



# French Curriculum Overview



## EYFS & KS1 - Reception & Year 1

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

## Year 2

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

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

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

**Grammar**

<ul style="list-style-type: none"> <li>• I can show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English</li> <li>• I can recognise cognates</li> <li>• I can name the gender of nouns</li> <li>• I can name the indefinite and definite articles for both genders and use correctly</li> <li>• I can say how to make the plural form of nouns</li> <li>• I can name the first and second-person singular subject pronouns</li> <li>• 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)</li> <li>• I can use the present tense of some high frequency verbs in the third person singular (être, avoir)</li> <li>• I can use a simple negative form</li> <li>• I can show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use</li> </ul>
--

**UKS2 - Years 5 & 6**

Listening and responding	Speaking	Reading and responding	Writing and grammar
<p><b>Asking and responding to questions</b></p> <ul style="list-style-type: none"> <li>• I can engage in a short conversation using a range of simple, familiar questions</li> <li>• I can ask and answer more complex questions with a sentence builder</li> </ul> <p><b>Joining in and responding</b></p> <ul style="list-style-type: none"> <li>• I can listen and show understanding of simple sentences containing familiar words through physical response</li> <li>• I can listen and understand the main points from short, spoken material</li> <li>• I can listen and understand the main points and some detail from short, spoken material</li> <li>• I can identify the main points and some details</li> </ul> <p><b>Stories, songs, poems and rhymes</b></p> <ul style="list-style-type: none"> <li>• I can listen and identify rhyming words and specific sounds in songs and rhymes</li> <li>• I can follow the text of familiar songs and rhymes, identifying the meaning of words</li> </ul>	<p><b>Phrases and conversations</b></p> <ul style="list-style-type: none"> <li>• I can express a wider range of opinions and begin to provide simple justification</li> <li>• I can speak about everyday activities and interests</li> <li>• I can say a longer sentence using familiar language</li> <li>• I can use familiar vocabulary to say several longer sentences using a sentence builder</li> <li>• I can vary language and produce extended responses</li> <li>• I can hold a simple conversation with at least 3-4 exchanges without prompts</li> <li>• I can present a range of ideas and information, using prompts, to a partner or a small group of people</li> </ul> <p><b>Pronunciation and intonation</b></p> <ul style="list-style-type: none"> <li>• I can pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules</li> <li>• I can appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• I can read and show understanding of simple sentences containing familiar and some unfamiliar language</li> <li>• I can read and understand the main points from short, written material</li> <li>• I can read and understand the main points and some detail from short, written material</li> <li>• I can use a range of strategies to determine the meaning of new words (links with known language, cognates, context)</li> <li>• I can use an online bilingual dictionary to find the meaning of unfamiliar words and phrases in French and in English</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• I can write a simple phrase from memory using familiar language</li> <li>• I can write a simple sentence from memory using familiar language</li> <li>• I can write several sentences from memory with familiar language with increased accuracy</li> <li>• I can replace vocabulary in sentences written from memory to create new sentences with increased accuracy</li> <li>• I can write several simple sentences containing adjectives to describe people, places and actions using a sentence builder</li> <li>• I can manipulate familiar language to describe people, places and actions, possibly using an online bilingual dictionary</li> <li>• I can write a paragraph of about 3-4 simple sentences</li> </ul>

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

**Grammar**

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