



French – Key Skills, Knowledge and PoS coverage

	Year 3	Year 4	Year 5	Year 6
	The beginning to learning French – the basics	Review and build upon the learning from Year 3,	Review and build upon the learning from Year 3 and 4	Review and build upon the learning from Year 3, 4 and 5
<p>Knowledge for repertoire Content to build up and build on prior learning. 'Must knows' Revisit regularly</p>	<p>Bonjour Bonjour Salut Comment t'appelles-tu? Je m'appelle.. Et toi, comment t'appelles-tu? Je m'appelle... Au revoir</p>	<p>Semaine lundi mardi mercredi jeudi vendredi samedi dimanche Days of the week have lower case letters unless they start a sentence, where they need a capital letter</p> <p>C'est quelle date aujourd'hui? Today... Aujourd'hui c'est lundi Aujourd'hui c'est mardi Aujourd'hui, c'est mercredi</p> <p>Tomorrow... Demain, c'est jeudi Demain, c'est vendredi</p> <p>Song Lundi mardi mercredi Do da Do da Jeudi et vendredi Do do do da dey Samedi et dimanche] La semaine commence Lundi mardi mercredi Do da do da dey Hey!</p>	<p>Les animaux Tu as un animal? Oui, j'ai un chat noir/deux chats etc Non je n'ai pas de chat Je n'ai pas d'animal</p> <p>Colours Bleu/bleue/bleus/bleues Orange/orange Rose/rose Vert/verte/verts/vertes Jaune/jaune Brun/brune Marron/marron Noir/noire/noirs/noires Rouge/rouge Blanc/blanche/blancs/blanches Violet/violette/violets/violettes Le chat/un chat Le lapin/un lapin L'oiseau/un oiseau Le hamster/un hamster La souris/une souris Le chien/un chien Le poisson/un poisson Le serpent/un serpent La tortue/une tortue</p> <p>Avoir – to have J'ai Tu as Il a Elle a On a Nous avons Vous avez Ils ont Elles ont</p>	<p>Bringing it all together – preparing for secondary school Comment t'appelles tu? Je m'appelle Quel age as-tu? J'ai ...ans</p> <p>Quelle est la date de ton anniversaire? Mon anniversaire, c'est...</p> <p>Numbers to 31 Months of the year</p> <p>Tu as un animal? Oui, j'ai un chat noir/deux chats etc Non je n'ai pas de chat Je n'ai pas d'animal</p> <p>Ou habites-tu? J'habite a</p>
	<p>Ca va? Bonjour Salut Ca va? Bof/Comme ci comme ca!/ Ca va/Ca va tres bien merci Et toi? Au revoir.</p>	<p>Mois janvier fevrier mars avril mai juin juillet aout septembre octobre novembre decembre</p> <p>Months of the year have lower case letters unless they start a sentence, where they need a capital letter</p> <p>Make simple dates using the numbers 1-31 C'est le onze mai</p> <p>Make more detailed dates by adding the days of the week C'est mardi onze mai</p>	<p>La famille Dans ma famille, j'ai... Dans ma famille, il y a Voici ma famille Les parents La mère (mother) Le père (father) Le frère (brother) La sœur (sister) Le grand-père (grandfather) Les grands-parents (grandparents) La grand-mère (grandmother) L'oncle La tante Le cousin La cousine</p> <p>Moi Mon ma mes Mon oncle Ma tante Mon cousin Ma cousine</p> <p>Il a ... ans Elle a ... ans Look up larger numbers – put numbers in their books – see list.</p> <p>Mon ma mes</p>	<p>La famille et nationalite Dans ma famille, j'ai... Dans ma famille, il y a Voici ma famille Les parents La mère (mother) Le père (father) Le frère (brother) La sœur (sister) Le grand-père (grandfather) Les grands-parents (grandparents) La grand-mère (grandmother) L'oncle La tante Le cousin La cousine</p> <p>Moi Mon ma mes Mon oncle Ma tante Mon cousin Ma cousine</p> <p>Il a ... ans Elle a ... ans Look up larger numbers – put numbers in their books – see list. Mon ma mes</p> <p>Je suis anglais/anglaise Je suis francais/francaise Je suis italien/italienne plus the others on Linguascope</p>
	<p>Ecoutez moi! - Instructions in the classroom Repetez! – Repeat Ecoutez! – Listen! Levez la main! –Put up your hand!</p>	<p>Dates Mon anniversaire, c'est le + number + month Quelle est la date de ton anniversaire?</p> <p>Happy Birthday song in French Bonne Anniversaire a toi</p>	<p>La trousse Dans ma trousse, il y a ...</p> <ul style="list-style-type: none"> • Un compas • Un bic • Un taille-crayon • Une règle • Des ciseaux • Un baton de colle • Une calculette 	<p>Ce que j'aime J'aime Je n'aime pas J'adore Je deteste</p> <ul style="list-style-type: none"> • La musique • La biologie • Le francais • La geographie



	<p>Rangez vos affaires! – Sort out/put away your things./belongings! Levez-vous – Stand up! Asseyez-vous – Sit down! Ouvrez vos cahiers! – Open your exercise books! Prenez vos stylos! – Pick up your pens! Ecrivez! – Write! Regardez! – Look/Watch! Silence! – Be quiet!</p>	<p>Bonne Anniversaire a toi Bonne Anniversaire cher/chere Bonne Anniversaire a toi</p> <p>Dates of events in our Calender</p> <p>Dates of events in French calendar La Noel, c'est le vingt-cinq decembre Le Jour de L'An, c'est le premier janvier La Fete de Saint Valentin c'est le quatorze fevrier La Fete du Travail La Fete Nationale Le Halloween Toussaint Le Saint-Sylvestre</p>	<ul style="list-style-type: none"> • Un crayon • Un stylo • Une gomme • Une trousse • Un feutre <p>Mon ma mes</p> <ul style="list-style-type: none"> • Mon compas • Mon bic • Mes ciseaux • Ma règle etc <p>Sarah a deux crayons Elle a un stylo rouge</p> <p>Je n'ai pas de gomme Il n'a pas de bic</p> <p>Je pense à quelque chose. Devinez qu'est-ce que c'est?</p> <p>Using a dictionary – learning how to navigate a bilingual dictionary</p> <p>Bonjour! Je m'appelle..... J'ai ans. Mon anniversaire, c'est le La date d'aujourd'hui c'est... Les animaux. J'ai... Je n'ai pas de... Ma famille Dans ma famille, il y a.. J'ai aussi... Il n'y a pas de Ma trousse. Dans ma trousse, j'ai... Il y a aussi.. Je n'ai pas de...</p>	<ul style="list-style-type: none"> • La technologie • Les mathematiques • Le dessin • L'anglais • L'education physique • L'histoire • L'education civique - PSHE • L'education religieuse • Les sciences <ul style="list-style-type: none"> • La danse • Le hockey • La boxe • Le patin a glace • Le badminton • La natation • La gymnastique • Le judo • Le ping-pong • Le basket • La planche a voile • L'athletisme • Le tennis • L'escalade • La voile • Le cyclisme • Le foot • Le roller • Le skate • Le ski • Le rugby <p>Questions Tu aimes le foot? Non je n'aime pas le foot Oui j'adore le foot Non je deteste le foot Oui j'aime le foot</p> <p>Tu aimes le sport? Oui, j'aime le sport. J'adore le rugby et le ping-pong mais je deteste la natation.</p>
	<p>Nombres 1-12 Zero Un Deux Trois Quatre Cinq Six Sept Huit Neuf Dix Onze Douze</p>	<p>Pays Ou est + country? Ou est l'Espagne? La France? etc</p> <p>Voici les Pays de Galles. J'habite aux Pays de Galles J'habite a Cardiff aux Pays de Galles</p> <p>Voici l'Espagne.J'habite en Ecosse J'habite a Edimbourg en Ecosse</p> <p>Voici la France J'habite en France J'habite a Paris en France</p> <p>Voici l'Angleterre J'habite en Angleterre J'habite a Londres en Angleterre</p> <p>Voici l'Allemagne J'habite en Allemagne J'habite a Berlin en Allemagne</p> <p>Voici l'Italie J'habite en Italie J'habite a Rome en Italie</p> <p>Voici l'Espagne J'habite en Espagne J'habite a Madrid en Espagne</p> <p>Voici l'Irlande J'habite en Irlande J'habite a Dublin en Irlande</p> <p>J'habite en Angleterre</p>	<p>La meteo</p> <ul style="list-style-type: none"> • il y a du brouillard – there is fog • il y a du soleil – there is sun • il fait froid – it's cold • il fait chaud – it's hot • il y a des nuages – there are clouds/it's cloudy • il neige – it is snowing • il pleut – it is raining • il y a du vent – there is some wind/it's windy <p>Song - Il pleut</p> <p>Aujourd'hui, il y a des nuages</p>	<p>Les opinions ...parce que c'est...</p> <ul style="list-style-type: none"> • difficile 😞 • super 😊 • intéressant 😊 • formidable 😊 • ennuyeux 😞 • facile 😊 • génial 😊 • fantastique 😊 <p>Full sentence example –</p> <ul style="list-style-type: none"> • J'adore les maths parce que c'est facile.



		J'habite a Kettering en Angleterre		
	<p>Age Quel age as-tu?</p> <ul style="list-style-type: none"> J'ai un an J'ai deux ans J'ai trois ans J'ai quatre ans J'ai cinq ans J'ai six ans J'ai sept ans J'ai huit ans J'ai neuf ans J'ai dix ans J'ai onze ans J'ai douze ans 	<p>Nationalities Je suis anglais/anglaise Je suis francais/francaise Je suis italien/italienne Je suis ecossais/ecossaise Je suis allemand/allemande Je suis gallois/galloise Je suis irlandais/irlandaise Je suis espagnol/espagnole</p> <p>J'habite en Angleterre J'habite a Kettering en Angleterre Je suis anglais/anglaise.</p> <p>The words for the nationalities are adjectives In French, some adjectives change spelling when the noun is masculine and feminine Also colours.</p>	<p>Nombres 1-100 Count in 10s</p> <ul style="list-style-type: none"> 10 - dix 20 - vingt 30 - trente. <p>In French, there are no actual numbers for 70, 80, 90, so they are made up of the numbers that we already know!</p> <ul style="list-style-type: none"> 40 - quarante 50 - cinquante 60 - soixante 70 - soixante-dix (60 and 10) 80 - quatre-vingts (4 x 20s) 90 - quatre-vingt-dix (4 x 20 + 10) 100 - cent. <p>Numbers 69-100</p> <ul style="list-style-type: none"> soixante-neuf soixante-dix soixante-onze soixante-douze soixante-treize soixante-quatorze soixante-quinze soixante-dix-sept soixante-dix-huit soixante-dix-neuf quatre-vingts quatre-vingt-un quatre-vingt-deux quatre-vingt-trois quatre-vingt-quatre quatre-vingt-cinq quatre-vingt-six quatre-vingt-sept quatre-vingt-huit quatre-vingt-neuf quatre-vingt-dix quatre-vingt-onze quatre-vingt-douze quatre-vingt-treize quatre-vingt-quatorze quatre-vingt-quinze quatre-vingt-seize quatre-vingt-dix-sept quatre-vingt-dix-huit quatre-vingt-dix-neuf cent <p>Il y a trente-six crayons Il y a quarante-cinq stylos Il y a soixante-huit gommes J'ai trois chiens, vingt chats et dix lapins.</p> <p>Il y a trente chats J'ai quatre-vingts feutres C'est le vingt-cinq juin Mon anniversaire c'est le vingt-neuf septembre</p>	<p>La maison Dans ma maison il y a.../J'ai</p> <ul style="list-style-type: none"> une entrée une cave une salle a manger une cuisine un garage un grenier une salle de bains un salon une chambre un jardin <p>il n'y a pas de + noun Add adjectives</p> <p>Ma maison est grande/petite</p> <p>Describe the home of others</p>
	<p>Nombres 1-31 un deux trois quatre cinq six sept huit neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept,</p>	<p>Les vêtements Un pantalon Un tee-shirt Un pull Des chaussures Un costume Une robe Une chemise Un short Une jupe Des chaussettes Une salopette Une veste Une casquette Une cravate Un maillot de bain Un survêtement Des baskets</p>	<p>Personalite/appearance New uses of J'ai/Je suis Qualities appearance – je suis plus adjective of the correct gender Je suis...</p> <p>sportif/sportive - sporty gentil/gentille - kind amusant/amusante – amusing, funny ennuyeux/ennuyeuse - bored bavard/bavarde - chatty mechant/mechante – nasty, mean paresseux/paresseuse - lazy bete/bete – silly intelligent/intelligente - clever maladroit/maladroite – clumsy content/contente</p>	<p>Personalite/appearance New uses of J'ai/Je suis Qualities appearance – je suis plus adjective of the correct gender Je suis...</p> <p>sportif/sportive - sporty gentil/gentille - kind amusant/amusante – amusing, funny ennuyeux/ennuyeuse - bored bavard/bavarde - chatty mechant/mechante – nasty, mean paresseux/paresseuse - lazy bete/bete – silly intelligent/intelligente - clever maladroit/maladroite – clumsy content/contente</p>



	dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un	Un pyjama Un manteau Un jean Un chapeau Je porte un jean Je porte un pull et un jupe J'ai un pantalon bleu une cravate verte	<i>Je suis...</i> <i>grand/grande – tall</i> <i>petit/petite – small</i> <i>Appearance</i> <i>J'ai les cheveux.....</i> • <i>bruns/blonds/roux/noirs/longs/courts/</i> <i>J'ai les yeux...</i> • <i>bleus/verts/marron/gris</i> <i>je porte des lunettes</i>	<i>Je suis...</i> <i>grand/grande – tall</i> <i>petit/petite – small</i> <i>Appearance</i> <i>J'ai les cheveux.....</i> • <i>bruns/blonds/roux/noirs/longs/courts/</i> <i>J'ai les yeux...</i> • <i>bleus/verts/marron/gris</i> <i>je porte des lunettes</i> Describing others – uses of 3 rd person Il s'appelle Jack. Il a onze ans Il aime le football mais il n'aime pas le tennis.
	Alphabet Say the letters in French – note the G in French sounds like J and J sounds like G Spell these words and their names Chapeau - hat Nuage - cloud Neige – snow Mouton - sheep Lunettes - glasses Lune – moon Verre – glass Parapluie – umbrella Bouteille – bottle Planete – planet Glace - icecream Soleil – sun Comment ca s'écrit? How is it spelt?	Couleurs Je porte un jean bleu Je porte une jupe bleue Bleu/bleue Orange/orange Rose/rose Vert/verte Jaune/jaune Brun/brune Marron/marron Noir/noire Rouge/rouge Blanc/blanche Violet/violette Adjectives Some colours have a special feminine form If they end in an e, the adjective's spelling stays the same Colour adjectives go after the noun Une cravate verte Un costume noir		
Grammar	Using j'ai Developing sentences Understanding meanings and word order Gender Imperative verbs relevant to the classroom Using a glossary	Adjectives Linking adjectives to the gender of nouns and knowing what to do Making sentences describing nouns with adjectives Possessive pronouns – je, tu il, elle, nous, vous ils, elles Begin to learn different parts of avoir –to have	Consolidation of avoir and etre Using these verbs in different contexts Gender Singular and plurals Using a dictionary Developing short texts Word order Et and mais	Consolidation of avoir and etre Likes, dislikes and opinions Using these verbs in different contexts Gender Singular and plurals Using a dictionary Developing longer texts texts Word order Conjunctions et, mais and parce que
Language learning skills: Listening	Understand short passages made up of familiar language, with a focus on the areas specified in the 'must know' coverage sections. Understand instructions, details and dialogues within short passages, based on the vocabulary that they have learnt. Understand and note down some points from a text, which may be repeated and	Understand short passages made up of familiar language, with a focus on the areas specified in the 'must know' coverage sections. Understand instructions, details and dialogues within short passages, based on the vocabulary that they have learnt, and respond appropriately. Understand and note down some points from a text, which can be repeated and	Understand longer passages made up of familiar language, made up of simple sentences, based on prior learning. Understand the main points of longer passages and identify some details, responding appropriately.	Understand longer passages made up of familiar language, made up of simple sentences, based on prior learning. Understand the main points of longer passages and identify some details, responding appropriately with a considered comment.



	contains vocabulary that they have learnt.	contains vocabulary that they have learnt. The text may be spoken at near normal speed.		
Language learning skills - speaking	Using learnt sentences/questions, have a short conversation to say 2-3 things Use learnt words and short phrases to make a personal response. Occasionally substitute some vocabulary into questions/sentences that they are familiar with and have memorised to add variation to what is said, with support.	Using learnt sentences/questions, have a short conversation to say 2-3 things Use learnt words and longer phrases to make a personal response. Occasionally substitute some vocabulary into questions/sentences that they have memorised to add variation to what is said, with growing independence.	Can hold a simple conversation using learnt vocabulary, with at least 3-4 exchanges. Adapt sentences and substitute single words and phrases to make changes to sentences/questions with support but with growing independence.	Can hold a simple conversation using learnt vocabulary, with at least 3-4 exchanges, using vocabulary from what they have previously learnt. Adapt sentences and substitute single words and phrases to make changes to sentences/questions independently.
Language learning skills - reading	Read a text made up of familiar language, with support. Identify the main points from a short, simple text made up of familiar language Read aloud and understand a short passage that is made up of known language with support but with growing independence. Begin to understand how to use a glossary and a bilingual dictionary.	Read a text made up of familiar language independently. Identify and note the main points from a simple text made up of language from years 3 and 4 Read aloud and understand a short passage that is made up of known language independently. Know how to use a glossary and a bilingual dictionary, with some prompts.	Understand a text that is made up of familiar and unfamiliar language, noting the main points, using a bilingual dictionary/glossary for support. Can use the context of the story to work out some unfamiliar words.	Understand a text that is made up of familiar and unfamiliar language, noting the main points, using a bilingual dictionary/glossary for support. Can use the context of the story to work out some unfamiliar words.
Language learning skills - writing	Write 2-3 familiar sentences with accuracy, using books, a glossary or other word lists as support. Write words and phrases from memory. Although there may be some errors, the words are still understandable.	Write 2-3 familiar sentences with accuracy and with growing independence. Write words and phrases from memory. Although there may be some errors, the words are still understandable.	Write a short paragraph of 3-4 simple sentences. Adapt a text with alternative words and set phrases. Use a dictionary to check spellings, using their knowledge of grammar to choose the correct form to use.	Write a short paragraph of 3-4 simple sentences. Adapt a text with alternative words and phrases, adding some extra details. Use a dictionary to check spellings, using their knowledge of grammar to choose the correct form to use.
Children listen attentively to spoken language and show understanding by joining in and responding.	Children can: <ul style="list-style-type: none"> repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response 	Children can: <ul style="list-style-type: none"> repeat modelled words; listen and show understanding of single words through physical response; repeat modelled short phrases; listen and show understanding of short phrases through physical response. 	Children can: <ul style="list-style-type: none"> listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French; listen and understand the main points and some detail from short, spoken material in French. 	Children can: <ul style="list-style-type: none"> listen and show understanding of simple sentences containing familiar words through physical response; listen and understand the main points from short, spoken material in French listen and understand the main points and some detail from short, spoken material in French.
Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Children can: <ul style="list-style-type: none"> recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response 	Children can: <ul style="list-style-type: none"> recognise a familiar question and respond with a simple rehearsed response; ask and answer a simple and familiar question with a response; express simple opinions such as likes, dislikes and preferences; ask and answer at least two simple and familiar questions with a response. 	Children can: <ul style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts. 	Children can: <ul style="list-style-type: none"> engage in a short conversation using a range of simple, familiar questions; ask and answer more complex questions with a scaffold of responses; express a wider range of opinions and begin to provide simple justification; converse briefly without prompts.



<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>	<p>Children can:</p> <ul style="list-style-type: none"> name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<p>Children can:</p> <ul style="list-style-type: none"> name objects and actions and may link words with a simple connective; use familiar vocabulary to say a short sentence using a language scaffold; speak about everyday activities and interests; refer to recent experiences or future plans. 	<p>Children can:</p> <ul style="list-style-type: none"> say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses. 	<p>Children can:</p> <ul style="list-style-type: none"> say a longer sentence using familiar language; use familiar vocabulary to say several longer sentences using a language scaffold; refer to everyday activities and interests, recent experiences and future plans; vary language and produce extended responses.
<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p>	<p>Children can:</p> <ul style="list-style-type: none"> identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>Children can:</p> <ul style="list-style-type: none"> identify individual sounds in words and pronounce accurately when modelled; start to recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions or give instructions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. 	<p>Children can:</p> <ul style="list-style-type: none"> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations. 	<p>Children can:</p> <ul style="list-style-type: none"> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation, for example to mark questions and exclamations.
<p>Children present ideas and information orally to a range of audiences.</p>	<p>Children can:</p> <ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children can:</p> <ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner; present simple rehearsed statements about themselves, objects and people to a partner; present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people. 	<p>Children can:</p> <ul style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people. 	<p>Children can:</p> <ul style="list-style-type: none"> manipulate familiar language to present ideas and information in simple sentences; present a range of ideas and information, using prompts, to a partner or a small group of people; present a range of ideas and information, without prompts, to a partner or a group of people.
<p>Children describe people, places, things and actions orally.</p>	<p>Children can:</p> <ul style="list-style-type: none"> say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> say simple familiar words to describe people, places, things and actions using a model; say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.



<p>Children describe people, places, things and actions in writing.</p>	<p>Children can:</p> <ul style="list-style-type: none"> copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions. 	<p>Children can:</p> <ul style="list-style-type: none"> write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
<p>Children read carefully and show understanding of words, phrases and simple writing.</p>	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of familiar single words; read and show understanding of simple phrases and sentences containing familiar words. 	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material; read and understand the main points and some detail from short, written material. 	<p>Children can:</p> <ul style="list-style-type: none"> read and show understanding of simple sentences containing familiar and some unfamiliar language; read and understand the main points from short, written material; read and understand the main points and some detail from short, written material.
<p>Children 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>Children can:</p> <ul style="list-style-type: none"> use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>Children can:</p> <ul style="list-style-type: none"> use strategies for memorisation of vocabulary; make links with English or known language to work out the meaning of new words; use context to predict the meaning of new words; begin to use a bilingual dictionary to find the meaning of individual words in French and English. 	<p>Children can:</p> <ul style="list-style-type: none"> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. 	<p>Children can:</p> <ul style="list-style-type: none"> use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context); use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.
<p>Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>	<p>Children can:</p> <ul style="list-style-type: none"> write single familiar words from memory with understandable accuracy; write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children can:</p> <ul style="list-style-type: none"> write single familiar words from memory with understandable accuracy; write familiar short phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. 	<p>Children can:</p> <ul style="list-style-type: none"> write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. 	<p>Children can:</p> <ul style="list-style-type: none"> write a simple sentence from memory using familiar language; write several sentences from memory with familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.
<p>Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p>	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify specific words in songs and rhymes and demonstrate understanding; listen and identify specific phrases in songs and rhymes and demonstrate understanding. 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.



<p>Children appreciate stories, songs, poems and rhymes in the language.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> • join in with actions to accompany familiar songs, stories and rhymes; • join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> • follow the text of a familiar song or story; • follow the text of a familiar song or story and sing or read aloud; • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud 	<p>Children can:</p> <ul style="list-style-type: none"> • follow the text of a familiar song or story; • follow the text of a familiar song or story and sing or read aloud; • understand the gist of an unfamiliar story or song using familiar language and sing or read aloud
<p>Children 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>	<p>Children can:</p> <ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and conjunctions and be aware of similarities in English; • identify word classes; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • use a simple negative form (ne... pas); • demonstrate the use of first and second person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • begin to develop knowledge of avoir and etre; • know about cognates – word that have a similar spelling in English. 	<p>Children can:</p> <ul style="list-style-type: none"> • show awareness of word classes – nouns, adjectives, verbs and conjunctions and be aware of similarities in English; • identify word classes; • name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns; • use a simple negative form (ne... pas); • demonstrate the use of first and second person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • begin to develop knowledge of avoir and etre; • know about cognates – word that have a similar spelling in English 	<p>Children can:</p> <ul style="list-style-type: none"> • identify most word classes – pronouns, adjectives, verbs, some conjunctions, some adverbs, some prepositions; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • know about cognates – word that have a similar spelling in English; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes,); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • be familiar with the verbs avoir and etre and how it can be used in different contexts. 	<p>Children can:</p> <ul style="list-style-type: none"> • identify most word classes – pronouns, adjectives, verbs, some conjunctions, some adverbs, some prepositions; • demonstrate understanding of gender and number of nouns and use appropriate determiners; • explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence; • name and use a range of conjunctions to create compound sentences; • use some adverbs; • demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement; • explain and use elision; state the differences and similarities with English; • know about cognates – word that have a similar spelling in English; • recognise and use the first and third person singular possessive adjectives (mon, ma, mes,); • recognise and use a range of prepositions; • use the third person plural of a few high frequency verbs in the present tense; • name all subject pronouns and use to conjugate a high frequency verb in the present tense; • be familiar with the verbs avoir and etre and how it can be used in different contexts.