



French Curriculum Overview 2022-2023



EYFS & KS1 - Reception & Year 1

Listening and responding	Speaking	Reading and responding	Writing and grammar
<ul style="list-style-type: none"> ● I can understand simple classroom commands ● I can understand short statements ● I can understand simple questions ● I can understand clearly spoken speech ● I can appreciate stories, songs, poems and rhymes in French ● I can listen to songs, and rhymes and join in with repetitive words and phrases 	<ul style="list-style-type: none"> ● I can imitate and pronounce key sounds ● I can apply key sounds, words and phrases in new contexts such as games and activities ● I can answer with a single word ● I can answer with a short phrase 	<ul style="list-style-type: none"> ● I can read and understand single words 	<ul style="list-style-type: none"> ● I can copy a single word correctly ● I can label items ● I can choose the right words to complete a phrase ● I can choose the right words to complete a short sentence

Year 2

<ul style="list-style-type: none"> ● I can understand a range of familiar statements ● I can understand a range of familiar questions 	<ul style="list-style-type: none"> ● I can give short and simple responses to what they see and hear ● I can name and describe people ● I can name and describe objects ● I can use set phrases 	<ul style="list-style-type: none"> ● I can read and understand short phrases ● I can read aloud single words and phrases 	<ul style="list-style-type: none"> ● I can copy a short familiar phrase ● I can write set phrases used in class
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Cultural Knowledge – EYFS & KS1

Languages support the cultural development of a child by exposing them to a foreign language and culture. It helps promote internationalism and their role within the world.

National Curriculum – Languages in KS2

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

The starred (*) content above will not be applicable to ancient languages.

LKS2 - Years 3 & 4

Listening and responding	Speaking	Reading and responding	Writing and grammar
<p>Asking and responding to questions</p> <ul style="list-style-type: none"> ● I can recognise a familiar question and respond with a simple rehearsed response ● I can ask and answer a simple and familiar question with a response ● I can express simple opinions such as likes, dislikes and preferences when asked ● I can ask and answer at least two simple and familiar questions with a response ● I can identify and note the main points and give a personal response <p>Joining in and responding</p> <ul style="list-style-type: none"> ● I can repeat modelled words ● I can listen and show understanding of single words through physical response ● I can repeat modelled short phrases ● I can listen and show understanding of short phrases through physical response 	<p>Phrases and conversations</p> <ul style="list-style-type: none"> ● I can name objects, actions and link words with a simple connective ● I can use familiar vocabulary to say a short sentence using a sentence builder ● I can use short phrases to give a personal response ● I can say simple familiar words to describe people and things using a model ● I can say a simple phrase that may contain an adjective to describe people or things using a sentence builder ● I can say one or two short sentences that may contain an adjective to describe people or things ● I can name nouns and present a simple rehearsed statement to a partner ● I can present simple rehearsed statements about themselves, objects or people to a partner ● I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people 	<p>Reading</p> <ul style="list-style-type: none"> ● I can read and show understanding of familiar single words ● I can read and show understanding of simple phrases and sentences containing familiar words ● I can use strategies for memorisation of vocabulary ● I can make links with English or known language to work out the meaning of new words ● I can use context to predict the meaning of new words ● I can read and understand short texts using familiar language ● I can identify and note the main points and give a personal response ● I can identify and note the main points and give a personal response on a passage ● I can use an online bilingual dictionary to look up new words 	<p>Writing</p> <ul style="list-style-type: none"> ● I can write single familiar words/phrases from memory ● I can replace familiar vocabulary in short phrases written from memory to create new short phrases ● I can copy simple familiar words to describe people, places, things and actions using a model ● I can write a simple phrase that may contain an adjective to describe people or things using a sentence builder ● I can write 1-2 simple sentences that may contain an adjective to describe people or things ● I can write 2-3 short sentences on a rehearsed topic using a sentence builder

<p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> ● I can listen and identify specific words in songs and rhymes and demonstrate understanding ● I can listen and identify specific phrases in songs and rhymes and demonstrate understanding ● I can join in with actions to accompany familiar songs, stories or rhymes ● I can join in with words of a song or storytelling 	<p>Pronunciation and intonation</p> <ul style="list-style-type: none"> ● I can identify individual sounds in words and pronounce accurately when modelled ● I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled ● I can adapt intonation to ask questions ● I can show awareness of accents, elisions and silent letters ● I can begin to pronounce words appropriately 		
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Grammar

<ul style="list-style-type: none"> ● I can show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English ● I can recognise cognates ● I can name the gender of nouns ● I can name the indefinite and definite articles for both genders and use correctly ● I can say how to make the plural form of nouns ● I can name the first and second-person singular subject pronouns ● I can use the correct form of some regular and high frequency verbs in the present tense with first and second person (avoir, porter, manger, jouer) ● I can use the present tense of some high frequency verbs in the third person singular (être, avoir) ● I can use a simple negative form ● I can show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use
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Listening and responding	Speaking	Reading and responding	Writing and grammar
<p>Asking and responding to questions</p> <ul style="list-style-type: none"> • I can engage in a short conversation using a range of simple, familiar questions • I can ask and answer more complex questions with a sentence builder <p>Joining in and responding</p> <ul style="list-style-type: none"> • I can listen and show understanding of simple sentences containing familiar words through physical response • I can listen and understand the main points from short, spoken material • I can listen and understand the main points and some detail from short, spoken material • I can identify the main points and some details <p>Stories, songs, poems and rhymes</p> <ul style="list-style-type: none"> • I can listen and identify rhyming words and specific sounds in songs and rhymes • I can follow the text of familiar songs and rhymes, identifying the meaning of words 	<p>Phrases and conversations</p> <ul style="list-style-type: none"> • I can express a wider range of opinions and begin to provide simple justification • I can speak about everyday activities and interests • I can say a longer sentence using familiar language • I can use familiar vocabulary to say several longer sentences using a sentence builder • I can vary language and produce extended responses • I can hold a simple conversation with at least 3-4 exchanges without prompts • I can present a range of ideas and information, using prompts, to a partner or a small group of people <p>Pronunciation and intonation</p> <ul style="list-style-type: none"> • I can pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules • I can appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words • I can start to predict the pronunciation of unfamiliar 	<p>Reading</p> <ul style="list-style-type: none"> • I can read and show understanding of simple sentences containing familiar and some unfamiliar language • I can read and understand the main points from short, written material • I can read and understand the main points and some detail from short, written material • I can use a range of strategies to determine the meaning of new words (links with known language, cognates, context) • I can use an online bilingual dictionary to find the meaning of unfamiliar words and phrases in French and in English 	<p>Writing</p> <ul style="list-style-type: none"> • I can write a simple phrase from memory using familiar language • I can write a simple sentence from memory using familiar language • I can write several sentences from memory with familiar language with increased accuracy • I can replace vocabulary in sentences written from memory to create new sentences with increased accuracy • I can write several simple sentences containing adjectives to describe people, places and actions using a sentence builder • I can manipulate familiar language to describe people, places and actions, possibly using an online bilingual dictionary • I can write a paragraph of about 3-4 simple sentences

<ul style="list-style-type: none"> • I can follow the text of a familiar song or story • I can follow the text of a familiar song or story and sing or read aloud 	<ul style="list-style-type: none"> words in a sentence using knowledge of letter strings, liaison and silent letter rules • I can adapt intonation, for example to mark questions 		
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Grammar

<ul style="list-style-type: none"> • I can identify word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English • I can demonstrate understanding of gender and number of nouns and use appropriate determiners • I can explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence • I can name and use conjunctions to create compound sentences • I can use some adverbs • I can demonstrate the use of first, second and third-person singular pronouns with some regular and high frequency verbs in the present tense and apply subject-verb agreement • I can follow a pattern to conjugate a regular verb in the first, second and third-person singular pronouns in the present tense
