



Porters Grange Primary School

## French Learning Sequence

### Understand and respond to spoken and written language.

Year	Key ideas
Year 1	Understand and respond to greetings and questions like “how are you?” in French. Identify the questions and key words in writing and correctly select and match question and response in the course of a lesson.
Year 2	Understand, sequence, and read a poem about the weather. Know the meaning of the vocabulary included and be able to ask and respond to individual words E.G. leaves or wind? Fall or blow?
Year 3	Understand written and spoken instructions about how to bake a cake. Sequence and process the language into a coherent order. Be able to re-order and correct the instructions to produce a complete account.
Year 4	Understand a short paragraph about where a person lives. Be able to translate the paragraph to show understanding and differentiate between two versions of the paragraph to arrive at the correct dual-coded version of what they read. Listen to the passage and be able to interpret it.
Year 5	Understand a passage about holidays, in spoken and written language, using a variety of structures. Sequence the dual-coding into the correct order to show understanding, re-order the text to achieve the same outcome, differentiate between two texts on the same topic.
Year 6	Read and understand a longer account of what happened at school, using more complex language involving the past tense. Listen to the series of events and be able to sequence, order and interpret them. Show a clear grasp of the meaning of the events and the nuances of the tense it is written and / or spoken in.



Porters Grange Primary School

## French Learning Sequence

### Speak with increasing confidence and accuracy.

Year	Examples of usage.
Year 1	Respond to and initiate greetings spontaneously and accurately.
Year 2	Speak sentences about the weather. Listen to a model to help improve and perfect your accent. Work in pairs and class challenges to show off your speaking.
Year 3	Put together a few sentences to describe how people are feeling today. Interpret and respond to picture stimulus to explain how people are feeling. Show that you can respond to the stimulus from memory and challenge yourself and / or your partner to do better.
Year 4	Speak about which games people play at break-times and about which games you have played in the past. Talk about games you like and games you would like to do. Enjoy speaking about the games and beat your partner or class challenger to name the game and put it into a sentence.
Year 5	Talk about your possible future in French, for example, showing correct usage of the simple future tense and an ability to generate several sentences on the topic. Out-talk your partner or class challenger in fun competitions to use the language and to show mastery of it whilst operating in a low stakes environment and one in which all contributions are valid.
Year 6	Explain and discuss what technology you have at home, making correct use of vocabulary and verbs whilst speaking in connected sentences. Acquire confidence by challenging others to use the language and (in low stakes fun competition) to memorise and re-use the language in order to produce some extended passages of French. Refer to the past and present tenses in extended speech and produce the language fluently and spontaneously.



Porters Grange Primary School

## French Learning Sequence

**Write at varying lengths using the grammar you have learned.**

Years	Examples of usage.
Year 1	Write out individual words and phrases, for example, on a supported worksheet on the topic of fruit: children identify the correct fruits and practise writing them out in the French language, involving accents and apostrophes where appropriate.
Year 2	Use whiteboards as a tool to help learn how to write sentences about Spring; practise and recall the sentence from memory; write and illustrate (with support) the poem onto paper (in books).
Year 3	Use whiteboards and eventually exercise books to write out a personal interpretation of the rules of the school. Show correct usage of grammar, spelling, and accents in constructing this supported piece of writing, for example.
Year 4	Write and adapt a model paragraph about where a person lives to create a new piece of unique written work. Pay attention to sentence structure, punctuation and use of accents as well as French graphemes.
Year 5	Interpret a piece of writing about a person's future and use it to create your own, including the correct use of the simple future tense, an adverbial of time, an opinion, and an adverbial of possibility. Additionally, write in the past tense about your daily routine.
Year 6	Having understood the vocabulary of the environment, write about what the environment means to us. Construct a passage in the past tense about a hike you undertook, showing correct use of masculine and feminine nouns, the compound past tense in French, and time adverbials.



Porters Grange Primary School

## French Learning Sequence

### Develop an appreciation of a range of writing in French.

Year	Examples of practice.
Year 1	Read and respond to a range of vocabulary in each topic, for example avion; oiseau; nuage; montgolfière; étoile; poisson; crabe; baleine; requin; serpent (plane; bird; cloud; balloon; star; fish; crab; whale; shark; snake).
Year 2	Read simple poems and rhymes, for example in the topic of Autumn, in which words such as the following appear in linked sentences with verbs: les feuilles; le vent; le froid; l'Automne; tombent; arrive; souffle; c'est. (Leaves; wind; cold; Autumn; fall; arrives; blows; it is).
Year 3	Read and respond to slightly more complex passages of French in similar formats to the above: poems; rhymes; paragraphs: for example, in the topic of people and feelings, we read short paragraphs about how different people are feeling, then match them to their dual-codings; we learn to appreciate the nuance of meaning and feelings through the pictures which we select. Vocabulary involved: l'homme, la femme, le garçon, froid, chaud, peur, faim, soif (the man; the woman; the boy; cold; hot; afraid; hungry; thirsty).
Year 4	Understand and appreciate slightly longer texts involving the vocabulary taught in class, for example, a passage about what games people played at break time, using the past tense, and some link words and adverbial expressions of time: j'ai fait; la marelle; le facteur; le cache-cache; puis, après, enfin ( I did; hopscotch; duck duck goose; hide and seek; then; afterwards, finally).
Year 5	Read, understand, and appreciate a range of different texts, where people express different opinions and aspirations about the future and where points of view do not necessarily converge. Example language involved including je vais; me marier; voyager; trouver un boulot; je ne vais pas; probablement; certainement; à trente ans (I am going to; get married; travel; find a job; I am not going to; probably; certainly; when I am thirty).
Year 6	Read, understand, and appreciate an increasing range of texts for the purposes of translation, comprehension, identification of ideas contained within, development of speech and language including vocabulary. For example, texts about technology in the home and its application to different people. Key language for this including : le routeur; la vidéosurveillance; le téléphone intelligent; le frigo intelligent; le chauffage intelligent; la manette; le moniteur (router; CCTV; smartphone; smart fridge; smart heating; controller; monitor).