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|  | Year 3 | Year 4 | Year 5 | Year 6 |
| Skills | Listening | Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.  | Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units | Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.  | Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered |
| Speaking | Communicate with others using simple words and short phrases covered in the units.  | Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.  | Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.  | Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. |
| Reading | Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.  | Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.  | Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.  | Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. |
| Writing | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.  | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.  | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.  | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like…' 'I play…' 'I am called…'  | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have…' or 'In my pencil case I do not have...’  | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.  | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation ‐ both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |
| Knowledge | Basic greetings.Ask and answer the question ‘Comment tu t’appelles ?’ Numbers 1-10. 10 colours and how to say which is my favourite colour.10 animal nouns with their correct determiner.Role of the indefinite article/determiner.First person conjugated verb ‘je suis’ (I am).10 fruit nouns with their determiners. Move singular nouns to plural form. ‘j’aime’ (I like).Negative structure ‘je n’aime pas’ (I do not like).10 instrument nouns with their determiners.Definite article/determiner for ‘the’. First person conjugated verb ‘je joue’ (I play). | Ask how somebody is feeling and reply. Numbers 11-20.Ask somebody their age and reply. Ask somebody where they live and reply.12 nouns and their determiners for classroom objects. Answer the question ‘Qu’est-ce qu’il y a dans ta trousse ?’ (What do have in your pencil case?) Move from an indefinite determiner (a) to a possessive adjective (my).Learn the negative response.Nouns and determiners for several family members. Move from using the determiner ‘a’ with a family member noun to using a possessive adjective ‘my’. Answer the question ‘As–tu des frères et sæurs ?’ (Do you have any brothers or sisters?) Use ‘il/elle s’appelle’ (he/she is called). Use the first person high frequency verb ‘j’habite’ (I live). 10 nouns and their determiners for rooms of the house. | 8 common pet nouns in French with their determiners. Say I have a pet and what it is called.Integrate the conjunction ‘et’ (and) and ‘mais’ (but) accurately.7 days of the week. 12 months of the year.Numbers 1-31.‘Quelle est la date aujourd’hui ?’ (What is the date today?)  ‘C’est quand ton anniversaire ?’ (When is your birthday?)9 common weather expressions.‘Quel temps fait-il aujord’hui?’ (What is the weather today?)Compass pointsUse of the verb ‘faire’ (to do) and ‘il y a’ in set weather phrases.20 words for foods, snacks and drinks.Key questions and phrases for a role-play at the salon de thé.Key vocabulary to be able to pay the bill.21 items of clothing and their determiners.The verb ‘je porte…’ (I wear) plus the item of clothing. Adjectival agreement, describing items of clothing by colour and learning how to say ‘my’. | A selection of countries and languages involved in WWII. Learning key words and phrases relating to the countryside and the city. Create a short phrase in French in a subject using I like and I do not like. ‘Quelle heure est-il ?’ (What time is it?).Tell the time around the clock in French. Learn 10 activities in French that I may do at the weekend.20 new nouns and determiners for healthy foods/drinks. The partitive article (some).2 different religious celebrations celebrated in the Francophone world. Cultural awareness of Paris in France and Port-au-Prince in Haiti.  |