



## **St Monica's Catholic Primary School**

### **Philosophy**

Every child is a unique gift from God, with his or her own unique gifts.

Our Catholic school, inspired by the teaching of Jesus Christ, will always endeavour to meet the needs of every child within our school.

At St. Monica's, we strive to ensure that all children and staff are offered the opportunity to develop to their full potential in individual, educational, moral, intellectual and spiritual needs.

Our Mission Statement is "Let Trust, Respect and Love live here."

### **What we teach and what your children learn in French**

Please see below a summary of our plans (organised by Year Group and Term) for teaching and learning in PSHE in our school.

If you want further information on the curriculum, including how it is differentiated for children within classes who are at different stages of learning including your child, please contact your child's teacher or email the school on [stmonicas@st-monicas.co.uk](mailto:stmonicas@st-monicas.co.uk)

## **Our Intent, Implementation and Impact statement for French**

### **Purpose of study**

*Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."*

-The National Curriculum in England: Key stages 1 and 2 Framework Document. September 2013

### **Intent and Vision:**

At St Monica's Catholic Primary School, we believe that the learning of a language provides a valuable educational, social and cultural experience for our pupils, including those with special educational needs and/or disabilities. It helps them to develop communication skills, including the core skills of listening, speaking, reading and writing. The children's knowledge of how language works, phonology and elements of grammar will be developed and extended. Lessons will enable pupils to make substantial progress in one language i.e. French. The transferable language learning skills gained will assist and lay foundations for further language learning. It will provide pupils with the confidence and independence to explore and be able to attempt manipulation of the structure of language. Learning another language gives

### **Management and Training:**

The subject is managed by the Languages Co-ordinator. To ensure the language skills of staff are developed and sustained the school are members of the Primary Languages Network. The PLN scheme of work is a thorough and ambitious scheme which ensures progression in language learning across the four core skills, the three pillars of progression (vocabulary, phonics and grammar) and also the DfE 12 Attainment Targets. The co-ordinator will advise, work with and guide staff and the visiting specialist teacher when required.

### **Implementation - Curriculum:**

Our school follows the Primary Languages Network scheme of work (Click2Teach/Video2Teach). It is a live scheme which is continually updated and revised in order to meet with current curriculum standards. It holds at its core the Intent, Implementation and Impact of MFL whilst maintaining a 'primary' focus. Alongside the planning provided, the scheme is supported by accompanying videos, PowerPoints, audio files (spoken by native speakers), links to authentic literature, songs, games, cultural points of reference, seasonal events and cross-curricular links.

The children in KS2 build up their knowledge and skills by working through the language learning stages from Stage 1 in Year 3 to Stage 4 in Year 6. The scheme of work is progressive, with the foundations being laid in Stages 1 and 2, ready for further development and challenge in Stages 3 and 4.

### **Implementation - Teaching and Learning:**

To promote an active learning of languages a range of teaching methods are implemented to ensure that the children are developing their linguistic skills through listening, speaking, reading and writing in order to be secondary ready. Activities can consist of actions, rhymes, stories, song, drama, grammar focus, video clips, air writing, sentence structure, dictionary work, book making and many more creative ways to extend, embed and combine language skills. Written work is done, although formal writing is not the outcome of every lesson. The skill of writing is developed through use of whiteboards and air writing leading to writing in books.

### **Impact:**

Our curriculum is planned to demonstrate progression both in core skills and language learning skills. Assessment for learning takes place during lessons in order to evaluate and provide immediate feedback to improve further. Errors are corrected by being 're-framed' and growth mindset is encouragement for all to 'have a go' and learn from any mistakes. Pupils self-assess each learning objective using PLN's self-assessment cloud documents. There are inbuilt opportunities to carry out summative assessment (Puzzle It Out) three times during the year in listening, speaking, reading and writing in order to track progress. The aim is for a core body of language (words and phrases) to be '*left in the sieve*' (as quoted by Dr Michael Wardle, HMI Lead for Languages) by the end of each stage.

Through the use of Puzzle It Out assessments and the tracking of results using a spreadsheet, progress can be monitored, and show the **impact** of language learning. The outcomes of these assessments allow staff to identify any of the core skills which still need developing and any areas of content which need further reinforcement.

**Year 3 French Long Term Plan**

<b>Unit</b>	<b>Content Beginning to learn...</b>	<b>Phonics Beginning to recognise and practise...</b>	<b>Grammar Beginning to look at...</b>	<b>Language Learning Skills Beginning to ....</b>	<b>Skill Level</b>
<b>Autumn 1</b> <ul style="list-style-type: none"> <li>Getting Started</li> </ul> <b>KPIs</b> <i>Can</i> <i>Say a greeting</i> <i>Respond to a question about name or feelings</i> <i>Attempt a question – name or feelings</i> <i>Remember some numbers between 0-11</i> <i>Say at least 4 colours</i>	Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours	Silent letters ç/é/h Sound spelling oi/ix/eu/ou	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words	<b>Sound Spelling</b> Can identify specific sounds /phonemes. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can say/repeat a few short words and phrases and would be understood by a native speaker. <b>Reading</b> Can recognise and read out a few familiar words and phrases. <b>Writing</b> Can write a few simple words or phrases or symbols as emergent writers of target language.
<b>Autumn 2</b> <ul style="list-style-type: none"> <li>Calendar and celebrations</li> </ul> <b>KPIs</b> <i>Can:</i> <i>Read and say some adjectives of colour</i> <i>Recognise and say a day of week</i> <i>Attempt to copywrite accurately a day of week</i> <i>Recognise and say most months</i> <i>Attempt to write accurately an important month of year</i>	Colours Commands in class Days of week Months of year <b>Culture:</b> Christmas	Silent letters e Pronunciation i Sound spelling ou/di/eux/ez	Intonation when asking a question.	Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages.	<b>Assessment:</b> Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR)
<b>Spring 1</b> <ul style="list-style-type: none"> <li>Animals I like and don't like.</li> </ul>	Animals (pets) nouns What is it?	Silent letters t/s Pronunciation	Identify a noun Aware of plural nouns	Speak confidently (words and phrases) Imitate pronunciation	

<p><b>KPIs.</b> Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence</p>	<p>My favourite animal is ... <b>Story:</b> Animals I see when I walk to school.</p>	<p>é Sound spelling ou/in/oi/est/eau/qui/ ch</p>	<p>Nouns using indefinite article "a" (un/une).</p>	<p>Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.</p>	
<p><b>Spring 2</b> • Carnival Time  <b>KPIs</b> Can Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date</p>	<p>Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). <b>Culture:</b> Carnival <b>Culture</b>:Easter</p>	<p>Silent letters t/s Sound spelling in/oi/ch/qu</p>	<p>Intonation when asking a question. Forming a question in French. Forming the date in French.</p>	<p>Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.</p>	
<p><b>Summer 1</b> • Fruits, vegetables, hungry giant story  <b>KPIs</b> Can:</p>	<p>Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ...</p>	<p>Silent letters t/s Sound spelling omme/oi/ane/eux/o u/ais</p>	<p>Polite requests Singular and plural nouns.</p>	<p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning</p>	

<p><i>Understand and say fruit/veg nouns</i>  <i>Recall numbers 0-15</i>  <i>Count fruits</i>  <i>Understand, enjoy, join in with story and board game</i>  <i>Ask politely for an item</i>  <i>Attempt to write a simple sentence using conjunction "and"</i></p>	<p>Please  <b>Story:</b> The hungry giant story, performance  <b>Board game:</b> The hungry giant</p>			<p>Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model.</p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Going on a picnic</li> <li>• Aliens in France</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <i>Identify and understand familiar colours in a sentence</i>  <i>Remember and say familiar colours</i>  <i>Understand and join in with a story</i>  <i>Ask the question "Where do you live/</i>  <i>Respond to the question with "I live in..."</i></p>	<p>Food and drink nouns for a picnic.  <b>Story:</b> going on a picnic  <b>Culture:</b> Map and places - in France  Where do you live?  I live in ....  <b>Language</b>  <b>Puzzle:</b> using our language detective skills to explore another language.</p>	<p>Silent letters e/s/t/h  Sound spelling ch/j'h/ais/ou</p>	<p>Polite requests  Singular and plural nouns.  Asking a question accurately</p>	<p>Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model.</p>	

**Year 4 French Long Term Plan**

<b>Unit</b>	<b>Content Revisit and develop...</b>	<b>Phonics Revisit and develop...</b>	<b>Grammar Revisit and develop...</b>	<b>Language Learning Skills Revisit and develop...</b>	<b>Skill Level</b>
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Welcome to school, super learners</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>answer several questions about themselves</i>  <i>ask several questions about a friend</i>  <i>understand and respond to classroom instructions</i>  <i>recall days of week</i>  <i>recall months of year</i>  <i>say and write some nouns for places in school</i>  <i>say and write some nouns for classroom objects</i></p>	<p>Recall personal information questions and answers            Recall 0-11 and some classroom instructions            Say and read numbers 10-20            Recall days and months            Names of areas /rooms in school            Classroom item nouns  <b>Culture:</b> School in France</p>	<p>Silent letters            t/p            Pronunciation of letters            x/é/h            Sound spelling            z/ngt/ze/ez/on</p>	<p>Masculine and feminine singular nouns.</p>	<p>Speak confidently (words, phrases, sentences).            Identify key sounds and silent letters.            Memory skills to aid comprehension            Identify language patterns            Ask question with correct intonation.            Read some familiar and unfamiliar target language words.            Write familiar target language words from memory.</p>	<p><b>Sound Spelling</b>            Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  <b>Listening</b>            Can understand a few familiar spoken words and phrases.  <b>Speaking</b>            Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</p>
<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>My local area, your local area</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Listen and respond accurately to sequence of commands</i>  <i>Communicate simple instructions</i>  <i>Recognise and read places in town nouns</i></p>	<p>Revisit /extend colours            Revisit/extend classroom commands            Commands of movement and direction            Places in town/shops nouns</p>	<p>Silent letters            t/e            Pronunciation            i            Sound spelling            ou/on/eu/oi/an/ch/ez</p>	<p>Classify masculine and feminine singular nouns.</p>	<p>Speak confidently (words, phrases, sentences)            Identify key sounds/silent letters            Take risks/positive attitude            Listen attentively            Make educated guesses            Recall previously learnt language.</p>	<p><b>Reading</b>            Can understand simple written phrases. Can match sounds to familiar written words.  <b>Writing</b>            Can spell some familiar written words and phrases accurately and can write simple sentences with limited</p>



<p><i>Ask and respond appropriately to where something is</i></p>	<p>Ask and answer question “Where is ...?”  <b>Poem:</b> Bonfire Night  <b>Culture:</b> shops and a typical town in France  <b>Culture:</b> Christmas</p>				<p>mistakes so the message is understood.</p> <p><b>Assessment:</b>  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term)</p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Family tree and faces.</li> </ul> <p><b>KPIs</b>  <i>Remember and say nouns for members of family</i>  <i>Recognise, understand and say parts of face nouns</i>  <i>Write a simple sentence with a part of face and a colour.</i></p>	<p><b>Culture:</b> Epiphany in France.  Family member nouns  Recall personal information  Parts of the face nouns  Simple sentences to describe a face  Create an alien face.</p>	<p>Silent letters t/s  Pronunciation é/è/ç  Sound spelling an/ille/oi/qui/suis/ai/eux /ez</p>	<p>Practise masculine and feminine nouns, singular and plural  Explore plural nouns with adjectives in French  Practise/use first person singular of verbs to have and to be.  Practise asking a question.</p>	<p>Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Understand basic grammar  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model.</p>	<p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>Face and body parts</li> </ul> <p><b>KPIs</b>  <i>Recognise and use accurately body part nouns</i></p>	<p>Revisit face part nouns  Body parts nouns  Movement commands  Use of “ I have” with physical</p>	<p>Silent letters t/s/x  Pronunciation é  Sound spelling ez/eux/eille/ge</p>	<p>Practise French verbs as commands.  Explore use of plural nouns  Explore use of singular nouns,</p>	<p>Speak confidently (words and phrases)  Imitate the pronunciation of sounds  Use a bilingual dictionary to check spellings or look up new words</p>	

<p><i>Understand simple descriptive sentence about body parts with colour adjectives and size adjectives</i>  <i>Say and write simple sentence about for a physical description</i>  <i>Follow a simple sequence of physical movement commands</i>  <i>Communicate a simple sequence of physical movement commands</i></p>	<p>descriptions in French.  Generate simple sentence descriptions, adjective and nouns, to describe an alien.</p>		<p>Practise using colours as adjectives with nouns in French</p>	<p>Make educated guesses of context  Actions/games to aid memory  Recall and use prior learning  Positive attitude  Take risks and learn from mistakes  Imitate pronunciation</p>	
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Feeling unwell</li> <li>• Jungle animals</li> </ul> <p><b>KPIs</b>  <i>Recall body part nouns</i>  <i>Explain what hurts and how feeling</i>  <i>Take part in at the doctors' roleplay</i>  <i>Identify jungle animal nouns</i>  <i>Remember jungle animal nouns</i>  <i>Identify and find meaning of unfamiliar adjectives</i>  <i>Understand and join in with a story.</i>  <i>Say/write a simple sentence – noun, adjective, conjunction about jungle animals.</i></p>	<p>Recall body parts nouns  Explaining how something hurts  Ask the question “What is wrong?”  At the doctors’ roleplay  Jungle animal nouns  Adjectives of colour and size to describe animal nouns  <b>Story:</b> Walking through the jungle  <b>Poem :</b>Jungle animal explorers</p>	<p>Silent letters t/s/h  Pronunciation i  Sound spelling en/in/erre/un/oi</p>	<p>Revisit intonation when asking a question  Using adjectives to describe a noun in French</p>	<p>Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks and learn from mistakes  Make links with English and home languages.  Write simple sentences using a model.</p>	

<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• The weather</li> <li>• Ice creams</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Read and understand 3 simple sentences about the weather</i>  <i>Say and write 3 simple sentences about the weather</i>  <i>Understand some ice cream flavours</i>  <i>Describe a favourite ice cream</i>  <i>Participate in a buy an ice cream roleplay</i></p>	<p>Weather statements  Weather question.  Ice cream flavours  Buying an ice cream dialogues  Ice creams- I love, like, dislike  <b>Culture:</b> Map and places - in France and weather forecasts  <b>Language Puzzle:</b> using our language detective skills to explore another language.</p>	<p>Silent letters  e/s/t/d  Sound spelling  ch/oi/au/ai/ille/at/ette/ace</p>	<p>Can ask for an item politely  Asking a question accurately</p>	<p>Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model.</p>	
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**Year 5 French Long Term Plan**

<b>Unit</b>	<b>Content Revisit and extend...</b>	<b>Phonics Revisit and extend...</b>	<b>Grammar Revisit and extend...</b>	<b>Language Learning Skills Revisit and extend...</b>	<b>Skill Level</b>
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Talking about Us</li> </ul> <p><b>KPIs</b>  <i>Can:</i>            Say an extended sentence about how feeling with a reason            Say a 3<sup>rd</sup> person singular sentence with details about someone else            recognise and say at least 5 school subjects            say and write an extended opinion about a school subject using a like/dislike verb</p>	<p>Recall personal information questions and answers            Introduce myself            Introduce another person            Talk about feelings            Opinions and reasons            School subjects            Likes and dislikes  <b>Culture:</b> School in France and school timetable</p>	<p>Silent letters            s/e/d/h/x            Sound spelling            us/gué/ai/ei/on/in</p>	<p>Conjunctions            Extended sentences            Verbs of opinion – 1<sup>st</sup>/2<sup>nd</sup> person singular            Begin to explore 3<sup>rd</sup> person singular</p>	<p>Speak confidently (words, phrases, sentences).            Identify key sounds and silent letters.            Memory skills to aid comprehension            Identify language patterns            Identify word roots across languages            Develop reading aloud skills            Develop comprehension skills and strategies            Develop speaking and writing skills            Continue to develop word reference tools skills.            Ways to explore sentence structure            Write simple extended sentences using a model.</p>	<p><b>Sound Spelling</b>            Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.  <b>Listening</b>            Can understand a few familiar spoken words and phrases.  <b>Speaking</b>            Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.  <b>Reading</b>            Can understand simple written phrases. Can match sounds to familiar written words.  <b>Writing</b>            Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.</p>

<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Understand at least 5 places in the city/town nouns</i>  <i>Say and write a simple sentence to describe what is in a town/city</i>  <i>Can say and write the nouns for presents on a charity stall.</i>  <i>Can ask and answer politely to purchase an item</i>  <i>Can participate in a simple shopping dialogue</i>  <i>Write a simple descriptive sentence about a festive jumper.</i></p>	<p>Recall familiar places in town/shops nouns  Places and nouns for places in a city  Simple directions around town/city  Buying an entrance ticket  Buying an item and asking the price  Numbers 0-100 and euros  Shopping roleplay  Festive jumper nouns  <b>Culture:</b> visiting Paris and getting to know a city in France  <b>Culture:</b> A charity stall  <b>Culture:</b> a festive jumper competition (for Xmas)</p>	<p>Pronunciation  é  Sound spelling  ou/is/an/en/oi/ch</p>	<p>Write simple present tense descriptive sentences using nouns and adjectives.</p>	<p>Speak confidently (words, phrases. sentences)  Listen attentively  Make educated guesses  Recall previously learnt language.  Practise language with a friend  Games to aid memory  Use bilingual dictionaries to check spelling and meanings</p>	<p><b>Assessment:</b>  Puzzle It Outs, all 4 skills or selected skills (from above).  Per half term/term</p> <p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Healthy eating and going to the market.</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Remember and say familiar fruit/veg nouns</i>  <i>Identify cognates and semi cognates (fruit/veg nouns)</i>  <i>Say some numbers between 0 and 100</i></p>	<p>Recall nouns for fruit and vegetables  Extend knowledge of fruits and vegetables  <b>Culture:</b> explore fruits and vegetables grown in France  Likes, dislikes and preferences  Recall numbers 0-100  Weights and quantities</p>	<p>Silent letters  s  Sound Spellings  gn/oi/gue/in/ai/as/ez  /uit</p>	<p>Consolidate understanding of masculine and feminine nouns, singular and plural  Commands  Practise question words and forming a question in French.</p>	<p>Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory</p>	

<p><i>Participate in an at the market roleplay</i>  <i>Follow simple instructions for a recipe</i>  <i>Give simple instructions for a recipe</i></p>	<p>At the market roleplays  Recipe instructions  <b>Culture:</b> fruit salad</p>			<p>Recall and use previously learnt language  Take risks and learn from mistakes  Identify sounds and silent letters.  Practise with a friend  Write simple sentences using a model.</p>	
<p><b>Spring 2</b>  <ul style="list-style-type: none"> <li>Clothes, colours and fancy dress</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Identify and understand clothes nouns</i>  <i>Can say nouns for clothes accurately</i>  <i>Can read and understand descriptive sentences about clothes</i>  <i>Can use nouns and adjectives accurately to create descriptive sentences</i>  <i>Can use parts of the verb to wear to write simple clothes descriptions</i></p> </p>	<p>Clothes nouns  Verb; to wear in French.  Adjectives of size and colour  A fancy dress outfit – nouns and adjectives  Sports kit nouns</p>	<p>Silent letters  t/s/e  Pronunciation  é  Sound spelling  ez/ch/ou/oi/ent/eau/  ail</p>	<p>Consolidate understanding of masc/fem nouns in French  Consolidate position and agreement of familiar adjectives with nouns in French  Question words  Present tense conjugation of the verb “to wear” in French</p>	<p>Speak confidently (words and phrases)  Identify key sounds and silent letters  Use a bilingual dictionary to check spellings or look up new words  Actions/games to aid memory  Recall and use prior learning  Take risks and learn from mistakes</p>	
<p><b>Summer 1</b>  <ul style="list-style-type: none"> <li>Out of this World</li> </ul> </p>	<p>Personal identity nouns</p>	<p>Silent letters  t/s  Pronunciation</p>	<p>Consolidate understanding of</p>	<p>Speak confidently (words and phrases)</p>	

<p><b>KPIs</b>  <i>Can:</i>  <i>Understand information on a simple ID card</i>  <i>Ask and answer details about identity</i>  <i>Recognise planets in target language</i>  <i>Use adjectives accurately to describe planets</i>  <i>Read and understand simple facts about the planets.</i>  <i>Recall and use prior learning to create a simple imaginary planet description.</i></p>	<p>Questions and answers about ID  Planets in French  Adjectives to describe the planets  Recall familiar language from range of topics to create an imaginary planet  <b>Links between languages:</b>  etymology of planets</p>	<p>é</p>	<p>masc/fem nouns in French  Consolidate position and agreement of familiar adjectives with nouns in French  Question words  Use of verb “to be” in present tense  descriptions  Conjunctions to extend sentences</p>	<p>Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Take risks and learn from mistakes  Make links with English and home languages.  Write simple sentences using a model.</p>	
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• At the seaside</li> <li>• Language Puzzle</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Understand and say nouns for beach bag items</i>  <i>Use sentence starters to create a sequence of sentences</i>  <i>Use “you can” + infinitive of a verb to create a persuasive sentence</i>  <i>Say/write extended sentences to describe a day at the seaside.</i></p>	<p>Beach bag item nouns  Sentence starters  You can + verbs as infinitives about activities at the seaside  Conjunctions  Opinions and reasons  <b>Culture:</b> Map and places - in France to go on holiday  Beach culture in France  <b>Language Puzzle:</b>  using our language  detective skills to</p>	<p>Silent letters  e/s/t  Sound spelling  eau/ait/au/oi/gue</p>	<p>Consolidate position/agreement of adjectives with nouns in French  Explore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns.  Conjunctions  Explore use of modal verb + infinitive for persuasive sentences</p>	<p>Speak confidently (words and phrases)  Actions/games to aid memory  Identify key sounds and silent letters  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended</p>	

	explore another language.			sentences using a model.	
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**Year 6 French Long Term Plan**

<b>Unit</b>	<b>Content Revisit and enhance...</b>	<b>Phonics Revisit and enhance...</b>	<b>Grammar Revisit and enhance...</b>	<b>Language Learning Skills Revisit and enhance...</b>	<b>Skill Level</b>
<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Telling the time</li> <li>Everyday Life</li> </ul> <p><b>KPIs</b> Can: <i>Participate in brief conversations about themselves and others.</i> <i>Understand and say several o'clock time phrases</i> <i>Say and write a sequence of daily routine sentences</i> <i>Ask and answer some question about own daily routine</i></p>	<p>Recall personal information questions and answers Revisit and extend "talk" about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60 Question to ask the time O'clock times in French Simple daily routine sentences <b>Story</b> : Daily life of a super hero <b>Culture</b>: Daily life</p>	<p>Silent letters e/t/s Pronunciation of letters o/q/x/e Sound spelling ingt/ille/illes/eize/ce/ze/ qu</p>	<p>Conjunctions Extended sentences Verbs of opinion – 1<sup>st</sup>/2<sup>nd</sup> person singular Time phrases – for o'clock time 1<sup>st</sup> /2<sup>nd</sup> person singular questions and answers about daily routine</p>	<p>Speak confidently (words, phrases, sentences). Identify key sounds and silent letters. Memory skills to aid comprehension Identify language patterns Continue to develop word reference tools skills. Practise new language with a partner Ask and answer questions with accurate sentence form and intonation. Write simple extended sentences using a model.</p>	<p><b>Sound Spelling</b> Can match sounds to familiar written words and can pronounce familiar words and some new words accurately. <b>Listening</b> Can understand a few familiar spoken words and phrases. <b>Speaking</b> Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. <b>Reading</b> Can understand simple written phrases. Can match sounds to familiar written words.</p>
<p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Time in the city</li> </ul> <p><b>KPIs</b> Can: <i>Understand brief descriptions of items in a house</i></p>	<p>House and home nouns Adjectives to describe the house Prepositions of place <b>Story</b> : A spooky house <b>Culture</b> : Mondrian's house and furniture</p>	<p>Silent letters t/x/s/d Pronunciation é Sound spelling ch/on/eau/able/ile</p>	<p>Consolidate: adjectives of colour and size-agreement and position with nouns</p>	<p>Speak confidently (words, phrases, sentences) Listen attentively Make educated guesses</p>	<p><b>Writing</b> Can spell some familiar written words and phrases accurately and can</p>

<p><i>Use a sequence of simple sentences with nouns and adjectives to describe a house</i>  <i>Ask and answer where something is, using prepositions of place.</i></p>	<p><b>Culture:</b> houses in France  <b>Culture:</b> castles in France  <b>Culture:</b> a festive elf on the shelf lesson (for Xmas)  <b>Boardgame:</b> escape from the castle</p>		<p>Consolidate – singular and plural nouns  Prepositions of place</p>	<p>Recall previously learnt language.  Practise language with a friend  Games to aid memory  Use bilingual dictionaries to check spelling and meanings</p>	<p>write simple sentences with limited mistakes so the message is understood.  <b>Assessment:</b>  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term)</p>
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Investigating sports.</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  Say and write nouns for sport  Identify cognates and semi-cognates  Express a like/dislike of a sport  Identify and attempt to use parts of the present tense of jouer  Give an opinion  Say and write a description of a sport.</p>	<p>Sports nouns  Cognates and semi-cognates  Likes, dislikes and preferences  Opinions about sports  <b>Culture:</b> handball in France</p>	<p>Silent letters t/s/h  Sound Spellings ans/oo/all/ou/er/isme</p>	<p>Identify cognates and semi-cognates  Use of jouer and faire with sports  Regular present tense conjugation of verb: jouer  Sentences to express likes, dislikes  preference with conjunctions and opinions</p>	<p>Speak confidently (words, phrases and sentences)  Explore how to use a bilingual dictionary  Imitate pronunciation  Make educated guesses using context  Actions and games to aid memory  Recall and use previously learnt language  Take risks and learn from mistakes  Make links between English/home languages and French  Practise with a friend  Write simple sentences using a model.</p>	<p>In line with the Common European Framework of Reference (CEFR), A1 (CEFR)</p>
<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>At the funfair</li> <li>Favourite things</li> <li>Traditions</li> </ul>	<p>Funfair ride nouns  Likes, dislikes, preferences  Opinions and adjectives for rides</p>	<p>Silent letters t/s/h  Sound spelling ôme/ûche/gne/use/aut</p>	<p>Identifying cognates/semi-cognates</p>	<p>Speak confidently (words and phrases)  Identify key sounds and silent letters</p>	

<p><b>KPIs</b>  <i>Can:</i>  <i>Understand information about a theme park</i>  <i>Describe funfair rides in simple sentences.</i>  <i>Express opinions of rides in extended sentences using conjunctions and adjectival phrases.</i>  <i>Say a simple statement about favourite things</i>  <i>Write a simple statement about favourite things</i></p>	<p>Cognates and semi-cognates          Descriptions of a theme park          Favourite things (with familiar language from previous topics)  <b>Culture:</b> theme park in France  <b>Culture:</b> April fool-poisson d'avril</p>		<p>Consolidate use of adjectives with nouns in French          Conjunctions to extend sentences</p>	<p>Use a bilingual dictionary to check spellings or look up new words          Actions/games to aid memory          Recall and use prior learning          Take risks and learn from mistakes          Positive attitude to language</p>
<p><b>Summer 1</b></p> <ul style="list-style-type: none"> <li>• Café culture</li> </ul> <p><b>KPIs</b>  <i>Can:</i>  <i>Understand a target language menu.</i>  <i>Ask for 3 drinks politely</i>  <i>Ask for 3 snacks politely</i>  <i>Ask politely for typical target language breakfast items</i>  <i>Participate in short café roleplays</i></p>	<p>Snacks and drinks          Asking for snacks and drinks          Euros and recall of numbers 0-100          Roleplay: at the café/ in the hotel          Breakfast foods          Asking for and understanding a simple menu          an imaginary planet  <b>Culture:</b> Café culture in France          Traditional French breakfast foods</p>	<p>Sound spelling          ait/ou/ai</p>	<p>Consolidate understanding of how to use verbs to express likes and dislikes          Revisiting and extending polite requests and transactions          Opinions to express like/dislike</p>	<p>Speak confidently (words and phrases)          Actions/games to aid memory          Recall and use prior learning          Ask a question accurately          Listen attentively          Take risks and learn from mistakes          Make links with English and home languages.</p>
<p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Performance</li> <li>• Transition to KS3 (Read/hear all about it!)</li> <li>• Language Puzzle</li> </ul>	<p>Revisit and extend roleplay language to create a café sketch and performance</p>		<p>Consolidate understanding of how to use verbs to express likes and dislikes</p>	<p>Speak confidently (words and phrases)          Actions/games to aid memory</p>

<p><b>KPIs</b>  <i>Can:</i>  <i>Understand a simple short sketch</i>  <i>Develop and adapt a simple short sketch and add new language</i>  <i>Remember a short sketch</i>  <i>Participate in a sketch</i>  <i>Use a word reference tool and comprehension strategies to access unfamiliar language</i>  <i>Compile over time and write a sequence of short texts to describe themselves and the things they like.</i></p>	<p>Nature nouns (nature trail/scavenger hunt)  Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/likes and dislikes  <b>Language Puzzle:</b> using our language detective skills to explore another language.</p>		<p>Revisiting and extending polite requests and transactions  Opinions to express like/dislike  Building sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions</p>	<p>Identify key sounds and silent letters  Recall and use prior learning  Take risks  Games and actions to aid memory  Use a bilingual dictionary to check spellings or look up new words  Write simple extended sentences using a model.</p>	
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