

# Crossflatts French Curriculum

	Year 3	Year 4	Year 5	Year 6
<i>N.C. Objectives</i>	<p style="text-align: center;"><u>National Curriculum objectives to be covered:</u></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>present ideas and information orally to a range of audiences</li> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>describe people, places, things and actions orally and in writing</li> <li>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.</li> </ul>			
Listening				
<i>Key Learning/ Evidence of working at the expected standard</i>	<p>Understand a few familiar spoken words and phrases –e.g.</p> <ul style="list-style-type: none"> <li>teacher’s instructions</li> <li>days of the week</li> <li>a few words in a song</li> <li>colours</li> <li>numbers</li> </ul> <p>Appreciate stories, songs and rhymes in a different language.</p>	<p>Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school</p> <p>Respond to a clear model of language</p>	<p>Understand the main points from a spoken passage of familiar language – e.g.</p> <ul style="list-style-type: none"> <li>short rhyme or song</li> <li>basic telephone message</li> <li>weather forecast</li> </ul>	<p>Understand the main points and some of the detail from a short, spoken message – e.g.</p> <ul style="list-style-type: none"> <li>sentence describing what people are wearing</li> <li>an announcement</li> </ul>
<i>Possible evidence of greater depth understanding</i>	Understand a range of familiar spoken phrases.	Understand the main points from longer spoken passages.	Understand the main points from a wider range of spoken passages.	Understand, in detail, a wider range of spoken passages.
Speaking				
<i>Key Learning/ Evidence of working at the expected standard</i>	<p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> <li>what the weather is like</li> <li>naming classroom objects</li> </ul> <p>Know how to pronounce some single letter sounds.</p> <p>Imitate correct pronunciation with some success.</p>	<p>Answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> <li>about the weather</li> <li>brothers and sisters</li> <li>pets</li> </ul> <p>Know how to pronounce all single letter sounds.</p> <p>Show an awareness of sound patterns.</p> <p>Be clearly understood.</p>	<p>Ask and answer simple questions – e.g.</p> <ul style="list-style-type: none"> <li>taking part in an interview/survey about pets/favourite food</li> <li>talking to a friend about hobbies</li> </ul> <p>Talk about personal interests.</p> <p>Know how to pronounce some letter strings.</p>	<p>Take part in a simple conversation.</p> <p>Express an opinion.</p> <p>Know how to pronounce a range of letter strings.</p> <p>Begin to understand how accents change letter sounds.</p> <p>Can substitute items of vocabulary to vary questions or statements.</p> <p>Pronunciation is becoming more accurate and intonation is being developed.</p>

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<i>Possible evidence of greater depth understanding</i>	Say a wider range of simple phrases using the correct pronunciation.  Ask and answer questions confidently.	Say a wider range of simple phrases using the correct pronunciation.  Ask and answer a wider range of questions confidently.  Talk about personal interests.	Take part in a simple conversation.  Express an opinion.  Know how to pronounce a range of letter strings.	Speaks confidently in a range of situations using the correct pronunciation and combining vocabulary that has been taught.
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### Reading

<i>Key Learning/ Evidence of working at the expected standard</i>	Recognises and reads out a few familiar words or phrases – e.g. <ul style="list-style-type: none"> <li>• from stories and rhymes</li> <li>• labels on familiar objects</li> <li>• the date</li> </ul> Use visual clues to help with reading.	Understands some familiar written phrases – e.g. <ul style="list-style-type: none"> <li>• simple weather phrases</li> <li>• basic descriptions of objects</li> </ul>	Understands the main point(s) from a short written text – e.g. <ul style="list-style-type: none"> <li>• simple messages on a postcard/in an email</li> </ul> Match sound to print by reading aloud familiar words and phrases.  Use book or glossary to find out the meanings of new words.	Understand the main points and some of the detail from a short, written text.  Begin to read independently.  Use a bilingual dictionary to look up new words.  Understand basic 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.
<i>Possible evidence of greater depth understanding</i>	Understands a wider range of familiar written phrases.	Understands the main point(s) from a short written text	Understand the main points and some of the detail from a short, written text.	Can read and understand longer written texts in detail, reading independently

### Writing

<i>Key Learning/ Evidence of working at the expected standard</i>	Write or copy simple words and/or symbols correctly – e.g. <ul style="list-style-type: none"> <li>• personal information such as age</li> <li>• numbers</li> <li>• colours</li> <li>• objects</li> </ul> Select appropriate words to complete short phrases or sentences.	Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. <ul style="list-style-type: none"> <li>• shopping list</li> <li>• holiday greetings by email/postcard</li> </ul> Begin to spell some commonly used words correctly.	Write a few short sentences with support using vocabulary already learnt – e.g. <ul style="list-style-type: none"> <li>• postcard</li> <li>• simple note or message</li> <li>• identity card</li> </ul> Spell words that are readily understandable.	Write a short text on a familiar topic, adapting language already learnt.  Spell commonly used words correctly.
<i>Possible evidence of greater depth understanding</i>	Write one or two short sentences with support	Write a few short sentences independently	Write a short text on a familiar topic, adapting language already learnt.	Write longer texts on familiar topics, spelling words correctly.

### Intercultural Understanding

<i>Key Learning/ Evidence of working at the expected standard</i>	Understand and respect that there are people and places in the world around me that are different to where I live and play.  Understand that some people speak a different language to my own.	Identify similarities and differences in my culture to that of another.  Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	Respect and understand cultural diversity.  Understand how symbols, objects and pictures can represent a country.	Talk about, discuss and present information about a particular country.
<i>Possible evidence of greater depth understanding</i>	Identify similarities and differences in my culture to that of another.	Respect and understand cultural diversity.	Talk about, discuss and present information about a particular country.	Compare and evaluate different cultures from different countries

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### Topic Progression: 2025/26

## Language Angels (E = Early Language, I = Intermediate, P = Progressive)

	Year 3	Year 4	Year 5	Year 6
<i>Autumn 1</i>	I am Learning French (E)	Seasons (E)	The Date (I)	The Date (I)
<i>Autumn 2</i>	Animals (E)	Vegetables (E)	At the Tea Room (I)	Do You Have A Pet? (I)
<i>Spring 1</i>	Instruments (E)	Presenting Myself (I)	Do You Have a Pet? (I)	Clothes (I)
<i>Spring 2</i>	I Am Able....(E)	My Family (I)	What is the Weather? (I)	At School (P)
<i>Summer1</i>	Fruits (E)	In the Classroom (I)	My Home (I)	At the Weekend (P)
<i>Summer 2</i>	Please use this half term to explore the 'Interactive Phonics' activities ('Teach' – 'Teach Now'- 'Interactive Phonics'), or consider the 'one-off' cultural and seasonal lessons. You will find these lessons in the 'Extra Teaching' area of your resources. Alternatively, consider it 'breathing space' to catch up/ consolidate prior learning.			