



Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- 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
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- 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.

NC skills are the same for each year group. In the table below, they are also broken down into more specific objectives for each year group; these are taken from a widely used assessment sheet written by Sue Cave and uploaded to Target Tracker under Language 1.

| Year 3 | The Dawn of Mankind <i>Je me présente</i> | Wild at Heart <i>As-tu un animal</i> | Do Machines Dream of Electric Sheep? <i>Au café</i> |
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| KEY QUESTIONS | | | |
| Listen attentively to spoken language and show understanding by joining in and responding <i>Listen and show understanding of single words through physical response.</i> | All new vocab presentation inc: Ça va responses Classroom instructions | All new vocab presentation: demonstrate understanding through physical response Role play conversations | All new vocab presentation Role play conversations |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>Listen and identify rhyming words and particular sounds in songs and rhymes.</i> | Songs eg greetings song: listening out for and counting specific words Also: Deux petits oiseaux, counting songs | First phonics Predicting spellings of colours Working out how to pronounce new animals | Vocab introduction: identifying known phonemes in new vocabulary |

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| <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <i>Recognise a familiar question and respond with a simple rehearsed response.</i></p> | <p>Greetings conversation: name, how are you, age</p> | <p>Role play conversations</p> | <p>Café role play (inc opinions) Role play conversations</p> |
| <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures <i>Name objects and actions and link words with a connective in a simple rehearsed statement.</i></p> | <p>Role play conversations each lesson</p> | <p>Role play conversations Describing animals and colours orally Saying what pets they have</p> | <p>Mocktails / café role play</p> |
| <p>Present ideas and information orally to a range of audiences</p> | <p>Sing a song in assembly</p> | <p>Regular conversation role play</p> | <p>Café role play</p> |
| <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>Using the knowledge of the sound of some letter strings, read aloud or say individual familiar words.</i></p> | <p>Counting: awareness of silent last letters</p> | <p>First phonics</p> | <p>Full phonics chart</p> |
| <p>Read carefully and show understanding of words, phrases and simple writing <i>Read and show understanding of familiar single words.</i></p> | <p>Reading numbers in the context of age</p> | <p>Animals and colours reading activity Ours Brun class reading</p> | <p>Reconising un/une in storybooks (eg Un Triangle)</p> |
| <p>Appreciate stories, songs, poems and rhymes in the language <i>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words.</i></p> | <p>Deux petits oiseaux Alain le Lait 1-20 1, 2, 3 Allons dans les bois Bonjour song Mains en l'air Comment ça va, le dinosaure</p> | <p>Alain le Lait 20-50 Cher Zoo Ours Brun Toutes les couleurs Je suis artiste</p> | <p>J'aime les fruits La chenille qui fait des trous Bon appétit, M. Lapin Alain le Lait J'ai faim</p> |
| <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Identify and use strategies for memorising new vocabulary.</i></p> | | <p>Dictionary: spelling of colour words</p> | <p>Dictionary: fruits</p> |
| <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <i>Write single familiar words from memory with understandable accuracy.</i></p> | <p>Writing name, age etc at end of term (eg on class bunting)</p> | <p>Minibooks describing colourful animals</p> | <p>Writing script for café role play</p> |
| <p>Describe people, places, things and actions orally and in writing <i>Write and say simple familiar words to describe people, places, things and actions using a model.</i></p> | <p>Copying words accurately, including letters with accents, then practise writing from memory (ça va, numbers)</p> | <p>Describing colourful animals orally (mastermind game) and in writing (minibooks)</p> | |
| <p>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</p> | | <p>Adjective order: describing colourful animals Building sentences: il y a ... et ... Observing cognates</p> | <p>Café vocab: gender Observing cognates</p> |

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| <p>language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p>Name a noun, adjective, verb, pronoun, conjunction in the language being studied.</p> <p>Use the 1st and 2nd person pronouns with a regular verb.</p> | | | |
| KEY VOCABULARY | English: masculine, feminine, cognate, noun, adjective, accent French (core): French (topic-specific): | | |

| Year 4 | The Revolting People of Planet Earth <i>Pencil case</i> | The Age of Empire <i>Romans/language</i> | Tales of the Bearly Believable <i>La Chenille qui fait des trous</i> |
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| KEY QUESTIONS | ? | ? | ? |
| <p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p><i>Listen and show understanding of short phrases through physical response.</i></p> | All new vocab presentation Role play conversations Core classroom instructions in French | All new vocab presentation Role play conversations Core classroom instructions in French | All new vocab presentation Role play conversations Core classroom instructions in French |
| <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><i>Listen and demonstrate understanding of words in songs and rhymes.</i></p> | Songs (see below) Regular phonics review | | |
| <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><i>Ask and answer several simple and familiar questions with a rehearsed response.</i></p> | Regular role-play/Q&A | Regular role-play/Q&A including birthday and ou habites-tu | Regular role-play/Q&A Giving own opinions on fruit |
| <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><i>Use familiar vocabulary to say simple sentences to give information using a language scaffold.</i></p> | Regular Q&A role play Presenting pencil case mini-books | Regular Q&A role play Ou habites-tu game with Roman cities | |
| <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><i>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules.</i></p> | Phonics focus with all new vocab | Phonics focus with all new vocab | Phonics focus with all new vocab |

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| Present ideas and information orally to a range of audiences | Presenting pencil case mini-books | | Presenting own versions of La Chenille story to the class/video recording |
| Read carefully and show understanding of words, phrases and simple writing <i>Read and show understanding of simple familiar phrases and short sentences.</i> | Pencil case reading activity | | Reading and responding to La Chenille story book |
| Appreciate stories, songs, poems and rhymes in the language <i>Join in with the words of a rhyme, song or story sometimes from memory.</i> | Rangeons la salle de classe Dans ma trousse il y a Christmas rhyme (le sapin) | Quelle est la date de ton anniv. Alain le Lait 20-50 Days of the week song | J'aime les fruits Toc toc toc Vole, vole, vole papillon |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Use a bi-lingual dictionary to find the meaning of a word or its translation.</i> | Dictionary use: colours, additional pencil case items. | Dictionary: spelling of numbers | Dictionary: finding new ideas for food when re-writing La Chenille |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <i>Write simple familiar short phrases from memory with understandable accuracy.</i> | | Mini whiteboard spelling challenges | Re-writing La Chenille story, changing the content |
| Describe people, places, things and actions orally and in writing <i>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.</i> | Designing & writing descriptions of pencil case | | |
| 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. <ul style="list-style-type: none"> • Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural. • Demonstrate understanding of the position of the majority of adjectives. | Describing favourite pencil case: adjective order & agreement, gender, j'ai/il a/elle a (describing partner's pencil case). Applying same knowledge to Winter jumper design | | Adjective order & agreement (colours) Indefinite articles and numbers to re-write La Chenille |
| KEY VOCABULARY | English: adjectives, nouns, gender, masculine, feminine, adjective agreement French (core): French (topic-specific): | | |

| Year 5 | The Great Invaders Weather | Clash of the Titans Tu aimes le sport? | The Adventures of My Other Self Je suis artiste |
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| KEY QUESTIONS | ? | ? | ? |
| Listen attentively to spoken language and show understanding by joining in and responding <i>Listen and show understanding of more complex familiar phrases and sentences.</i> | All new vocab presentation Role play conversations Core classroom instructions | All new vocab presentation Role play conversations Core classroom instructions | All new vocab presentation Role play conversations Core classroom instructions |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words <i>Follow the text of familiar rhymes and songs identifying the meaning of words.</i> | Weather songs | | |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <i>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.</i> | Regular conversation role plays | Regular conversation role plays Survey of classmates | Regular conversation role plays |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures <i>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold.</i> | Regular conversation role plays | Regular conversation role plays inc opinions Survey: giving own responses | Describing pictures orally |
| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <i>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.</i> | Phonics focus when learning new vocabulary | Practise giving answers clearly with good pronunciation for class survey | Phonics focus when learning new vocabulary |
| Present ideas and information orally to a range of audiences | Role play weather forecasts Sing in assembly | Role play conversations | Present and describe own artwork, either live or on video |
| Read carefully and show understanding of words, phrases and simple writing <i>Read and show understanding of a complex sentence using familiar language.</i> | Seasons reading activity Location of French cities reading activity | Reading activities at beginning and end of topic | Reading activity L3 and L5 |
| Appreciate stories, songs, poems and rhymes in the language <i>Follow the simple text of a familiar song or story and sing or read aloud.</i> | Quel temps fait-il ? Seasons songs Vive le vent | J'aime les voitures J'aime les fruits | |

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| <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <i>Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs.</i></p> | | <p>Sports reading lessons x2 Regular use of glossary</p> | |
| <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly <i>Write familiar complex sentences from memory with understandable accuracy.</i></p> | <p>Spelling challenges Writing weather with the date each lesson</p> | <p>Sports writing project</p> | <p>L6 describing own artwork</p> |
| <p>Describe people, places, things and actions orally and in writing <i>Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.</i></p> | <p>Describing the weather as a weather forecast</p> | | <p>L6 describing own artwork</p> |
| <p>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.</p> <ul style="list-style-type: none"> • <i>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</i> • <i>Produce positive and negative sentences with high frequency verbs and pronouns.</i> | | <p>Identifying cognates Focus on definite article Using opinion verbs in the 1st and 3rd person</p> | <p>Adjective word order and agreement (including plurals) Prepositions</p> |
| <p>KEY VOCABULARY</p> | <p>English: nouns, pronouns, adjectives, cognates, glossary, French (core): French (topic-specific):</p> | | |

| Year 6 | The Unexplained Verbs | Into the Forest Rainforest poems | Battles That Have Shaped Our World <i>Ou habites-tu?</i> |
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| KEY QUESTIONS | ? | ? | ? |
| <p>Listen attentively to spoken language and show understanding by joining in and responding <i>Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.</i></p> | <p>All new vocab presentation Role play conversations Core classroom instructions</p> | <p>All new vocab presentation Role play conversations Core classroom instructions</p> | <p>All new vocab presentation Role play conversations Core classroom instructions</p> |

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| <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p><i>Read aloud the text of familiar rhymes and songs.</i></p> | <p>Verb songs Alain le Lait J'ai faim</p> | L'Afrique petit Chaka | |
| <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p><i>Engage in a short conversation using familiar questions and express opinions.</i></p> | Tu aimes (INF) ? | Regular role play conversations | Eurovision opinions |
| <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p><i>Manipulate familiar language to present own ideas and information in more complex sentences.</i></p> | Regular role play conversations | Regular role play conversations | Regular role play conversations Oral descriptions of where Mr Poulet is in Paris |
| <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p><i>Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.</i></p> | Regular role play conversations Phonics focus when exploring new infinitives | | Eurovision opinions |
| <p>Present ideas and information orally to a range of audiences</p> | | Perform own poems | Oral descriptions of where Mr Poulet is in Paris |
| <p>Read carefully and show understanding of words, phrases and simple writing</p> <p><i>Read and show understanding of a series of complex sentences using familiar language.</i></p> | | Reading example poems eg L'Afrique petit Chaka | |
| <p>Appreciate stories, songs, poems and rhymes in the language</p> <p><i>Understand the gist of an unfamiliar text using some familiar language.</i></p> | | Write own poems; listen to those of others L'Afrique petit Chaka | Joe Dassin Aux Champs-Elysees Eurovision |
| <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p><i>Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.</i></p> | Looking up infinitives in the dictionary. | Dictionary: deciphering L'Afrique petit Chaka; finding new nouns for own poems | |
| <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p><i>Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.</i></p> | Fingerprint characters & opinions | Writing poems | Preposition sentences (Monsieur Poulet / Paris monuments) |
| <p>Describe people, places, things and actions orally and in writing</p> | Fingerprint characters & opinions | Writing poems | Preposition sentences (Monsieur Poulet / Paris monuments) |

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| <p><i>Write and say a complex sentence manipulating familiar language, using a dictionary for new language.</i></p> | | | |
| <p>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.</p> <ul style="list-style-type: none"> <i>Use the correct form of the definite article in singular and plural sentences.</i> <i>Apply all the knowledge of grammar above to build complex sentences.</i> <i>Conjugate regular ER verbs in the present tense with the correct pronouns and verb endings.</i> | <p>Conjugation of regular -ER verbs Subject pronouns Infinitives Making verb flowers</p> | <p>Adjective order (including those which precede the noun) + agreement</p> | <p>Prepositions Je suis, tu es, il est</p> |
| <p>KEY VOCABULARY</p> | <p>English: infinitive, pronouns, verbs, masculine, feminine, singular, plural French (core): French (topic-specific):</p> | | |