



Clipston Primary School – Overview for French

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> learn a small amount of vocabulary including nouns, verbs, adjectives and a conjunction recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them create simple spoken and written sentences, e.g. Voici un chat rouge et un chien bleu. Je mets un pantalon jaune et un pull vert. memorise and recite a bank of finger rhymes listen to stories and become familiar with stories known and loved by French children listen to and sing along with traditional French folk songs listen to and sing along with songs by the popular singer Henri Dès become familiar with the works of the painters Renoir and Monet and the music of the composer Debussy <p>become familiar with the city of Paris by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits</p>	<ul style="list-style-type: none"> continue to use the vocabulary learnt in year 3, and learn a small amount of new vocabulary including nouns, verbs, adjectives and a conjunction. They learn to use sentence starters (in the form of simple adverbial phrases of place), e.g. Dans le sac, Chez moi. They learn to recognise and use plural forms of nouns, and to apply adjectival agreement by gender and number. recognise certain phonemes when they hear them, and identify the graphemes that can be used to represent them compare pronunciation at word and sentence level by learning about the concepts of liaison and elision, knowing that the final consonant of a word is almost always silent at word level and that the final consonant in the word et is always silent. create simple and sometimes more complex spoken and written sentences, e.g. Dans le sac il y a un chat rouge et un chien bleu. Dans le sac il y a trois petits chats verts et une grande baleine bleue. 	<ul style="list-style-type: none"> continue to use the vocabulary learnt in years 3 and 4, and they learn new vocabulary consisting of nouns, verbs, adjectives and conjunctions. They develop their use of sentence starters, which still comprise simple adverbial phrases of place, for example <i>dans la cuisine, dans le jardin, dans la piscine</i>. They continue to develop their knowledge of singular and plural concepts and to understand how this can change pronunciation. learn about syntax and make comparison between French and English and other languages they know. can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either <i>Le Manuel Phonique</i> or <i>Methode d'apprendre à lire Pas a Pas</i>. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes. continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision. 	<ul style="list-style-type: none"> continue to use the vocabulary learnt in years 3, 4 and 5, and they learn new vocabulary consisting of nouns, verbs, adjectives, conjunctions and verbs. They develop their use of sentence starters, which comprise simple adverbial phrases of place, e.g. <i>dans la cuisine, dans le jardin, dans la piscine</i> and also adverbial phrases of time such as <i>aujourd'hui, À trois heures et demie</i>. They begin to develop an understanding of tense by changing the verb and using an adverb of time. They have opportunities to use the following tenses: <i>present, futur proche, passé composé</i> and <i>imparfait</i>. continue to learn about syntax and make comparison between French and English and other languages they know. can follow a strategic approach to phoneme/grapheme work and have regular practice in developing reading skills by using either <i>Le Manuel Phonique</i> or <i>Methode d'apprendre à lire Pas a Pas</i>. The PowerPoint slides that are an integral part of the scheme of work model the phonemes and show the graphemes.

	<ul style="list-style-type: none"> • memorise and recite a bank of finger rhymes • listen to stories and become familiar with stories known and loved by French children • learn about customs and celebrations in France and make comparisons with customs and celebrations in their own culture • listen to and sing along with traditional French folk songs • listen to and sing along with songs by the popular singer Henri Dès • become familiar with the works of the painters Degas, Cézanne and Matisse and the music of the composer Ravel • become familiar with the region of the Dordogne in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits 	<ul style="list-style-type: none"> • use speaking frames and writing frames to create simple and more complex spoken and written sentences, for example <i>Dans mon placard je vois un petit lion jaune et une grande araignée bleue.</i> <i>Dans le jardin j'entends un petit cochon rouge et une grande libellule verte.</i> • Practise reading aloud, or reciting from memory, short passages of text from a book about the universe. • Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children • learn about products and symbols from France and make comparisons with products and symbols from the UK • listen to and sing along with traditional French and British folk songs and learn and perform French folk dances • listen to and sing along with songs by the popular singer Henri Dès • become familiar with the works of the painters Gauguin, Manet and Pissarro and the music of the composer Satie <p>become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits</p>	<ul style="list-style-type: none"> • continue to develop pronunciation and fluency when speaking or when reading aloud, and continue to apply knowledge of liaison and elision.. • use speaking frames and writing frames to create simple and more complex spoken and written sentences, e.g. <i>Aujourd'hui je vais nager dans la piscine..</i> <i>Hier j'ai entendu un petit loup gris qui chantait dan la forêt.</i> • Practise reading aloud, or reciting from memory, short passages of text from a book about the history of France. • Continue to listen to stories and to join in reading aloud, and become familiar with stories known and loved by French children • consider stereotypes and role models • listen to and sing along with traditional French and British folk songs and learn and perform French folk dances • listen to and sing along with songs by the popular singer Henri Dès • become familiar with the works of the painters Toulouse Lautrec and Magritte and the music of the composer Chopin <p>become familiar with the town of Vichy and the surrounding volcanic region in France by regularly looking at photographs on PowerPoint slides, and using webcams to make virtual visits</p>
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Clipston Primary School – End Points for French

Year 3	Year 4	Year 5	Year 6
Speaking			
Ask and answer simple questions about personal information	Ask and answer questions on different topic areas	Take part in a conversation and express simple opinions giving reasons	Engage in longer conversations, asking for clarification when necessary
Repeat sentences heard and make simple adaptations to them	Using familiar sentences as models, make varied adaptations to create new sentences	Adapt known complex sentences to reflect a variation of meaning	Create his/her own sentences using knowledge of basic sentence structure.
Use mostly accurate pronunciation	Read aloud using accurate pronunciation and present a short learned piece for performance	Begin to use intonation to differentiate between sentence types	Use pronunciation and intonation effectively
Use simple adjectives such as colours and sizes to describe things orally.		Create a short piece for a presentation to an audience.	

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Listening			
Show that he/she recognises words and phrases heard by responding appropriately	Show understanding a range of familiar spoken phrases, for example through acting out part of a familiar story heard	Gain an overall understanding of an extended text which includes some familiar language, for example	Understand longer and more challenging texts on a range of topic
Follow simple instructions	Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spelling	Identify different ways to spell key sounds and select the correct spelling of a familiar word.	
When listening to stories, rhymes, songs join in with repeated sections and identify particular phonemes and rhyming words	Notice that the target language may contain different phonemes and that some similar and that some similar sounds may be spelt differently in English.		

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Writing			
Write some single words from memory	Write words and short phrases from memory	Write phrases and some simple sentences from memory Write a range of phrases and sentences from memory	Write a range of phrases and sentences from memory
Use simple adjectives such as colours and sizes to describe objects	Use a range of adjectives to describe someone's appearance	Use a wide range of adjectives to describe people and things and use different verbs to describe action	Select appropriate adjectives to describe a range of things, people, places and appropriate verbs to describe action
Record descriptive sentences using a word bank	Write descriptive sentences using a model but supplying some words from memory		Begin to use some adverbs

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Reading			
Recognise some familiar words and phrases in written form	Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.	Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation	Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
Read some familiar words aloud using mostly accurate pronunciation	Follow the written version of a text he / she is listening to	Learn a song or poem using written text for support	Attempt to read a range of texts independently, using different strategies to make meaning
Learn and remember some new words encountered in reading	Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues	Use dictionaries to extend vocabulary on a given topic and develop his/ her ability to use different strategies to work out the meaning of unfamiliar words	Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words

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Grammar			
Recognise the main word class e.g. nouns, adjectives and verbs	Recognise a wider range of word classes including pronouns and articles and use them appropriately	Know how to conjugate some high frequency verbs	Know how to conjugate a range of high frequency verbs.
Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles	Understand that adjectives may change form according to the noun they relate to and select the appropriate form	Understand how to make changes to an adjective in order for it to agree with the relevant noun	Understand how to use adverbs in sentences
Have basic understanding of the usual order of words in sentences in the target language	Recognise questions and negative sentences	Adapt sentences to form negative sentences and begin to form questions	Have an awareness of similarities and differences between different languages