



### Intent and Design – What are we trying to achieve?

Our French curriculum aims to instill a love of language learning and an awareness of other cultures. We want pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. Through our scheme of work, we aim to give pupils a foundation for language learning that encourages and enables them to apply their skills to learning further languages, developing a strong understanding of the English language, facilitating future study and opening opportunities to study and work in other countries in the future. **The French scheme of work supports pupils to meet the National curriculum end of Key stage 2 attainment targets (there are no Key stage 1 attainment targets for Languages).**

Speaking We Speak with core vocabulary, confidence and care	Thinking We think deeply and widely using our head and our heart	Reading We read for knowledge and pleasure	Inspiring Attitudes Our learning behaviours are excellent	Determined Ambition We achieve our goals	Everyone We include and value everyone
<ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words</li> <li>Understand and communicate ideas, using their knowledge of phonology, grammatical structures and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> </ul>	<ul style="list-style-type: none"> <li>Discussing similarities and differences between customs and traditions in France and the UK.</li> <li>Showing awareness of the capital city Identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</li> </ul>	<ul style="list-style-type: none"> <li>Present ideas and information orally to a range of audiences</li> <li>Use and apply our knowledge and skills in school, on holiday and beyond!</li> </ul>	<ul style="list-style-type: none"> <li>All children have access to the Languages National Curriculum</li> <li>In-class and TA support</li> <li>Vocabulary recaps each lesson.</li> <li>Celebration of language diversity during the 'European Day of Languages' Curriculum Inspire Day.</li> </ul>



## French Overview

### STRIDE Curriculum 2023/24



## Implementation – How will we arrange learning?

The French scheme of work is designed with three knowledge strands that run throughout the units with knowledge building cumulatively.

These are:

- Phonics
- Vocabulary
- Grammar

This knowledge can then be applied within the skills strands, which also run throughout each unit in the scheme:

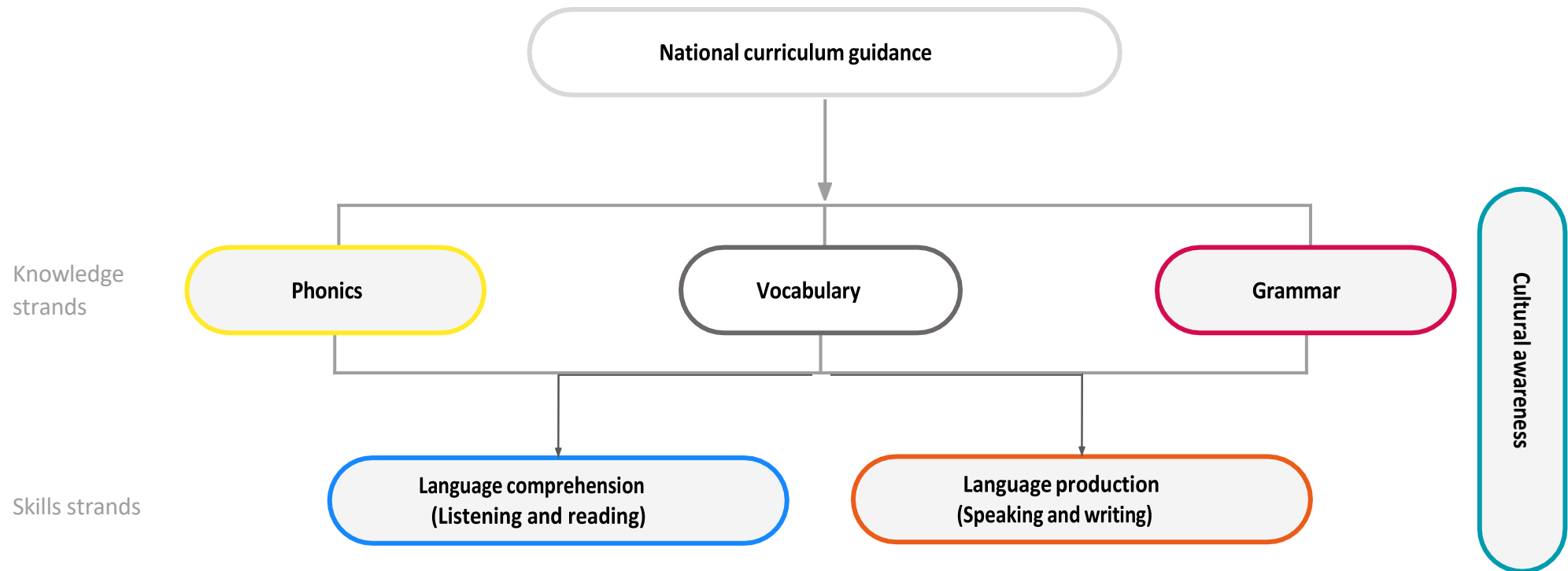
- Language comprehension (Listening and reading)
- Language production (Speaking and writing)

These strands, or 'pillars' are used to help children learn and communicate in French.

The programme also promotes cultural awareness of France and the French-speaking world.

## How is the French scheme of work organised?

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



Year 3/4			Year 5/6	
Cycle A	Cycle B		Cycle A	Cycle B
<a href="#">French greetings with puppets</a> (4 lessons)	<a href="#">This is me</a> (5 lessons)	Autumn 1	<a href="#">Portraits - describing in French</a> (5 lessons)	<a href="#">French transport</a> (5 lessons)
<a href="#">French adjectives of colour, size and shape</a> (5 lessons)	<a href="#">School days</a> (5 lessons)	Autumn 2	<a href="#">Meet my French family</a> (5 lessons)	<a href="#">In my French house</a> (5 lessons)
<a href="#">Playground games - numbers and age</a> (5 lessons)	<a href="#">Birthday celebrations</a> (5 lessons)	Spring 1	<a href="#">Clothes- getting dressed in France</a> (5 lessons)	<a href="#">French music celebrations</a> (5 lessons)
<a href="#">In a French classroom</a> (5 lessons)	<a href="#">Colourful creatures - animals, colours and size</a> (5 lessons)	Spring 2	<a href="#">French weather</a> (5 lessons)	<a href="#">French verbs in a week</a> (5 lessons)
<a href="#">Bon appétit!</a> (5 lessons)	<a href="#">Fabulous French food</a> (5 lessons)	Summer 1	<a href="#">Exploring the French speaking world</a> (5 lessons)	<a href="#">Visiting a town in France</a> (5 lessons)
<a href="#">Shopping for French food</a> (5 lessons)	<a href="#">Gourmet tour of France</a> (5 lessons)	Summer 2	<a href="#">Planning a French holiday</a> (5 lessons)	<a href="#">French sport and the Olympics</a> (5 lessons)

National Curriculum	Year 3/4	Year 5/6
<p><b>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</b></p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: <b>ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et.</b></p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <b>ç, è, ù, é à, â</b></p> <p>To know that a <b>ç</b> cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the <b>t</b> is silent in salut, comment, petit and vert. The <b>e</b> at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the <b>d</b> in grand.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p>	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent <b>é</b>, grave accent <b>è</b> and <b>ç</b> cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p> <p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g <b>est-ce que</b> at the beginning of a statement, or by inverting the subject and verb: <b>quel genre de musique aimes-tu ?</b></p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>

Year 3/4 Cycle A	Autumn 1 <u>French greetings with puppets</u>		Autumn 2 <u>French adjectives of colour, size and shape</u>		Spring 1 <u>French playground games- numbers and age</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<b>je</b> <b>tu</b> <b>bonjour</b> <b>bonsoir</b> <b>bonne nuit</b> <b>je m'appelle</b> <b>ça va bien</b> <b>ça va très bien</b> <b>comme ci, comme ça</b> <b>ça va mal</b> <b>ça va très mal</b> <b>au revoir</b> <b>c'est</b>	I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is	<b>grand</b> <b>petit</b> <b>rouge</b> <b>blue</b> <b>jaune</b> <b>vert</b> <b>blanc</b> <b>noir</b> <b>orange</b> <b>violet</b> <b>rose</b> <b>brun</b>	big small red blue yellow green white black orange purple pink brown	<b>Combien ?</b>  <b>Tu as quel âge ?</b>  <b>un</b> <b>deux</b> <b>trois</b> <b>quatre</b> <b>cinq</b> <b>six</b> <b>sept</b> <b>huit</b> <b>neuf</b> <b>dix</b> <b>onze</b> <b>douze</b> <b>plus</b> <b>moins</b> <b>et</b> <b>font/égale</b>	How many/much?  How old are you?  one two three four five six seven eight nine ten eleven twelve plus minus and Equals ( in Maths)
	<b>Comment tu t'appelles ?</b>	What is your name?	<b>un cercle</b> <b>un carré</b> <b>un rectangle</b> <b>un triangle</b>	a circle a square a rectangle a triangle		
	<b>Ça va/ Comment ça va ?</b>	How are you? ( informal/formal).				



Year 3/4 Cycle B	Autumn 1 <u>This is me</u>		Autumn 2 <u>School days</u>		Spring 1 <u>Birthday celebrations</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<b>Bonjour</b> <b>Bonsoir</b> <b>Bonne nuit</b> <b>Salut</b> <b>Je m'appelle</b>	Hello Good evening Goodnight Hi My name is	<b>le/la/l'/les</b> <b>un/une</b> <b>et</b> <b>l'école</b> <b>dans ma salle de classe</b> <b>il y a</b> <b>il n'y a pas d'/de</b> <b>j'étudie</b> <b>un emploi du temps</b> <b>lundi</b> <b>mardi</b> <b>mercredi</b> <b>jeudi</b> <b>vendredi</b> <b>samedi</b> <b>dimanche</b>  <b>ouvrez</b> <b>fermez</b>	the a/an/one and school in my classroom there is/are there is/are not I study a timetable Monday Tuesday Wednesday Thursday Friday Saturday Sunday  open close/shut	<b>le jour</b> <b>la semaine</b> <b>hier</b> <b>demain</b> <b>aujourd'hui</b> <b>les mois</b>  <b>je voudrais</b>  <b>C'est quand ton anniversaire ?</b>   <b>Mon anniversaire c'est le ...</b>   <b>Quelle est la date aujourd'hui ?</b>  <b>lundi</b> <b>mardi</b> <b>mercredi</b> <b>jeudi</b> <b>vendredi</b> <b>samedi</b> <b>dimanche</b>	the day the week yesterday tomorrow today the months  I would like  When is your birthday?  My birthday is on the...  What is the date today?  Monday Tuesday Wednesday Thursday Friday Saturday Sunday  <b>numbers 13-31</b> <b>months of the year</b>
	ça va	I am ok				
	ça va bien	I am fine				
	ça va très bien	I am very well				
	ça ne va pas	I am not ok				
	ça va mal	I am really not ok				
	ça va ?	How are you?				
	Comment tu t'appelles ?	What is your name?				



Year 3/4 Cycle B	Spring 2 <u>Colourful creatures</u>		Summer 1 <u>Fabulous French food</u>		Summer 2 <u>Gourmet tour of France</u>	
<b>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</b>	<b>c'est</b> <b>bleu(e)</b> <b>énorme</b> <b>grand(e)</b> <b>jaune</b> <b>minuscule</b> <b>petit(e)</b> <b>orange</b> <b>rose</b> <b>rouge</b> <b>vert</b> <b>violet</b> <b>un lion</b> <b>un tigre</b> <b>un serpent</b> <b>un éléphant</b> <b>une grenouille</b> <b>une licorne</b> <b>une girafe</b>	it is blue huge big yellow tiny small orange pink red green purple a lion a tiger a snake an elephant a frog a unicorn a giraffe	<b>le menu</b> <b>une boisson</b> <b>une entrée</b> <b>un plat principal</b> <b>l'addition</b>	menu drink starter main dish the bill	<b>le chocolat</b> <b>le croissant</b> <b>le fromage</b> <b>le gâteau</b> <b>la baguette</b> <b>la tarte</b> <b>la saucisse</b> <b>le cornichon</b> <b>car c'est bon</b> <b>délicieux</b> <b>horrible</b> <b>fade</b> <b>j'aime</b> <b>je n'aime pas</b> <b>je préfère</b> <b>ma nourriture préférée</b> <b>est</b>	chocolate croissant cheese Cake baguette bread tart sausage gherkin pickle because it is good delicious horrible tasteless I like I don't like I prefer My favourite food is
	<b>s'il vous plaît</b> <b>ça fait ...</b>	<b>le serveur / la serveuse</b> <b>un billet</b> <b>une pièce de monnaie</b>	please it comes to... ( amount) waiter/waitress a banknote a coin	What would you like?  Names of different shops and eateries  <b>nouns for foods and drinks</b>	<b>tu aimes...?</b> <b>quelle est ta nourriture préférée?</b>	do you like...? what is your favourite food?

Year 5/6 Cycle A	Autumn 1 <u>Portraits - describing in French</u>		Autumn 2 <u>Meet my French family</u>		Spring 1 <u>Clothes - getting dressed in France</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	<p>il/elle a</p> <p>les cheveux les yeux</p> <p>il/elle est</p> <p>poli(e) fort(e) travailleur/travailleuse sportif/sportive</p>	<p>he/she has</p> <p>hair eyes</p> <p>he/she is</p> <p>polite strong hard working sporty</p> <p>colour adjectives in masculine, feminine and plural forms</p>	<p>j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique</p> <p>son anniversaire c'est le ...</p> <p>j'adore</p>	<p>I have a brother I have a sister I do not have I am an only child</p> <p>his/her birthday is on the ...</p> <p>I love</p> <p>names of family members names of fruits</p>	<p>un</p> <p>une</p> <p>des</p> <p>mon/ma/mes</p> <p>dans ma valise il y a</p> <p>Il/elle porte</p> <p>j'aime/je n'aime pas</p> <p>C'est de quelle couleur ?</p>	<p>a/an (masculine article of clothing)</p> <p>a/an (feminine article of clothing)</p> <p>For articles of clothing that take the plural form in French</p> <p>my (m/f/pl)</p> <p>in my suitcase there is/are</p> <p>he/she is wearing</p> <p>I like/I do not like</p> <p>Which colour is it?</p> <p>Nouns for items of clothing</p>

Year 5/6 Cycle A	Spring 2 <u>French weather</u>		Summer 1 <u>Exploring the French speaking world</u>		Summer 2 <u>Planning a French holiday</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	Quel temps fait-il aujourd’hui?	What is the weather like today?	j’ai trouvé	I found	la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu’est-ce qu’il y a dans ta valise ?	the beach the mountains he/she goes we go you go (formal/group) they go (masc or mixed group/fem) I am going to go to (masc/fem/plural) to stay to do/make When/where/where are you going on holiday? In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?
	il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages dans le nord l’est le sud l’ouest	it is good weather it is bad weather it is hot weather it is cold weather it is raining it is snowing it is sunny it is windy it is cloudy in the north the east the south the west	les pas au nord au sud à l’est à l’ouest un pays	steps to the north to the south to the east to the west a country  names of countries		
	Quel temps fait-il aujourd’hui?	What is the weather like today?				
		multiples of 10				

Year 5/6 Cycle B	Autumn 1 <u>French transport</u>		Autumn 2 <u>In my French house</u>		Spring 1 <u>French music celebrations</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	en/à	By (referring to transport)	J'habite dans un appartement une maison jumelée une maison mitoyenne la cuisine le salon la chambre la salle de bain au rez-de-chaussée au premier étage le lit le bureau la chaise les livres les jouets les étagères Il y a prepositions	I live in an apartment a semi-detached house a terraced house the kitchen the living room the bedroom the bathroom on the ground floor on the first floor the bed the desk the chair the books the toys the shelves	tu joues d'un instrument ?	Do you play an instrument?
	je vais en/à ...	I go by...				
	puis	then				
	Tu vas où ?	Where are you going?				
	Tu vas comment ?	How are you going?				
	Il y a combien de ... ?	How many ... are there?				
	Comment tu vas à l'école ?	How do you go to school?				
		Colour adjectives				
		Names in French of French-speaking countries and places				

Year 5/6 Cycle B	Spring 2 <u>French verbs in a week</u>		Summer 1 <u>Visiting a town in France</u>		Summer 2 <u>French sport and the Olympics</u>	
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	chanter courir danser dormir écrire jouer lire manger nager aimer avoir être	To sing To run To dance To sleep To write To play To read To eat To swim To like To have To be	Dans ma ville le parc le marché le musée le zoo le théâtre le cinéma la piscine la bibliothèque est devant derrière à côté de entre en face de près de - near to loin de - far from	In my town the park the market the museum the zoo the theatre the cinema the swimming pool the library is in front of behind next to between opposite near to far from	Je joue Je fais rapide fatigant amusant compétitif passionnant cool technique Je vais Tu vas il/elle va Nous allons Vous allez ils/elles vont Opinion verbs Names of countries	I play I do fast tiring fast competitive engaging cool technical I go You go he/she goes We go You (formal/plural) go They go
	Opinion verbs		il y a il n’y a pas d’/de	there is/are there is/are no		

	Year 3/4	Year 5/6
Terminology	<div><div>Noun</div><div>Masculine</div><div>Feminine</div><div>Verb</div><div>Adjectives</div><div>Conjunction</div><div>Preposition</div><div>Accent</div><div>Article</div></div> <div><div>Definite article</div><div>Indefinite article</div><div>Plural</div><div>Adjectival agreement</div><div>Possessive adjectives</div><div>Negative</div><div>Subject pronouns: first, second and third person singular</div></div>	<div><div>Adverb</div><div>Comparative adjectives</div><div>Metaphor</div><div>Compound nouns</div><div>Compound sentences</div><div>Infinitive</div></div> <div><div>Conjugation</div><div>Future tense</div><div>Irregular verbs</div><div>Second verb infinitive</div><div>Partitive articles</div></div>
<div>Feminine and masculine forms:</div> <div>Nouns</div> <div>(including articles, pronouns and plural formation)</div>	<div>To understand that every French noun is either masculine or feminine.</div> <div>To know that the gender affects the form of the indefinite article <b>un</b> or <b>une</b>.</div> <div>To know that feminine nouns often (but not always) end in 'e' .</div> <div>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des <b>ciseaux</b>.</div> <div>To know that the pronoun <b>ça</b> means 'it'.</div> <div>To know that the pronoun <b>y</b> means 'there'.</div> <div>To know that the preposition <b>à</b> can be contracted with a definite article to indicate a place: <b>au/à la/aux</b>.</div> <div>To know the equivalents for the word 'the' in French : <b>le/la/l'/les</b> and 'a/an/some' : <b>un, une, des</b>.</div> <div>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</div>	<div>To know that there are compound nouns in French e.g. <b>mon grand-père, mes grand-parents</b>.</div> <div>To know whether to use the pronouns <b>il</b> 'he' or <b>elle</b> 'she' when describing someone.</div>
<div>Feminine and masculine forms:</div> <div>Adjectives</div> <div>(position and agreement)</div>	<div>To know that most adjectives are placed after the noun in French.</div> <div>To know that adjectives of size such as <b>petit</b> and <b>grand</b> are placed before the noun.</div> <div>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.</div> <div>To know that certain colour adjectives are invariable and do not change in the feminine form: <b>rouge</b>; that some do not change in feminine or plural forms: <b>marron, orange</b>.</div> <div>To know that some adjectives are irregular in the feminine and/or plural forms: <b>violet</b> (masc)-<b>violette</b> (fem); <b>blanc</b>(masc)-<b>blanche</b>(fem), <b>heureux-heureuse</b>.</div> <div>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,</div>	<div>To know that adjectives must agree with the gender and number of the noun being described.</div> <div>To know that I can compare nouns by placing <b>plus/ moins</b> and <b>que</b> around the adjective of comparison.</div> <div>To know that partitive articles describe where something is placed: le livre est <b>à côté du</b> stylo.</div> <div>To know a range of prepositions to describe the position of objects or places.</div>

	Year 3/4	Year 5/6
<b>Verbs (including conjugation and negation)</b>	<p>To know that there are high frequency verbs <b>s'appeler, avoir, être</b> and <b>aller</b> which are used to formulate and answer questions.</p> <p>To know that <b>je/j', tu</b> and <b>vous</b> are subject pronouns.</p> <p>To know that <b>c'est</b> means "it is" and is used to describe what something is.</p> <p>To know that <b>il y a</b> is used to say 'there is/are.'</p> <p>To know that placing <b>ne...pas</b> around the verb makes it negative: <b>ne</b> + verb + <b>pas</b>.</p> <p>To know that the verb <b>aimer</b> is used to express an opinion, including with the negative form <b>ne ... pas</b>.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and/or third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p>	<p>To know all subject pronouns in French and that <b>je</b> contracts to <b>j'</b> when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (<b>er/ir/re</b>) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb <b>avoir</b> (to have) is used, not the verb <i>to be</i> as in English.  <b>J'ai</b> dix ans - I <u>am</u> ten years old.  <b>Il a</b> faim - He <u>is</u> hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as <b>et</b> and <b>mais</b>.</p> <p>To know that <b>ne</b> is contracted to <b>n'</b> when followed by a vowel: <b>je n'ai pas faim</b> or <b>y: il n'y a pas de bus</b>.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as <b>avoir</b> (to have) and <b>être</b> (to be) and <b>aller</b> (to go).</p> <p>To know how to form the first, second and third person of the verbs <b>avoir</b> (to have) and <b>être</b> (to be).</p> <p>To conjugate the verbs <b>aller, jouer</b> and <b>faire</b>.</p> <p>To know that we use the verb <b>jouer</b> (to play) with some sports and <b>faire</b> (to do) with other sports.</p> <p>To know that, for regular verbs, the formal imperative verb (<b>tu</b>) is formed by removing the <b>pronoun</b> <b>vous</b> and just keeping the -ez form of the verb e.g. <b>tournez</b> !</p> <p>To know that <b>venir de</b> + the infinitive of the second verb indicates a recent action: <b>je viens de finir</b> - I have just finished, or a place of origin.</p>

	Year 3/4	Year 5/6
<b>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</b>	<p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as <b>et</b> (and), <b>mais</b> (but) and <b>puis</b> (then) to join phrases/clauses.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le <b>train</b>, le <b>taxi</b>.</p> <p>To know that accents in French can change the sound of a letter.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>To know that there is no possessive apostrophe in French. To say 'my father's sister in French would be the sister of my father: <b>la sœur de mon père</b>.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: <b>les chips</b> - crisps, <b>les baskets</b>- trainers.</p> <p>To know that <b>en</b> is usually used as a preposition when the mode of transport is something you get into e.g. <b>en voiture</b> whereas <b>à</b> is usually used when you are not getting into a form of transport e.g. <b>à pied</b> which means 'on foot'.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p> <p>To know that <b>parce que</b> and/or <b>car</b> (because) can be used to extend a sentence and give a justification.</p>



National Curriculum	Year 3/4	Year 5/6
<b>Listen attentively to spoken language and show understanding by joining in and responding.</b>	Listening and responding to single words, short phrases and full sentences.	Listening and inferring information from audio passages using language detective skills.
<b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b>	Listening and noticing rhyming words when joining in with songs.  Beginning to notice common spelling patterns.	Independently identifying rhyming words and spelling patterns when joining in with songs.  Beginning to predict spelling patterns.
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	Reading aloud some words from simple songs, stories and rhymes.  Following a short text or rhyme, listening and reading at the same time.	Reading short authentic texts for enjoyment or information.
<b>Read carefully and show understanding of words, phrases and simple writing.</b>	Recognising some familiar French words in written form.  Beginning to understand and notice cognates and near cognates.  Beginning to explore various language detective strategies.	Identifying and extracting key information in a range of authentic texts.  Reading and using language detective skills to assess meaning including context, text type and sentence structure.
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using visual and contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.  Using a bilingual dictionary to select alternative vocabulary for independent sentence building.  Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.

National Curriculum	Year 3/4	Year 5/6
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	<p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Recognising, asking, and answering simple questions.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Planning, asking and answering questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p>
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</b>	<p>Using short phrases to give information.</p> <p>Recognising, repeating and adapting phrases from rhymes and songs.</p> <p>Using a model to form a spoken sentence.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>	<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>
<b>Present ideas and information orally to a range of audiences.</b>	<p>Introducing self to a partner with simple phrases.</p> <p>Rehearsing and performing a short role-play, song or story.</p>	<p>Creating and presenting a dialogue or role-play.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p>

National Curriculum	Year 3/4	Year 5/6
<b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>	Selecting and writing simple words and short phrases, some from memory.	Adapting model sentences to express different ideas.  Using existing knowledge of vocabulary and phrases to create new sentences.
<b>Use familiar vocabulary in phrases and simple writing.</b>	Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.  Constructing a short text on a familiar topic.
<b>Describe people, places and things and actions orally and in writing.</b>	Using different adjectives with a singular noun, with correct positioning and agreement.  Choosing appropriate adjectives from a range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.  Using adapted phrases to describe an object, person or place.  Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.  Using a wide range of descriptive words and phrases independently.

Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge
<p>Discussing similarities and differences between customs and traditions in France and the UK.</p> <p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as <b>L'escargot</b> by Matisse.</p> <p>Discovering French festivals and their traditions.</p> <p>Ordering typical French food and/or drink.</p>	<p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To know the names and locations of some of the cities in France.</p> <p>To name some famous paintings by French artists.</p> <p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p>	<p>Identifying key geographical features of countries in the French-speaking world.</p> <p>Analysing climate data for some French-speaking countries.</p> <p>Playing the traditional French game of la pétanque.</p> <p>Comparing sporting activities in France and the UK.</p>	<p>To know that French is spoken in different countries around the world.</p> <p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p> <p>To know the rules for playing French bowls.</p> <p>To know informal and formal terms of address in France.</p>





## French Overview

### STRIDE Curriculum 2023/24



#### Impact – how will we achieve our aims?

Work sample analysis	What do books show? What do Oracy sessions show?
Lesson observations	What is the quality of teaching, learning and use of assessment in lessons? How good is questioning in lessons?
Surveys	What do teachers and families say about this subject?
Interviews	What do the children say about their learning in this subject? What do the staff say about teaching this subject?
Data analysis	What does the data tell us?
Coaching and Mentoring	What is the impact of coaching and mentoring? Support for colleagues in this subject?
Training	What is the impact of the training undertaken?
Learning Environment	How does the learning environment support learning in this subject area?