

French Overview – Key Stage 2

		Autumn		Spring		Summer	
Lower Key	Year 3	Core Unit 1	Core unit 2	Core Unit 3	Animals	Food	At School
	Year 4	Playtime	My Home	My Town	Describing People	The Body	Sport
Upper Key	Year 5	On Holiday	Eating Out	Hobbies	A School Trip	Seasons	The Environment
	Year 6	Actions	In France	Family	A Weekend with Friends	The Future	Jobs

National Curriculum - Key stage 2

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

The national curriculum for languages aims to ensure that all pupils:

- ♣ understand and respond to spoken and written language from a variety of authentic sources
- ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- ♣ discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 2: Foreign language Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Pupils should be taught to:

- ♣ listen attentively to spoken language and show understanding by joining in and responding
- ♣ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- ♣ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- ♣ speak in sentences, using familiar vocabulary, phrases and basic language structures
- ♣ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- ♣ present ideas and information orally to a range of audiences
- ♣ read carefully and show understanding of words, phrases and simple writing
- ♣ appreciate stories, songs, poems and rhymes in the language
- ♣ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- ♣ write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- ♣ describe people, places, things and actions orally and in writing
- ♣ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

	Autumn		Spring		Summer	
Year 3	<u>Core Unit 2</u>	<u>Core Unit 2</u>	<u>Core Unit 3</u>	<u>Animals</u>	<u>Food</u>	<u>At School</u>
	<p>Recognise some basic French greetings.</p> <p>Recognise the numbers 1-10.</p> <p>Respond to some simple classroom instructions.</p> <p>Respond to some simple questions when prompted with visual cues.</p> <p>Recognise basic family vocabulary.</p>	<p>Recognise the days of the week when spoken in sequence.</p> <p>Understand most of the colours.</p> <p>Understand numbers up to 20.</p> <p>Respond to questions about likes and dislikes with a single word.</p> <p>Recognise negative responses to a question when given a visual prompt.</p>	<p>Sing along and do the actions to a French song, with a visual aid.</p> <p>Recognise most of the French body parts when they're spoken.</p> <p>Read the numbers 11-20 with some assistance.</p> <p>Accurately say the name of the month of their birthday when given a visual prompt.</p> <p>Understand the difference between singular and plural.</p>	<p>Be able to respond to questions when given a spoken model to copy.</p> <p>Repeat a simple phrase to say that they don't understand something.</p> <p>Hear a simple sentence and then repeat it orally.</p> <p>Copy down a short, simple sentence.</p> <p>Read a short rhyme with help.</p> <p>Recognise some basic French adjectives such as colours.</p>	<p>Give a spoken response to a simple written question using a single word answer.</p> <p>Pronounce some common letter strings correctly.</p> <p>Give an opinion in French with a visual prompt.</p> <p>Repeat a couple of sentences, including talking about what they would like, using the first person.</p> <p>Copy the main vocabulary with some mistakes.</p>	<p>Be able to respond to questions using one-word answers or gestures.</p> <p>Use numbers in a sentence to tell the time with some support.</p> <p>Repeat basic questions.</p> <p>Pronounce vocabulary, including articles, correctly with some support and visual aid.</p> <p>Copy down singular nouns with their article.</p> <p>Pronounce some French sounds correctly.</p> <p>Follow a story as it is read, with visual prompts.</p> <p>Identify a sound in a song with some help.</p> <p>Understand that plural nouns have a different article to singular nouns</p>

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Year 4	<u>Playtime</u>	<u>My Home</u>	<u>My Town</u>	<u>Describing People</u>	<u>The Body</u>	<u>Sport</u>
	<p>Recognise a familiar word in a spoken sentence, given a visual prompt.</p> <p>Repeat and copy down a few short sentences about themselves.</p> <p>Play a simple French playground game, when given visual or spoken prompts.</p> <p>Repeat part of a simple French song.</p> <p>Spell basic French words with some help.</p> <p>Express an opinion with a simple phrase, given some assistance.</p> <p>Follow some of a written text when listening to it read aloud.</p>	<p>Recognise a familiar sound when it is heard in a song.</p> <p>Identify one or two key words from the story with support.</p> <p>Copy out or repeat sentences which use numbers in simple descriptions.</p> <p>Be able to repeat aloud full sentences about their homes and daily routines.</p> <p>Write a word in French to respond to a spoken question.</p> <p>Recognise sentences where the word order is different to English.</p> <p>Identify an article with some help.</p>	<p>Understand simple directions when prompted with images or gestures.</p> <p>Say and write something about where they live, with help.</p> <p>Understand simple prices when given visual prompts.</p> <p>Read along with a story as it is read out in class.</p> <p>Play French word games, including forming simple sentences with verbal prompts.</p>	<p>Be able to recognise subject pronouns, given some visual prompts.</p> <p>Repeat sentences using some common verbs.</p> <p>Describe others using short phrases when given visual aids.</p> <p>Copy down plural nouns with the correct articles.</p> <p>Summarise in English a character from a story.</p>	<p>Be able to recognise articles and understand that they signify the gender of a noun.</p> <p>Pronounce articles clearly when speaking and spell them correctly when writing.</p> <p>Read a French rhyme with some help with unfamiliar vocabulary.</p> <p>Repeat sentences that use adjectives to describe things.</p> <p>Pick out some subject pronouns when reading, with assistance.</p>	<p>Identify an article in a spoken sentence, with some support.</p> <p>Give words or phrases to say which sports they like.</p> <p>Use a bilingual dictionary with guidance to look up words.</p> <p>Follow a model with some assistance to write sentences in the first person.</p> <p>Recognise some sentences which have a different word order.</p>

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Year 5	<u>On Holiday</u>	<u>Eating Out</u>	<u>Hobbies</u>	<u>A School Trip</u>	<u>Seasons</u>	<u>The Environment</u>	
	<p>Recognise some basic holiday vocabulary. Understand some sentences about animals at the zoo. Be able to prepare and deliver a short talk about a holiday, copying sentences from the unit that differ from the English sentence structure. Be able to translate French words using a bilingual dictionary with assistance.</p>	<p>Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. Recognise subject pronouns, and begin using “<i>il</i>” and “<i>elle</i>” to form a few sentences about what someone is having to eat/drink, with help. Take part in a simple role-play using prompts. Know that formal language, e.g. the “<i>vous</i>” form, is used for talking to customers in restaurants etc.</p>	<p>Be able to express likes and dislikes using visual prompts, and understand that “<i>tu</i>” is often used to form a question. Read the unit’s story aloud and recognise some French words and phrases in the written text when prompted. Be able to talk about what they do and like doing, giving simple opinions with help. Recognise the difference between “<i>le</i>”/“<i>la</i>” and “<i>un</i>”/“<i>une</i>” in the context of the unit. Understand that some nouns have irregular plurals in French.</p>	<p>Recognise and understand the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text. Identify sentences that use different structures in French, e.g. identifying negative sentences in relation to positive sentences. Recognise the future tense when prompted. Form basic opinions about what they like to do in the context of school trips. Join in with familiar French songs, pronouncing the majority of words clearly.</p>	<p>Recognise that the pronoun “<i>on</i>” is often used in sentences relating to the date. Respond to questions using simple opinions with help. Understand French instructions to make a Chinese lantern with reference to English instructions and some help. Recognise and write some adjectives after nouns with help. Recognise that many adjectives go after the noun in French and therefore differ from English sentence structure.</p>	<p>Recognise and use some articles when prompted. Recognise that the third person singular form of the present tense is used to describe what an animal eats. Prepare and present a short weather report, using sentences provided that differ from English sentence structures. Write some regular plurals when provided with the singular noun, and recognise that some plurals are irregular when prompted.</p>	

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Year 6	<p><u>Actions</u></p> <p>Begin to recognise and use perfect past tense sentences with help. Recognise some adverbs from the lessons. Recognise and use, with some help, third person singular verbs to describe what someone is doing. Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</p>	<p><u>In France</u></p> <p>Begin to recognise and use perfect past tense sentences with help. Recognise some adverbs from the lessons. Recognise and use, with some help, third person singular verbs to describe what someone is doing. Build on what they've learnt about sentences in French and begin to use model sentences to make new ones, with help.</p>	<p><u>Family</u></p> <p>Talk about what they have done using the perfect past tense when provided with a model sentence. Identify third person plural forms of common verbs, with help. Recognise the two different second person subject pronouns — “tu” and “vous”. Use single words from the unit to substitute into model sentences, creating new sentences.</p>	<p><u>A Weekend with Friends</u></p> <p>Understand the main points of the unit's story in written form. Develop and present a simple role-play, taking sentences from the Question and Answer screens as a basis. Build on their knowledge of the past tense, and be able to write and say perfect past tense sentences with help. Take part in a continuous conversation with some verbal prompts.</p>	<p><u>The Future</u></p> <p>Recognise that adjectives change depending on the gender and number of the noun. Recognise a comparative sentence from its structure when prompted. Write and perform a role-play with help, incorporating basic future tense sentences. Question why certain words might be have been used the unit's story.</p>	<p><u>Jobs</u></p> <p>Recognise and begin using some job titles and their correct article in speech. Identify some sentences that use the future tense with some help. Write a short passage using sentences from the Question and Answer screens. Change regular nouns into their plural forms with some help.</p>