



St Alban & St Stephen Catholic Primary & Nursery



Learning and growing with God by our side

French Curriculum Coverage and Progression Years 2 – 6

French – Skills progression						
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	N/a	N/a	N/a	N/a	<p>Phonics 1. J'apprends le français Where French is spoken – locate France on a map, and Paris and key cities, as well as some pays francophones. Introductions and greetings. Say our name, how we are feeling, learn up to 10 colours and to count from 1-10 in French. Grammar: Subject pronouns: 'je'. Je m'appelle; j'ai. 'tu'. Comment tu t'appelles? Quel âge as-tu?</p>	<p>Les animaux Name and recognise up to 10 animals in French. Attempt to spell some of the nouns with their indefinite article. Revisit phonics 1. Pretend to be a particular animal using the 1st person singular of the verb être – to be (je suis = I am). Grammar: Nouns and indefinite articles. Exposure to gender. Revisiting 'je' with the verb to be.</p>

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Phonics 1. J'apprends le français Where French is spoken – locate France on a map, and Paris and key cities, as well as some pays francophones. Introductions and greetings. Say our name, how we are feeling, learn up to 10 colours and to count from 1-10 in French. Grammar: Subject pronouns: 'je'. Je m'appelle; j'ai. 'tu'. Comment tu t'appelles? Quel âge as-tu?</p>	<p>Les animaux Name and recognise up to 10 animals in French. Revise number 1-10. Attempt to spell some of the nouns with their indefinite article. Revisit phonics 1. Pretend to be a particular animal using the 1st person singular of the verb être – to be (je suis = I am). Revisit colours to describe the animals (je suis noir/ je suis marron) Grammar: Nouns and indefinite articles. Exposure to gender via indefinite article and adjective agreement (not explicit). Revisiting 'je' with the verb to be. Cross-curricular: Pneumatic monsters.</p>	<p>Les instruments Name and recognise up to 10 instruments in French. Attempt to spell some of the nouns with their definite article (determiner). Revisit phonics 1. Learn how to say I play an instrument in French. Grammar: Nouns and definite article (revise indefinite article + animals). Exposure to gender via definite article and instrument and via partitive article - je joue du / de la + instrument. Revisiting subject pronouns je and tu with the verb to play. Cross-curricular: Music – exploring French music and discuss differences and judgements on the different styles of music.</p>	<p>Les fruits Revision: Numbers 1-10 10 animals 10 instruments Name, recognise and remember up to 10 fruits. Reflect on phonics 1. Attempt to spell some of these nouns with the correct article/determiner. Ask somebody in French if they like a particular fruit. Say what fruits we like / don't like in French, including a simple opinion (c'est X) Grammar: Subject pronouns je and tu (question and answer, including negative): Tu aimes X? Oui, j'aime X Je n'aime pas X Gender and impact on articles / determiners and plural form (un / une / les) Extension opportunities: mais je préfère Cross-curricular: fruit skewers and tarts.</p>	<p>Je peux Recognise, use and remember 10 common French verbs and activities. Use these verbs in the infinitive to make a short sentence starting with 'je peux'. Revisit phonics 1. Grammar: Modal verb plus infinitive. Revising subject pronoun 'je' and what a verb is, and what an infinitive form is. Opportunity for dictionary work to create interesting and unique sentences.</p>	<p>Petit Chaperon Rouge Sit and listen to a familiar story being told in French. Emphasis on phonics 1. Learn new language learning skill of using picture and word cards to recognise and help retain new language. Remember key parts of the body. Key focus on becoming effective language detectives. Using strategies to access a text in French. E.g. using prior knowledge of story, scanning for cognates / near cognates, as well as using pictures, facial expressions and intonation when listening to the story. Grammar: Revisiting definite, indefinite and partitive articles and determiners, learnt from previous units, in the context of the story. Cross-curricular: Strategies used in English to access new texts are valid in French too!</p>

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Year 4	<p>Phonics 2 Je me présente Know how to count up to 20 in French; revise 1-10, add in 11-20. Revise meeting and greeting conversation (Y3 A1). Ask someone how they are feeling and give an appropriate response back. Ask someone their age, name, where they live and reply to same questions. Grammar: Revise and consolidate high frequency first person verbs (je suis, j'habite, j'ai) and recognise second person verbs (tu es, tu habites, tu as) Adjectival agreement (revise concept from Les animaux – Y3 A2) revisit via nationality (anglais/anglaise; français / française). Reinforces gender.</p>	<p>Au café Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drinks and / or snacks in a French café. Revise useful meeting and greeting language (Y3 A1 and Y4 A1). Produce key structures / useful language from memory such as 'Can I have...?', 'I would like...' Revisit Phonics 2 to assist pronunciation in role play. Revise fruits from Y3 Sp2, linking to gender and definite and indefinite articles. Grammar: Raise awareness that articles/determiners will change from definite to indefinite and partitive depending on what you want to say. E.g. I would like a croissant but some butter. And remembering that gender and number will change the version of the determiner (un/une/du/de la/des...)</p>	<p>Boucle d'Or et Les Trois Ours Listen attentively to a whole familiar fairy tale in French. Revising techniques and strategies we used when reading Petit Chaperon Rouge (Y3 Summer 2). Using picture, word and phrase cards to remember new language. Focus on reading and listening for gist. Using strategies such as looking at facial expressions, listening to intonation, finding (near) cognates. Using prior knowledge of story to help access and understand gist of French version. Attempt to re-tell a familiar fairy tale in French using a mini book for support. Revisit Phonics 2. Grammar: Implicit in this unit. Explicit exploration of language learning strategies. Cross-curricular: World Book Day Thursday 3rd March.</p>	<p>Quel temps fait-il? Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France in French, using a weather map with symbols. Emphasis on speaking (weather report) and hence revising Phonics 2. Grammar: Recognising that structures can be unique to a language. Revise: J'ai 8 ans - I have 8 (Y3 A1 and Y4 A1). Similarly, Il fait chaud – It is hot. Understanding that language learning is not about word for word translation. Use of 'il y a' and 'faire' in weather phrases, along with 'il neige' and 'il pleut'. Cross-curricular: Our European Neighbours. Use weather map to understand France's proximity to the UK. Identify key cities in France. Use directions to orientate and locate cities. Virtual visit of key monuments in Paris (La</p>	<p>Chez moi Say and write in French whether we live in a house or an apartment. Say what rooms we have / don't have at home using 'chez moi, il y a ...' and 'chez moi, il n'y a pas de/d'...' Revisit Phonics 2. Revision of negative from 'les fruits' (Y3 Sp2). Explicit use of connectives: 'et' and 'mais'. Revision and extension of structures met in 'les fruits' (Y3 Sp2). Grammar: Revision of indefinite articles (un/une – Y3 A2), negative (Y3 Sp2) and high frequency verbs (je m'appelle, j'ai, je suis, j'habite – Y3 A1 and Y4 A1). Focus on regular 'er' verbs using 'habiter'. Use of negative structure with 'il y a' and 'il n'y a pas de / d''.</p>	<p>En famille Remember the nouns for family members in French from memory. Describe our own, or a fictitious family, in French by name, age and relationship. Count up to 100 in French (revise 1-20). Revisit Phonics 2. Grammar: Revise first and second person of high frequency verbs (as-tu? / j'ai). Explore possessive adjectives in French, with a focus on 'my'. Understanding that there are 3 words for 'my' in French (mon/ma/mes) and understanding why: gender and number. Grammar extension: Introduce / revise 'je peux' + infinitive; extend to include 'il peut' and 'elle peut' + infinitive to talk about what you, and your family members can do.</p>

		<p>Learning that 'je voudrais' is the first person meaning 'I would like' from the verb 'vouloir – to want'. Link back to: je peux (Y3 S1) Extension: 'avoir' structures - J'ai soif / j'ai faim – different from. English (link to weather Y4 Sp2) Cross-curricular: Talk about French bread recipes (link to D&T). Laws about bread making in France.</p>		<p>Tour Eiffel, Le Louvre, L'Arc de Triomphe, La Grande Arche.</p>		
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Year 5	<p>Phonics 3. As-tu un animal? Know the nouns and indefinite articles for 8 common pets. Ask someone if they have a pet and give an answer back. Say in French what pet we have / do not have, and give our pet's name. Revision of the negative and the structure 'je n'ai pas de / d'' (Y3 Sp2 and Y4 A2). Revise and consolidate use of simple connectives (et / mais) to make more complex and interesting sentences. Class survey on pets, linking in to Phonics 1-3, to assist with accurate pronunciation. Grammar: Indefinite articles, high frequency verbs and negative (revision and consolidation). Introduction of relative clause 'qui s'appelle' – revision of meeting and greeting (Je m'appelle – Y3 A1 and Y4 A1).</p>	<p>Quelle est la date aujourd'hui? Recognise and recall the 12 months of the year. Ask what the date is, and say the date in French – including the day (revision). Ask somebody when their birthday is and say when their own birthday is in French. Revision of numbers 1-31 (Y4 A2). Revision of key structures and vocabulary via production of Carte d'Identité (extended writing) and oral presentation (Je me présente). Link to Phonics 1-3. Grammar: Ordinal and cardinal numbers different in French re dates. No capital letters for days or months. Cross-curricular: Link to 11/11/1918. Significance of this date? WW1 from the perspective of un Bleuets. Link to watercolours of poppies in Art and Design. Les Bleuets de France. Significance of</p>	<p>Chez moi Say and write in French whether we live in a house or an apartment. Say what rooms we have / don't have at home using 'chez moi, il y a ...' and 'chez moi, il n'y a pas de/d'...' Revisit Phonics 2. Revision of negative from 'les fruits' (Y3 Sp2) and 'en famille' (Y4 A2). Explicit use of connectives: 'et' and 'mais'. Revision and extension of structures met in 'les fruits' (Y3 Sp2). Grammar: Revision of indefinite articles (un/une – Y3 A2), negative (Y3 Sp2) and high frequency verbs (je m'appelle, j'ai, je suis, j'habite – Y3 A1 and Y4 A1). Focus on regular 'er' verbs using 'habiter'. Use of negative structure with 'il y a' and 'il n'y a pas de / d''.</p>	<p>Les vêtements Revise 21 items of clothing. Explore the regular 'er' whole verb present tense conjugation of the verb 'porter', to describe what you and other people are wearing. Revisit the use of the possessive adjective 'my' in French (Y4 A2) and describe clothes in terms of colour (Y3 A1 and A2) Extension: add in other adjectives of size. Revisit Phonics 1-3. Grammar: Verbs - conjugation of whole regular –er verb in present tense. Extrapolate from 'porter' to include 'jouer' (Y3 Sp1) and 'habiter' (Y5 Sp1). Possessive adjectives; gender; number; definite, indefinite and partitive articles; adjective agreement.</p>	<p>Au café Au café Order a selection of typical foods, drinks and snacks from a French menu and order a French breakfast. Perform a simple role play ordering food, drinks and / or snacks in a French café. Revise useful meeting and greeting language (Y3 A1 and Y4 A1). Proude key structures / useful language from memory such as 'Can I have...?', 'I would like...' and 'The bill please' Revisit Phonics 2 to assist pronunciation in role play. Revise fruits from Y3 Sp2, linking to gender and definite and indefinite articles. Grammar: Raise awareness that articles/determiners will change from definite to indefinite and partitive depending on what you want to say. E.g. I would like a croissant but some butter.</p>	<p>Les Jeux-Olympiques Understand the key facts of the ancient and modern Olympics recounted in French. Language learning strategies to help decode and access longer, unfamiliar texts in French. Learn 10 nouns and articles for common Olympic sports. Explore the full present tense conjugation of the high frequency verb 'faire', with sports. (Make reference to weather expressions that use 'faire' – Y4 Sp2). Revisit the full present tense conjugation of the regular 'er' verb 'jouer', with sports. (Make reference to 'porter' – Y5 Sp2). Look at the adjectival changes involved when you describe a male or a female Olympian. Grammar: Adjectival agreement and irregular verb 'faire'. To learn that when you use 'faire de' + sport, the definitive article follows, creating a partitive article</p>

		wearing un bleuet on 11/11.			<p>And remembering that gender and number will change the version of the determiner (un/une/du/de la/des...)</p> <p>Learning that 'je voudrais' is the first person meaning 'I would like' from the verb 'vouloir – to want'.</p> <p>Link back to: je peux (Y3 S1)</p> <p>Extension: 'avoir' structures - J'ai soif / j'ai faim – different from English (link to weather Y4 Sp2).</p>	<p>(je fais du cyclisme / je fais de la gymnastique). When you use 'jouer à' + sport, the definitive article follows, creating a partitive article (je joue au tennis, je joue au rugby).</p> <p>Opportunity for cross-curricular work with PE and independent research: role model athletes and their qualities – practise adjective agreements, and look forward to 'Les JO à Paris 2024'. How many French speaking countries will be represented?</p>
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Year 6	<p>Phonics 4 (recap Phonics 1-3)</p> <p>Manger et Bouger Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy. Say and write the activities we do and do not do to stay in shape, including physical activities. Revise time expressions (le lundi, le week-end, le matin, le soir, à 17h etc.). Revise opinions (c'est extra, c'est cool, c'est barbant, c'est difficile, c'est bon /mauvais pour la santé). Link our ideas together using conjunctions to create longer more complex replies including an opinion. Grammar: First person singular conjugation of high frequency verbs (je mange, je bois, je joue, je fais etc.). Use of negative, followed by 'de'. (je ne mange pas de / je ne bois pas de).</p>	<p>La Seconde Guerre Mondiale Group and order words to decode unknown language. Understand key facts from WW2 when described in French. Link back to prior work on WW1 and armistice. Say and write in French the key countries and languages involved in WW2. Use reading texts and a scaffold to write a short letter in French to explain what life is like as an evacuee living in the countryside. Grammar: Exploiting language learning skills connected to recognising and categorizing nouns, verbs and adjectives (explicit links to SpAG) Explicit work on regular verbs – present tense conjugation. (habiter / jouer)</p> <p>Cross-curricular: Link to Remembrance Day, 11/11.</p>	<p>Quel temps fait-il? Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France in French, using a weather map with symbols. Emphasis on speaking (weather report) and hence revising Phonics 2. Practise weather structures and hobbies / activities by using the structure 'je peux + infinitive' and linking with the conjunction 'donc' = so. (Il fait chaud donc je peux aller au parc. / Il neige donc je peux faire du ski. / Il fait beau donc je peux jouer au tennis). Opportunity for dictionary practice to find infinitive verbs. Grammar: Recognising that structures can be unique to a language. Revise: J'ai 8 ans - I have 8 (Y3 A1 and Y4 A1). Similarly,</p>	<p>Moi dans le monde Say and spell some of the different countries and relative capital cities in the French-speaking world and find them on a map. Say and write which places you would like to visit, and why, and how you would get there. (Revision of transport and opinions and justifications). Extend use of 'je voudrais': A l'avenir, je voudrais aller + preposition + country/ je voudrais visiter + country parce que... Say and write something we do to help the planet.</p> <p>Grammar: Je voudrais + infinitive Je vais + infinitive (je vais utiliser) to create the near future.</p>	N/a	N/a

	<p>Recap concept of regular and irregular verbs, and mention of tense. Routine = present tense.</p>		<p>Il fait chaud – It is doing hot. Understanding that language learning is not about word for word translation. Use of 'il y a' and 'faire' in weather phrases, along with 'il neige' and 'il pleut'.</p>			
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