



*Manor Field*  
 PRIMARY SCHOOL  
*Respect Believe Achieve*



*Manor Field Curriculum Intent: All pupils become socially and emotionally intelligent, as well as academically, so they can access all learning and life opportunities, now and in the future.*

### French Curriculum Coverage

#### Key Stage 1

	Listening	Speaking	Reading	Intercultural Understanding
EYFS	<p>Listen attentively to the spoken language and explore the patterns and sounds of language through songs and rhyme</p> <p>Enjoy listening to familiar stories in the target language and begin to maintain some attention</p>	<p>Show understanding by joining in and responding to spoken language</p>	N/A	<p>Understand that people living in a different country speak a different language/ to understand the difference between the name of a country and the name of the language</p> <p>Begin to understand differences in Christmas celebrations between France and England</p>
Year 1	<p>Listen attentively to spoken language</p> <p>Appreciate stories, songs, poems and rhymes in the target language</p>	<p>Engage in conversations by answering questions</p>	<p>Link spelling, sounds and meanings of words</p>	<p>Compare French and English schools</p> <p>Develop understanding that France has different traditions to England</p>
Year 2	<p>Appreciate stories, songs, poem and rhymes in the target language</p>	<p>Engage in conversation by answering questions and beginning to ask questions</p>	<p>Link spelling, sounds and meanings of words</p>	<p>Learn about the countries that have a border with France</p> <p>Learn about the different ways to travel to France/ explore the Channel tunnel</p>

## Key Stage 2

	Listening	Speaking	Reading	Writing	Grammar	Intercultural understanding
Year 3	<p>Listen and respond to familiar spoken words, phrases and sentences.</p> <p>Beginning to identify specific phonemes / numbers and colours</p> <p><b>E.g.</b> Understand and respond to simple classroom instructions, Rhymes, songs.</p> <p>Recognise numbers 1-20 and begin to understand numbers 20-31 and say key numbers relating to dates/ own birthday</p>	<p>Communicate with others using simple words, phrases and short sentences.</p> <p>Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.</p> <p><b>E.g:</b></p> <p>Understand, ask and respond to simple questions, Greetings, saying hello and goodbye/ simple personal information , name and age/ Feelings, saying how you are and asking others/ Saying if you have or don't have something</p>	<p>Recognise and understand some familiar written words and phrases. Show awareness of sound spelling links.</p> <p><b>E..g.</b></p> <p>Read and understand familiar nouns and adjectives</p> <p>Read aloud familiar words and phrases from stories,songs and rhymes with reasonable accuracy.</p> <p>Recognising cognates and near cognates.</p>	<p>Write some familiar simple words using a model and some from memory.</p> <p><b>E..g.</b></p> <p>Write one or two simple sentences using a model/ name and age to introduce themselves.</p> <p>Complete a simple gap text/ passeport,party invitation,song</p> <p>familiar nouns, adjectives and simple verb forms in poems and rhymes.</p> <p>Write some familiar simple words using a model and from memory e.g. familiar nouns, adjectives/ colours,numbers. Experimenting with simple writing, copying with accuracy.</p> <p>Use some simple familiar verbs and adjectives</p>	<p>Beginning to recognise gender of nouns (masculine-feminine), definite (le,la,les,l') and indefinite (un,une) articles.</p> <p>Identifying plurals of nouns</p> <p>Recognising placement of adjectives compared with English.</p> <p>Beginning to understand that verbs have patterns.</p> <p>Noticing the negative form.</p>	<p>Learn about the different languages spoken by children in the class/school. Find out about French speaking countries in the world and begin to discover the French culture. Listen to traditional stories.</p>
Year 4	<p>Listen for specific phonemes, words and phrases</p> <p><b>E.g</b></p>	<p>Communicate by asking and answering a wider range of questions and presenting short pieces of information</p>	<p>Read and understand familiar written words, phrases and short text made of simple sentences e.g. in familiar</p>	<p>Write a short text using a model . Write a few simple sentences from memory.</p>	<p>Understand gender - feminine, masculine forms of nouns (singular and plural)</p>	<p>Learn about festivals and celebrations in different cultures. Know about some aspects of everyday life</p>

	<p>In instructions and other spoken sources such as songs stories, poems</p> <p>Respond to a wider range of classroom instructions</p> <p>Identifying objects by colour adjectives</p> <p>Listening and selecting information / weather</p> <p>Decoding vocabulary / shopping items</p> <p>Joining in with songs and noticing patterns in sounds/days of the week</p> <p>Noticing and beginning to predict word patterns and spelling/ numbers</p>	<p><b>E.g.</b> Use a wider range of familiar nouns and adjectives to talk about themselves/ I have brown eyes.</p> <p>Ask and answer questions using a wider range of question forms/ the date/food and to seek help in the classroom -Can you say that again please/I don't understand</p> <p>Asking and giving an opinion /Express likes, dislikes and preference about food</p> <p>Conversational phrases/ordering food</p> <p>Use a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p> <p>Planning and performing a short presentation/conversation</p> <p>Take part in short conversations using familiar structures and vocabulary</p> <p>Use simple conjunctions to build more complex sentences and present information to others</p> <p>Forming a question in</p>	<p>stories, character descriptions, poems and rhymes</p> <p>Read a wider range of words, phrases and sentences aloud</p> <p>Follow text while listening and reading at the same time.</p> <p>Noticing and discussing cognates/food</p> <p>Apply phonics knowledge to support reading and read words, phrases and sentences aloud with increasing accuracy.</p>	<p>Apply phonic knowledge to support writing</p>	<p>Using pronoun he/she</p> <p>Using adjectives and applying rules for placement and agreement</p> <p>Using indefinite and indefinite article in the plural form ( les,des)</p> <p>Using verbs in the present tense and in 1st/2nd/3rd person in questions and answers</p> <p>To form the negative</p>	<p>and compare them to their own. Compare traditional stories</p>
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		order to ask for information/about someone's family				
		Understand and express more complex opinions				
Year 5	<p>Listen attentively and understand more complex phrases and sentences</p> <p>e.g. In instruction, directions and other spoken sources such as songs stories, poems</p> <p>Listening and following the sequence of an unfamiliar story</p> <p>Recognising common spelling patterns and blending and selecting words by sounds</p> <p>Follow and give simple instructions and directions e.g. a recipe, directions to a place, the route to school</p> <p>Making simple statements and present information e.g. about weather, seasons, places</p> <p>Understand higher numbers/ in prices</p> <p>Recognise letters of the alphabet when they hear them</p>	<p>Explore the patterns and sounds of language to help and develop accurate pronunciation and intonation</p> <p>Making realistic attempts at pronunciation of new or unknown vocabulary</p> <p>Presenting factual information in extended sentences</p>	<p>Read a variety of short simple texts in different formats and in different contexts/ Focus on correct pronunciation and intonation, using tone of voice and gesture when reading aloud</p> <p>e.g. stories, poems, texts from the internet, nonfiction texts, recipes</p> <p>Using contextual clues and cues to make predictions about meaning</p> <p>Recognising key information within a text</p>	<p>Write simple sentences and short texts using a model</p> <p>Use a dictionary to check the spelling of words</p> <p>Completing a gapped text with key words/phrases</p> <p>Using different adjectives correctly positioned and agreed to describe /animals/family</p> <p>Use simple conjunctions such as and, but ,because to form more complex sentences</p>	<p>Understand gender-feminine, masculine of adjectives (grand/grande)</p> <p>Understand possessive adjectives (mon,ma,mes)</p> <p>Understand conjugation of present tense verbs and how to form the simple future tense</p> <p>Applying rules for adjectives to new vocabulary</p> <p>Exploring verbs in infinitive form and recognising them in the dictionary</p>	<p>Look at further aspects of their everyday lives from the perspective of someone from another country</p> <p>Recognise similarities and differences between places</p> <p>Compare symbols,objects or products which represent their own culture with those of another country</p>

<p>Year 6</p>	<p>Understand the main points and simple opinions in spoken sources e.g. story, song or passage</p> <p>Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions</p> <p>Understand and use numbers in context e.g. 24 hour clock, quantities</p> <p>Understand and communicate statements with reference to the past e.g. about the school environment, everyday school routines, break time activities, a visit</p> <p>Understand and express opinions about what something was like Understand and use transactional language e.g.in a café /Seek clarification of meaning Ask questions (about places in a town)</p> <p>Give a description e.g. of a town, and use adjectives to add interest and detail to a description</p> <p>Understand and express future intentions e.g. about leisure activities</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics to describe incidents or tell stories from own experience</p> <p>Planning and asking extended questions/rooms in the house</p> <p>Understand and express simple opinions about past events</p> <p>Speaking and reading aloud with increasing confidence and accuracy</p>	<p>Read aloud from a text with good expression</p> <p>Read and understand the main points and some detail from a short written passage e.g. extract from a story, email, message, poem, information, nonfiction text,song</p>	<p>Write sentences and construct short texts using a model and from memory, using knowledge of words, text and structure Using a bilingual dictionary to check the spelling of familiar words</p> <p>Use adjectives to add interest and detail to a description</p> <p>Use simple adverbs to make sentences more interesting</p> <p>Have some understanding of how to use the past tense</p>	<p>Begin to use the past tense</p> <p>Reinforce understanding of simple future tense Understand gender-feminine, masculine of adverbs</p>	<p>Compare attitudes towards aspects of everyday life Recognise and understand some of the differences between people Present information about an aspect of culture</p>
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