

Subject: French

Key assessment criteria

Listening Reading Writing Speaking Grammar

Year 3			
	Autumn	Spring	Summer
Unit	Chansons et comptines (Choose 3 nursery rhymes and focus on each one for 2 weeks)	J'apprends le Français	(2 weeks) Core Vocab > Les nombres (10-20) (4 weeks) Les Animaux
Phonics		OI OU CH ON	
Vocabulary (new vocab in bold)	<ul style="list-style-type: none"> Key vocabulary from chosen songs 	<ul style="list-style-type: none"> How to ask and answer 'How are you?' and 'What is your name?' in French. Numbers 1-10 Key colours (jaune, blanc, noir, bleu, vert, violet, gris, rouge, orange, marron) 	<ul style="list-style-type: none"> Numbers 10-20 Ten common animals and their appropriate indefinite article (souris, lapin, vache, cochon, lion, singe, canard, cheval, mouton, oiseau)
Key skills	<p>I can join in with simple songs and rhymes.</p> <p>I can read a simple rhyme or poem in chorus.</p>	<p>I can recognise and respond to some simple words and phrases and questions.</p> <p>I can read some familiar words and phrases aloud.</p> <p>I can match written words and phrases to pictures or symbols.</p>	<p>I can count up to 20 and say the colours of the rainbow.</p> <p>I can understand that nouns may be masculine or feminine.</p> <p>I can read some familiar words and phrases aloud.</p> <p>I can match written words and phrases to pictures or symbols.</p>
Key question	Comment tu t'appelles? (covered in Spring term)		

Subject: French

Key assessment criteria

Listening Reading Writing Speaking Grammar

Year 4			
	Autumn	Spring	Summer
Unit	Petit chaperon rouge	Les fruits	La famille
Phonics			I IN ILLE IQUE
Vocabulary	<ul style="list-style-type: none"> Vocabulary from the story (Petit Chaperon Rouge, la maison, la grand-mère, le loup, le bûcheron, la forêt, les parents, des gâteaux, le corps) Body parts (la tête, la bouche, le nez, les yeux, les pieds, les oreilles, les genoux, les épaules) 	<ul style="list-style-type: none"> Ten common fruits (pomme, fraise, pêche, banane, cerise, orange, prune, poire, kiwi, abricot) Determiners (une, les) How to say 'I like' and 'I do not like' in French (J'aime, Je n'aime pas) 	<ul style="list-style-type: none"> Family members (le grand-pere, la grand-mere, le pere, la mere, la soeur, le frere, l'oncle, la tante) Determiners (mon, ma, mes) He/she is called (s'appelle, s'appellent)
Key skills	<p>I can recognise some familiar phrases and sentences in stories.</p> <p>I can understand that adjectives sometimes change because of the noun they describe.</p> <p>I can work out the meaning of some new words when I am reading.</p>	<p>I can link some of the sounds of the language to their spellings.</p> <p>I can say what I like and do not like.</p> <p>I can express my opinions using simple sentences, saying whether I like or do not like something.</p>	<p>I can ask and answer questions about myself.</p> <p>I can understand and read out several familiar phrases and sentences.</p>
Key question	Qui est dans ta famille? (covered in Summer term)		

Subject: French

Key assessment criteria

Listening Reading Writing Speaking Grammar

Year 5			
	Autumn	Spring	Summer
Unit	Je me presente	Les vetements	A l'ecole
Phonics			
Vocabulary	<p><i>Revisit how to ask and answer</i></p> <ul style="list-style-type: none"> • How are you? • What is your name? • How old are you? • Numbers 1-20 • Key colours <p>• How to ask and answer 'Where do you live?' in French</p>	<p><i>Revisit</i></p> <ul style="list-style-type: none"> • Determiners (mon, ma, mes) • Days of the week • Key colours <p>• Clothes (un pantalon, un maillot de bain, un pull, un tee shirt, un manteau, un short, une robe, une cravate, un écharpe, une jupe, une veste, une chemise, une casquette, des gants, des bottes, des collants, des sandales, des lunettes, un chemisier, des chaussures, des chaussettes)</p> <p>• To wear (porter) and how to conjugate.</p>	<p><i>Revisit</i></p> <ul style="list-style-type: none"> • How to say 'I like' and 'I do not like' in French (J'aime, Je n'aime pas) • Numbers 1-12 <p>• Subjects (le français, l'anglais, le dessin, le sport, la musique, la géographie, l'histoire, les maths, les sciences, l'informatique)</p> <p>• How to ask and answer 'Do you like...?', 'What is your favourite subject?' and 'What time is it?'</p> <p>• Opinions (amusant, utile, intéressant, facile, ennuyeux, difficile, inutile)</p> <p>• Conjunctions (parce que, car, et, cependant, mais)</p>
Key skills	I can understand the main points	I can recognise the difference	I can recognise the difference

	<p>from a spoken passage that contains familiar and unfamiliar language.</p> <p>I can sing familiar songs clearly and confidently with accurate pronunciation.</p> <p>I can read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p>	<p>between le/la and un/une in spoken French.</p> <p>I can use the third person singular to say what others are doing.</p> <p>I can conjugate some high frequency verbs.</p> <p>I can use a French dictionary to extend my vocabulary.</p>	<p>between le/la and un/une in spoken French.</p> <p>I can use the second person singular to ask questions.</p> <p>I can adapt familiar written sentences by changing a few words.</p>
Key question	Quelle est ta matière préférée? (covered in Summer term)		

Subject: French

Key assessment criteria

Listening Reading Writing Speaking Grammar

Year 6			
	Autumn	Spring	Summer
Unit	Le weekend	Revision	Revision & presentation
Phonics			
Vocabulary	<p><i>Revisit how to ask and answer</i></p> <ul style="list-style-type: none"> • <i>What time is it?</i> • Weekend activities (je me lève, je prends mon petit déjeuner, je regarde la télé, je lis des bandes dessinées, j'écoute de la musique, je joue à l'ordinateur, je joue au foot, je vais à la piscine, je vais au cinéma, je me couche) • Conjunctions (et, après, aussi, plus tard, finalement) 	<p><i>Revisit</i></p> <ul style="list-style-type: none"> • <i>Je me presente</i> • <i>La famille</i> • <i>A l'école</i> • Read a good example of a presentation. 	<p><i>Revisit</i></p> <ul style="list-style-type: none"> • <i>Je me presente</i> • <i>La famille</i> • <i>A l'école</i> • <i>Le weekend</i> • Read a good example of a presentation. • Build previous knowledge into a spoken and written presentation.
Key skills	<p>I can join in longer continuous conversations.</p> <p>I can read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</p>	<p>I can understand longer and more challenging texts on a range of topic areas.</p> <p>I can join in longer continuous conversations.</p> <p>I can recognise different pronouns in a text.</p> <p>I can use a variety of verbs in my</p>	<p>I can understand longer and more challenging texts on a range of topic areas.</p> <p>I can join in longer continuous conversations.</p> <p>I can use 'tu' and 'vous' in the correct context.</p> <p>I can identify different aspects of</p>

		writing.	language in a text (i.e. nouns, adjectives and verbs) I can construct a short text to describe a place, person or thing. I can use some French verbs in my writing.
Key question	Qu'est-ce que tu fais le weekend? (covered in Autumn term)		