



Manland Primary School-Long Term Curriculum Plan

Overview of Skills – French

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. 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.	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.			
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.		



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		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.	R1e I can read familiar words and phrases aloud 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.	R3e I can read unfamiliar words and phrases aloud with accurate pronunciation, so that others can understand me.	
		S4e I can use a range of spoken language confidently, using accurate pronunciation and intonation.		
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.	W1g I can give a written response to a simple written question.
			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.	



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			<p>R3g I can understand the main points from a short written text, which contains some unfamiliar language.</p> <p>R4g I can understand the main points and some of the detail from a short written text, which contains some unfamiliar language.</p>	
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.



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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.



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		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.