

| French | 3 | 4 | 5 | 6 |
|---|--|---|--|---|
| Key Topics/ North York- shire Units (Bold units cover key skills) | Moi Les couleurs La jungle Tutti Frutti Vive le sport Le météo | Les monstre Le calendrier des fêtes Les animaux Au marché Je suis le musicien À la mode | Ma famille On fait la fête Cher Zoo Le petit déjeuner Vive le temps libre À la plage | Les portraits Les cadeaux Le carnaval des animaux Au café <i>Tour de France</i> <i>Destinations</i> |
| Listening | Understand a few familiar spoken words and phrases - e.g. the teacher's instructions <input type="checkbox"/> a few words and phrases in a song or a rhyme <input type="checkbox"/> days of the week <input type="checkbox"/> colours <input type="checkbox"/> numbers | Understand a range of familiar spoken phrases - e.g. <input type="checkbox"/> Basic phrases concerning myself, my family, my school, the weather. | Understand the main points from a short spoken passage made up of familiar language in simple sentences. - e.g. <input type="checkbox"/> A short rhyme or song, a telephone message, announcement or weather forecast. <input type="checkbox"/> Sentences describing what people are wearing, what they are doing, an announcement or message. | Understand and respond to spoken and written language from a variety of authentic sources. |
| Speaking | Say and repeat single words and short simple phrases – e.g. <input type="checkbox"/> greeting someone <input type="checkbox"/> saying oui, non, s'il vous plait, merci (or equivalents in other languages) <input type="checkbox"/> naming classroom objects <input type="checkbox"/> days of the week <input type="checkbox"/> saying what the weather is like | Answer simple questions and give basic information – e.g. <input type="checkbox"/> Saying where I live <input type="checkbox"/> Whether I have brothers and sisters <input type="checkbox"/> Whether I have a pet <input type="checkbox"/> When my birthday is <input type="checkbox"/> How old I am <input type="checkbox"/> Saying the date | Ask and answer simple questions and talk about their interests - e.g. <ul style="list-style-type: none"> taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear ... <input type="checkbox"/> discussing a picture with a partner, describing colours, shapes and saying whether I like it or not; asking for and giving directions, discussing houses, pets, food. | Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation <input type="checkbox"/> give a short prepared talk, on a topic of choice, including expressing opinions <input type="checkbox"/> describing a picture or part of a story; making a presentation to the class |
| Reading | Can recognise and read out a few familiar words and phrases - e.g. <input type="checkbox"/> from stories and rhymes <input type="checkbox"/> labels on familiar objects <input type="checkbox"/> the date <input type="checkbox"/> the weather | Understand and read out familiar written phrases - e.g. <input type="checkbox"/> simple phrases <input type="checkbox"/> weather phrases <input type="checkbox"/> simple description of objects <input type="checkbox"/> someone writing about their pet | Understand the main point(s) and some of the detail from short written texts or passages in clear printed script - e.g. <input type="checkbox"/> very simple messages on a postcard or e-mail or part of a story <input type="checkbox"/> three to four sentences of information about my e-pal; a description of someone's school day. | Understand the main points and opinions in written texts from various contexts - e.g. <input type="checkbox"/> A postcard or letter from a pen-pal; a written account of school life, a poem or part of a story ... <input type="checkbox"/> discover and develop an appreciation of a range of writing in French |
| Writing | Can write or copy simple words or symbols correctly - e.g. <input type="checkbox"/> numbers <input type="checkbox"/> Days of week <input type="checkbox"/> colours <input type="checkbox"/> classroom objects <input type="checkbox"/> a shopping list | Can write one or two short sentences to a model and fill in the words on a simple form- e.g. <input type="checkbox"/> personal information <input type="checkbox"/> where I live <input type="checkbox"/> how old I am <input type="checkbox"/> holiday greetings by e-mail or on a postcard | Write a few short sentences with support using expressions which they have already learnt - e.g. <input type="checkbox"/> a postcard, a simple note or message, an identity card Write a short text on a familiar topic, adapting language which they have already learnt- e.g. <input type="checkbox"/> three to four sentences for a wall display; a simple e-mail mes- | Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt <input type="checkbox"/> paragraphs of three to four sentences about myself, <input type="checkbox"/> about a story or a picture; a message containing three to four sentences; a postcard or greetings card |

