



French Stage 1 LTP (Year 3)					
Unit	Content Beginning to learn...	Phonics Beginning to recognise and practise...	Grammar Beginning to look at...	Language Learning Skills Beginning to ....	Skill Level
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>A new start</li> </ul> <b>KPIs</b> Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-11 Say at least 4 colours	Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	<b>Sound Spelling</b> Can identify specific sounds /phonemes. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can say/repeat a few short words and phrases and would be understood by a native speaker. <b>Reading</b> Can recognise and read out a few familiar words and phrases.
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Calendar and celebrations</li> </ul> <b>KPIs</b> Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year	Colours Commands in class Days of week Months of year Culture: Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	<b>Writing</b> Can write a few simple words or phrases or symbols as emergent writers of target language.  <b>Assessment:</b> Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term  In line with the Common European Framework of



<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Animals I like and don't like.</li> </ul> <p><i>KPIs.</i>  <i>Remember and say animal nouns</i>  <i>Write a simple sentence about a favourite animal</i>  <i>Recognise a noun in a sentence</i></p>	<p><b>Animals (pets) nouns</b>  <b>What is it?</b>  <b>My favourite animal is ...</b>  <b>Story: Animals I see when I walk to school.</b></p>	<p><b>Silent letters</b>  <b>t/s</b>  <b>Pronunciation</b>  <b>é</b>  <b>Sound spelling</b>  <b>ou/in/oi/est/eau/q</b>  <b>ui/ch</b></p>	<p><b>Identify a noun</b>  <b>Aware of plural nouns</b>  <b>Nouns using indefinite article</b>  <b>“a” (un/une).</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Imitate pronunciation</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Actions to aid memory</b>  <b>Make links with English and home languages.</b>  <b>Practise with a friend</b>  <b>Write simple sentences using a model.</b></p>	<p><b>Reference (CEFR), A1 (CEFR)</b></p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Carnival and using numbers</li> </ul> <p><i>KPIs</i>  <i>Can</i>  <i>Recall numbers 0-11</i>  <i>Recall personal info questions from Autumn 1</i>  <i>Say age</i>  <i>Recall some months of year</i>  <i>Recall some days of week</i>  <i>Attempt to say and write the date</i></p>	<p><b>Revisit numbers 0-11.</b>  <b>Revisit colours.</b>  <b>Ask and answer “How old are you?”</b>  <b>Read and write dates in French.</b>  <b>Participate in a simple dialogue (name, feelings, age).</b>  <b>Culture:</b>  <b>Carnival</b>  <b>Culture :Easter</b></p>	<p><b>Silent letters</b>  <b>t/s</b>  <b>Sound spelling</b>  <b>in/oi/ch/qu</b></p>	<p><b>Intonation when asking a question.</b>  <b>Forming a question in French.</b>  <b>Forming the date in French.</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Positive attitude</b>  <b>Take risks</b>  <b>Imitate pronunciation</b>  <b>Make links with English and home languages.</b></p>	
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>Fruits, vegetables, hungry giant story</li> </ul> <p><i>KPIs</i>  <i>Can:</i></p>	<p><b>Fruits and vegetable nouns</b>  <b>Numbers 0-11</b>  <b>Colours</b>  <b>I want</b>  <b>I would like ...</b></p>	<p><b>Silent letters</b>  <b>t/s</b>  <b>Sound spelling</b>  <b>omme/oi/ane/eux</b>  <b>/ou/ais</b></p>	<p><b>Polite requests</b>  <b>Singular and plural nouns.</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b></p>	



<p><b>Understand and say fruit/veg nouns</b>  <b>Recall numbers 0-15</b>  <b>Count fruits</b>  <b>Understand, enjoy, join in with story and board game</b>  <b>Ask politely for an item</b>  <b>Attempt to write a simple sentence using conjunction "and"</b></p>	<p><b>Please</b>  <b>Story: The hungry giant story, performance</b>  <b>Board game: The hungry giant</b></p>			<p><b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Positive attitude</b>  <b>Take risks</b>  <b>Imitate pronunciation</b>  <b>Make links with English and home languages.</b>  <b>Write simple sentences using a model.</b></p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Going on a picnic</li> <li>• Aliens in France</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <b>Identify and understand familiar colours in a sentence</b>  <b>Remember and say familiar colours</b>  <b>Understand and join in with a story</b>  <b>Ask the question "Where do you live/</b>  <b>Respond to the question with "I live in..."</b></p>	<p><b>Food and drink nouns for a picnic.</b>  <b>Story: going on a picnic</b>  <b>Culture: Map and places - in France</b>  <b>Where do you live?</b>  <b>I live in ....</b>  <b>Language Puzzle: using our language detective skills to explore another language.</b></p>	<p><b>Silent letters e/s/t/h</b>  <b>Sound spelling ch/j'h/ais/ou</b></p>	<p><b>Polite requests</b>  <b>Singular and plural nouns.</b>  <b>Asking a question accurately</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Positive attitude</b>  <b>Take risks</b>  <b>Imitate pronunciation</b>  <b>Make links with English and home languages.</b>  <b>Write simple sentences using a model.</b></p>	



## 2023-24 Long Term Plan - French

Progression over year linked to DFE ATs 1-12 During Stage 1 children will begin to explore and develop all 12 DFE ATs (see highlighted cells in grid below)						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						



French Stage 2 LTP (Year 4)					
Unit	Content Revisit and develop...	Phonics Revisit and develop...	Grammar Revisit and develop...	Language Learning Skills Revisit and develop...	Skill Level
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Welcome to school</li> </ul> <p><i>KPIs</i> <i>Can:</i> <i>answer several questions about themselves</i> <i>ask several questions about a friend</i> <i>understand and respond to classroom instructions</i> <i>recall days of week</i> <i>recall months of year</i> <i>say and write some nouns for places in school</i> <i>say and write some nouns for classroom objects</i></p>	Recall personal information questions and answers Recall 0-11 and some classroom instructions Say and read numbers 10-20 Recall days and months Names of areas /rooms in school Classroom item nouns Culture: School in France	Silent letters t/p Pronunciation of letters x/é/h Sound spelling z/ngt/ze/ez/on	Masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Ask question with correct intonation. Read some familiar and unfamiliar target language words. Write familiar target language words from memory.	<b>Sound Spelling</b> Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. <b>Listening</b> Can understand a few familiar spoken words and phrases.
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>My town, your town</li> </ul> <p><i>KPIs</i> <i>Can:</i> <i>Listen and respond accurately to sequence of commands</i> <i>Communicate simple instructions</i></p>	Revisit /extend colours Revisit/extend classroom commands Commands of movement and direction Places in town/shops nouns	Silent letters t/e Pronunciation i Sound spelling ou/on/eu/oi/an/ch/ez	Classify masculine and feminine singular nouns.	Speak confidently (words, phrases, sentences) Identify key sounds/silent letters Take risks/positive attitude Listen attentively Make educated guesses Recall previously learnt language.	<b>Speaking</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.



<p><b>Recognise and read places in town nouns</b>  <b>Ask and respond appropriately to where something is</b></p>	<p><b>Ask and answer question "Where is ...?"</b>  <b>Poem: Bonfire Night</b>  <b>Culture: shops and a typical town in France</b>  <b>Culture: Christmas</b></p>				<p><b>Reading</b>  <b>Can understand simple written phrases. Can match sounds to familiar written words.</b></p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Family tree and faces.</li> </ul> <p><b>KPIs</b>  <b>Remember and say nouns for members of family</b>  <b>Recognise, understand and say parts of face nouns</b>  <b>Write a simple sentence with a part of face and a colour.</b></p>	<p><b>Culture: Epiphany in France.</b>  <b>Family member nouns</b>  <b>Recall personal information</b>  <b>Parts of the face nouns</b>  <b>Simple sentences to describe a face</b>  <b>Create an alien face.</b></p>	<p><b>Silent letters</b>  <b>t/s</b>  <b>Pronunciation</b>  <b>é/è/ç</b>  <b>Sound spelling</b>  <b>an/ille/oi/qui/suis/ai</b>  <b>/eux</b>  <b>/ez</b></p>	<p><b>Practise masculine and feminine nouns, singular and plural</b>  <b>Explore plural nouns with adjectives in French</b>  <b>Practise/use first person singular of verbs to have and to be.</b>  <b>Practise asking a question.</b></p>	<p><b>Speak confidently (words, phrases and sentences)</b>  <b>Explore how to use a bilingual dictionary</b>  <b>Imitate pronunciation</b>  <b>Make educated guesses using context</b>  <b>Actions and games to aid memory</b>  <b>Recall and use previously learnt language</b>  <b>Take risks and learn from mistakes</b>  <b>Understand basic grammar</b>  <b>Identify sounds and silent letters.</b>  <b>Practise with a friend</b>  <b>Write simple sentences using a model.</b></p>	<p><b>Writing</b>  <b>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</b></p> <p><b>Assessment:</b>  <b>Puzzle It Outs, all 4 skills or selected skills (from above).</b></p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Face and body parts</li> </ul> <p><b>KPIs</b>  <b>Recognise and use accurately body part nouns</b></p>	<p><b>Revisit face part nouns</b>  <b>Body parts nouns</b>  <b>Movement commands</b>  <b>Use of " I have" with physical descriptions in French.</b></p>	<p><b>Silent letters</b>  <b>t/s/x</b>  <b>Pronunciation</b>  <b>é</b>  <b>Sound spelling</b>  <b>ez/eux/eille/ge</b></p>	<p><b>Practise French verbs as commands.</b>  <b>Explore use of plural nouns</b>  <b>Explore use of singular nouns,</b>  <b>Practise using colours as adjectives with nouns in French</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Imitate the pronunciation of sounds</b>  <b>Use a bilingual dictionary to check spellings or look up new words</b>  <b>Make educated guesses of context</b></p>	<p><b>Per half term/term</b></p> <p><b>In line with the Common European Framework of Reference</b></p>



<p><b>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</b>  <b>Say and write simple sentence about for a physical description</b>  <b>Follow a simple sequence of physical movement commands</b>  <b>Communicate a simple sequence of physical movement commands</b></p>	<p><b>Generate simple sentence descriptions, adjective and nouns, to describe an alien.</b></p>			<p><b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Positive attitude</b>  <b>Take risks and learn from mistakes</b>  <b>Imitate pronunciation</b></p>	<p><b>(CEFR), A1 (CEFR)</b></p>
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• <b>Feeling unwell</b></li> <li>• <b>Jungle animals</b></li> </ul> <p><b>KPIs</b>  <b>Recall body part nouns</b>  <b>Explain what hurts and how feeling</b>  <b>Take part in at the doctors' roleplay</b>  <b>Identify jungle animal nouns</b>  <b>Remember jungle animal nouns</b>  <b>Identify and find meaning of unfamiliar adjectives</b>  <b>Understand and join in with a story.</b>  <b>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</b></p>	<p><b>Recall body parts nouns</b>  <b>Explaining how something hurts</b>  <b>Ask the question "What is wrong?"</b>  <b>At the doctors' roleplay</b>  <b>Jungle animal nouns</b>  <b>Adjectives of colour and size to describe animal nouns</b>  <b>Story: Walking through the jungle</b>  <b>Poem :Jungle animal explorers</b></p>	<p><b>Silent letters t/s/h</b>  <b>Pronunciation i</b>  <b>Sound spelling en/in/erre/un/oi</b></p>	<p><b>Revisit intonation when asking a question</b>  <b>Using adjectives to describe a noun in French</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Positive attitude</b>  <b>Take risks and learn from mistakes</b>  <b>Make links with English and home languages.</b>  <b>Write simple sentences using a model.</b></p>	



## 2023-24 Long Term Plan - French

<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>The weather</li> <li>Ice creams</li> <li>Language Puzzle</li> </ul> <p><i>KPIs</i>  <b>Can:</b>  <i>Read and understand 3 simple sentences about the weather</i>  <i>Say and write 3 simple sentences about the weather</i>  <i>Understand some ice cream flavours</i>  <i>Describe a favourite ice cream</i>  <i>Participate in a buy an ice cream roleplay</i></p>	<p><b>Weather statements</b>  Weather question.  Ice cream flavours  Buying an ice cream dialogues  Ice creams- I love, like, dislike  Culture: Map and places - in France and weather forecasts  Language Puzzle: using our language detective skills to explore another language.</p>	<p><b>Silent letters</b>  e/s/t/d  <b>Sound spelling</b>  ch/oi/au/ai/ille/at/ette/ace</p>	<p><b>Can ask for an item politely</b>  <b>Asking a question accurately</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Positive attitude</b>  <b>Take risks</b>  <b>Imitate pronunciation</b>  <b>Make links with English and home languages.</b>  <b>Write simple sentences using a model.</b></p>	
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<p>Progression over year linked to DFE Ats 1-12  During Stage 2 children will revisit and develop all 12 DFE ATs (see highlighted cells in grid below)</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						

French Stage 3 LTP (Year 5)					
Unit	Content Revisit and extend...	Phonics Revisit and extend...	Grammar Revisit and extend...	Language Learning Skills Revisit and extend...	Skill Level
<b>Autumn 1</b> • Talking about Us  <i>KPIs</i> <i>Can:</i> <i>Say an extended sentence about how feeling with a reason</i> <i>Say a 3<sup>rd</sup> person singular sentence</i>	Recall personal information questions and answers Introduce myself Introduce another person Talk about feelings Opinions and reasons School subjects Likes and dislikes	Silent letters s/e/d/h/x Sound spelling us/gué/ai/ei/on/in	Conjunctions Extended sentences Verbs of opinion – 1 <sup>st</sup> /2 <sup>nd</sup> person singular Begin to explore 3 <sup>rd</sup> person singular	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Identify word roots across languages	<b>Sound Spelling</b> Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b>



## 2023-24 Long Term Plan - French

<p><i>with details about someone else recognise and say at least 5 school subjects say and write an extended opinion about a school subject using a like/dislike verb</i></p>	<p>Culture: School in France and school timetable</p>			<p>Develop reading aloud skills          Develop comprehension skills and strategies          Develop speaking and writing skills          Continue to develop word reference tools skills.          Ways to explore sentence structure          Write simple extended sentences using a model.</p>	<p>Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.          Reading          Can understand simple written phrases.          Can match sounds to familiar written words.          Writing          Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p><b>Autumn 2</b>          • Time in the city</p> <p><b>KPIs</b>  <b>Can:</b>  <i>Understand at least 5 places in the city/town nouns</i>  <i>Say and write a simple sentence to describe what is in a town/city</i>  <i>Can say and write the nouns for presents on a charity stall.</i>  <i>Can ask and answer politely to purchase an item</i></p>	<p>Recall familiar places in town/shops nouns          Places and nouns for places in a city          Simple directions around town/city          Buying an entrance ticket          Buying an item and asking the price          Numbers 0-100 and euros          Shopping roleplay          Festive jumper nouns          Culture: visiting Paris and getting to know a city in France          Culture: A charity stall</p>	<p>Pronunciation          é          Sound spelling          ou/is/an/en/oi/ch</p>	<p>Write simple present tense descriptive sentences using nouns and adjectives.</p>	<p>Speak confidently (words, phrases, sentences)          Listen attentively          Make educated guesses          Recall previously learnt language.          Practise language with a friend          Games to aid memory          Use bilingual dictionaries to check spelling and meanings</p>	<p><b>Assessment:</b>          Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>



<p><i>Can participate in a simple shopping dialogue</i>  <i>Write a simple descriptive sentence about a festive jumper.</i></p>	<p><b>Culture: a festive jumper competition (for Xmas)</b></p>				
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• <b>Healthy eating and going to the market.</b></li> </ul> <p><b>KPIs</b>  <b>Can:</b>  <i>Remember and say familiar fruit/veg nouns</i>  <i>Identify cognates and semi cognates (fruit/veg nouns)</i>  <i>Say some numbers between 0 and 100</i>  <i>Participate in an at the market roleplay</i>  <i>Follow simple instructions for a recipe</i>  <i>Give simple instructions for a recipe</i></p>	<p><b>Recall nouns for fruit and vegetables</b>  <b>Extend knowledge of fruits and vegetables</b>  <b>Culture: explore fruits and vegetables grown in France</b>  <b>Likes, dislikes and preferences</b>  <b>Recall numbers 0-100</b>  <b>Weights and quantities</b>  <b>At the market roleplays</b>  <b>Recipe instructions</b>  <b>Culture: fruit salad</b></p>	<p><b>Silent letters</b>  <b>s</b>  <b>Sound Spellings</b>  <b>gn/oi/gue/in/ai/as/ez /uit</b></p>	<p><b>Consolidate understanding of masculine and feminine nouns, singular and plural</b>  <b>Commands</b>  <b>Practise question words and forming a question in French.</b></p>	<p><b>Speak confidently (words, phrases and sentences)</b>  <b>Explore how to use a bilingual dictionary</b>  <b>Imitate pronunciation</b>  <b>Make educated guesses using context</b>  <b>Actions and games to aid memory</b>  <b>Recall and use previously learnt language</b>  <b>Take risks and learn from mistakes</b>  <b>Identify sounds and silent letters.</b>  <b>Practise with a friend</b>  <b>Write simple sentences using a model.</b></p>	
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• <b>Clothes</b></li> </ul> <p><b>KPIs</b></p>	<p><b>Clothes nouns</b>  <b>Verb: to wear in French.</b></p>	<p><b>Silent letters</b>  <b>t/s/e</b>  <b>Pronunciation</b>  <b>é</b></p>	<p><b>Consolidate understanding of masc/fem nouns in French</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Identify key sounds and silent letters</b></p>	



<p><b>Can:</b>  <i>Identify and understand clothes nouns</i>  <i>Can say nouns for clothes accurately</i>  <i>Can read and understand descriptive sentences about clothes</i>  <i>Can use nouns and adjectives accurately to create descriptive sentences</i>  <i>Can use parts of the verb to wear to write simple clothes descriptions</i></p>	<p><b>Adjectives of size and colour</b>  <b>A fancy dress outfit – nouns and adjectives</b>  <b>Sports kit nouns</b></p>	<p><b>Sound spelling</b>  <b>ez/ch/ou/oi/ent/eau/ail</b></p>	<p><b>Consolidate position and agreement of familiar adjectives with nouns in French</b>  <b>Question words</b>  <b>Present tense conjugation of the verb “to wear” in French</b></p>	<p><b>Use a bilingual dictionary to check spellings or look up new words</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Take risks and learn from mistakes</b></p>	
<p><b>Summer 1</b>  <ul style="list-style-type: none"> <li>• Out of this World</li> </ul> <p><b>KPIs</b>  <b>Can:</b>  <i>Understand information on a simple ID card</i>  <i>Ask and answer details about identity</i>  <i>Recognise planets in target language</i>  <i>Use adjectives accurately to describe planets</i></p> </p>	<p><b>Personal identity nouns</b>  <b>Questions and answers about ID</b>  <b>Planets in French</b>  <b>Adjectives to describe the planets</b>  <b>Recall familiar language from range of topics to create an imaginary planet</b>  <b>Links between languages: etymology of planets</b></p>	<p><b>Silent letters</b>  <b>t/s</b>  <b>Pronunciation</b>  <b>é</b></p>	<p><b>Consolidate understanding of masc/fem nouns in French</b>  <b>Consolidate position and agreement of familiar adjectives with nouns in French</b>  <b>Question words</b>  <b>Use of verb “to be” in present tense descriptions</b>  <b>Conjunctions to extend sentences</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Take risks and learn from mistakes</b>  <b>Make links with English and home languages.</b></p>	



<p><b>Read and understand simple facts about the planets.</b>  <b>Recall and use prior learning to create a simple imaginary planet description.</b></p>				<p><b>Write simple sentences using a model.</b></p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Going to the seaside</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <b>Can:</b>  <i>Understand and say nouns for beach bag items</i>  <i>Use sentence starters to create a sequence of sentences</i>  <i>Use “you can” + infinitive of a verb to create a persuasive sentence</i>  <i>Say/write extended sentences to describe a day at the seaside.</i></p>	<p><b>Beach bag item nouns</b>  <b>Sentence starters</b>  <b>You can + verbs as infinitives about activities at the seaside</b>  <b>Conjunctions</b>  <b>Opinions and reasons</b>  <b>Culture: Map and places - in France to go on holiday</b>  <b>Beach culture in France</b>  <b>Language Puzzle: using our language detective skills to explore another language.</b></p>	<p><b>Silent letters</b>  <b>e/s/t</b>  <b>Sound spelling</b>  <b>eau/ait/au/oi/gue</b></p>	<p><b>Consolidate position/agreement of adjectives with nouns in French</b>  <b>Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns.</b>  <b>Conjunctions</b>  <b>Explore use of modal verb + infinitive for persuasive sentences</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Identify key sounds and silent letters</b>  <b>Take risks</b>  <b>Games and actions to aid memory</b>  <b>Use a bilingual dictionary to check spellings or look up new words</b>  <b>Write simple extended sentences using a model.</b></p>	

Progression over year linked to DFE ATs 1-12  
 During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below)



## 2023-24 Long Term Plan - French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listen attentively and show understanding by joining in and responding						
Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words						
Engage in conversations: ask 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 intonations, so that others understand.						
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 another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						



French Stage 4 LTP (Year 6)					
Unit	Content Revisit and enhance...	Phonics Revisit and enhance...	Grammar Revisit and enhance...	Language Learning Skills Revisit and enhance...	Skill Level
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Telling the time</li> <li>Everyday Life</li> </ul> <p><i>KPIs</i>  <b>Can:</b>  <i>Participate in brief conversations about themselves and others.</i>  <i>Understand and say several o'clock time phrases</i>  <i>Say and write a sequence of daily routine sentences</i>  <i>Ask and answer some question about own daily routine</i></p>	Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences Story : Daily life of a super hero Culture: Daily life	Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ille/illes/eize/c e/ze/ qu	Conjunctions Extended sentences Verbs of opinion – 1 <sup>st</sup> /2 <sup>nd</sup> person singular Time phrases – for o'clock time 1 <sup>st</sup> /2 <sup>nd</sup> person singular questions and answers about daily routine	Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Homes and houses</li> </ul> <p><i>KPIs</i>  <b>Can:</b>  <i>Understand brief descriptions of items in a house</i>  <i>Use a sequence of simple sentences with nouns and</i></p>	House and home nouns Adjectives to describe the house Prepositions of place Story : A spooky house Culture : Mondrian's house and furniture Culture: houses in France	Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile	Consolidate: adjectives of colour and size-agreement and position with nouns Consolidate – singular and plural nouns Prepositions of place	Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses Recall previously learnt language. Practise language with a friend Games to aid memory	Sound Spelling Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. Listening Can understand a few familiar spoken words and phrases. Speaking Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. Reading Can understand simple written phrases. Can match sounds to familiar written words. Writing



## 2023-24 Long Term Plan - French

<p><i>adjectives to describe a house</i>  <i>Ask and answer where something is, using prepositions of place.</i></p>	<p>Culture: castles in France          Culture: a festive elf on the shelf lesson (for Xmas)          Boardgame: escape from the castle</p>			<p>Use bilingual dictionaries to check spelling and meanings</p>	<p>Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>
<p>Spring 1</p> <ul style="list-style-type: none"> <li>Playing and enjoying sports</li> </ul> <p><i>KPIs</i>  <i>Can:</i>  <i>Say and write nouns for sport</i>  <i>Identify cognates and semi-cognates</i>  <i>Express a like/dislike of a sport</i>  <i>Identify and attempt to use parts of the present tense of jouer</i>  <i>Give an opinion</i>  <i>Say and write a description of a sport.</i></p>	<p>Sports nouns          Cognates and semi-cognates          Likes, dislikes and preferences          Opinions about sports          Culture: handball in France</p>	<p>Silent letters t/s/h          Sound Spellings ans/oo/all/ou/er/is me</p>	<p>Identify cognates and semi-cognates          Use of jouer and faire with sports          Regular present tense conjugation of verb: jouer          Sentences to express likes, dislikes          preference with conjunctions and opinions</p>	<p>Speak confidently (words, phrases and sentences)          Explore how to use a bilingual dictionary          Imitate pronunciation          Make educated guesses using context          Actions and games to aid memory          Recall and use previously learnt language          Take risks and learn from mistakes          Make links between English/home languages and French          Practise with a friend          Write simple sentences using a model.</p>	<p>Assessment: Puzzle It Outs, all 4 skills or selected skills (from above).          Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p>Spring 2</p> <ul style="list-style-type: none"> <li>Funfair and favourites</li> </ul> <p><i>KPIs</i>  <i>Can:</i>  <i>Understand information about a theme park</i></p>	<p>Funfair ride nouns          Likes, dislikes, preferences          Opinions and adjectives for rides          Cognates and semi-cognates</p>	<p>Silent letters t/s/h          Sound spelling ôme/ûche/gne/use /aut</p>	<p>Identifying cognates/semi cognates          Consolidate use of adjectives with nouns in French          Conjunctions to extend sentences</p>	<p>Speak confidently (words and phrases)          Identify key sounds and silent letters          Use a bilingual dictionary to check spellings or look up new words</p>	





<p><b>Describe funfair rides in simple sentences.</b>  <b>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</b>  <b>Say a simple statement about favourite things</b>  <b>Write a simple statement about favourite things</b></p>	<p><b>Descriptions of a theme park</b>  <b>Favourite things (with familiar language from previous topics)</b>  <b>Culture: theme park in France</b>  <b>Culture: April fool-poisson d'avril</b></p>			<p><b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Take risks and learn from mistakes</b>  <b>Positive attitude to language</b></p>	
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Café culture</li> </ul> <p><b>KPIs</b>  <b>Can:</b>  <b>Understand a target language menu.</b>  <b>Ask for 3 drinks politely</b>  <b>Ask for 3 snacks politely</b>  <b>Ask politely for typical target language breakfast items</b>  <b>Participate in short café roleplays</b></p>	<p><b>Snacks and drinks</b>  <b>Asking for snacks and drinks</b>  <b>Euros and recall of numbers 0-100</b>  <b>Roleplay: at the café/ in the hotel</b>  <b>Breakfast foods</b>  <b>Asking for and understanding a simple menu</b>  <b>an imaginary planet</b>  <b>Culture: Café culture in France</b>  <b>Traditional French breakfast foods</b></p>	<p><b>Sound spelling</b>  <b>ait/ou/ai</b></p>	<p><b>Consolidate understanding of how to use verbs to express likes and dislikes</b>  <b>Revisiting and extending polite requests and transactions</b>  <b>Opinions to express like/dislike</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Recall and use prior learning</b>  <b>Ask a question accurately</b>  <b>Listen attentively</b>  <b>Take risks and learn from mistakes</b>  <b>Make links with English and home languages.</b></p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Transition to KS3 (Read all about it!)</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <b>Can:</b></p>	<p><b>Revisit and extend roleplay language to create a café sketch and performance</b>  <b>Nature nouns (nature trail/ scavenger hunt)</b>  <b>Recall language from prior learning to generate individual</b></p>		<p><b>Consolidate understanding of how to use verbs to express likes and dislikes</b>  <b>Revisiting and extending polite requests and transactions</b></p>	<p><b>Speak confidently (words and phrases)</b>  <b>Actions/games to aid memory</b>  <b>Identify key sounds and silent letters</b>  <b>Recall and use prior learning</b>  <b>Take risks</b></p>	



## 2023-24 Long Term Plan - French

<p><b>Understand a simple short sketch</b>  <b>Develop and adapt a simple short sketch and add new language</b>  <b>Remember a short sketch</b>  <b>Participate in a sketch</b>  <b>Use a word reference tool and comprehension strategies to access unfamiliar language</b>  <b>Compile over time and write a sequence of short texts to describe themselves and the things they like.</b></p>	<p>read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes          Language Puzzle: using our language detective skills to explore another language.</p>		<p>Opinions to express like/dislike          Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions</p>	<p>Games and actions to aid memory          Use a bilingual dictionary to check spellings or look up new words          Write simple extended sentences using a model.</p>	
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Speak in sentences, using familiar vocabulary, phrases, and basic language structures						
Develop accurate pronunciation and intonations, so that others understand.						
Present ideas and information orally to a range of audiences.						
Read carefully and show understanding of words, phrases and simple writing.						



## 2023-24 Long Term Plan - French

Appreciate stories, songs, poems and rhymes in another language.						
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary.						
Write phrases from memory and adapt these to create new sentences to express ideas clearly.						
Describe people, places and things						
Understand basic grammar						