



Bonjour!

French

Key skills and knowledge by unit

Mixed-age

Introduction

This document shows the **skills and knowledge** covered in each year group, cycle and strand from Year 3/4- Year 5/6 and which units focus on developing those skills and understanding. For an overview of how the knowledge strands, skills strands and vocabulary progress through our curriculum then please see the [French: Progression of knowledge, skills and vocabulary – mixed-age](#)

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Year 3/ 4 Cycle A		<u>French greetings with puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games - numbers and age</u>	<u>In a French classroom</u>	<u>Bon appétit!</u>	<u>Shopping for French food</u>
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).	Phonics	✓	✓	✓	✓	✓	✓
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et.		✓	✓	✓	✓	✓	✓
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â		✓	✓	✓	✓	✓	✓
To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.		✓					
To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.		✓	✓	✓	✓	✓	
To recognise and begin to predict key word patterns and spellings.			✓				✓
To know that 'h' at the start of a word in French is not pronounced.					✓		✓

Year 3/4 Cycle B		<u>This is me</u>	<u>School days</u>	<u>Birthday celebrations</u>	<u>Colourful creatures - animals, colours and size</u>	<u>Fabulous French food</u>	<u>Gourmet tour of France</u>
To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).	Phonics	✓	✓		✓		
To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et.		✓	✓	✓		✓	✓
To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â		✓	✓	✓			✓
To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.		✓	✓				✓
To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.		✓	✓	✓	✓	✓	
To recognise and begin to predict key word patterns and spellings.				✓	✓		
To know that 'h' at the start of a word in French is not pronounced.				✓		✓	

Year 3/4 Cycle A		<u>French greetings with puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games - numbers and age</u>	<u>In a French classroom</u>	<u>Bon appétit!</u>	<u>Shopping for French food</u>	
To understand that every French noun is either masculine or feminine.	Grammar Feminine and masculine forms: Nouns		✓		✓	✓	✓	
To know that the gender affects the form of the indefinite article un or une .			✓		✓	✓	✓	
To know that feminine nouns often (but not always) end in 'e'.					✓	✓	✓	
To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux .				✓	✓	✓		
To know that the pronoun ça means 'it'.		✓						
To know that the pronoun y means 'there'.		Covered in Cycle B						
To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux .						✓	✓	
To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des .			✓		✓	✓	✓	
To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.							✓	

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To understand that every French noun is either masculine or feminine.	Grammar Feminine and masculine forms: Nouns		✓	✓	✓	✓	
To know that the gender affects the form of the indefinite article un or une .			✓	✓	✓	✓	✓
To know that feminine nouns often (but not always) end in 'e'.				✓	✓	✓	✓
To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux .		Covered in Cycle A					
To know that the pronoun ça means 'it'.		Covered in Cycle A					
To know that the pronoun y means 'there'.			✓				
To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux .		Covered in Cycle A					
To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des .			✓	✓	✓	✓	
To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.			✓	✓	✓	✓	

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To know that most adjectives are placed after the noun in French.	Grammar Feminine and masculine forms: Adjectives		✓		✓		
To know that adjectives of size such as petit and grand are placed before the noun.			✓		✓		
To know that the ending of an adjective changes depending on the gender and number of the noun it describes.		Covered in Cycle B					
To know that certain colour adjectives are invariable and do not change in the feminine form: rouge ; that some do not change in feminine or plural forms: marron, orange .			✓				
To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)- violette (fem); blanc (masc)- blanche (fem), heureux-heureuse .		Covered in Cycle B					
To know that there are high frequency verbs s'appeler , avoir , être and aller which are used to formulate and answer questions.	Grammar Verbs (including conjugation and negation)	✓				✓	
To know that je/j' , and tu and vous are subject pronouns.		✓		✓	✓	✓	✓
To know that c'est means "it is" and is used to describe what something is.			✓			✓	✓
To know that il y a is used to say 'there is/are.'		Covered in Cycle B					
To know that placing ne...pas around the verb makes it negative: ne + verb + pas .				✓	✓	✓	

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To know that most adjectives are placed after the noun in French.	Grammar Feminine and masculine forms: Adjectives				✓		
To know that adjectives of size such as petit and grand are placed before the noun.					✓		
To know that the ending of an adjective changes depending on the gender and number of the noun it describes.					✓		
To know that certain colour adjectives are invariable and do not change in the feminine form: rouge ; that some do not change in feminine or plural forms: marron, orange .					✓		
To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)- violette (fem); blanc (masc)- blanche (fem), heureux-heureuse .					✓		
To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.	Grammar Verbs (including conjugation and negation)	✓		✓			
To know that je/j', tu and vous are subject pronouns.		✓		✓		✓	✓
To know that c'est means "it is" and is used to describe what something is.			✓		✓		
To know that il y a is used to say 'there is/are.			✓			✓	
To know that placing ne...pas around the verb makes it negative: ne + verb + pas .				✓		✓	✓

Year 3/4 Cycle A		<u>French greetings with puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games - numbers and age</u>	<u>In a French classroom</u>	<u>Bon appétit!</u>	<u>Shopping for French food</u>
To know that the endings of verbs change according to the subject.	Grammar Verbs (including conjugation and negation)			✓			
To know how to form the first, second and/or third person of the verbs avoir (to have) and être (to be).		✓		✓	✓	✓	✓
To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas .						✓	
To know that the word order is sometimes different in French compared to English.	Grammar Key features and patterns of the language		✓		✓		
To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses.				✓	✓		✓
To know that some words are cognates: they have the same spelling and meaning in French and English: le train , le taxi .			✓	✓	✓	✓	✓
To know that accents in French can change the sound of a letter.		✓	✓	✓	✓	✓	✓

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To know that the endings of verbs change according to the subject.	Grammar Verbs (including conjugation and negation)	✓		✓		✓	✓	
To know that we can use conjunctions to link phrases such as et/mais .			✓	✓	✓	✓	✓	
To know how to form the first, second and/or third person of the verbs avoir (to have) and être (to be).		✓	✓	✓			✓	
To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas .						✓		
To know that the word order is sometimes different in French compared to English.	Grammar Key features and patterns of the language				✓		✓	
To know that we can use conjunctions such as et (and) and puis (then) to join clauses.			✓	✓	✓			
To know that some words are cognates: they have the same spelling and meaning in French and English: le train , le taxi .			✓	✓	✓	✓	✓	✓
To know that accents in French can change the sound of a letter.		✓	✓	✓	✓	✓		

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To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.	Grammar Key features and patterns of the language	Covered in Cycle B					
To know that basic sentence structure English and French have the same pattern: subject + verb + object.				✓		✓	✓
To know that you can make a statement into a question simply by changing the intonation of your voice in French.				✓	✓	✓	
To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.							✓

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To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.	Grammar Key features and patterns of the language		✓	✓			
To know that basic sentence structure English and French have the same pattern: subject + verb + object.			✓	✓		✓	✓
To know that you can make a statement into a question simply by changing the intonation of your voice in French.						✓	✓
To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.				✓	✓		✓

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Listening and responding to single words, short phrases and full sentences.	Language comprehension (Listening and reading)	✓	✓	✓	✓	✓	✓
Listening and noticing rhyming words when joining in with songs.				✓	✓	✓	
Beginning to notice common spelling patterns.		✓	✓	✓	✓	✓	✓
Reading aloud some words from simple songs, stories and rhymes				✓		✓	✓
Following a short text or rhyme, listening and reading at the same time.							✓
Recognising some familiar French words in written form.		✓	✓	✓	✓	✓	✓
Beginning to understand and notice cognates and near cognates.				✓	✓	✓	✓
Beginning to explore various language detective strategies.				✓		✓	✓
Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.							✓
Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary,				✓	✓	✓	✓

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Listening and responding to single words, short phrases and full sentences.	Language comprehension (Listening and reading)	✓	✓	✓	✓		✓
Listening and noticing rhyming words when joining in with songs.				✓		✓	
Beginning to notice common spelling patterns.		✓	✓		✓		
Reading aloud some words from simple songs, stories and rhymes			✓	✓			
Following a short text or rhyme, listening and reading at the same time.		✓	✓	✓	✓	✓	✓
Recognising some familiar French words in written form.		✓	✓	✓	✓	✓	✓
Beginning to understand and notice cognates and near cognates.			✓	✓	✓	✓	✓
Beginning to explore various language detective strategies.			✓	✓	✓	✓	✓
Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.			✓	✓	✓	✓	✓
Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary.			✓	✓	✓	✓	✓

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Recognising, asking and/or answering simple questions.	Language production Speaking	✓	✓	✓	✓	✓	
Forming simple statements with information including the negative.				✓	✓	✓	
Practising speaking with a partner.		✓	✓		✓		
Beginning to form opinion phrases.						✓	
Using a variety of conversational phrases.						✓	
Using short phrases to give information.		✓	✓	✓	✓	✓	✓
Recognising, repeating and adapting phrases from familiar rhymes and songs.		✓		✓	✓		
Using a model to form a spoken sentence.			✓	✓	✓	✓	✓
Listening and repeating key phonemes with care.		✓	✓	✓	✓	✓	✓
Recognising that sounds and spelling patterns can be different from English.			✓	✓	✓	✓	✓
Recognising how intonation and gesture are used to differentiate between statements and questions.		✓	✓	✓	✓	✓	
Discussing strategies for remembering and applying pronunciation rules.					✓		✓
Building confidence by repeating short phrases with increasing accuracy.		✓	✓	✓	✓	✓	✓
Introducing self to a partner with simple phrases.		✓					
Rehearsing and performing a short role-play, song or story.					✓	✓	

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Recognising, asking and/or answering simple questions.	Language production Speaking	✓					✓
Forming simple statements with information including the negative.			✓			✓	✓
Practising speaking with a partner.		✓	✓	✓	✓	✓	✓
Beginning to form opinion phrases.						✓	✓
Using a variety of conversational phrases.		✓		✓		✓	
Using short phrases to give information.		✓	✓	✓	✓	✓	✓
Recognising, repeating and adapting phrases from familiar rhymes and songs.				✓		✓	
Using a model to form a spoken sentence.		✓	✓	✓	✓	✓	✓
Listening and repeating key phonemes with care.		✓	✓				
Recognising that sounds and spelling patterns can be different from English.		✓	✓	✓	✓		
Recognising how intonation and gesture are used to differentiate between statements and questions.		✓		✓		✓	
Discussing strategies for remembering and applying pronunciation rules.							✓
Building confidence by repeating short phrases with increasing accuracy.		✓	✓	✓	✓	✓	✓
Introducing self to a partner with simple phrases.		✓					
Rehearsing and performing a short role-play or song.		✓				✓	

Year 3/4 Cycle A		<u>French greetings with puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games - numbers and age</u>	<u>In a French classroom</u>	<u>Bon appétit!</u>	<u>Shopping for French food</u>
Selecting and writing simple words and short phrases, some from memory.	Language production		✓		✓	✓	✓
Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.	Writing	✓		✓	✓	✓	✓
Choosing appropriate adjectives from a range of adjectives.			✓		✓		

Year 3/4 Cycle B		<u>This is me</u>	<u>School days</u>	<u>Birthday celebrations</u>	<u>Colourful creatures - animals, colours and size</u>	<u>Fabulous French food</u>	<u>Gourmet tour of France</u>
Selecting and writing simple words and short phrases, some from memory.	Language production	✓	✓	✓	✓	✓	
Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.	Writing	✓	✓	✓	✓	✓	✓
Choosing appropriate adjectives from a range of adjectives.					✓		✓

Year 3/4 Cycle A		<u>French greetings with puppets</u>	<u>French adjectives of colour, size and shape</u>	<u>French playground games - numbers and age</u>	<u>In a French classroom</u>	<u>Bon appétit!</u>	<u>Shopping for French food</u>
Discussing similarities and differences between customs and traditions in France and the UK.	Cultural awareness			✓	✓		
Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.			✓				
Discovering French festivals and their traditions.		Covered in Cycle B					
Ordering typical French food and/or drink.						✓	
To know that in French there are formal and informal greetings.		✓					
To know some playground games played in France.				✓			
To know the names and locations of some of the cities in France.		Covered in Cycle B					
To name some famous paintings by French artists.			✓				✓
To know that in French there is a formal and informal version of the word for 'you', and when to use which one.						✓	
To know that the currency used in France is euros and to recognise some of the notes and coins.						✓	
To know that orders are typically taken at the table in France.		Covered in Cycle B					

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Discussing similarities and differences between customs and traditions in France and the UK.	Cultural awareness		✓	✓		✓	✓	
Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.		✓						
Discovering French festivals and their traditions.				✓			✓	
Ordering, or discovering, typical French food and/or drink.						✓	✓	
To know that in French there are formal and informal greetings.						✓		
To know some playground games played in France.		Covered in Cycle A						
To know the names and locations of some of the cities in France.		✓						
To name some famous paintings by French artists.		Covered in Cycle A						
To know that in French there is a formal and informal version of the word for 'you', and when to use which one.		Covered in Cycle A						
To know that the currency used in France is euros and to recognise some of the notes and coins.							✓	
To know that orders are typically taken at the table in France.							✓	

Year 5/ 6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è) and cedilla (ç)	Phonics	✓	✓			✓	✓
To know that a change in voice intonation can indicate when a question is being asked.			✓	✓		✓	✓
To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?		Covered in Cycle B					
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		✓	✓	✓	✓	✓	✓

Year 5/ 6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>
To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è) and cedilla (ç)	Phonics	✓	✓			✓	
To know that a change in voice intonation can indicate when a question is being asked.		✓	✓	✓	✓		
To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?		✓		✓			
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		✓	✓	✓	✓	✓	✓

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.	Grammar		✓				
To know whether to use the pronouns il 'he' or elle 'she' when describing someone.	Feminine and masculine forms: Nouns	✓	✓	✓			✓
To know that adjectives must agree with the gender and number of the noun being described.	Grammar	✓	✓	✓		✓	✓
To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.	Feminine and masculine forms: Adjectives					✓	
To know a range of prepositions to describe the position of objects or places.					✓	✓	✓
To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,			✓	✓			
To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.							✓
To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.	Grammar	Covered in Cycle B					
To know that the same verb is not always used in English and French for a given phrase.	Verbs (including conjugation and negation)		✓		✓		
To know that compound sentences join two simple sentences together using connectives such as et and mais .		✓	✓	✓	✓	✓	✓
To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus .			✓	✓			

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	French verbs in a week	Visiting a town in France	French sport and the Olympics
To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.	Grammar	Covered in Cycle A					
To know whether to use the pronouns il 'he' or elle 'she' when describing someone.	Feminine and masculine forms: Nouns			✓	✓		✓
To know that adjectives must agree with the gender and number of the noun being described.	Grammar	✓	✓				
To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.	Feminine and masculine forms: Adjectives	Covered in Cycle A					
To know a range of prepositions to describe the position of objects or places.			✓			✓	
To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,			✓				
To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.			✓		✓		✓
To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.	Grammar				✓		✓
To know that the same verb is not always used in English and French for a given phrase.					✓		✓
To know that compound sentences join two simple sentences together using connectives such as et and mais .	Verbs (including conjugation and negation)		✓	✓		✓	✓
To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus.		✓	✓	✓		✓	✓

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
To know that the way verbs change to match the pronoun is called conjugation.	Grammar Verbs (including conjugation and negation)		✓	✓		✓	✓
To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).		✓	✓		✓	✓	✓
To conjugate the verbs aller , jouer and faire .						✓	✓
To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.		Covered in Cycle B					
To know that, for regular verbs, the formal imperative verb (tu) is formed by removing the pronoun vous and just keeping the -ez form of the verb e.g. tournez !		Covered in Cycle B					
To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.		Covered in Cycle B					
To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père .	Grammar Key features and patterns of the language		✓				
To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets - trainers.			✓	✓			✓
To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.		Covered in Cycle B					
To understand that words in French and English will not always have a direct equivalent in the other language.					✓		
To know that parce que and/or car (because) can be used to extend a sentence and give a justification.						✓	✓

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>	
To know that the way verbs change to match the pronoun is called conjugation.	Grammar		✓		✓		✓	
To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).		✓	✓		✓		✓	
To conjugate the verbs aller , jouer and faire .		✓		✓		✓	✓	
To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.		Verbs (including conjugation and negation)			✓		✓	
To know that, for regular verbs, the formal imperative verb (tu) is formed by removing the pronoun vous and just keeping the -ez form of the verb e.g. tournez !						✓		
To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.							✓	
To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père .	Grammar		✓					
To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets - trainers.		Key features and patterns of the language	✓					
To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.		✓				✓		
To understand that words in French and English will not always have a direct equivalent in the other language.		Covered in Cycle A						
To know that parce que and/or car (because) can be used to extend a sentence and give a justification.		✓		✓		✓	✓	

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
Listening and inferring information from audio passages using language detective skills.	Language comprehension (Listening and reading)		✓	✓	✓	✓	
Independently identifying rhyming words and spelling patterns when joining in with songs.				✓			✓
Beginning to predict spelling patterns.		Covered in Cycle B					
Reading short authentic texts for enjoyment or information.		✓	✓		✓	✓	✓
Identifying and extracting key information in a range of authentic texts.		✓	✓	✓		✓	✓
Reading and using language detective skills to assess meaning including context, text type and sentence structure.		✓		✓	✓	✓	✓
Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.		✓		✓			✓
Using a bilingual dictionary to select alternative vocabulary for independent sentence building.		✓		✓			✓
Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.		✓	✓	✓	✓	✓	✓

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>
Listening and inferring information from audio passages using language detective skills.	Language comprehension (Listening and reading)	✓	✓	✓	✓	✓	✓
Independently identifying rhyming words and spelling patterns when joining in with songs.		Covered in Cycle A					
Beginning to predict spelling patterns.		✓			✓		
Reading short authentic texts for enjoyment or information.		✓	✓			✓	✓
Identifying and extracting key information in a range of authentic texts.		✓	✓			✓	✓
Reading and using language detective skills to assess meaning including context, text type and sentence structure.		✓	✓	✓	✓	✓	✓
Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.		✓	✓	✓	✓	✓	✓
Using a bilingual dictionary to select alternative vocabulary for independent sentence building.		✓	✓	✓		✓	✓
Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.		✓	✓	✓		✓	✓

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
Planning, asking and answering questions.	Language production Speaking	✓	✓	✓	✓	✓	✓
Beginning to use conversational phrases for purposeful dialogue.				✓		✓	
Developing extended sentences to justify a fact or opinion.						✓	✓
Rehearsing and recycling extended sentences orally.		✓	✓	✓		✓	✓
Speaking in full sentences using known vocabulary.		✓	✓	✓	✓	✓	✓
Planning and giving a short oral presentation.				✓	✓		✓
Modifying, expressing and comparing opinions.			✓	✓			
Recognising key phonemes in an unfamiliar context, applying pronunciation rules.		✓				✓	
Using intonation and gesture to differentiate between statements and questions.			✓			✓	✓
Formulating their own strategies to remember and apply pronunciation rules.		✓		✓			
Speaking and reading aloud with increasing confidence and fluency.		✓	✓	✓	✓	✓	✓
Creating and presenting a dialogue or role-play.						✓	
Giving a presentation drawing upon learning from a number of previous topics.	✓	✓	✓	✓		✓	

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>
Planning, asking and answering questions.	Language production Speaking	✓	✓	✓			✓
Beginning to use conversational phrases for purposeful dialogue.		✓		✓			
Developing extended sentences to justify a fact or opinion.		✓		✓		✓	
Rehearsing and recycling extended sentences orally.		✓	✓	✓	✓	✓	✓
Speaking in full sentences using known vocabulary.		✓	✓	✓	✓	✓	✓
Planning and giving a short oral presentation.		✓	✓		✓	✓	✓
Modifying, expressing and comparing opinions.		✓		✓		✓	✓
Recognising key phonemes in an unfamiliar context, applying pronunciation rules.		✓					
Using intonation and gesture to differentiate between statements and questions.		✓		✓			✓
Formulating their own strategies to remember and apply pronunciation rules.					✓	✓	✓
Speaking and reading aloud with increasing confidence and fluency.		✓	✓	✓	✓	✓	✓
Creating and presenting a dialogue or role-play.						✓	
Giving a presentation drawing upon learning from a number of previous topics.	✓	✓			✓	✓	

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
Adapting model sentences to express different ideas	Language production Writing	✓	✓	✓	✓	✓	✓
Using existing knowledge of vocabulary and phrases to create new sentences.		✓	✓	✓	✓	✓	✓
Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.		✓	✓	✓	✓	✓	✓
Using adapted phrases to describe an object, person or place.		✓	✓	✓	✓	✓	
Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.		✓	✓	✓		✓	✓
Using a wide range of descriptive words and phrases independently.		✓	✓	✓	✓	✓	✓

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>
Adapting model sentences to express different ideas.	Language production Writing	✓	✓	✓	✓	✓	✓
Using existing knowledge of vocabulary and phrases to create new sentences.		✓	✓	✓	✓	✓	✓
Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.		✓	✓	✓	✓	✓	✓
Using adapted phrases to describe an object, person or place.		✓	✓	✓	✓	✓	✓
Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.			✓				
Using a wide range of descriptive words and phrases independently.		✓	✓	✓	✓	✓	✓

Year 5/6 Cycle A		<u>Portraits</u>	<u>Meet my French family</u>	<u>Clothes - getting dressed in France</u>	<u>French weather and the water cycle</u>	<u>Exploring the French speaking world</u>	<u>Planning a French holiday</u>
Identifying key geographical features of countries in the French-speaking world.	Cultural awareness				✓	✓	
Analysing climate data for some French-speaking countries.						✓	
Playing the traditional French game of la pétanque.		Covered in Cycle B					
Comparing sporting activities in France and the UK.		Covered in Cycle B					
To know that French is spoken in different countries around the world.						✓	✓
To be able to name French-speaking countries and recognise the flags of those countries.						✓	✓
To be able to explain how climate varies in some French-speaking countries.						✓	
To know the rules for playing French bowls.		Covered in Cycle B					
To know informal and formal terms of address in France.			✓				

Year 5/6 Cycle B		<u>French transport</u>	<u>In my French house</u>	<u>French music celebrations</u>	<u>French verbs in a week</u>	<u>Visiting a town in France</u>	<u>French sport and the Olympics</u>
Identifying key geographical features of countries in the French-speaking world.	Cultural awareness	Covered in Cycle A					
Analysing climate data for some French-speaking countries.		Covered in Cycle A					
Playing the traditional French game of la pétanque.							✓
Comparing sporting activities in France and the UK.							✓
To be able to name French-speaking countries and recognise the flags of those countries.		✓		✓			✓
To be able to explain how climate varies in some French-speaking countries.		Covered in Cycle A					
To know the rules for playing French bowls.							✓
To know informal and formal terms of address in France.				✓	✓		