



LITERATURE-LED
CURRICULUM

FRENCH

Curriculum Intent

Spa's French curriculum aims to equip pupils so that they will:



understand and **respond** to spoken and written language from a variety of authentic sources.



speak with increasing confidence, fluency and **spontaneity**, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.



can **write at varying length**, for different purposes and audiences, using the variety of grammatical structures that they have learnt.



discover and develop an appreciation of a range of writing in the language studied.

Curriculum Progression

Salut! Learning Outcomes based on the KS2 Programme of Study for Foreign Languages

Listening, Speaking, Reading, Writing

L1a

stage number
statement

Stage 1 Outcomes (Year 3)

Stage 2 Outcomes (Year 4)

Stage 3 Outcomes (Year 5)

Stage 4 Outcomes (Year 6)

PoS Statements	LISTENING	SPEAKING	READING	WRITING
a listen attentively to spoken language and show understanding by joining in and responding	L1a (i) I can understand some simple words and phrases.	S1a I can repeat simple words and phrases.		W1a I can write short, simple responses to spoken language using familiar words.
	L1a (ii) I can understand some simple instructions and follow them.			W2a I can write responses to spoken language using short phrases and simple sentences.
	L2a I can pick out familiar words and phrases from spoken sentences.			
	L3a I can understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.			
	L4a I can understand the main points and some of the detail from a short spoken passage, including more complex phrases and sentences.			
b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	L1b (i) I can identify phonemes which are the same as, or different from, English phonemes.	S1b I can join in with simple songs and rhymes.	R1b (i) I can read and pronounce the most common letters and letter strings in French.	W2b I can use my knowledge of French phonics to help me spell familiar words.
	L1b (ii) I can identify sounds in songs and rhymes, e.g. by clapping when I hear a given sound.		R1b (ii) I can read and pronounce familiar written words accurately, using my knowledge of French phonics.	
			R3b I can read and pronounce unfamiliar written words accurately, using my knowledge of French phonics.	
c engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	L1c (i) I can recognise a question.	S1c (i) I can answer questions to give basic information using simple words and phrases.		W2c I can express my opinions using simple sentences.
	L1c (ii) I can understand simple questions and respond to them, e.g. by picking up an item.	S1c (ii) I can say that I don't understand, or ask for a question to be repeated.		W3c I can express my opinions using complex sentences.
	L1c (iii) I can recognise negatives.	S1c (iii) I can ask for help using polite language.		
		S1c (iv) I can ask and answer simple questions using short sentences.		
		S2c I can ask for simple opinions, and give my own, e.g. likes and dislikes.		
		S3c I can join in with a short, continuous conversation, including giving simple opinions.		

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4c I can join in with a longer continuous conversation, including longer sentences and more complex opinions, e.g. giving reasons.		
d speak in sentences, using familiar vocabulary, phrases and basic language structures		S1d I can repeat some simple sentences from memory. S2d I can say several sentences from memory. S3d I can adapt familiar sentences by changing a few words. S4d I can use familiar words and sentence structures to construct new sentences.		
e develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases		S1e I can say simple words and phrases from memory, with accurate pronunciation, so that others can understand me. S2e I can say full sentences from memory, with accurate pronunciation, so that others can understand me. S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.	R1e I can read familiar words and phrases aloud with accurate pronunciation, so that others can understand me. R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
f present ideas and information orally to a range of audiences		S1f I can prepare and recite a few familiar sentences to my teacher. S2f I can prepare and present a set of simple instructions to a group for them to follow, e.g. some directions. S3f I can prepare a short talk on a familiar subject and present it clearly and confidently. S4f I can develop a simple sketch or role-play and perform it to my class or an assembly.		
g read carefully and show understanding of words, phrases and simple writing		S1g I can give a spoken response to a simple written question.	R1g (i) I can recognise and understand some individual written words, and match them to pictures. R1g (ii) I can understand familiar written phrases and simple sentences, and respond to them, e.g. drawing a line to match an image to a phrase or sentence. R2g I can follow and understand a familiar written text, reading and listening at the same time.	W1g I can give a written response to a simple written question.

PoS Statements	LISTENING	SPEAKING	READING	WRITING
			R3g I can understand the main points from a short written text, which contains some unfamiliar language.	
			R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.	
h appreciate stories, songs, poems and rhymes in the language	L1h I can respond appropriately to songs and rhymes, e.g. by performing a series of actions.	S2h I can recite a simple finger rhyme or song from memory.	R1h I can read a simple rhyme or poem, in chorus.	W2h I can show understanding by writing sentences or phrases which summarise some of the content of stories, songs and poems.
	L2h I can recognise familiar words and phrases in a spoken story or poem.	S3h I can sing familiar songs clearly and confidently, with accurate pronunciation.	R2h I can read a simple rhyme, song or story aloud to my class.	
	L3h I can understand the main points from a spoken story or poem, which contains some unfamiliar language.		R3h I can read aloud a short story containing familiar language, clearly and with expression.	
	L4h I can understand the main points and some of the detail from a spoken story or poem, which contains some unfamiliar language.		R4h I can appreciate why certain words have been used in written stories, songs or poems, e.g. to create a rhythm.	
i broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary			R2i (i) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French.	
			R2i (ii) I can use a bilingual dictionary to find the French translation of English words.	
j write phrases from memory, and adapt these to create new sentences, to express ideas clearly				W1j I can write some familiar words from memory.
				W2j (i) I can write some phrases and simple sentences from memory.
				W2j (ii) I can complete a written sentence by adding letters, words and phrases.
				W3j (i) I can write several sentences from memory.
				W3j (ii) I can adapt familiar written sentences by changing a few words.
				W4j (i) I can use familiar words and sentence structures to write new sentences.
				W4j (ii) I can write a short passage from memory, including longer or more complex sentences.

PoS Statements	LISTENING	SPEAKING	READING	WRITING
k describe people, places, things and actions orally and in writing		S1k (i) I can introduce myself, giving my name and age, using short, simple sentences.		W2k (i) I can write a few simple sentences about myself, including my name and age, from memory.
		S1k (ii) I can use some numbers, colours and simple describing words in spoken sentences.		W2k (ii) I can write a few simple sentences to describe where I live, from memory.
		S2k (i) I can say a few sentences to describe where I live.		W2k (iii) I can write a few simple sentences about the things I do, e.g. my daily routine or hobbies, from memory.
		S2k (ii) I can say a few sentences about the things I do, e.g. my daily routine or hobbies, including simple likes and dislikes.		W2k (iv) I can write a few simple sentences about other people, including my family and friends, from memory.
		S2k (iii) I can give short descriptions of other people, including my family and friends.		W3k (i) I can write several sentences from memory to describe what other people do, or like doing.
		S3k (i) I can describe what other people do, or like doing.		W3k (ii) I can write several sentences from memory to describe a place, person or thing.
		S3k (ii) I can prepare and present a short talk about a place, person or thing.		W4k I can construct a short text to describe a place, person or thing, using more complex sentences.
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 are similar to English				
This Programme of Study statement has been broken down into the following areas:				
l feminine and masculine forms	L2l I can identify the gender of a noun from its article in spoken French.	S1l I can pronounce 'le'/la' and 'un'/une' clearly and accurately.	R2l I can identify the gender of a French noun from its article.	W1l I can write some singular nouns with the correct article.
	L3l (i) I can understand the difference between 'le'/la' and 'un'/une' in spoken French.	S2l I can use the correct article most of the time to match the gender of the noun.	R3l (i) I can understand the difference between 'le'/la' and 'un'/une'.	W2l I can use the correct article most of the time to match the gender of the noun.
	L3l (ii) I can recognise and understand the difference between 'mon'/ma'/mes'.	S3l I can use either 'le'/la' or 'un'/une' appropriately.	R3l (ii) I can recognise the meaning of 'mon'/ma'/mes'.	W3l I can use the correct article to match the gender of a noun.

PoS Statements	LISTENING	SPEAKING	READING	WRITING
		S4l I can use French articles confidently and accurately.		W4l I can use French articles confidently and accurately.
m singular and plural forms	L1m I can recognise whether nouns are singular or plural, based on the article 'le'/la'/l'/les'.	S2m I can use either 'les' or 'des' with plural nouns.	R1m I can recognise whether nouns are singular or plural.	W4m I can write some regular French nouns in the singular and plural form.
			R3m I can recognise that some nouns have irregular plurals.	
n adjectives	L1n I can recognise some basic French adjectives.	S2n I can describe things using simple adjectives.	R3n I can recognise that adjectives' endings often change to match the noun they're describing.	W4n I can write the correct forms of some simple adjectives with a noun, using an example sentence.
o pronouns and the conjugation of high-frequency verbs	L2o I can recognise who is being talked about in a sentence from the pronoun.	S1o I can talk about myself using some common verbs in the first person singular form.	R2o (i) I can recognise subject pronouns such as 'je', 'tu', 'il' and 'elle'.	W2o (i) I can use a model to write sentences in the first person.
		S3o (i) I can use the third person singular form of the present tense to describe what others are doing, e.g. 'il/elle danse'.	R2o (ii) I can recognise the first, second and third person singular forms of some common verbs in the present tense.	W2o (ii) I can write the correct form of some common verbs in the first person present tense, e.g. 'je suis'.
		S3o (ii) I can use the second person singular form of the present tense to ask questions. E.g. 'Tu aimes les pommes?'	R4o (i) I can recognise the 'vous'/ils'/elles' forms of some common verbs in the present tense.	W3o I can write the correct form of some common verbs in the third person singular, e.g. 'il/elle a'.
		S4o (i) I can recognise that 'vous' is used for more than one person, or in formal situations, and that 'tu' is used for one person in informal situations.	R4o (ii) I can recognise that some verbs are irregular.	W4o (i) I can write the correct form of some irregular verbs in the first and third person singular.
		S4o (ii) I can talk about what I am going to do, using the future tense.	R4o (iii) I can understand the basic meanings of 'on' in French.	W4o (ii) I can write simple sentences using the future tense, with help.
		S4o (iii) I can talk about what I have done, using the past tense.	R4o (iv) I can identify the future tense.	W4o (iii) I can write simple sentences using the past tense, with help.
			R4o (v) I can recognise the past tense of some common verbs.	
p word order and patterns in the language	L2p I can recognise that the structure of some French sentences differs from English.	S2p I can use simple sentences where the structure or word order differs from English, e.g. negatives and reflexives.	R2p I can recognise common sentence and word order patterns in French.	W3p I can use some simple sentence structures that differ from English in my writing.
		S3p I can use what I have learnt about the structure of French sentences to build new ones using the same model.		W4p I can use the rules I know about building sentences in French to create new sentences using different vocabulary.

Curriculum Sequencing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		<p>Core Unit 1</p> <p>Greeting each other Introducing themselves Counting up to 10 Introducing their immediate family</p> <p>L1a(i), L1a(ii), L1c(i), L1c(ii) S1a, S1k(i) R1e,R1g(i)</p> <p>Core Unit 2</p> <p>Saying the days of the week Naming colours Counting between 11 and 20 Naming countries Expressing likes and dislikes</p> <p>L1a(i), L1c(ii), L1c(iii) S1a,S1c(i), S1o, R1g(i)</p>		<p>Core Unit 3</p> <p>Identifying body parts Counting up to 31 Identifying items of clothing Naming the months of the year Talking about birthdays</p> <p>L1a(i), L1c(ii), L1h, L1m, S1b,S1e, R1e, R1m</p> <p>Unit A: Animals</p> <p>Saying animal vocabulary Asking about pets Describing animals using adjectives Using prepositions Naming animal homes</p> <p>L1n, S1c(i), S1c(ii), S1c(iii),S1d, S1k(ii), R1h, W1a, W1g</p>		<p>Unit B: Food</p> <p>Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions</p> <p>L1b(i), S1c(iv), S1f, S1g, S1o, S2c, R1b(i), R1b(ii), R1g(ii),W1j</p> <p>Unit C: At School</p> <p>Saying how they travel to school Naming places in school Listing the contents of their pencil case Telling the time Naming school subjects</p> <p>L1b(i), L1b(ii), L1m, S1c(iv), S1l, R1b(i), R2g, W1l</p>

Year 4		<p>Core Unit 1 RecapLessons 1,2,3 Greeting each other Introducing themselves</p> <p>Unit D: Playtime</p> <p>Basic commands (imperatives) Saying what's in the playground How to say a variety of playground games Using "<i>j'aime</i>" with another verb Saying what and where they like to play L2a, S1o, S2f, S2h, R2g, W2b, W2c, W2k(i)</p> <p>Core Unit 1 Recap Lessons 4,5,6 Counting up to 10 Introducing their immediate family</p> <p>Unit E: My Home</p> <p>Saying where they live Identifying a variety of rooms and types of furniture Saying what there is in the kitchen Describing their daily routine L1b(ii), L2h, S1k(ii), S2d, S2e, S2k(i), S2k(ii), S2p, R2l, W2a, W2k(ii), W2k(iii)</p>		<p>Core Unit 2 Recap Lessons 2 and 3 Naming colours Counting between 11 and 20</p> <p>Unit F: My Town</p> <p>Asking how much something costs and saying prices Talking about what is in their town Giving directions Saying names of shops Saying the names of items you might buy in a shop L1a(ii), S2f, S2k(i), R2h, R2p, W2j(ii), W2k(ii)</p> <p>Core Unit 2 Recap Lesson 5 Expressing likes and dislikes</p> <p>Unit G: Describing People</p> <p>Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing Using "<i>il</i>" and "<i>elle</i>" with "<i>être</i>" and "<i>avoir</i>" L2o, L2p, S2e, S2k(iii), S2m, R2o(i), R2o(ii), W2h, W2j(i), W2k(iv)</p>		<p>Core Unit 3 RecapLesson 3 and 5 Counting up to 31 Naming the months of the year</p> <p>Unit H: The Body</p> <p>Naming parts of the face Saying basic verbs in the first person Saying that something hurts Naming fairy tale characters Saying traditional fairy tale locations L2l, S2h, S2l, S2n, R2l, R2o(i), W2l</p> <p>Unit I: Sport</p> <p>Talking about the sports they play Expressing likes Detailed vocabulary for football and tennis matches The use of the verb "<i>savoir</i>" L2l, S2c, S2k(ii), R2i(i), R2i(ii), R2p, W2c, W2o(i), W2o(ii)</p>
--------	--	--	--	---	--	---

Year 5		<p>Unit J On Holiday</p> <p>More countries Holiday accommodation Vocabulary associated with the zoo, beach and theme park Using the perfect past tense</p> <p>L2a, L3a, S3c, S3d, S3f, S3k(ii), S3p, R3b, R3e W3j(ii), W3p</p> <p>Unit K Eating Out</p> <p>Asking for items in a shop or restaurant Asking how much things cost Some basic weights How to order for others in a restaurant</p> <p>L3a, L3h, S3c, S3d, S3k(i), S3o(i), S4o(i), R2o(i), R3g, W3j(i), W3k(i), W3o</p>		<p>Unit L Hobbies</p> <p>Naming hobbies Talking about types of music and giving a variety of opinions Saying what musical instruments they play Talking about different types of film</p> <p>S3c, S2k(ii), S3k(i), S3l, S3o(ii), R3g, R3h, R3m, W2c, W3c, W3j(ii), W3l</p> <p>Unit M A School Trip</p> <p>The perfect past tense The future tense Some common verbs Vocabulary associated with a trip to a museum and the countryside.</p> <p>L3l(ii), S3h, S3p, S4c, R2p, R3l(ii), R4o(iv), W3c</p>		<p>Unit N Seasons</p> <p>The names of seasons Talking about seasonal activities Saying the date and when their birthday is Naming craft materials Following craft instructions</p> <p>L4a, S3c, S4c, S3p, R3g, R4g, R3n, R4o (iii), W4n, W3p</p> <p>Unit O The Environment</p> <p>Saying what the weather is like Naming garden creatures Talking about garden activities Talking about recycling</p> <p>L3l(i), S4f, S3k(i), S3l, S4l, S3o(i), R3l(i), R3m, W3k(ii), W4k, W4m, W3p</p>
--------	--	--	--	--	--	---

Year 6		<p>Unit P Actions</p> <p>Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form</p> <p>S3k(i), S3o(i), S4o(iii), S3p, R4o(ii), R4o(v), W3k(i), W4o(i), W4p</p>		<p>Unit R Family</p> <p>Naming extended family members Saying how many siblings they have Talking about the household tasks they do and have done Forming sentences using “<i>or</i>” Vocabulary associated with birthday parties S4d, S4o(i), S4o(iii), R4o(i), W4o(iii)</p>		<p>Unit T The Future</p> <p>The future tense in the first, second and third person singular and first person plural Using adjectives to compare people More ways to describe how they are feeling S4f, S4o(ii), R4h, R4o(iv), W4n, W4o(ii)</p>
		<p>Unit Q In France</p> <p>Learning where some French cities are located in France Talking about tourist attractions in Paris Learning about French-speaking countries Naming popular French foods</p> <p>L4h, S3f, S3o(ii), S4e, R4g, R4o(iii), W4o(iii)</p>		<p>Unit S A Weekend with Friends</p> <p>Talking about activities that they might do at the weekend Expressing what they would and wouldn't like to do Asking others if they would like to do something Naming midnight feast foods Giving a reason for accepting or declining an invitation</p> <p>L4a, L4h, S4c, S4f, S4o(iii), R4g, W4j(i), W4o(iii)</p>		<p>Unit U Jobs</p> <p>Naming a number of jobs in French Saying what they want to be when they're older Naming some workplaces Saying vocabulary linked to space stations and fire stations S4l, R4o(iv), W4j(ii), W4k, W4l, W4m, W4o(i)</p>