



Subject Intent: Our French curriculum is designed to build pupils' confidence and competence in communicating in French. Rich, authentic language experiences provoke interest and curiosity, while deepening pupils' cultural understanding of the world. Our French curriculum lays the foundation for children to continue with language learning in the future.

Big Idea: Confident Communication

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	•	•		<ul style="list-style-type: none"> • (Listening) When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. • (Speaking) Ask and answer simple questions, for example about personal information. • (Speaking) Repeat sentences heard and make simple adaptations to them. • (Writing) Write some single words from memory. 	<ul style="list-style-type: none"> • (Listening) Show understanding of a range of familiar spoken phrases (for example, through acting out part of a familiar story). • (Speaking) Ask and answer a range of questions on different topic areas. • (Speaking) Using familiar sentences as models, make varied adaptations to create new sentences. • (Reading) Read aloud a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. • (Writing) Write words and short phrases from 	<ul style="list-style-type: none"> • (Speaking) Take part in conversations and express simple opinions giving reasons. • (Speaking) Adapt known complex sentences to reflect a variation in meaning. • (Reading) Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. • (Writing) Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. 	<ul style="list-style-type: none"> • (Speaking) Engage in longer conversations, asking for clarification when necessary. • (Speaking) Create his/her own sentences using knowledge of basic sentence structure. • (Reading) Attempt to read a range of texts independently, using different strategies to make meaning. • (Writing) Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.

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					memory. • (Writing) Write descriptive sentences, using a model but supplying some words from memory.		
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Big Idea: Curiosity

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and National Curriculum	•	•	•	<ul style="list-style-type: none"> • (Reading) Learn and Remember new words encountered in reading. • (Grammar) Understand that words may have genders and recognise clues to identify this. • (Grammar) Have basic understanding of the usual order of words in a sentence in the target language. 	<ul style="list-style-type: none"> • (Listening) Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. • (Grammar) Understand that adjectives may change form according to the noun they relate to and select the appropriate form. • (Reading) Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. 	<ul style="list-style-type: none"> • (Reading) Use dictionaries to extend vocabulary and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. • (Grammar) Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. 	<ul style="list-style-type: none"> • (Reading) Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. • (Grammar) Know how to conjugate a range of high frequency verbs.

Big Idea: Cultural Awareness

Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statements from EYFS document and	•	•	•	• (Speaking) Use mostly accurate	• (Speaking) Read aloud using	• (Speaking) Read aloud and	• (Speaking) Use pronunciation and

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National Curriculum				<p>pronunciation and speak clearly when addressing to an audience.</p> <ul style="list-style-type: none"> • (Grammar) Understand that words may have different genders and recognise clues to identify these, such as the difference in articles. • Have a basic understanding of the usual order of words in sentences in the target language. • I can name some different languages. • I know some facts about one country. 	<p>accurate pronunciation and present a short learned piece for performance.</p> <ul style="list-style-type: none"> • (Grammar) Understand that adjectives may change form according to the noun they relate to and select the appropriate form. • I can compare different places and countries. • I know how children of different cultures celebrate special days. 	<p>understand a short text containing most familiar language, using fairly accurate pronunciation.</p> <ul style="list-style-type: none"> • I can compare my life to that of children from different cultures and countries. • I know how children of different cultures celebrate special days. 	<p>intonation effectively to accurately express meaning and engage an audience.</p> <ul style="list-style-type: none"> • (Grammar) Have an awareness of similarities and differences in grammar between languages. • I have made contact with someone from a different country. • I can imagine what it would be like to be a child in a different country. • I can present information about an aspect of culture.
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