KS2 French

End of KS2 Expectations across six threads: listening, speaking, reading, writing, understanding language, culture

Listening	**Speaking**	**Reading**	**Writing**	**Understanding Language**	**Culture**
• understand language, • engage in conversations • understand songs and rhyme	• ask and answer questions • express opinions • seek clarification • use accurate pronunciation and intonation • present ideas and information • describe people, places, things and actions	• show understanding of words, phrases and simple writing • be able to look up unfamiliar words that they read in a dictionary	• Write phrases from memory and adapt these to create new sentences • Describe people, places, things and actions	• Explore the patterns and sounds of language and link spelling, sound and meaning of words • Broaden vocabulary • Understand basic grammar eg: feminine, masculine and the conjugation of high-frequency verbs, how to build sentences and how these are similar/differ from English	• Appreciate stories, songs, poems and rhymes in the language • Understand another countries traditions/culture

Year 3					
Listening Show understanding by joining in confidently. Repeat words modelled by a teacher. Being able to respond to questions.	**Speaking** Say known words and short sentences with a good accent, using key phonetical rules of the French language	**Reading** Read aloud and understand familiar French words and know what they mean.	**Writing** Label diagrams and pictures and start to write simple sentences with a subject and a verb. eg: J'ai un….Voice ma…C'est un….Focus on I sentences.	**Understanding Language** Phonic awareness Identify pronouns (I, you, he/she) Identify determiners which indicate gender and singular/plural Identify question words and negative phrases and to start to understand how they are constructed.	**Culture** To know where France is located To begin to learn how France is similar and different to England eg: greetings

Topic 1: Bonjour (Autumn 1)	Topic 2: Coleurs/nombres (Spring 1)	Topic 3: Ma famille (Spring 2)	Topic 4: Les animaux (Summer 2)
VOCAB **Bonjour** **Salut** **Merci** **Ca va –** understand that is means 'it goes' as in how is it going? **Ca va bien/mal** – use the above to form sentence it goes well/badly **Et toi ?** **Oui/Non** **Au revoir** **Comment tu t'appelles?** Learn that appelles means to call. **Comment t'appelles tu?** **Je m'appelle** **Quel âge as tu?** Understand that 'comment' and 'quel' are question words. **J'ai** – I have **ans** - years **Pronouns** of 'Je', 'tu' and 'vous' (plural you or polite you). Children understand basic words of praise (**super, fantastique, tres bien**) and also simple classroom instructions: **repetez, silence, ecoutez**. **Numbers 1-10**	VOCAB • numbers 1-20 • colours: coleurs Bleu Rouge Vert Orange Jaune Blanc Noir Violet Marron Rose **Le/La –** The **Est –** Is C'est it is	VOCAB **Ma famille** **Ma mère** **Mon père** **Ma sœur** **Mon frère** **Il - he** **Elle- she** **a -** has **Il s'appelle** – link back to Je m'appelle **Elle s'appelle** **Il a…ans** – link back to J'ai…ans **Ella a …ans** **How many brothers/sisters they have** **eg: J'ai deux sœurs** **Voici –** here **voici ma, mon)** **Un/une – a (masc and fem)** **As-tu ?** have you ? **Je n'ai pas….**I do not have	VOCAB Un animal/animaux Des/les animaux le chat le chien la souris l 'oiseau Le lapin La tortue Le cheval Le poisson **Et** – and **J'ai – I have** **As-tu ?** **Un/une – a (masc and fem)** **Les – plural of the** **Des - some**

Speaking and Listening • To be able to understand French words of praise and simple classroom instructions • To be able to ask and answer questions about how you are, your name and your age. • To be able to understand and say the numbers from 0-10 • To be able to answer 'et toi?' to a question. •	**Speaking and Listening** • To be able to understand and say the numbers 1-20 • To be able to understand and say the colours (as above) • To be able to answer the question C'est quel coleur? C'est……	**Speaking and Listening** • To be able to ask and answer questions about family members eg: as tu un frere ou des seours? J'ai une seour… • To start to form the negative with ne…pas	**Speaking and Listening** • To be able to ask and answer questions about whether you have a particular animal. Eg: 'tu as (un chat) and answer Oui, J'ai (un chat) or Non, Je n'ai pas (un chat) • To be able to ask if you have a pet ? Tu as un animal? Tu as des animaux? • To be able to say what colour your pet is Eg: mon chien est brun et blanc. • To be able to use and (et) to join two ideas together.

Reading and Writing • To be able to read and questions and answers about how you are, your name and your age. • To be able to write answers to questions about how your are, your name and your age • To be able to read and write the numbers from 0-10. •	**Reading and Writing** • To be able to read and write the numbers from 1-20 • To be able to label colours using a scaffold. • To be able to write a sentence saying what colour something is Eg: Le un est orange. Or C'est orange. • To be able to read an instruction about colours and numbers and respond accordingly eg : coleur le un orange.	**Reading and Writing** • To be able to translate information about someone's family by reading sentences • To be able to write sentences about my own family eg: J'ai……Voici ma…..	**Reading and Writing** • To be able to label animals using a word bank C'est un chien….. • To be able to write short sentences about the pets That you have eg: J'ai un….et. une….
Understanding Language (Grammar/Phonics) • See phonics progression of skills • To understand that in French the 't' on the end of a word is not usually pronounced. • To understand that 'comment' and 'quel' are question words ('how' and 'what). • To understand that in French if you raise your voice at the end of a sentence it can become a	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To know that in French 17, 18 and 19 are made by saying 10 and the number eg: dix sept (10, 7 = 17) • To know that although 6 is spelt six, it is pronounced 'cease'. • To know that C'est is ce est (it is) contracted.	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To know that J' is Je, but when it comes before a vowel in the next word the 'e' is replaced by an apostrophe to become 'J'' • To understand that there is masculine and feminine in french and ma is feminine and mon is masculine (ie: ma mère, mon père, ma sœur, mon frère). Une is fem and un is masculine	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To know that each noun is either masculine or feminine eg: a cat is always masculine even if the cat itself is a girl. • To understand how negative phrases are made up ie with ne…pas.

question eg: Ca va? Ca va bien. • To know that J' is Je, but when it comes before a vowel in the next word the 'e' is replaced by an apostrophe to become 'J'''		• To know that there is also a plural : mes • To understand how negative phrases are made up ie: with ne…pas.	
Intercultural Understanding • To know where France is on a map • To know that when French people greet each other they kiss on both cheeks	**Intercultural Understanding** learn a French nursery rhyme that uses numbers	**Intercultural Understanding** French song about family: https://www.youtube.com/watch?v=maFHVuNZJCw	**Intercultural Understanding** Use this French nursery rhyme. Replace the animal on each verse https://www.youtube.com/watch?v=Xmo9BcIecbU https://www.youtube.com/watch?v=4C_nBszH_no (French version of the book Brown Bear, Brown Bear…)
By the end of year 3 children should be able to answer key questions about themselves and who is in their family. They are also starting to form similar questions of their own and are starting to use the negative form. They should also start to have some awareness of key differences in the French language in terms of pronunciation of phonemes and that determiners and articles have masculine and feminine forms. They are also starting to conjugate the verb 'to have' avoir and know it is – c'est.			

Year 4 Expectations:					
Listening Show understanding by responding to a range of questions with known answers.	**Speaking** Develop confident pronunciation and intonation	**Reading** Read and understand familiar words and short sentences. Match words to pictures.	**Writing** Complete more detailed sentences using a word bank and adding adjectives. To be able to form sentences in the third person.	**Understanding Language** Knowing the order of adjectives in a sentence. The order of words when telling the time.	**Culture** • To learn about key festivals in France and how they are celebrated eg: Christmas
Topic 1: Cendrillion (Autumn 1)	**Topic 2: Joyeux Noel (Autumn 2) (Re-cap of numbers and colours)**	**Topic 3: Les fetes (Spring 1)**	**Topic 4: Les nombres/Quelle heure est-il? (Summer 2)**		

VOCAB Re-cap of all family vocab and: ma belle-mère (step mother) ma demi-sœur (step sister) Les yeux Les cheveux Un visage Gentil Méchant Beau/belle Charmant Ils/elles – they (masc/fem) est = is (as in she/he is) sont – are Il/elle a – he/she has…	VOCAB Le marché de Noël les décorations de Noël la crèche le sapin de Noël Joyeux Noël! le père Noël les huitres (oysters) les escargots (snails) la bûche de Noël (Yule log) la galette des Rois (Cake of the Kings) Je voudrais….I would like Qu'est-ce que tu voudrais? Opportunity to re-cap numbers and colours in this unit.	VOCAB Quel - Which mois – month ton/ta – masc/fem your elle/son – hers/his anniversaire - birthday janvier février mars avril mai juin juillet août septembre octobre novembre décembre Days of the week : lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Quel est le mois de ton/ta anniversaire? Quel est le date de ton/ta anniversaire? • To know the numbers from 1-31	VOCAB To know the numbers from 1-31 Quelle heure – what time (hour) est-il? –is it ? Il est – It is ….heure o clock il est midi - it is midday il est minuit – it is midnight moins – less et demi(e) – and a half (half past) et quart – and a quarter (quarter past) moins le quart – minus a quarter (quarter to) deux heures moins dix – 10 minutes to 2 o clock Quelle est la date aujourd'hui? What is the date today ? Re-cap of months, days of the week, numbers.

Speaking and Listening • To be able to describe a person • To be able to understand a description of a person • To be able to understand a familiar story in when told in French.	**Speaking and Listening** • To understand the question word: Qu'est-ce que…. And be able to answer with Je voudrais. • To be able to sing a French song/carol	**Speaking and Listening** • To be able to ask and answer questions about when their birthday is. • To be able to say when other people in your families birthday is.	**Speaking and Listening** • Children can ask and answer questions about time to one the hour, half past, quarter past and quarter to.
Reading and Writing • To be able to read and understand a simple version of a familiar story • To be able to write sentences describing a person.	**Reading and Writing** • Focus on intercultural understanding in this unit. • Writing a letter in French.	**Reading and Writing** • To be able to read and write key information about themselves using a word bank. My name is, I am…years old….my birthday is…	**Reading and Writing** • Children can read the time in French and Match it to correct clock. • Children can use Il est to write what time it is.

Understanding Language (Grammar/Phonics) • See phonics progression of skills • To understand that adjectives go after nouns in the French language. • To start to understand that adjectives have to 'agree' with the gender of the noun they are describing. • To understand how negative phrases are made up ie: with ne…pas.	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • Understand that Qu'est-ce que means 'what'	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To know that in French months of the year do not have capital letters when they are written. • To know that 21 and 31 is 30 and 1 etc (Vingt-et-un) • To know that the possessive pronouns agrees with the noun its describing eg: Mon anniversaire because anniversaire is masculine.	**Understanding Language (Grammar/Phonics)** • Children understand that il est means it is and if that this is reversed in the question est-il. • Children understand that in French you say the hour first and then the minutes (eg: It est deux heures dix = it is 10 past 2) • To say the minutes to an hour, you say the hour and less the minutes. Eg: Deux heures moins dix = 10 to 2 o clock. • Children understand why the hyphen is used and that the 't' is pronounced because it is next to a vowel
Intercultural Understanding Experience of reading a familiar story in a different language.	**Intercultural Understanding** • To know some key similarities and differences between a typical French and English Christmas. Eg: *La Fête des Rois.* • To learn a French carol	**Intercultural Understanding** Learn to sing Happy Birthday in French. Read a book about birthdays in French	**Intercultural Understanding** Read a story in French with telling the time.
By the end of year 4 children have built on their ability to talk about and describe people; their knowledge of how to ask and answer questions and how to construct the negative. Children are starting to conjugate verbs and also understand key differences in the pronunciation of English and French phonemes. Children are starting to recognise patterns of the French number system. Children are also building up their knowledge of French culture			

Year 5 Expectations:					
Listening • Show understanding by answering questions with extended phrases and sentences using known vocabulary.	**Speaking** • Say short phrases about myself and other people	**Reading** • Read and understand short texts containing known vocabulary.	**Writing** • Write short texts using word banks or a model. • To be able to use question words in sentences Eg: What subject do you like? What food do you like?	**Understanding Language** • Use colour adjectives in short sentences, knowing that adjectives come after rather than before the noun. • To understand how to construct the negative form • To be able to use Qu'est-ce-que tu….. to ask questions • To start to construct the past tense	**Culture** • To learn about traditional French food and how it is the same/different from English food. • To learn about the differences/similarities between French and English school.

A l'ecole (Autumn 2)	La Nourriture (Spring 1)	Past and Present Tense (Spring 2)	Le Corps (Summer 1)
VOCAB • To be able to understand classroom instructions:  • school subjects: l'anglais, les maths, la musique, les sciences, l'histoire-géo, le sport, le français • Quelle est ta matiere preferee • J'aime – I like • je déteste – I hate • j'adore – I love • Je n'aime pas – I don't like	VOCAB • food vocab: La nourriture - food Les frites, les bonbons, le chocolat, le poulet, le pain, le fromage, le poisson, le fruit, les légumes, les chips. • Re-cap of likes/dislikes vocab • Re-cap Qu'est-ce-que…..What… • Manger – to eat • veux/voudrais - want/would like • Je veux – I want • Je voudrais – I would like	VOCAB J'ai – I have Tu as – you have Il/elle as – he/she has Vous avez – you have (plural) Nous avons – we have Ils/elles ont – They have (boys/boys and girls elles = they just girls. Et - and • Re-cap Qu'est-ce-que…..What…	VOCAB  Et - and • .Je suis- I am Tu est - you are Il/elle est – he/she is Re-cap conjugation of avoir.

Speaking and Listening • To be able to have a simple conversation about what subjects they like/dislike. • To be able to say what time of day they have a certain school subject (using time vocab from year 4)	**Speaking and Listening** • To be able to have a conversation about likes/dislikes eg: tu aimes? J'aime, je déteste, j'adore, Je n'aime pas with food. • To be able to ask and answer questions about likes and dislikes with food.	**Speaking and Listening** • To be able to say and understand sentences in the past tense. Eg: Au le petit déjeuner J'ai mangé…. • To be able to ask a question in the past tense: Qu'est-ce que tu as mangé?	**Speaking and Listening** • To be able to say and understand sentences that describe someone (what they look like, personality, likes/dislikes) eg: Ella/il a les cheveux bruns…. • To be able to use 'et' to add on extra details. Eg: Ella a les cheveux bruns et les yeux bleu
Reading and Writing • To be able to read and write a short passage about the subjects that I or others like/dislike	**Reading and Writing** • To be able to read a menu and translate it looking up any unknown food items in a dictionary. • To be able to read a conversation about food and translate the food that is liked/disliked. • To be able to write about their food likes/dislikes. • To be able to write a simple conversation between a waiter/ress and customer	**Reading and Writing** • To be able to recognise that something is written in the past tense. Eg: Au le petit déjeuner J'ai mangé…. • To be able to start to construct sentences in the past tense using a word bank/sentence stems.	**Reading and Writing** • To be able to match up pictures with a text by understanding a written description • To be able to write phrases using the verb avoir and etre (il a, elle est) to describe people (could be what they look like, personality and also what subjects/food they like/dislike.) •

Understanding Language (Grammar/Phonics) • See phonics progression of skills. • To know that to form the negative ne and pas needs to go around the verb eg: Je **n'**aime **pas** (ne is n' when folowed by a vowel).	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills. • To know that with food we often use du/de la/des rather than le/la/les. This means some. • To start to understand that the second verb in a sentence is in the infinitive eg: J'aime manger.	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills. • able to pronounce the é correctly (in the past participle) • To understand that the past tense in French is made up of the verb 'to have' 'avoir' and then the past participle of the action verb eg: I have eaten = J'ai mangé • To be able to conjugate the verb avoir: •	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills. • To know that adjectives come after rather than before the noun in French.

Intercultural Understanding • Talk about some of the key differences about school in France and England (eg: uniform)	**Intercultural Understanding** • To learn about French food and how it is the same/different from English food.	**Intercultural Understanding** •	**Intercultural Understanding**
By the end of year 5 children are able to describe themselves and others adding in more detail such as their likes and dislikes. Children can ask a wider range of questions and give answers to these questions confidently using the negative form. Children can fully conjugate the verb 'avoir' and understand how it is used to form the past tense.			

<table>
<tr><th colspan="6">Year 6 Expectations</th></tr>
<tr>
<td>Listening
Ask and answer questions in extended sentences, using conjunctions and adjectives.</td>
<td>Speaking
Say short phrases about myself and other people using descriptive detail</td>
<td>Reading
Read a familiar text and identify unknown words within it</td>
<td>Writing
Write short texts using a word bank or memory using descriptive detail</td>
<td>Understanding Language
To know that when you use two verbs in a sentence the first verb agrees with the subject and the second verb is the infinitive eg: I like playing football becomes J’aime jouer le football.</td>
<td>Culture
To know that countries other than France speak French</td>
</tr>
<tr>
<td colspan="2">Les passe-temps and past tense
(Autumn 1 & 2)</td>
<td colspan="2">En Ville
(Spring 2)</td>
<td colspan="2">French Project
(Summer 1)</td>
</tr>
<tr>
<td colspan="2">VOCAB

• Regarder – to watch
• Je regarde – I watch
• Tu regardes – you watch
• Il/elle regard – he/she watches
• Écouter – to listen
• J’écoute – I listen
• Tu écoutes – you listen
• Il/elle écoute – he/she listens
• jouer, - to play
• Je joue – I play
• Tu joues – you play
• Il/elle joue – he/she plays
• faire - to do</td>
<td colspan="2">VOCAB

• To know the key vocab for places in town:
Le marché – the market
Le supermarché – the supermarket
Le café- the cafe
L’école – the school (fem)
Le parc – the park

La piscine – teh swimming pool
La gare – the station
La boulangerie – the bakery
La bibliothèque – the library
La riverière - the river.</td>
<td colspan="2">VOCAB

Habiter – to live
J’habite – I live
Tu habites – you live
Il/elle habite – he/she lives

Parler – to speak
Je parle – I speak
Tu parles – you speak
Il/elle parle he/she/speaks
On parle – one speaks
Parles-tu ? Do you speak
Je suis – I am
Tu es – he is</td>
</tr>
</table>

- Je fais – I do
- Tu fais – you do
- Il/elle fait – he/she does

Past participles of verbs

- Regardé – watched
- Écouté – listened
- Joué – played
- Fait - did

Les passe-temps – hobbies

- To know the vocab below:



je joue	au football	I play	football
	au tennis		tennis
	au volleyball		volleyball
	aux cartes		cards
	de la guitare		guitar
	avec mon ordinateur		with my computer
j'écoute	de la musique	I listen to	music
je regarde	la télé	I watch	the tv
	une vidéo		a video
je fais	de la natation	I swim	
	du vélo	I cycle	
	mes devoirs	I do my homework	

- Qu'est-ce que tu aimes faire – What do you like to do?

Re-cap likes/dislike vocab from year 5

il y a – there is
il n'y a pas – there is not

Qu'est-ce que tu fais en ville ? – What do you do in town ?

En ville – in town

Il y a un…. ? Is there a…. ?

Pour – for/in order to
À Teddington – in Teddington

Aller – to go
Je vais – I go
Tu vas – you go
Il/elle va – he/she goes

On y va – let's go

Il/elle est – he she is

Nationalité - nationality
Quelle(s) – what/which
Langue(s) - languages

Re-cap – colours
Re-cap – places in a town/country

Speaking and Listening • Re-cap: To be able to understand, say, read and write the days of the week • To be able to ask and answer questions about likes and dislikes of various hobbies • To be able to ask and answer questions about what someone does at a specific time/day Eg: Qu'est-ce-que tu fais le lundi etc and answer	**Speaking and Listening** • To be able to ask and answer questions about what there is/is not in a town. • To be able to ask and answer questions about what you do in town. eg: Je vais au parc pour jouer au football.	**Speaking and Listening** • To be able to ask and answer questions about where you live, your nationality, language(s) you speak
Reading and Writing • Re-cap: To be able to understand, say, read and write the days of the week • To be able to read and write information about what I or someone else likes to do in their spare time. • To be able to identify unknown words in dictionary •	**Reading and Writing** • To be able to read and write about what there is/is not in a town. • To be able to read and write about what you do in town.	**Reading and Writing** • To be able to read and write information about where you or someone else lives, their nationality, language(s) they speak
Understanding Language (Grammar/Phonics) • See phonics progression of skills • To know that in French le lundi means On Mondays • To know that when you use two verbs in a sentence the first verb agrees with the subject and the second verb is the infinitive eg: I like playing football becomes J'aime jouer le football.	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To begin to conjugate the verb aller • To know that after 'pour' the verb is in the infinite form eg: Je vais au parc pour jouer au football.	**Understanding Language (Grammar/Phonics)** • See phonics progression of skills • To be able to start to conjugate the verbs to speak, to live, to be • To continue to recognise the pattern of verb agreements for Je, tu, il/elle

• To know how to construct past tense sentences using the verb avoir and past participle of action verbs. • To know that you can raise voice at end of statement to indicate a question • To know that for sports you say au/a la aux, but for musical instruments it is du/de la/des Eg je joue au foot Je joue du piano • To start to recognise some of the patterns for verb agreement ending eg: that tu often ends in es. • To recognise that often the pronunciation between je/tu/il/elle is often the same even though they are spelt differently.		
Intercultural Understanding	**Intercultural Understanding** • To be able to compare a French town with Teddington	**Intercultural Understanding** • To know and locate French speaking countries of the world • To understand the historical context of countries having French as their main language • To know where Morocco is in the world • To develop some cultural understanding of a Francophone country outside of Europe • To know that Arabic is also spoken in Morocco and why

By the end of Year 6 children should have developed sufficient knowledge of the language to be able to have a simple conversation about themselves and their family including describing themselves and members of their families and their likes and dislikes of school subjects, food, hobbies and their town. Children can also ask questions of others on the same topics. Additionally, Children can say something they have done in the past and something that they will do in the future. Children also broaden their knowledge of France and also other French speaking countries in the world.