

Curriculum Map - French



Key Stage 2

Statutory requirements:

Receptive skills (Listening) Pupils should:

- “listen attentively to spoken language and show understanding by joining in and responding”
- “appreciate stories, songs, poems and rhymes in the language”

Productive skills (Speaking) Pupils should

- “explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words”
- “speak in sentences, using familiar vocabulary, phrases and basic language structures”
- “develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases”
- “present ideas and information orally to a range of audiences”
- “engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help”
- “describe people, places, things and actions orally”

Receptive skills (Reading) Pupils should

- “read carefully and show understanding of words, phrases and simple writing”
- “broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary”

Productive skills (Writing) Pupils should

- “write phrases from memory, and adapt these to create new sentences, to express ideas clearly”

Grammatical knowledge Pupils should

- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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

<i>Disciplinary Knowledge</i>	Receptive skills - listening	Productive skills - speaking	Receptive skills - reading	Productive skills - writing	Grammatical knowledge
Year 3	LO: I can recognise at least 20 new French words in spoken forms and show my understanding by	LO: I can name at least 20 everyday objects when prompted with pictures I can improve my	LO: I can recognise at least 20 new French words in written forms, and show my understanding by linking	LO: I can write at least 20 new French words, showing my understanding of their meaning by linking them	Chn explore different masc/fem/sing and plural articles

	<p>matching them with pictures</p> <p>I can listen to and understand songs and rhymes based on new vocabulary</p>	<p>pronunciation, including through joining in with songs and rhymes using new vocabulary</p>	<p>them with pictures.</p>	<p>to pictures.</p> <p>I can explore in discussion with the teacher how French phonics differ from English phonics, e.g. “et” in French is pronounced “ey” but written “et”</p> <p>Can be supported e.g. by teachers presenting phonetic spellings in class alongside French spelling</p>	
<p>Year 4</p>	<p>LO: I can recognise at least 20 new French words in spoken forms and show my understanding by matching them with pictures</p> <p>LO: I can recognise words within sentences</p>	<p>LO: I can confidently say at least 20 new French words, responding to visual prompts</p> <p>LO: I can integrate new vocabulary into simple sentences.</p>	<p>LO: I can recognise at least 20 new French words in written forms, and show my understanding by reading them out loud, and inserting them into the correct context</p>	<p>LO: I can write a growing number of French words in context when prompted e.g. by pictures.</p> <p>I can discuss differences between French and English phonics in discussion with the teacher, e.g. through comparing correct French spelling with phonetic English spelling</p>	<p>Chn deepen their understanding of masc/fem/sing/plural articles</p> <p>Chn learn grammatical structure of questions</p>
<p>Year 5</p>	<p>LO: I can listen to and understand longer sentences in context</p>	<p>LO: I can use a growing number of new words in sentences and link them to previous knowledge to build responses to questions - e.g. to say the date of my birthday.</p> <p>LO: I can adapt and use vocabulary in different contexts, e.g. to give a weather report</p>	<p>LO: I can read and understand simple sentences, translating between French and English</p>	<p>LO: I can write simple sentences when prompted</p>	<p>Chn learn connectives (et) conjunctions (mai) and key irregular verbs to construct longer sentences</p>

<p>Year 6</p>	<p>I can listen to and understand a series of linked sentences on a topic</p>	<p>LO: I can confidently use a growing number of new words in sentences and link them to previous knowledge to build responses to questions - e.g. to say the date of my birthday</p>	<p>LO: I can read and understand more complex sentences, translating between French and English.</p>	<p>LO: I can more confidently write more complex sentences</p>	<p>Chn explore determiners in positive in negative</p> <p>Chn deepen their understanding of connectives to write longer sentences.</p>
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