



St Breock Foreign Language Curriculum Map

French

Pupils at St Breock School learn French in KS2. They are taught the skills of language comprehension (listening and reading) and language production (speaking and writing) through three pillars of progression in the curriculum - phonics, grammar and vocabulary. Throughout their learning, children also develop their cultural awareness of France and the French-speaking world.

Pupils are taught to:

- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversation; ask questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences.
- Describe people, places, things and actions orally and in writing.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Appreciate stories, songs, poems and rhymes in the language.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Children develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions in writing.
- Understand basic grammar appropriate to the language being studied, including feminine and masculine 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.

	Year 3	Year 4	Year 5	Year 6
Listening	<p>Understand a few familiar spoken words and phrases e.g.</p> <ul style="list-style-type: none"> - greetings - classroom instructions - a few words and phrases in a song or a rhyme - numbers 0-50 - months and days - family members 	<p>Understand a range of familiar spoken phrases - e.g.</p> <ul style="list-style-type: none"> - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters, - family description - someone's age - letters of the French alphabet - classroom instructions 	<p>Understand the main points from a short spoken passage made up of familiar language. - e.g.</p> <ul style="list-style-type: none"> - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies 	<p>Understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences - e.g.</p> <ul style="list-style-type: none"> - sentences about people's feelings - sentences describing people's nationality and where they live - sentences describing what transport I am using to travel
Speaking	<p>Say and repeat single words and short simple phrases e.g.</p> <ul style="list-style-type: none"> - greeting someone - saying: oui, non, s'il vous plait, merci - days of the week - numbers - months - colours 	<p>Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> - saying what my name is - saying how I am feeling - spell my name - how old I am - favourite colour - saying the date - when my birthday is - whether I have siblings 	<p>Ask and answer simple questions and talk about my interests - e.g.</p> <ul style="list-style-type: none"> - taking part in a dialogue about my hobbies, favourite school subjects and sports; - taking part in a survey about modes of transport to go to school - say if I have pets at home - taking part in a dialogue at the market to buy fruits and vegetables 	<p>Take part in a simple conversation and express opinions – e.g.</p> <ul style="list-style-type: none"> - say my nationality and where I live - take part in a dialogue at a supermarket - counting euros and buying things
Reading	<p>Can recognise and read out a few familiar words and phrases - e.g.</p> <ul style="list-style-type: none"> - from songs - labels on familiar objects 	<p>Can understand and read out familiar written phrases - e.g.</p> <ul style="list-style-type: none"> - simple phrases - questions - someone writing about their family - the date 	<p>Understand the questions and main point(s) from a short written passage in clear printed script - e.g.</p> <ul style="list-style-type: none"> - very simple part of a dialogue 	<p>Understand the main points and some of the detail from short written texts in familiar contexts - e.g.</p> <ul style="list-style-type: none"> -two to three sentences of information about someone

Writing	<p>Can write or copy simple words or symbols correctly - e.g.</p> <ul style="list-style-type: none"> - greetings - numbers - days of the week - colours 	<p>Can write one short sentence to a model and fill in the words on a simple form- e.g.</p> <ul style="list-style-type: none"> - personal information: name, age, birthday, brothers and sisters, favourite colour 	<p>Write a few short sentences with support using expressions which they have already learnt write short sentences using reference materials e.g.</p> <ul style="list-style-type: none"> - describe where people/animals are in the house - describe things in the classroom - write how I travel to school - describe the weather conditions - write about hobbies, favourite sports and school subjects. 	<p>Write a short text on a familiar topic, adapting language which they have already learnt- e.g.</p> <ul style="list-style-type: none"> - two to three sentences describing myself, my nationality, the country I live in and what transport I use when I travel to different countries
Grammar	<ul style="list-style-type: none"> - Using "tu" in questions - Using "je" in answers - Using "J'ai" - Questions using « Comment... » (Comment tu t'appelles? Comment ça va? Comment ça s'écrit?) - Questions using « Quel/Quelle... » (Quel âge as-tu?/Quelle couleur aimes-tu?/Quelle est ta couleur préférée?/ Quelle est la date aujourd'hui?/Quelle est la date de ton anniversaire?) - Question using « Qu'est ce que ... » (Qu'est ce que c'est?) - Using like/dislike (J'aime/Je n'aime pas) -Using coordinating conjunctions (et/ mais) - J'aime /Je n'aime pas + le + colour - Gender of nouns (female/male) - Using indefinite articles (un/une) - Using she eats/has (Elle mange/a) - Using numbers in a sentence - Plural (adding an "s") 	<ul style="list-style-type: none"> - Grammar concepts seen in Y3 - Plural (adding an "s" or "x") - Gender of nouns (female/male/plural) -Using indefinite articles (un/une/des) - Using definite articles (le/la/les/l') - Question using « Comment... ? » (Comment vas-tu à l'école?) - Saying 'by' (en/à) - Using I like/I love/I dislike/I hate (J'aime/J'adore/Je n'aime pas/Je déteste) - J'aime + verb - J'aime + le/la/l' + sport/school subject -Using verbs: I live/I go/I eat/I drink/I play (J'habite/Je vais/Je mange/Je bois/ Je joue) - Saying 'in' (dans, en, à la) - The partitive article (du/de la/de l'/des) - Question using « As-tu...? » or « Tu as... ? » (Tu as des animaux? As-tu un stylo?) - Question using « Où... ? » (Où habites-tu?/Où est... ?) 	<ul style="list-style-type: none"> - Grammar concepts seen in Y3 and Y4 --Je suis + adjectives (gender) - Il/Elle est + adjectives - Questions using « Comment... » (Comment tu te sens?) - J'ai mal + à la/au/aux + body part - J'ai + illness - Il est + adjectives -Il a + number + body parts - Using orders (prenez/mettez/restez) -saying 'in' (en, au, aux) - J'habite + à/ en/ au/ aux + cities/countries - Question using « Où ... » (Où habites-tu?/Où vas-tu en vacances?) - Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/Quel est ton numéro de téléphone?) - Je vais à/en/au/aux + cities/countries/continents - Saying by/on (en/à) - Je suis + nationality (with correct gender) 	<ul style="list-style-type: none"> - Grammar concepts seen in Y3, Y4 and Y5 - Il est + number + heure(s) -Questions using « Quelle... » (Quelle heure est-il?/Quelle profession voudrais-tu faire?) - Question using « Qu'est-ce que ... » (Qu'est-ce que tu fais le matin/l'après-midi/le soir?/Qu'est-ce que tu portes?/ Qu'est-ce qu'il/elle porte?/Qu'est-ce qu'il y a dans ta ville?) - Using different routine verbs with "l" - Using time connectives (ensuite/après/ et/puis/à/vers) - Question « Tu es comment (physiquement)? » -Je suis/Il est/Elle est + adjectives - J'ai/Il a/Elle a + les cheveux + adjectives - J'ai/Il a/Elle a + les yeux + colours - Je suis/Il est/Elle est (adjective) - Je m'appelle/Il s'appelle/Elle s'appelle + name

Grammar

- Question using « As-tu...? » or « Tu as... ? » (As-tu des frères et sœurs?)
- Possessive adjectives : « my » (mon/ma/mes)
- Using negation « Je n'ai pas »
- Using « il y a... »

- Questions using « Quel/Quelle/Quelles... »
- Quelle est ta matière préférée?/Quelles matières aimes-tu?/Quel est ton sport préféré?/Quels sports aimes-tu?/Quels sont tes loisirs?/Quel temps fait-il aujourd'hui?/Quel temps fait-il à (city)?/Quel est ton fruit préféré?)
- Saying « It's » for the weather (Il fait/ il y a)
- Question using « Qu'est-ce que ... (Qu'est-ce que tu manges/bois?)
- Saying 'in/at' (en/ à)
- Question using « Tu » (Tu joues d'un instrument? Tu aimes... ?)
- Je joue du/de la + (instrument)
- Using « kg »

- Je parle + (language)
- Question using « Combien... » (Combien ça coûte?)
- J'ai + number + euros
- J'achète + un/une/du/des + food
- J'aime /J'adore/Je n'aime pas/Je déteste + le/les + food.

- Je/Il/Elle porte + un/une/des + clothes + colours
- Using clothes and adjectives of colours accordingly
- Questions using « Où... » (Où est la gare?)
- negative using “ne...pas”
- Je voudrais + un/une/des/de l' + food/drink
- Je voudrais être + (profession).
- Mon père/Ma mère/Il/Elle est (profession).