



Foreign Language: Lower Key Stage 2 (Year 3)

Speaking	Reading	Writing and Grammar	Listening
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i>	<i>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	Listen attentively to spoken language and show understanding by joining in and responding.
- I can communicate with others by way of short sentences, asking and answering simple questions, engaging in role play activities. - I can respond to and join in with simple rhymes and songs. - I can explore patterns and sounds of the language and begin to develop accurate pronunciation and intonation. - I can use clear pronunciation and intonation.	- I can read familiar words and short phrases accurately. - I can understand the meaning in English of some short words read in French. - I can use mimes, images and sounds as prompts. - I am beginning to learn to gist read by hunting for key or known words and cognates.	- I can write words and short phrases / sentences to describe people, places and things from memory or using a model / word List for support. - I am beginning to translate simple nouns and articles from French into English. - I can explore an English/French dictionary and begin to use this tool to explore vocabulary and gender. - I can use the first-person singular version of high frequency verbs such as 'J'aime and Je m'appelle. - I can use high frequency verbs, such as: 'J'aime and Je m'appelle. - I can use the modal verb + infinitive, e.g., 'Je peux jouer - I am beginning to use the correct gender for different nouns, developing ways to commit these to memory. - I am starting to understand the concept of nouns and articles.	- I can listen attentively and enjoy short stories. - I can listen attentively and enjoy nursery rhymes. - I can listen attentively and enjoy games. - I can listen attentively and enjoy songs. - I recognise familiar words and short phrases. - I am beginning to link the spelling, sounds and meanings of words.
Knowledge			
- I can pinpoint France and other French speaking countries on a map of the world - I can ask and answer the question 'How are you?' in French - I can say 'Hello' and 'Goodbye' in French - I can ask and answer the question 'What is your name?' in French - I can count to ten in French - I can say ten colours in French CHALLENGE: I can spell ten numbers in French. - I can recognise, recall and spell up to ten instruments in French with the correct definite article/determiner. - I can understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French. - I can learn to say and write 'I play an instrument' in French using the high- frequency 1st person regular verb 'je joue' (I play) with up to ten different instruments. CHALLENGE: I understand that the instruments do not all have the same definite article/determiner. - I can actively participate and enjoy six traditional nursery rhymes in French. - I can start to understand and decode more of the spoken/sung French we hear. - I can recognise, remember and spell 10 action verbs in French. - I can see these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). - I can attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). - I can recognise, recall, and spell up to ten animals in French with their correct indefinite article/determiner. - I can understand that articles/determiners have more options in French than they do in English. CHALLENGE: I can name and spell all ten animals in French with their correct article/determiner from memory and with high accuracy. - I can use and become more familiar with the high-frequency 1st person conjugated verb 'je suis' (I am), from the infinitive verb 'être' (to be). - I can name, recognise and recall from memory up to 10 vegetables in French. - I can attempt to spell some of these nouns with their plural article/determiner. - I can learn and use the high frequency verb 'je voudrais' from the verb 'vouloir', to want in French			



Foreign Language: Lower Key Stage 2 (Year 4)

Speaking	Reading	Writing and Grammar	Listening
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i>	<i>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>
- I can communicate with others in French with increasing confidence and accuracy. - I can recall and reuse a larger number of nouns with the appropriate definite, indefinite or partitive articles. - I can use scaffolds and reference materials to improve range of spoken vocabulary and develop short spoken sentences with accurate pronunciation. - I can learn to ask and answer questions and incorporate a negative reply where appropriate.	I can read aloud short pieces of text and use gist reading skills, cognates, dictionary and prior knowledge to understand what is being read.	- I can write short phrases/ sentences based on learned vocabulary and begin to use conjunctions and the negative form where appropriate. - I can translate short sentences from French into English and English into French. - I can develop understanding of gender and which articles to use for meaning. - I can use simple adjectival agreement when describing nationality, the negative form and possessive adjectives.	I can listen to longer passages and understand more of what is heard by picking out key words and phrases covered in current or previous topics.
Knowledge			
- I can count to 20. - I can say my name and age. - I can say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. - I can tell you where I live. - I can tell you my nationality and understand basic gender agreement rules. - I can remember the nouns for family members in French from memory. - I can describe my own or a fictitious family in French by name, age, and relationship. CHALLENGE: I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. - I can count to 70 in French - I can understand and use the French possessive 'My'. - I can say whether I live in a house or an apartment and say where it is. - I can repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. - I can tell somebody in French what rooms they have or do not have in their home. - I can ask somebody else in French what rooms they have or do not have in their home. - I can attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age). - I can order from a selection of foods from a French menu. - I can order from a selection of drinks from a French menu. - I can order a French breakfast. - I can order typical French snacks. - I can ask for the bill in French. - I can remember how to say hello, goodbye, please and thank you. - I can remember and recall classroom objects with their indefinite article/determiner. - I can replace an indefinite article/determiner with a possessive adjective. - I can say and write what they have and do not have in their pencil case. CHALLENGE: I am able to change the word for 'a' before a classroom object to the correct word for 'my' with confidence. - I can tell somebody in French the key facts and key people involved in the history of the Roman Empire. - I can say the days of the week in French and learn how these are related to the Roman gods and goddesses. - I can tell somebody in French what the most famous Roman inventions were. - I can say what life was like for a rich and a poor child in Roman times in French. - I can begin to understand the concept of the negative form in French. CHALLENGE: I can say a couple of sentences from memory in French to describe the life of a Roman child, using the negative form correctly.			



Foreign Language: Upper Key Stage 2 (Year 5)

Speaking	Reading	Writing and Grammar	Listening
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i>	<i>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>
- I can communicate on a wider range of topics and themes. - I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	- I can understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. - To increase our knowledge of phonemes and letter strings.	- I can write a paragraph using familiar language incorporating connectives/conjunctions, - I can write a paragraph using familiar language incorporating a negative response - I can write a paragraph using familiar language incorporating adjectival agreement - I can learn to manipulate the language and be able to substitute words for suitable alternatives, e.g., My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. - I can use and recognise the terminology of articles (e.g., definite, indefinite and partitive). - I can understand the rules of adjectival agreement and possessive adjectives. - I can start to explore full verb conjugation (e.g., 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour, e.g., 'My blue coat'.	- I can listen more attentively and for longer. - I can understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.

Knowledge

- I know nouns and articles for pets to answer target question "Do you have a pet?"
- I know article and nouns for common pets and learn how to use "J'ai" (I have...) plus the connective "et" (and).
- I know the phrase "qui s'appelle" (that is called) and the negative "Je n'ai pas de..." (I do not have...).
- CHALLENGE: I can repeat and recognise all eight pets and their gender in French. I can possibly even spell these words unaided with good accuracy.**
- I know the days of the week in French.
- I know the numbers from 1-31 in French.
- I know key facts about France, basic geography of France and the countries that surround it.
- I know how to say when my birthday is including saying 'my birthday is' + the number of the date + the month of the year all in French.
- I can say and spell the key weather phrases.
- I know how to say compass points in French (dans le nord / dans le sud etc.) and incorporate this with the weather vocabulary learnt.
- I know a variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage etc. / dans le nord / dans le sud etc. / bienvenue / je m'appelle, etc.
- I know items of clothing in French and can use the correct gender / article for each item.
- I can use the je porte (I wear) form of the verb porter.
- CHALLENGE: I can describe clothing by colour and understand the concept of adjectival agreement.**
- I can tell somebody in French the key facts of the history of the Olympics.
- I can tell somebody in French the key facts of the modern Olympic games.
- I can say the nouns in French for key sports in the current Olympic games.
- I can use the irregular verb faire to say what sports they play and what sports they do not play.
- I know the concept of de la, de l' and du when you say you play a sport in French.
- CHALLENGE: I can remember all of the nouns for the ten sports, including their correct spelling and their correct gender in French, without support.**
- I can tell somebody in French the key elements animals and plants need to survive in their habitat.
- I can tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats.
- I can tell somebody in French which animals live in these different habitats.
- I can tell somebody in French which plants live in these different habitats.



Foreign Language: Upper Key Stage 2 (Year 6)

Speaking	Reading	Writing and Grammar	Listening
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</i>	<i>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>Listen attentively to spoken language and show understanding by joining in and responding.</i>
- I can recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. - I can engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.	- I can tackle unknown language with increased accuracy by applying knowledge, including awareness of accents, silent letters etc. - I can decode unknown language using bilingual dictionaries.	- I can 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. - I can start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives, e.g., A presentation or description of a typical school day including subjects, time and opinions. - I can demonstrate my understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives, e.g., which subjects I like at school and also which subjects I do not like). - I can use a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular, e.g., 'to go', 'to do', 'to have' and 'to be'.	- I can pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. - I can listen to longer text and more authentic language material.

Knowledge

- I can repeat and recognise the vocabulary for school subjects.
- I can say what subjects I like and dislike at school.
- I can say why I like/ dislike certain school subjects.
- I can tell the time (on the hour) in French.
- I can say what time I study certain subjects at school.
- I can ask what the time is in French.
- I can tell the time accurately in French.
- I can say what I do at the weekend in French.
- I can integrate connectives into my work.
- I can present an account of what I do and at what time at the weekend.
- CHALLENGE: I can tell the time accurately in French, including using quarter past, half past and quarter to.**
- I can name and recognise ten foods and drinks that are considered good for your health.
- I can name and recognise ten foods and drinks that are considered bad for your health.
- I can say what activities I do to keep in shape during the week.
- I can say in general what I do to keep a healthy life-style.
- I can make a healthy recipe in French.
- I know about the many countries in the Francophone world.
- I can name in French, the key periods in ancient Britain, in chronological order.
- I can describe myself physically by pretending to be a member of a fictitious Viking family.
- I can use more exciting adjectives in my sentences and become increasingly more confident and accurate using correct adjectival agreement.
- I can use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently.
- I can describe my typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (...), with an opportunity to move to third person singular.
- I can recognise and start to understand commonly used reflexive verbs and pronouns.
- CHALLENGE: To can describe my daily routine as a typical Viking man and/or woman from memory and can also attempt to write this with high accuracy including a connective and an appropriate reflexive verb with the correct pronoun.**
- I can recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French.
- I can understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs.
- I can conjugate in French a regular –ER verb.
- I can conjugate in French a regular –IR verb.
- I can conjugate in French a regular –RE verb.
- I can recognise and understand what a verb and pronoun are in both English and French and be able to say what the key personal pronouns are in French.
- CHALLENGE: I can explain what a pronoun is in English and give you all the French translations for I, you, he, she, we, you all, they.**
- I can conjugate in French the irregular verb AVOIR.
- I can conjugate in French the irregular verb ÊTRE.
- I can conjugate in French the irregular verb ALLER.
- I can conjugate in French the irregular verb FAIRE.