 	 Use connectives to make sentences more descriptive and fluent (e.g. "after", "also", "and", "later on", "finally" etc.) Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "l" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have



		 cardinal numbers are used. No 2nd, 3rd , 4th etc. Indefinite articles Adjectival agreement with irregular verbs 	on the pattern of changes to the endings of the verb for each personal pronoun. Reflexive verbs Near future tense
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Skills Progression map

	Year 3	Year 4	Year 5	Year 6
Listening	 Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Develop understanding of the sounds of individual letters and groups of letters (phonics). 	 Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. 	 Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises). Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	 Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.
Speaking	 Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). Speak aloud familiar words or short phrases in chorus. Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	 Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). 	 Take part in short conversations using sentences and familiar vocabulary. Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. Understand and express simple opinions using familiar topics and vocabulary. 	 Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency.



Reading	 Recognise and understand familiar written words and short phrases basic nouns and first person "I" form of simple verbs) in written text. Read aloud familiar words or short phrases in chorus. 	 Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	 Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school). 	 Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required).
Writing	Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).	 Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	 Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.) Check spellings with a dictionary. 	 Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).



Grammar	 Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied. 	 Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form. Begin to look at what a fully conjugated verb looks like. 	 Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the negative form, possessives and connectives. Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are. 	 Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs. Be able to identify and correctly use adjectives (e.g. colours or size) and the concept of adjectival agreement (where relevant).
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Subject Overview

We are beginning a new French curriculum in the academic year 2023-24. As the new curriculum is more through and dives deeper into the language, there may be gaps in knowledge from the children's prior exposure to language teaching. The complete French curriculum will be phased in over two years to account for these gaps.

Academic Year 2023-24

	Autumn		Spring		Summer	
Year 3	Extra Teaching:	Early Language	Early Language	Early Language	Early Language	Early Language
	Phonetics 1	Teaching: Animals	Teaching:	Teaching: I am	Teaching: Fruits	Teaching: Ice
			<u>Instruments</u>	<u>Able</u>		<u>Creams</u>
	Sounds: ch, ou, on ,oi	 Vocabulary: Animals (with article/ 	Vocabulary:	Vocabulary: • Action verbs	 Vocabulary: Fruits Like/ dislike 	Vocabulary:
	Early Learning Teaching: I am Learning French	 determiner) I am- je suis 	 Instruments (with article/ determiner) 	 I am able/ I am not able- je peux/ je ne peux pas 	 Phonics: OI sound in poire 	 Ice cream flavours I would like- je voudrais
	 Vocabulary: Feelings Personal details Colours Numbers to 10 Phonics: OI sound in trois & noir ON sound in marron OU sound in rouge 	 Phonics: CH sound in cheval OU sound in souris & mouto n ON sound in cochon & mout on OI sound in oiseau Silent letters and liaison. 'D' is not pronounced in canard and the 	 Phonics: OU sound in joue ON sound in violon Contractions & silent letters. When the preposition de is f ollowed by the definite article les it becomes des but 	 Phonics: 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 	 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 	 Phonics: ON sound in citron CH sound in pistache Silent letters. We will see that the final letter 's' is not pronounced in 'voudrais' or the final 't' in 'chocolat' This happens often in French.



 Silent letters. The 's' in gris, 't' in vert and violet, 'c' in blanc, 'x' in deux and the 's' in trois. 	 last 's'is not pronounced in souris. Nasal sounds. Starting to explore the four 	 the 's' in des is silent. Nasal sounds. Starting to explore the four French nasal 	 therefore not pronounced. Nasal sounds. Exploring the four French nasal sounds (on, 	better that liaison is the word to explain what happens with pronunciation when a word that	 Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in fraise and citron
Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris,	French nasal sounds (on, un, in and an). This sound does not exist in English and	sounds (on, un, in and an). This sound does not exist in English and is made	un, in and an). These sounds do not exist in English and are made through the nose not the	ends in a normally silent consonant is followed by a word starting with a vowel. The normally silent 's'	. Made from the back of the mouth, not the front. Grammar:
marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front.	is made through the nose not the mouth! nasal sounds (on, un, in and an). This sound does not	through the nose not the mouth! Words like viol<u>on</u> and inst rum<u>en</u>ts.	mouth! Words like danser and ch anter Grammar:	in les is pronounced in les oranges and les abricots as both those fruits start	 Nouns, gender & high frequency verb. Starting to understand better that nouns
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.	exist in English and is made through the nose not the mouth! Words like coch<u>on</u>, s<u>inge</u> and mout<u>on</u>	Grammar: • Nouns, definite articles/determine rs and high frequency verb 'iouor' in 1st	 Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoi r and translates as 'I am able') is 	 with a vowel but the 's' almost sounds like a 'z'. This happens often in French. Guttural 'R'. Becoming more 	in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for
Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate	 Grammar: Nouns, gender, article/determiner s and verbs. To learn that nouns in French 	 'jouer' in 1st person singular only. Using a noun (instrument) with the correct 	ALWAYS followedby a verb in itsinfinitive form inFrench.The negative	familiar with the French 'r' sound as seen in fraise, orange, poire, prune, cerise & abricot. Made	 'a/an' in French depending on the gender of the noun. Becoming more
Grammar:	can have different articles/determine rs based on their	definite article and 1st person singular form of the verb	sentence structure in French follows the rule of 'ne' plus the	from the back of the mouth, not the front.	familiar with the high frequency verb conjugation je voudrais



gender (masculine and feminine nouns). • Looking more closely at two	 'jouer' (to play), 'je joue' (I play). Learning that nouns in French can have different 	conjugated MODAL verb, 'peux', plus 'pas', and finally followed by the	 Grammar: Nouns, gender, articles/determine rs and plural form. 	 Learning that je voudrais is the verb conjugation for I would like/ want. From the
 indefinite articles/determine rs: un (for masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugatio n of the high frequency irregular verb être (to be) in 	 articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles le, la and l es (l' is not seen in this unit). Learning how to categorise nouns in French by their article/determiner, gender and plurality 	INFINITIVE verb.	 We will be exploring the concept of gender in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two 	verb vouloir to want.
French.			 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.	
Year 4	Extra Teaching:	Early Language	Intermediate	Intermediate	Intermediate	Intermediate
	Phonetics 1-2	Teaching:	Teaching:	Teaching: My	Teaching: In the	Teaching: At the
		Vegetables	Presenting Myself	Family	Classroom	Tearoom
	Sounds: I, IN, IQUE,					
	ILLE	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
		 Vegetables 	 Greetings 	Family members	Classroom objects	Food and drink
	Early Language	 I would like – je 	 Nationality 	and relations		from a café
	Teaching: Seasons	voudrais	 Numbers to 20 	 Names and ages 	Phonics:	 Asking for items
	Teaching. Jeasons	Measures (kilo,		Numbers 1-70	I sound	
	Maaahulamu	half kilo)	Phonics:	N .	in livre , calculatric	Phonics:
	Vocabulary: Seasons	Dhamlan	IN sound in cinq	Phonics:	 e & ciseaux Accents, Accents 	IN sound
		 Phonics: CH sound 	I sound in huit div Detriek	IN sound in cinq &	Accents. Accents can appear	in cinquante .
	Conjunctions- et/ car	 CH sound in champignon 	in huit, dix, Patrick, habite & Paris	 cinquante I sound in famille, 	frequently in	I sound in
	Phonics:	ON sound	• Silent letters. 'S' is	Lisa, Jacqueline, petite	French and are	sandwich, limonade,
	ON sound in saison	in oignon	not pronounced	& fille	important for	grenadine &
	OU sound	• Liaison. The	in appelles, ans, Paris,	ILLE sound in	accuracy and	brioche
	in poussent	reason why the	Londres or habites.	famille & fille	spelling. They can	Silent letters.
	• OI sound in oiseaux	final letter 's'	This often happens	IQUE sound in	also affect the	Hearing and seeing
	• Silent letters. We	in les is sometimes	when 's' is the	unique	pronunciation of a	the silent
	will start to notice	pronounced and	final consonant in a	• Silent letters. The	words.	consonants on the
	that there are lots of	sometimes left	word.	final consonant ('s') is	Silent letters.	end of French
	silent letters	silent in the unit is	• Liaison. When a	not pronounced in	Hearing and seeing	words: voudrais ,
	in French. For	due to liaison	word that ends in a	appelles, ans, soeurs,	the silent	croissant, chocolat
	example, we will see	in French. If the	normally silent	mes grands-parents,	consonants on the end of French	& lait but noting
	that the letter 't ' is	article/determiner	consonant, is followed	les or parents. This		that cent is an
	not pronounced in	is followed by a	by a word starting with	often happens in	words: des ciseaux	exception!



French Curriculum

'et', 'est' and the	noun that starts	a vowel as seen in je	French.	Elision. J'ai.	
' d' is not	with a vowel – a	suis anglais/ anglaise	• Elision in je	Dropping the last	
pronounced in	normally silent 's'	(pronunciation will	m'appelle/ il	letter of a word (in	Grammar:
'chaud'. Starting to	is pronounced by	change when an 'e' is	s'appelle/ elle	this case the 'e'	• Nouns, indefinite
notice that	as a 'z' sound. As	added to the end	s'appelle/ j'ai. This is	in je) and replacing	articles/determine
final consonants are	with les oignons , l	of anglais). The 's' in	generally in order to	it with an	rs & plurality.
often silent letters in	es	'suis' transforms and	facilitate pronunciation	apostrophe.	Remembering that
French.	épinards and les	almost sounds like a	in French. Dropping of	Attaching it to the	nouns in French
• Guttural 'R'.	aubergines.	'z'.	the last letter of a word	word that follows	can be categorised
Becoming more	 H Aspiré. The 	Elision. As seen	(as in the 'e' in me or	which begins with	by their
familiar with the	letter 'h'	in je m'appelle .	se) replacing it with an	a vowel of mute	determiner (in this
French 'r' sound as	in haricots is called	Dropping of the last	apostrophe so	'h'. This is in order	case an indefinite
seen	a h aspiré. It is still	letter of a word (in this	attaching it to the word	to facilitate	article) and
in hiver, printemps ,	a silent 'h' but	case the 'e' in me) and	that follows that starts	pronunciation. It	understand better
car and préférée. Be	there is no	replacing it with an	with a vowel or mute	is not optional in	how to make
ginning to notice	liason. The final 's'	apostrophe, and	h.	French.	singular nouns
that this sound	in les remains	attaching it to the word			plural in French so
is made from the	SILENT when used	that follows, which	Grammar:		more than one of
back of the mouth,	with haricots verts	begins with a vowel or	 Nouns, articles/ 	Grammar:	each item can be
not the front.		mute h. This is	determiners &	 Nouns, gender, 	ordered from the
		generally in order to	possessive	articles/determine	choice of food,
		facilitate	adjectives.	rs & use of the	snacks and drinks.
Grammar:	Grammar:	pronunciation. It is not	 Exploring 	negative.	
Nouns &	 Nouns and 	optional in French.	possessive	Understanding	
articles/determiners.	articles/determine		adjectives in	that nouns in	
We will start to	rs in plural form.	Grammar:	French with a	French are	
notice that in	 Learning that the 	 Adjectival 	focus only on 'my'.	gendered and that	
French there is often	plural definite	agreement. An	 Understanding 	this affects the	
an	article/determiner	introduction to the	that there are	choice of article/	
article/determiner	(the word for 'the')	concept of	three words in	determiner.	
before a noun when	is les in French and	adjectival	French mon, ma ,	Moving from	
we do not use one	does not change.	agreement, in the	mes for our one	revisiting j'ai (ʻl	
in English. For		simplest form in		have') to learning	



	 example, spring in French is 'le printemps'. Starting to notice also that there are more words in French for 'the' than in English! 	 Both the noun and definite article/determiner in French change in plural form. This does not happen in English. 	French. Adding an 'e' to the end of the adjective (in this lesson the nationality) when the person talking / being described is female	word 'my' in English.	the negative option je n'ai pas de ('I do not have') in French.	
Year 5	Extra Teaching Phonetics: 1-3	Intermediate Teaching: The Date	Intermediate Teaching: What is the weather?	Intermediate Teaching: Do you have a pet?	<u>Intermediate</u> <u>Teaching: My</u> <u>Home</u>	Intermediate Teaching: Habitats
	Sounds: É E È EAU EUX	 Vocabulary: Days of the week Months Numbers 1 21 	Vocabulary: • Weather types	Vocabulary: • Pets	Vocabulary:Types of house	Vocabulary: • Habitats • Animals
	Intermediate Teaching: My Family	 Numbers 1-31 Birthdays Phonics: 	 Ask about the weather Phonics: 	 Asking if someone has a pet Conjunctions et/ mais 	 Location words Rooms of the house 	 Plants Phonics: É sound
	 Vocabulary: Family members and relations Names and ages Numbers 1-70 	 É sound in février, décembre E sound in septembre & novembre Silent letters. You 	 E sound in le & de EAU sound in beau Silent letters. The 'd' is not pronounced in chaud, 's' is 	 Phonics: É sound in Cécile E sound in je & de EAU sound in oiseau 	 Ask about a persons house Phonics: E sound in appartement 	 in désert & océan E sound in le EAU sound in chameau & eau Silent letters. The children will hear
	 Phonics: IN sound in cinq & cinquante I sound in famille, Lisa, Jacqueline, petite & fille ILLE sound in famille & fille 	 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 	not pronounced in dans & mauvais and the 't' is not pronounced in fait & vent . These letters are often silent at the ends of words.	 Silent letters. 'S' is not pronounced in mais or souris a nd the t is not pronounced in et & chat. 's' &'t' are often 	 EAU sound in bureau Silent letters. The 's' is not pronounced in many words like dans, habites, mais and bains the 	and see that the 's' is not pronounced in les , habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent



• IQUE sound in unique	more familiar with	•	Elision. As seen		silent at the end of	't' is not	when at the end of
 Silent letters. The 	the French 'r'	•	in l'est . the 'e' has		French words.	pronounced in et.	French words.
final consonant ('s') is	sound as seen		been dropped	•	'H' Aspiré. This	These two	Nasal sounds.
not pronounced in	in mardi &		in le as the next	-	type of 'H' is not	consonants are	Exploring the four
appelles, ans, soeurs,	mercredi. Made		word starts with a		aspirated or	often silent when	French nasal
mes grands-parents,	from the back of		vowel. This is to		otherwise	they are at the end	sounds
les or parents. This often	the mouth, not the		help pronunciation		pronounced. It	of words.	(on, un, in and an).
happens in French.	front.		in French but can		does not allow	• Elision. J'habite.	This sound does
 Elision in je 	nont.		make it hard to		elisions or liaisons	Dropping of the	not exist in English
m'appelle/ il s'appelle/			know where one		– the 'h'	last letter of a	and is made
elle s'appelle/ j'ai. This is	Grammar:		word starts and		in hamster acts	word (in this case	through the nose
generally in order to	Ordinal & cardinal		finishes.		like a consonant	the 'e' in je) and	not the mouth!
facilitate pronunciation	• Ordinar & cardinar numbers.		milles.		which is why it is	replacing it with an	Words like grands,
in French. Dropping of					'je n'ai	apostrophe.	dans, buissons, re
the last letter of a word	• To learn that	Gra	ammar:		pas de hamster'.	Attaching it to the	quin and singe.
(as in the 'e' in me or se)	months of the year		Use of il y a & faire	•	Elision Je n'ai pas	word that follows	qu <u>in</u> and singe.
replacing it with an	(and days of the	•	in weather	-	d'oiseau. Dropping	which begins with	
apostrophe so attaching	week) do not have		phrases. Learning		of the last letter of	a vowel or mute	Grammar:
it to the word that	a capital letter in		that often in		a word (in this	'h'. This is in order	 Verbs.
follows that starts with a	French unless they		different		case the 'e'	to facilitate	Exploring the
vowel or mute h.	are found at the		languages, like in		in ne and de) and	pronunciation. It is	3rd person
	start of a		French, structures		replacing it	not optional in	conjugation of
Grammar:	sentence.		can be unique to		with an	French.	the
Nouns, articles/	 The only ordinal 		that language.		apostrophe, and	Trenen.	verb pousser
determiners &	number for saying		We say it is hot but		attaching it to the		and habiter,
possessive	the date in French		in French it is		word that follows,		two regular ER
adjectives.	is the 1st (premier)		'doing' hot! In		which begins with		verbs.
 Exploring possessive 	after that only		English we say it is		a vowel or mute h.	Crommon	VELDS.
adjectives in French	cardinal numbers		sunny but in		It is not optional.	Grammar:	
with a focus only on	are used. No 2nd,		French 'there is'			 Indefinite articles, nagative & high 	
'my'.	3rd , 4th etc.		sun. It does not			negative & high	
 Understanding that 			make perfect	Gra	mmar:	frequency verbs.	
there are three			sense in English,			 Revisiting again 	
						the indefinite	



	words in French mon, ma, me s for our one word 'my' in English.		but it is how it is expressed in French! Understanding it is not always a word for word translation.	 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' 	 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. 	
Year 6	Extra teaching:	Intermediate	Intermediate	Progressive	Progressive	Progressive
	Phonetics 1-4	<u>Teaching: Do you</u>	Teaching: Clothes	Teaching: At	Teaching: At the	Teaching: Me in
		have a pet?		<u>School</u>	Weekend	the World
	Sounds: QU GNE Ç EN		Vocabulary:			
	AN	Vocabulary:	 Items of 	Vocabulary:	Vocabulary:	Vocabulary:
		Pets	clothing	School	• Time	 Environment
		 Asking if someone 	Describing	subjects	 Activities 	
	Intermediate	has a pet	clothing	Like/ dislike When subjects		Phonics:
	Teaching: The Date	Conjunctions et/	Phonics:	 When subjects take place 	Phonics:	
	<u></u>	mais			 QU sound in quelle, 	 QU sound in quel, qu'est-ce
	Vocabulary:	Phonics:	• É sound in écharpe	Phonics:	informatique &	in quei, qu'est-ce
	Days of the week	• É sound in Cécile			musique	



 Months Numbers 1-31 Birthdays Phonics: 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. Made from the back of the mouth, not the front. 	 E sound in je & de EAU sound in oiseau Silent letters. 'S' is not pronounced in mais or souris a nd 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 <u>de</u> hamster'. Elision Je n'ai pas d'oiseau. Dropping of the last letter of a word (in this 	 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, r 	 QU sound in informatique & musique Ç sound in français AN sound in anglais, français, a musant & 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 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 	 AN sound in bandes, amus ant, intéressa nt & 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'écou te. Dropping of the last letter of a word (in this 	 que, quelle & plastique Ç sound in ça & français GNE sound in montagnes EN sound in commence, Valentin & environnement AN sound in dans, Canada, musulman & France 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
 Ordinal & cardinal numbers. 	case the 'e' in ne and de) and replacing it with an	in orange, rouge, r obe, écharpe. Made from the	replacing it with an apostrophe. Attaching it to the word that follows which begins with	word (in this case the 'e' in je) and replacing it with an	pronounced in trouvent as it is part of the verb



 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. 	 apostrophe, and attaching it to the word that follows, which begins with a vowel or mute h. It is not optional. Grammar: 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' 	 back of the mouth, not front Grammar: Verbs, possessive adjectives, gender, definite, indefinite, partitiv e 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 Adjectival agreement is also revisited and extended using colours. 	a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French. Grammar: Nouns, gender, definite articles & high frequency regular verb étudier. Revision of definite article Ie , Ia , I' and Ies . Focus on 1st person singular conjugation of verb étudier with an opportunity to explore the whole verb conjugation. Learning how to also use opinions and justifications.	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. Grammar: Verbs, conjunctions and opinions. Revision and consolidation of a variety of first person singular high frequency verbs such as je vais and je joue . Also being introduced to new verbs such as je regarde , je lis and the reflexive verbs je me lève and je me couche . New conjunctions and opinions for joining two phrases together and opinions.	 conjugation and a silent letter string. Grammar: Verbs & near future tense. Revisiting the 1st person conjugation of the verb aller (to go) je vais with the infinitive utiliser (to use) for the near future.
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Academic Year 2024-25 onwards

	Autumn		Spring		Summer	
Year 3	Extra Teaching:	Early Language	Early Language	Early Language	Early Language	Early Language
	Phonetics 1	Teaching: Animals	Teaching:	Teaching: I am	Teaching: Fruits	Teaching: Ice
			Instruments	Able		<u>Creams</u>
	Sounds: ch, ou, on ,oi	Vocabulary:			Vocabulary:	
		Animals (with	Vocabulary:	Vocabulary:	Fruits	Vocabulary:
	Early Learning	article/	Instruments (with	Action verbs	Like/ dislike	Ice cream flavours
	Teaching: I am	determiner)	article/	• I am able/I am not		 I would like- je
	Learning French	 I am- je suis 	determiner)	able- je peux/ je ne	Phonics:	voudrais
		Phonics:	. ·	peux pas	 OI sound in poire Silent letters. We 	
	Vocabulary:	CH sound in cheval	Phonics:	Phonics:	• Silent letters. We will see that the	 Phonics: ON sound in citron
	Feelings	 OU sound 	 OU sound in joue ON sound 	CH sound	letter 's ' is not	 ON sound in citron CH sound
	Personal details	in souris & mouto	• ON sound in violon	in chanter	pronounced in 'les'	in pistache
	Colours	n	Contractions &	OU sound in jouer	or the plural	 Silent letters. We
	Numbers to 10	ON sound	silent letters.	d'un instrument	version of the	will see that the
		in cochon & mout	When the	• Silent Letters. 'X' is	fruits as final	final letter 's' is
	Phonics:	on	preposition de is f	one of the 6 most	consonants are	not pronounced in
	OI sound	• OI sound in oiseau	ollowed by the	commonly silent	nearly always	'voudrais' or the
	in trois & noir	• Silent letters and	definite	consonants in	silent letters in	final 't' in
	ON sound in marron	liaison. 'D' is not	article les it	French. The "x"	French.	'chocolat'
	 OU sound in rouge Silent letters. The 's' 	pronounced	becomes des but	in peux is	• Liaison.	This happens often
	• Silent letters. The 's' in gris, 't'	in canard and the	the 's' in des is	therefore not	Understanding	in French.
	in vert and violet , 'c'	last 's'is not	silent.	pronounced.	better that liaison is the word to	• Guttural 'R'.
	in blanc , 'x'	pronounced in souris.	Nasal	Nasal	explain what	Becoming more
	in deux and the 's'	 Nasal 	sounds. Starting to explore the four	sounds. Exploring the four French	happens with	familiar with the French 'r' sound as
	in trois .	sounds. Starting to	French nasal	nasal sounds (on,	pronunciation	seen
	• Guttural 'R'.	explore the four	sounds	un, in and	when a word that	in fraise and citron
	Becoming more	French nasal	(on, un, in and an).	an). These sounds	ends in a normally	. Made from the



familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois & quatre. Made from the back of the mouth, not the front. • 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. Grammar:	 sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! 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 cochon, singe and mouton Grammar: Nouns, gender, article/determiner s and verbs. To learn that nouns in French can have different articles/determine rs based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determine 	 This sound does not exist in English and is made through the nose not the mouth! Words like violon and inst ruments. Grammar: Nouns, definite articles/determine rs and high frequency verb 'jouer' in 1st person singular only. Using a noun (instrument) with the correct definite article and 1st person singular form of the verb 'jouer' (to play), 'je joue' (l play). Learning that nouns in French can have different articles based on their gender (masculine/ 	 do not exist in English and are made through the nose not the mouth! Words like danser and ch anter Grammar: Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoi r and translates as '1 am able') is ALWAYS followed by a verb in its infinitive form in French. The negative sentence structure in French follows the rule of 'ne' plus the conjugated MODAL verb, 'peux', plus 'pas', and finally followed by the INFINITIVE verb. 	 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. Grammar: Nouns, gender, articles/determine rs and plural form. We will be exploring the 	 back of the mouth, not the front. Grammar: Nouns, gender & high frequency verb. Starting to understand better that nouns in French are either masculine or feminine (une glace, un cornet, un petit pot) and that there are different words for 'a/an' in French depending on the gender of the noun. Becoming more familiar with the high frequency verb conjugation je voudrais Learning that je voudrais is the verb conjugation for I would like/ want. From the verb vouloir to want.
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			gender.	
			 forms: un and une. Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by 	
	 masculine nouns) and une (for feminine nouns). Learning how to categorise nouns by gender (un or une). Introduction of 1st person singular conjugatio n of the high frequency irregular verb être (to be) in French. 	 and plurality. 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 article/determiner, gender and plurality 	 in French and starting to understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two 	



Sounds: I, IN, IQUE,					
ILLE	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:	Vocabulary:
	Family members	 Story vocabulary 	 Classroom objects 	 Food and drink 	Weather types
Intermediate	and relations			from a café	Ask about the
	 Names and ages 	Phonics:	Phonics:	 Asking for items 	weather
Teaching: Presenting	• Numbers 1-70	 I sound in petit, 	I sound		
<u>Myself</u>		lit & il	in livre, calculatric	Phonics:	Phonics:
	Phonics:	• ILLE sound in fille	e & ciseaux	IN sound	• E sound in le & de
Vocabulary:	 IN sound in cinq & 	• Silent letters. The	Accents. Accents	in cinquante .	• EAU sound in beau
Greetings	cinquante	's' is not	can appear	I sound in	• Silent letters. The
Nationality	 I sound in famille, 	pronounced in the	frequently in	sandwich,	'd' is not
Numbers to 20	Lisa, Jacqueline, petite	final 's' of fois and	French and are	limonade,	pronounced
	& fille	the 't' is not	important for	grenadine &	in chaud , 's' is
Phonics:	ILLE sound in	pronounced	accuracy and	brioche	not pronounced
• IN sound in cinq	famille & fille	in et and forêt .	spelling. They can	Silent letters.	in dans & mauvais
I sound	 IQUE sound in 	Both letters are	also affect the	Hearing and seeing	and the 't' is not
in huit, dix, Patrick,	unique	often silent when	pronunciation of a	the silent	pronounced in
habite & Paris	• Silent letters. The	they are at the end	words.	consonants on the	fait & vent. These
• Silent letters. 'S' is	final consonant ('s') is	of a French word.	Silent letters	end of French	letters are often
not pronounced	not pronounced in	• Liaison. 'Ils ont'.	Hearing and seeing	words: voudrais,	silent at the ends
in appelles, ans, Paris,	appelles, ans, soeurs,	When a word	the silent	croissant, chocolat	of words.
Londres or habites. This	mes grands-parents,	ending in a	consonants on the end of French	& lait but noting	 Elision. As seen in l'est, the 'e' has
often happens when 's' is	les or parents. This	normally silent	words: des ciseaux	that cent is an	
the final consonant in a	often happens in French.	consonant, like the	• Elision. J'ai.	exception!	been dropped in le as the next
word.		's' in ils (which is	Dropping the last		word starts with a
• Liaison. When a word	Elision in je	normally silent) is	letter of a word (in	C	vowel. This is to
that ends in a normally	m'appelle/ il s'appelle/ elle	followed by a word	this case the 'e'	Grammar:	help pronunciation
silent consonant, is	s'appelle/ j'ai. This is	starting with a vowel as the 'o'	in je) and replacing	Nouns, indefinite articles/determiners &	in French but can
followed by a word	generally in order to	in ont , the	it with an	plurality. Remembering	make it hard to
starting with a vowel as	facilitate pronunciation	consonant 's' is	apostrophe.	that nouns in French	know where one
seen in je suis anglais/	in French. Dropping of	transferred onto	Attaching it to the	can be categorised by	KIOW WHELE OILE
anglaise (pronunciation			word that follows	can be categorised by	



		المتحدية برواص والملا			una nal attenta a sed
will change when an 'e' is	the last letter of a word	the next word.	which begins with	their determiner (in	word starts and
added to the end	(as in the 'e' in me or	This technique is	a vowel of mute	this case an indefinite	finishes.
of anglais). The 's' in	se) replacing it with an	called a liaison. It	'h'. This is in order	article) and understand	
'suis' transforms and	apostrophe so	makes it very	to facilitate	better how to make	
almost sounds like a 'z'.	attaching it to the word	difficult in French	pronunciation. It	singular nouns plural in	Grammar:
• Elision. As seen in je	that follows that starts	to determine	is not optional in	French so more than	Use of il y a & faire in
m'appelle. Dropping of	with a vowel or mute	where one word	French.	one of each item can	weather phrases.
the last letter of a word	h.	ends and the next		be ordered from the	Learning that often in
(in this case the 'e' in me)		begins!		choice of food, snacks	different languages,
and replacing it with an	Grammar:		Grammar:	and drinks.	like in French,
apostrophe, and	 Nouns, articles/ 		 Nouns, gender, 		structures can be
attaching it to the word	determiners &		articles/determine		unique to that
that follows, which	possessive	Grammar:	rs & use of the		language. We say it is
begins with a vowel or	adjectives.		negative.		hot but in French it is
mute h. This is generally	 Exploring 		Understanding		'doing' hot! In English
in order to facilitate	possessive		that nouns in		we say it is sunny but
pronunciation. It is not	adjectives in		French are		in French 'there is' sun.
optional in French.	French with a		gendered and that		It does not make
	focus only on 'my'.		this affects the		perfect sense in
Grammar:	 Understanding 		choice of article/		English, but it is how it
 Adjectival 	that there are		determiner.		is expressed in French!
agreement. An	three words in		Moving from		Understanding it is not
introduction to the	French mon , ma ,		revisiting j'ai ('I		always a word for word
concept of adjectival	mes for our one		have') to learning		translation.
agreement, in the	word 'my' in		the negative		
simplest form in	English.		option je n'ai pas		
French. Adding an 'e'	5		de ('I do not		
to the end of the			have') in French.		
adjective (in this			,		
lesson the					
nationality) when					
the person talking /					



being described is female					
Year 5 Extra Teaching Phonetics: 1-3	Intermediate Teaching: The Date	<u>Intermediate</u> <u>Teaching: My</u> <u>Home</u>	Intermediate Teaching: Clothes	Intermediate <u>Teaching: The</u> <u>Olympics</u>	Intermediate Teaching: Habitats
Sounds: É E È EAU EUX Intermediate Teaching: Do yo have a pet? Vocabulary: • Pets • Asking if someone has a pet • Conjunctions et/ mais Phonics: • É sound in Cécile • E sound in je & de • EAU sound in oise • Silent letters. 'S' i not pronounced in mais or souris a the t is not pronounced in et & chat. 's' & are often silent at	 Phonics: 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 & " 	 Frome Vocabulary: Types of house Location words Rooms of the house Ask about a persons house Phonics: 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 	 Vocabulary: Items of clothing Describing clothing Phonics: 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 	 Vocabulary: Olympics Sports Phonics: QU sound in olympiques & a ntique Ç sound in français EN sound in commence, pen dant & argent AN sound in antique, pendan t & grands Silent letters. The 's' is not pronounced in grands, antiques a nd the 't' is not pronounced in amusant, barbant or fatigantENT is not pronounced at the end of a word 	 Vocabulary: Habitats Animals Plants Phonics: É sound in désert & océan E sound in le EAU sound in chameau & eau Silent letters. The children will hear and see that the 's' is not pronounced in les, habitats and arbres the 't' is not pronounced in désert. Both these consonants are often silent when at the end of French words. Nasal sounds. Exploring the four French nasal sounds



the end of French words.	the mouth, not the front.	of words.	wear). This is the same for all 3rd	part of the verb conjugation and a	(on , un , in and an). This sound does
 '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 <u>de</u> 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. It is not optional. Grammar: Indefinite articles, high frequency verbs & negative. 	 Grammar: 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. 	 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'. This is in order to facilitate pronunciation. It is not optional in French. 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 	 person plural endings in the present tense. Guttural 'R'. Becoming more familiar with the French 'r' sound as in orange, rouge, r obe, écharpe. Made from the back of the mouth, not front Grammar: Verbs, possessive adjectives, gender, definite, indefinite, partitiv e 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 	 silent letter string. Grammar: Adjectival agreement & irregular verb faire. To learn that when saying you play a sport in French, the verb faire is used, plus de plus the definitive article (creating a partitive article). To explore the whole present tense verb conjugation of the verb faire. 	not exist in English and is made through the nose not the mouth! Words like grands, dans, buissons, re quin and singe. Grammar: • Verbs. Exploring the 3rd person conjugation of the verb pousser and habiter, two regular ER verbs.



	 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' 		 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 	 porter is introduced Adjectival agreement is also revisited and extended using colours. 		
Year 6	Extra teaching:	Progressive	Progressive	Progressive	Progressive	Progressive
	Phonetics 1-4	<u>Teaching: Healthy</u>	Teaching: At the	Teaching: Planets	Teaching: Vikings	Teaching: Me in
		<u>Lifestyle</u>	<u>Weekend</u>			the World
	Sounds: QU GNE Ç EN			Vocabulary:	Vocabulary:	
	AN	Vocabulary:	Vocabulary:	 Planets 	 Physical 	Vocabulary:
		 Healthy items 	• Time	 Space 	appearance	Environment
	Progressive	of food/ drink	Activities		(height, hair	
		 Unhealthy 		Phonics:	colour, eye colour)	Phonics:
	Teaching: At School	items of food/	Phonics:	EN sound in	 Daily routine 	QU sound
	Maaabulawu	drink	 QU sound in 	centre/ seulement		in quel, qu'est-ce
	Vocabulary:	Exercise/	quelle,	AN sound in		que, quelle
	School subjects Like / dislike	sports	informatique &	orange & grand(e)	Phonics:	& plastique
	Like/ dislikeWhen subjects	 Recipes 	musique	• Silent letters. The	• Ç sound in	• Ç sound in ça &
	-	Dhamiaa	 AN sound in 	's' is not	garçon & français	français
	take place	Phonics:	bandes, amus	pronounced	• EN sound in	GNE sound in
	Dhamian	QU sound in	ant, intéressa	in planètes , and the 't' is not	intelligent, violent & excellent	montagnes
	Phonics:	électroni <u>qu</u> es	nt &	pronounced	AN sound in	EN sound in
	• QU sound	 EN sound in <u>en</u>tier AN sound in 	fatigant	in et or seulement .	grand & terrifiant.	commence,
	in informatique & m		EN sound in	These two	• Silent letters. The	Valentin &
	usique	m <u>an</u> ger, s <u>an</u> té, viande & mélange	prends &	consonants are	• Shent letters. The 'd' is not	environnement
	• Ç sound in français	vi <u>an</u> ue « mei <u>an</u> ge	finalement			



•	AN sound in anglais, français, am	• Silent letters. The 's' is not	• Silent letters. Hearing and	often silent when seen at the ends of	pronounced in grand and the 't'	• AN sound in dans, Canada,
	usant &	pronounced	seeing that	words in French.	is not pronounced	musulman &
	intéressant	in heures , and the	the 's' is not	• Guttural 'R'.	in petit . However,	France
•	EN sound in sciences	't' is not	pronounced in	Becoming more	when an 'e' is	• Silent letters. The
•	Silent letters. The	pronounced	heures, and	familiar with the	added on the end	's' is not
	children will hear	in amusant ,	the 't' is not	French 'r' sound as	of these words to	pronounced
	and see that the	barbant or	pronounced	seen in rouge ,	make petite or	in Paris and the 't'
	final 's' is not	fatigant. These	in amusant ,	orange, marron, cr	grande then they	is not pronounced
	pronounced	two letters are	barbant or	ème and noir.	are pronounced.	in amusant ,
	in aimes the 't' is not	often silent when	fatigant. This	Made from the	• Elision. J'ai.	barbant or
	pronounced	they are the final	is often the case	back of the mouth,	Dropping of the	fatigant. This often
	in sport or the 'x'	consonants in	when these	not the front.	last letter of a	happens with 's'
	in ennuyeux.	words.	consonants are the		word (in this case	and 't' when they
	These letters are		last letters in	Grammar:	the 'e' in je) and	are the final
	often silent at the	Grammar:	French words.	 Adjectival 	replacing it with an	consonant in a
	end of words in	 First person 	 Elision. J'écou 	agreement.	apostrophe and	word.
	French.	singular	te. Dropping	Further work	attaching it to the	 -ent is not
•	Elision. J'étudie.	conjugation of	of the last	explaining and	word that follows	pronounced in
	Dropping of the last	high frequency	letter of a	consolidating how	which begins with	trouvent as it is
	letter of a word (in	verbs, use of the	word (in this	adjectives can (and	a vowel or mute	part of the verb
	this case the 'e' in	negative &	case the 'e'	often do) change	ʻh' (ai). This is in	conjugation and a
	je) and replacing it	imperative	in je) and	spelling in French	order to facilitate	silent letter string.
	with an apostrophe.	instructions.	replacing it	depending if the	pronunciation. It is	
	Attaching it to the	• Use of manger in	with an	noun they are	not optional in	Grammar:
	word that follows	first person	apostrophe.	describing is a	French and is a	• Verbs & near
	which begins with a	singular (je	Attaching it to	singular, plural	type of	future tense.
	vowel or mute 'h'.	mange) and also	the word that	masculine or	contraction.	 Revisiting the 1st
	This is in order to	boire (je bois) also	follows which	feminine noun.		person
	facilitate	in their negative	begins with a		Grammar:	conjugation of the
	pronunciation. It	form (je ne mange	vowel or mute		 Adjectival 	verb aller (to go) je
	is not optional in	pas & je ne bois	'h'. This is in		agreement, high	(0-/]-
	French.	pas).	order to		frequency regular	



	• Exploring verbs in	facilitate	& irregular verbs,	vais with the
Grammar:	the imperative	pronunciation.	conjunctions,	infinitive utiliser
Nouns, gender, definite	form to give	It is not	possessives &	(to use) for the
articles & high frequency	instructions.	optional in	reflexive verbs.	near future.
regular verb étudier.		French.	Revisiting much of	
Revision of definite			the grammar	
article le, la, l' and les .		Grammar:	introduced in Early	
Focus on 1st		Verbs, conjunctions	Learning and	
person singular		and opinions. Revision	Intermediate units	
conjugation of verb		and consolidation of a	with a focus on the	
étudier with an		variety of first person	high frequency	
opportunity to explore		singular high frequency	verbs	
the whole		verbs such as je vais	avoir and être .	
verb conjugation.		and je joue . Also being	Improving	
Learning how to also use		introduced to new	accuracy using	
opinions and		verbs such as je	adjectives and	
justifications.		regarde, je lis and the	introducing the	
justifications.		reflexive verbs je me	concept of	
		lève and je me couche.	reflexive verbs in	
		New conjunctions and	French.	
		opinions for joining		
		two phrases together		
		and opinions.		