

French Curriculum Map

In Y6, I recall and pronounce language with ease and accuracy, recalling chunks of appropriate language rather than simply just nouns with their appropriate articles. I engage in longer conversations on a much wider range of topics, recognising that I can transfer language learnt across different units and contexts. I use a variety of positive and negative opinions in spoken form and am able to justify and explain my opinions in French. I attempt to pronounce unknown words I come across by applying my speaking and pronunciation knowledge. I am exposed to much more authentic foreign language material to listen to. This material is delivered at near native speed and covers a much wider range of topics.

I make my written work more interesting, authentic and sophisticated in Y6 by using a greater variety of conjunctions, opinions and justifications within a variety of writing tasks, creating multiple sentences with greater ease and fluency and then joining these together to make longer passages of accurate and authentic French text. I use a dictionary to confirm the gender and plurality of nouns and for whole irregular verb conjugation.

I understand most of what I read and use a French dictionary confidently when I am not sure, using this to support spelling. I develop my reading skills further by tackling and understanding longer passages of written text and completing tasks based on these. I begin to understand the concept of whole regular verb conjugation

By Y5, I use more expanded speaking structures to create longer spoken sentences using first person verb conjugations and will also learn to accurately use conjunctions and adjectives with increased oral fluency. I learn to keep a conversation going for longer by asking more probing questions such as: 'What is your name?' 'How old are you?' 'Where do you live?' 'Do you have any brothers or sisters?' 'When is your birthday?' 'Do you have a pet?' etc. I give simple opinion in spoken form with natural fluency and quick recall.

I move on to reading short passages of text in Y4, learning how to decode passages of text by finding the language I am familiar with and using a dictionary where I am not familiar. I now develop my writing skills beyond simple noun level to being able to construct basic sentences and short simple phrases. I use 1st and 3rd person in my written sentences e.g. 'He is called...', 'she is called...', 'they are called...' etc. I improve my sentence structure and length by learning to use simple conjunctions like "and" and "but", understanding that adjectives change depending on the gender and plurality of the noun.

I listen to short, familiar stories and songs in French in Y3. I learn to identify cognates (words that are similar in English and the foreign language) and start to learn how to decode written text by spotting words that I have learnt. I start to attempt to write a short simple sentence with an article, noun and verb e.g. I like strawberries, supported by vocabulary banks and writing frames. I begin to understand the concept of nouns and articles.

In Y3, I start to speak in French and build up a bank of core vocabulary by repeating and then recalling a variety of nouns & articles from memory with good pronunciation. As I progress, I build on the above by starting to create short, spoken simple sentences integrating 1st person singular of high frequency verbs. Examples include 'My name is...', 'I like apples'. We begin to move from saying single words to short, simple phrases. I learn to both ask and answer a variety of simple key questions in French: 'What is your name?' 'My name is...' 'How old are you?' 'I am ... years old.' I will start to be able to give a simple positive and/or negative opinion in spoken form e.g. 'Do you like apples?' 'Yes, I like apples.' 'No, I do not like apples.'

