

## French Skills and Curriculum Map

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p><b>Moi</b> (All about Me)</p> <p>Possessive pronouns <i>mon</i> and <i>ma</i>.</p>	<p><b>Jeux et chansons</b> (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><b>On fait la fête</b> (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><b>Portraits</b> (Portraits)</p> <p>Adjectives after nouns.</p> <p>Adjectival agreement.</p> <p>The verb <i>avoir</i> ('to have').</p>	<p><b>Ça pousse</b> (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><b>La chenille qui fait des trous</b> (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><b>Vive le sport!</b> (Our sporting lives)</p> <p>Asking questions. on Monday = <i>lundi</i>.</p> <p>Imperatives.</p>	<p><b>Quel temps fait-il?</b> (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><b>On y va</b> (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><b>L'argent de poche</b> (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><b>Raconte-moi une histoire</b> (Tell me a story)</p> <p>Imperative verbs.</p> <p>Using adjectives with masculine and feminine singular agreement.</p>	<p><b>Madame Arc-en-ciel</b> (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><b>Le carnaval des animaux</b> (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><b>Bon appétit, bonne santé</b> (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><b>En route pour l'école</b> (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><b>Notre école</b> (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><b>Les quatre saisons</b> (The four seasons)</p> <p><i>En/au</i> with the seasons.</p> <p>Question forms.</p> <p>Silent <i>h</i>.</p>	<p><b>BBC 2 – Being French</b></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><b>Quoi de neuf?</b> (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><b>Monter un café</b> (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><b>Scène de plage</b> (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><b>Le passé et le present</b> (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><b>Ici et là</b> (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><b>Intercultural Understanding Focus</b> <b>Tour De France</b></p> <p>History of the sport and the impact on the French economy.</p> <p>Revision of previously learnt vocabulary.</p>