



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

| French KS2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Grammar | | | | |
| 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 a similar to English. | <p><u>Autumn 2</u></p> <p>I can name clothes in French.</p> <p>I can recognise masculine and feminine clothing nouns.</p> <p>I can have a simple conversation about clothes.</p> <p><u>Spring 1</u></p> <p>I can count items or use 'some' for amounts.</p> <p>I can give preference for or against things.</p> <p><u>Spring 2</u></p> <p>I can use a range of vocabulary to create different sentences.</p> <p><u>Summer 1</u></p> <p>I can say the names of objects in a pencil case.</p> <p>I can say the names of subjects at school and whether I like/dislike subjects.</p> <p><u>Summer 2</u></p> <p>I can start to change my</p> | <p><u>Autumn 2</u></p> <p>I can count to 100 with support.</p> <p><u>Spring 1</u></p> <p>I can use the word some to refer to vegetables.</p> <p>I can use adjectives to describe clothes.</p> <p><u>Spring 2</u></p> <p>I can identify countries that speak French.</p> <p>I can say which continent a country is in.</p> <p>I can name 10 animals in French.</p> <p>I can use what I have learned in sentences.</p> <p><u>Summer 2</u></p> <p>I can say whether countries are masculine or feminine.</p> <p>I can say where and how I am going on holiday.</p> | <p><u>Autumn 1</u></p> <p>I can choose masculine or feminine adjective to match the subject.</p> <p>I can use the near future tense.</p> <p><u>Autumn 2</u></p> <p>I can ask how someone is feeling.</p> <p><u>Spring 1</u></p> <p>I can use adjectives to describe food, using the correct masculine or feminine form.</p> <p>I can use the correct French form for 'some' to describe which pizza I would like.</p> <p><u>Spring 2</u></p> <p>I can explore how English and French grammar are different.</p> <p><u>Summer 1</u></p> <p>I can use the pronoun 'il' to replace a boy's name in a sentence. I can use the</p> | <p><u>Autumn 1</u></p> <p>I can use 'je serai' to refer to my future.</p> <p><u>Autumn 2</u></p> <p>I can describe myself.</p> <p>I can ask what someone is doing. I can say what I am doing.</p> <p><u>Spring 1</u></p> <p>I can use adjectives to describe food, using the correct masculine or feminine form.</p> <p>I can use the correct French form for 'some' to describe which pizza I would like.</p> <p><u>Spring 2</u></p> <p>I can name a variety of farm animals. I can compare the sounds they make in English and French.</p> <p><u>Summer 2</u></p> <p>I can say when significant people in French history were born and died.</p> |



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| | sentences to past or future. | | <p>pronoun 'elle' to replace a girl's name in a sentence. I can say which subject I like best, orally. I can say which subject I like best in writing.</p> <p><u>Summer 2</u> I can say the high-frequency verb 'avoir' in a sentence correctly. I can match the subject and verb. I can construct a past tense sentence with the passe compose. I can say when significant people in French history were born and died.</p> | |
| Listening and Speaking/Oracy | | | | |
| Children listen attentively to spoken language and show understanding by joining in and responding. | <p><u>Autumn 1</u> I can discuss how I am feeling. I can say goodbye in a variety of ways.</p> <p><u>Autumn 2</u> I can listen and respond to instructions. I can understand and respond to action words.</p> | <p><u>Autumn 1</u> I can identify places in my town.</p> <p><u>Summer 1</u> I can say and write a sentence to tell the time.</p> | <p><u>Autumn 2</u> I can describe myself.</p> <p><u>Spring 1</u> I can take part in a role play about drink choices.</p> <p><u>Summer 2</u> I can understand when someone is saying a date. I can translate a date from French into English and vice</p> | <p><u>Autumn 1</u> I can use the near future tense.</p> <p><u>Summer 1</u> I can say which subject I like best, orally. I can say which subject I like best, in writing.</p> <p><u>Summer 2</u> I can understand when</p> |



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| | <p><u>Summer 1</u> I can say the names of objects around the classroom. I can demonstrate my understanding of instructions in French.</p> <p><u>Summer 2</u> I can count up to 31. I can recognise, say and order the days of the week.</p> | | versa. | someone is saying a date. |
| Children engage in conversation; ask questions; express opinions and respond to those of others; seek clarification and help. | <p><u>Autumn 1</u> I can greet people in different ways. I can exchange names in French.</p> <p><u>Spring 1</u> I can apply my learning to have short conversations.</p> <p><u>Summer 1</u> I can say the names of familiar places. I can use the infinitive form of verbs e.g. j'aime lire.</p> | | <p><u>Spring 1</u> I can take part in a role play about drink.</p> <p><u>Spring 2</u> I can choose appropriate adjectives to describe an animal. I can join two sentences using an appropriate conjunction.</p> <p><u>Summer 1</u> I can ask and answer a question about how many sides a shape/shapes have.</p> | <p><u>Autumn 2</u> I can name different parts of the body. I can add detail to a description of someone's clothes with a colour adjective. I can follow a simple story.</p> <p><u>Spring 1</u> I can read and understand a chart which gives opening and closing times in French.</p> |



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| | | | I can ask a question using the phrase: excusez-moi, est-ce, que je peux | |
| Children speak sentences, using familiar vocabulary, phrases and basic language structures. | <p><u>Autumn 1</u> I can apply my knowledge to make sentences.</p> <p><u>Spring 2</u> I can use the French alphabet to spell words.</p> <p><u>Summer 1</u> I can say the names of objects in a pencil case. I can say the names of subjects at school and whether I like/dislike subjects.</p> <p><u>Summer 2</u> I can speak in sentences using known vocabulary and grammar.</p> | <p><u>Autumn 2</u> I can ask for and give directions to places in town.</p> <p><u>Spring 1</u> I can express an opinion about what fruit I like. I can ask how much something costs. I can take part in role play about shopping.</p> <p><u>Summer 1</u> I can answer a question about what's on TV.</p> <p><u>Summer 2</u> I can answer questions about sports. I can answer questions about hobbies.</p> | <p><u>Spring 2</u> I can name a variety of farm animals. I can compare the sounds they make in English and French.</p> <p><u>Summer 1</u> I can say which subject I like best orally. I can say which subject I like best, in writing.</p> <p><u>Summer 2</u> I can say numbers larger than 100. I can use numbers in a sentence correctly.</p> | <p><u>Autumn 1</u> I can choose a masculine or feminine adjective to match the subject.</p> <p><u>Spring 2</u> I can join in a traditional song. I can explore how English and French grammar are different. I can name different types of home. I can describe the size of a house. I can use a dictionary to translate words I want to know into French.</p> <p><u>Summer 1</u> I can read a sentence stating whether an object is 'au-dessus' or 'sous' and say whether it is true or false.</p> |
| Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases. | <p><u>Autumn 1</u> I can count to 10 I can use songs to support my learning.</p> <p><u>Autumn 2</u></p> | <p><u>Spring 1</u> I can use the word some to refer to vegetables. I can use adjectives to describe clothes.</p> <p><u>Spring 2</u></p> | <p><u>Autumn 1</u> I can say the names of the accents found in the French alphabet.</p> <p><u>Autumn 2</u></p> | <p><u>Summer 2</u> I can say numbers larger than 100. I can use numbers in a sentence correctly.</p> |



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| | <p>I can listen to and copy pronunciation of colour words accurately.</p> <p><u>Spring 2</u> I can recognise and repeat sounds and words with increasing accuracy. I can use the French alphabet to spell words.</p> <p><u>Summer 2</u> I can count up to 31.</p> | <p>I can ask and answer questions about the UK. I can name 10 animals in French.</p> <p><u>Summer 1</u> I can say and write a sentence to tell the time. I can say and write at what times I do things. I can say and write a sentence to tell the time.</p> <p><u>Summer 2</u> I can state what the weather is like. I can say where and how I am going on holiday.</p> | <p>I can ask how someone is feeling.</p> | |
| Children present ideas and information orally to a range of audiences. | <p><u>Autumn 2</u> I can demonstrate my understanding with actions.</p> <p><u>Summer 2</u> I can recognise, say and order the months of the year.</p> | <p><u>Autumn 1</u> I can listen to and repeat names of some French towns and cities.</p> <p><u>Autumn 2</u> I can give and respond to simple directions.</p> | <p><u>Autumn 1</u> I can say the names of the accents found in the French alphabet.</p> <p><u>Spring 2</u> I can name different types of home. I can describe the size of a house.</p> <p><u>Summer 1</u> I can prepare a conversation with a partner asking in French where objects are and give an answer.</p> | <p><u>Autumn 1</u> I can use 'je serai' to refer to my future.</p> <p><u>Summer 1</u> I can prepare a conversation with a partner asking in French where objects are and give an answer. I can confidently present my conversation to my class.</p> |



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| | | | I can confidently present my conversation to my class. | |
| Reading and Writing/Literacy | | | | |
| Children read carefully and show understanding of words, phrases and simple writing. | <u>Autumn 2</u> I can demonstrate my understanding with actions. <u>Spring 1</u> I can follow a familiar story in French. | <u>Autumn 1</u> I can say an address clearly. <u>Autumn 2</u> I can name different ways of travelling. <u>Summer 2</u> I can state what the weather is like. | <u>Spring 1</u> I can read and understand a chart which gives opening and closing times in French. <u>Summer 1</u> I can read a sentence stating whether an object is 'au-dessus' or 'sous' and say whether it is true or false. | <u>Autumn 2</u> I can ask how someone is feeling. <u>Spring 2</u> I can choose appropriate adjectives to describe an animal. I can join two sentences using an appropriate conjunction. I can recognise the sound /eh/ in different words. <u>Summer 2</u> I can construct a past tense sentence with the passé composé. |
| Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | <u>Spring 2</u> I can name rooms in a house or flat. | | <u>Autumn 1</u> I can choose a masculine or feminine adjective to match the subject. <u>Spring 2</u> I can use a dictionary to translate words I want to know into French. <u>Summer 2</u> I can say numbers larger than 100. I can use | <u>Autumn 1</u> I can say the names of the accents found in the French alphabet. <u>Spring 1</u> I can write a sentence about what I would like for breakfast. <u>Summer 1</u> |



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| | | | numbers in a sentence correctly. | <p>I can use the pronoun 'il' to replace a boy's name in a sentence.</p> <p>I can use the pronoun 'elle' to replace a girl's name in a sentence.</p> <p><u>Summer 2</u></p> <p>I can understand when someone is saying a date. I can translate a date from French into English and vice versa.</p> |
| Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly. | <p><u>Spring 1</u></p> <p>I can describe the colour(s) of an object by modifying adjectives.</p> <p>I can use size adjectives and place them correctly in the sentence.</p> | <p><u>Autumn 1</u></p> <p>I can use a dictionary to translate words.</p> <p><u>Spring 2</u></p> <p>I can use a dictionary to translate countries.</p> | <p><u>Autumn 1</u></p> <p>I can recall key vocabulary and apply it to my writing.</p> <p><u>Autumn 2</u></p> <p>I can add detail to a description of someone's clothes with a colour adjective.</p> <p><u>Spring 1</u></p> <p>I can write a sentence about what I would like for breakfast.</p> <p>I can use a modelled sentence to express my preference for a sandwich.</p> | <p><u>Spring 1</u></p> <p>I can take part in a role play about drink choices.</p> <p><u>Summer 1</u></p> <p>I can ask a question using the phrase: Excusez-moi, est-ce que je peux...</p> <p>I can give an answer to the question, choosing from set answers.</p> |
| Children describe people, places, things and actions | | <p><u>Spring 1</u></p> <p>I can express an opinion about what fruit I like.</p> | <p><u>Autumn 1</u></p> <p>I can recall key vocabulary and apply it to my writing.</p> | <p><u>Autumn 1</u></p> <p>I can say the names of the accents found in the French</p> |



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| orally and in writing. | | <u>Spring 2</u> I can ask and answer questions about the UK. I can use what I have learned in sentences. <u>Summer 2</u> I can say its sont in a sentence. | <u>Autumn 2</u> I can describe myself. <u>Spring 2</u> I use adjectives to describe food, using the correct masculine or feminine form. I use the correct French form for 'some' to describe which pizza I would like. | alphabet. <u>Spring 1</u> I can use a modelled sentence to express my preference for a sandwich. <u>Spring 2</u> I can name a variety of farm animals. I can compare the sounds they make in English and French. <u>Summer 1</u> I can ask and answer a question about how many sides a shape/shapes have. |
| Stories, Songs, Poems and Rhymes | | | | |
| Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. | <u>Spring 2</u> I can use gestures to help me remember pets. I can recognise and repeat sounds and words with increasing accuracy. <u>Summer 1</u> I can say the names of objects around the classroom. <u>Summer 2</u> I can count up to 31. | <u>Autumn 1</u> I can say the tens up to 100. I can count to 100 with support. | <u>Autumn 2</u> I can say the names of the accents found in the French alphabet. <u>Spring 2</u> I can join in a traditional song. I can explore how English and French grammar are different. | <u>Autumn 1</u> I can recall key vocabulary and apply it to my writing. |



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| <p>Children appreciate stories, songs, poems and rhymes in the language.</p> | <p><u>Autumn 2</u> I can name clothes in French. I can recognise masculine and feminine clothing nouns. I can have a simple conversation about clothes.</p> <p><u>Spring 2</u> I can use gestures to help me remember pets. I can name rooms in a house or flat.</p> <p><u>Summer 1</u> I can say the names of familiar places. I can use the infinitive form of verbs e.g. J'aime lire.</p> | <p><u>Summer 2</u> I can answer questions about sports.</p> | <p><u>Autumn 1</u> I can use the near future tense.</p> <p><u>Autumn 2</u> I can follow a simple story.</p> | <p><u>Autumn 1</u> I can use 'je serai' to refer to my future.</p> <p><u>Summer 2</u> I can read a sentence stating whether an object is 'au-dessus' or 'sous' and say whether it is true or false.</p> |
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