

French Skills and Curriculum Map

Strand	Year 3	Year 4	Year 5	Year 6
Oracy	<ul style="list-style-type: none"> Enjoy listening to and speaking in the language Listen and respond to familiar spoken words, phrases and sentences Communicate with others using simple words and phrases and short sentences Understand conventions such as taking turns to speak, valuing the contribution of others Use correct pronunciation in spoken work 	<ul style="list-style-type: none"> Listen to and identify words and short phrases Communicate by asking and answering a wider range of questions Memorise and present a short text 	<ul style="list-style-type: none"> Prepare and practise a simple conversation re-using familiar vocabulary and structures in new contexts Understand and express simple opinions Listen attentively and understand more complex phrases and sentences Prepare a short presentation on a familiar topic 	<ul style="list-style-type: none"> Understand the main points and simple opinions in a spoken story, song or passage Perform to an audience Understand longer and more complex phrases or sentences Use spoken language confidently to initiate and sustain conversations and to tell stories
Literacy	<ul style="list-style-type: none"> Recognise and understand some familiar words and phrases in written form Read aloud in chorus, with confidence and enjoyment, from a known text Write some familiar simple words using a model Write some familiar phrases using a key word list Write some words from memory 	<ul style="list-style-type: none"> Read and understand familiar written phrases Follow a short text while listening and reading, saying some of the text Read a wider range of words, phrases and sentences aloud Write some familiar phrases independently 	<ul style="list-style-type: none"> Re-read frequently a variety of short texts Make simple sentences and short texts Write phrases independently Write short sentences, using a reference source / word list 	<ul style="list-style-type: none"> Read and understand the main points and some detail from a short written passage Identify different text types and read short, authentic texts for enjoyment or information Match sound to sentences and paragraphs Write sentences on a range of topics using a model / word list
Intercultural Understanding	<ul style="list-style-type: none"> Appreciate the diversity of languages spoken within their school Talk about the similarities and differences of social conventions between different cultures Identify the country or countries where the language is spoken Have some contact with the country/countries Recognise a children's song, rhyme or poem well known to native speakers 	<ul style="list-style-type: none"> Talk about celebrations of which they have experience Know about similar celebrations in other cultures Compare aspects of everyday life at home and abroad Identify similarities in traditional stories, building on relevant Y2/3 National Literacy Strategy Framework objectives 	<ul style="list-style-type: none"> Compare symbols, objects or products which represent their own culture with those of another country Look at further aspects of their everyday lives from the perspective of someone from another country Recognise similarities and differences between places 	<ul style="list-style-type: none"> Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Moi (All about Me)</p> <p>Possessive pronouns <i>mon</i> and <i>ma</i>.</p>	<p>Jeux et chansons (Games and songs)</p> <p>The silent 's' for plurals.</p> <p>The <i>é, ez</i> and <i>er</i> phoneme/sound.</p> <p>Graphemes/spellings – <i>fermier, pré, ohé</i>.</p> <p>Pronunciation of <i>trois/toi</i>.</p> <p>French sounds <i>on, u, j, oi</i>.</p> <p>The <i>on</i> sound in <i>bonjour, onze</i>.</p> <p>The phonemes/graphemes <i>ère</i> and <i>é</i>.</p>	<p>On fait la fête (Celebrations)</p> <p>The difference between the English and French structures for being good at something.</p> <p><i>En</i> + month.</p> <p>Months don't have capital letters in French.</p> <p>The difference between the verbs used in French and English to say one's age.</p> <p>The difference between <i>le</i> and <i>la</i>.</p> <p>Using <i>je peux...</i> and an infinitive verb.</p> <p>Formal/informal use of please.</p>	<p>Portraits (Portraits)</p> <p>Adjectives after nouns.</p> <p>Adjectival agreement.</p> <p>The verb <i>avoir</i> ('to have').</p>	<p>Ça pousse (Growing things)</p> <p><i>es/des</i> – the/some (plural).</p> <p><i>le/du</i> – the/some (masculine).</p> <p>Polite form of <i>vous</i>.</p> <p>Silent word endings.</p>	<p>La chenille qui fait des trous (The very hungry caterpillar)</p> <p>Plural <i>un – des</i> – more than one (<i>deux, trois...</i>).</p> <p>Negative.</p> <p>The <i>i, an</i> and <i>oi</i> sounds.</p> <p>Turning a statement into a question.</p>

Year 4	<p>Vive le sport! (Our sporting lives)</p> <p>Asking questions. on Monday = <i>lundi</i>.</p> <p>Imperatives.</p>	<p>Quel temps fait-il? (What is the weather like?)</p> <p>Identify rhyming sounds in place names and weather phrases.</p> <p>How to say the temperature (including with negative numbers).</p>	<p>On y va (All aboard)</p> <p>Using <i>le</i> and <i>la</i> with nouns starting with vowels <i>en /à</i> + mode of transport.</p> <p>Revise using an 'I can' statement as a question: <i>je peux...?</i></p> <p>No capital letters for the days of the week in French.</p> <p>Compare formal and informal language – the difference between writing an email to a travel agent or texting a friend.</p>	<p>L'argent de poche (Pocket money)</p> <p>The cognates <i>adorer/détester</i>.</p> <p>Negative statements using <i>ne... pas</i>.</p> <p>Pronunciation of <i>un</i> and <i>une</i>.</p> <p>Pronunciation of <i>euro</i>.</p> <p><i>er</i> sound/spelling.</p>	<p>Raconte-moi une histoire (Tell me a story)</p> <p>Imperative verbs.</p> <p>Using adjectives with masculine and feminine singular agreement.</p>	<p>Madame Arc-en-ciel (Mrs Rainbow)</p> <p>The verb <i>avoir</i> at the first person-singular (<i>j'ai</i>).</p> <p>The use of the apostrophe to replace two consecutive vowels (ending and start of words).</p> <p>Colours (adjectival agreement).</p>
Year 5	<p>Le carnaval des animaux (Carnival of the animals)</p> <p>Understanding adverbs to describe animals.</p> <p>Feminine agreement for adjectives which describe animals.</p> <p>Silent <i>h</i>.</p> <p><i>Ou/u</i> sounds.</p>	<p>Bon appétit, bonne santé (Healthy eating)</p> <p><i>du/de la/de l'/des</i> – some (plural nouns with <i>des</i>).</p> <p>Compound sentences using <i>et</i> and <i>mais</i>.</p> <p><i>les</i> plural.</p> <p><i>c'est/ils sont</i> agreement for singular/plural words.</p> <p>Imperative form using <i>tu</i>.</p>	<p>En route pour l'école (On the way to school)</p> <p>Masculine/feminine indefinite article <i>un/une</i>.</p> <p>Word order for times.</p> <p><i>Vous</i> register (polite form).</p>	<p>Notre école (Our school)</p> <p>Cognates.</p> <p><i>Je</i> form of present tense verbs.</p> <p><i>-aille</i> spelling pattern.</p> <p>Adjectives: position/masculine plural agreement.</p> <p>Revise <i>qu</i> sound.</p>	<p>Les quatre saisons (The four seasons)</p> <p><i>En/au</i> with the seasons.</p> <p>Question forms.</p> <p>Silent <i>h</i>.</p>	<p>BBC 2 – Being French</p> <p>Cultural aspects for Being French.</p> <p>Focus: Marseille</p> <p>Multicultural society, entertainment, sport, traditions.</p> <p>Revision of previously learnt vocabulary.</p>

Year 6	<p>Quoi de neuf? (What's in the news?)</p> <p>Cognates.</p> <p>Use knowledge of phoneme-grapheme correspondence to help pronounce new words.</p> <p>Expressing and justifying opinions using <i>car</i> as an alternative to <i>parceque</i>.</p>	<p>Monter un café (Creating a café)</p> <p><i>Au/à la.</i></p> <p>Plurals <i>eau/eaux</i>.</p> <p>Revise the <i>ille</i> spelling.</p> <p>Using conjunctions to make compound sentences.</p>	<p>Scène de plage (Beach scene)</p> <p><i>eau</i> spelling.</p> <p><i>qu/que</i>.</p> <p>Structure – colour follows noun.</p> <p>Adjectival agreement (masculine and feminine).</p> <p><i>Un(e)</i> (masculine/feminine).</p>	<p>Le passé et le present (Then and now)</p> <p><i>Le/la</i> masculine/feminine articles revision.</p> <p>Definite and indefinite article revision.</p> <p><i>Avoir</i>: Using the past tense: <i>il y avait</i>.</p> <p>Using 2 adjectives to describe a noun (position and agreement).</p> <p>Word order revision.</p> <p>Verbs in the third person.</p>	<p>Ici et là (Out and about)</p> <p>Imperatives: <i>nous</i> form.</p> <p>Revise the <i>que</i> spelling pattern.</p> <p>Using the infinitive.</p> <p>Revise <i>vouloir</i>: je <i>veux</i>, tu <i>veux</i>; and <i>vouloir</i> + infinitive.</p>	<p>Intercultural Understanding Focus Tour De France</p> <p>History of the sport and the impact on the French economy.</p> <p>Revision of previously learnt vocabulary.</p>
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