



NATIONAL CURRICULUM PROGRAMME OF STUDY	SPECIFIC KNOWLEDGE AND SKILLS	TOPIC LINK/S
<p><b>In Key Stage 2, pupils should be taught to:</b></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; seek clarification and help</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</li> </ul>	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Understand a few familiar spoken words and phrases – e.g. teacher’s instructions, days of the week, a few words in a song, colours, numbers</li> <li>Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school</li> <li>Respond to a clear model of language</li> </ul>	<ul style="list-style-type: none"> <li>Saying hello and goodbye</li> <li>How are you?</li> <li>My family</li> <li>Colours</li> <li>What is your name?</li> <li>Numbers: 0 to 39</li> <li>How old are you?</li> <li>What is the weather like today?</li> <li>Days of the week</li> <li>Months</li> <li>When is your birthday?</li> <li>What is the date today?</li> <li>Do you have a pet?</li> <li>How many brothers and sisters?</li> </ul>
	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Ask and answer simple questions– e.g. taking part in an interview/survey about pets/favourite food or talking to a friend about hobbies</li> <li>Talk about personal information and that of our family.</li> <li>Know how to pronounce some letter strings.</li> </ul>	
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understands the main point(s) from a short-written text – e.g. simple messages on a postcard/in an email</li> <li>Match sound to print by reading aloud familiar words and phrases.</li> <li>Use a book or glossary to find out the meanings of new words.</li> </ul>	
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Write a few short sentences with support using already learnt – e.g. postcard, simple note or message, identity card</li> <li>Spell words that are readily understandable.</li> </ul>	
<p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences in my culture to that of another.</li> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</li> </ul>		

<p>language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<ul style="list-style-type: none"> <li>• Respect and understand cultural diversity.</li> <li>• Understand how symbols, objects and pictures can represent a country</li> </ul>	
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**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN FRENCH**

**Year group 6**

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<p>In Key Stage 2, pupils should be taught to:</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; seek clarification and help</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> </ul>	<p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Understand the main points and some detail from a short-spoken passage – e.g. basic telephone message, weather forecast, sentences describing what people are wearing.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Take part in a simple conversation.</li> <li>• Express an opinion.</li> <li>• Know how to pronounce a range of letter strings.</li> <li>• Begin to understand how accents change letter sounds.</li> <li>• Can substitute items of vocabulary to vary questions or statements.</li> <li>• Pronunciation is becoming more accurate and intonation is being developed.</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Understands the main points and some of the detail from a short-written text – e.g. simple messages on a postcard/in an email</li> <li>• Begin to read independently.</li> <li>• Use a bilingual dictionary to look up new words.</li> </ul>	<ul style="list-style-type: none"> <li>• Towns in France</li> <li>• Places in town</li> <li>• Directions</li> <li>• Places in my school</li> <li>• Classroom objects</li> <li>• What is the time?</li> <li>• Weather</li> <li>• Numbers 40 – 200</li> <li>• Shopping with the EURO</li> <li>• What would you like to eat?</li> <li>• French food, drinks and meals</li> <li>• Choosing ice cream flavours</li> <li>• Sports and pastimes - likes and dislikes</li> <li>• School subjects - likes and dislikes</li> <li>• Clothes: describing people</li> </ul>

<ul style="list-style-type: none"><li>• <b>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></li><li>• <b>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</b></li><li>• <b>describe people, places, things and actions orally* and in writing</b></li><li>• <b>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</b></li></ul>	<p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Write a short text on a familiar topic, adapting language already learnt.</li><li>• Spell commonly used words correctly.</li></ul>	
	<p><b><u>Intercultural understanding</u></b></p> <ul style="list-style-type: none"><li>• Talk about, discuss and present information about a country's culture.</li><li>• Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war.</li></ul>	