

Key Stage 1 – Currently two French Clubs – half an hour each session per week – Year 1 and Year 2 Separately

Key Stage 2 – Years 3, 4 and 5 are timetabled **1 hour of French learning per fortnight.**

Year 6 **1 hour of French learning per week**

Key Stage 2 – notes on the teaching of grammar and SPAG cross-curricular focus

The Programme of study for KS2 says pupils should be taught to **‘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’.**

Included at KS2 is grammar broken into key elements and gives a model of progression in each one but the stages **do not** relate directly to year groups. The order in which the different requirements of each stage are presented is not meant to suggest a teaching sequence.

Bi-lingual dictionaries will support the teaching of grammar.

Just as there are stages of progression of learning new vocabulary (repeating, recognising and recalling), pupils need to be taken through similar stages of progression to support grammatical understanding. Give them the opportunity not only to meet and use, but also to apply language structures, to help them become independent and capable language learners.

It is important that grammar is not taught on its own, but in context so that the application is meaningful and memorable. There are clear opportunities to make links between English and French grammar.

Year	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Y3	Introduction to France	talking about France symbols of France	capital letters for countries	<ul style="list-style-type: none"> Le Tricolore 	i / o
Y3	Bonjour	greetings	social conventions	<ul style="list-style-type: none"> greetings 	silent letters at the end of many words
Y3	Poem 'Deux Petits Oiseaux'	greetings poem 'Deux Petits Oiseaux' Two Little Birds	s'appeler 1	<ul style="list-style-type: none"> Deux Petits Oiseaux 	i/ an
Y3	Comment ça va?	saying how you are feeling	être 1	<ul style="list-style-type: none"> Comment ça va ? 6 answers to the question 	ç
Y3	Comment t'appelles-tu?	saying your name	In French you might hear 'Comment tu t'appelles ?' (Question inversion) spelling of je m'appelle using the rhyme : J-E- space – M apostrophe, A-P-P-E-L-L-E	<ul style="list-style-type: none"> names 	Question forms hear rising intonation
Y3	Les nombres 1-12	numbers 1-12		<ul style="list-style-type: none"> numbers 1-12 	un / eu / oi / in / ui / on / ou
Y3	Quel âge as-tu?	saying your age	avoir 1,2	<ul style="list-style-type: none"> Quel âge as-tu? 	a/u/qu
Y3	Les Instructions	key classroom language	the imperative (ending -ez)	<ul style="list-style-type: none"> classroom instructions 	ez, é
Y3	Les Animaux	pets and animals	nouns and indefinite article gender - masculine and feminine making nouns plural (nouns with 's' or nothing or 'au(x)' added how to say 'a' and 'some' (indefinite articles) and change to 'the' (definite articles)	<ul style="list-style-type: none"> 9 x animal words 	au / ch / ien au/aux same sound in
Y3	Les Couleurs	colours	adjectives of colour adjectival agreement with feminine nouns adjectives (position and basic agreement)	<ul style="list-style-type: none"> 10 x colours 	eu, an, ou, j,
Y3	Ours Brun	story 'Brown Bear'	colour adjectives (position)	<ul style="list-style-type: none"> animals and colours 	
Y3	On décrit les animaux	describing Animals	être – il est/elle est ils sont il y a		an / i
Y3	Cher Zoo	additional stories			

Y3	La Chenille qui fait des Trous Story 'The Hungry Caterpillar'	names of fruit	gender sequencing identifying nouns	<ul style="list-style-type: none"> nouns for different fruit days of the week other food key nouns 	i / j / ch / ll / oi
		days of the week			
		food from the story			
		video of the story			
		re-telling the story			
make a butterfly					
Y3	A manger	snacks	indefinite articles vouloir – to want (conditional) 1	<ul style="list-style-type: none"> food items asking for food social conventions 	en (prends), ou (voudrais), silent letters ai (voudrais, s'il vous plaît)
		ordering food in a café			
		role plays			
		display			

Year	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Y4	Bonjour	revising key basic greetings	social conventions être 1	<ul style="list-style-type: none"> greetings 	
		revising saying how we feel			
Y4	Les nombres 1-12 Les nombres 13-31 Days of the week	revising numbers 1-12		<ul style="list-style-type: none"> numbers 1-31 days of the week 	silent letters at the end of many words in
		learn numbers 13-31			
		revise days of the week			
Y4	Quelle est la date?	months of the year	question words punctuation non capitalisation of months and days of the week use of ordinal numbers definite articles with seasons l' (été)	<ul style="list-style-type: none"> months of the year seasons 	qu / ier / re question forms rising intonation é / h aspiré / em / au
		what is the date today?			
		seasons			
Y4	Quelle est la date de ton anniversaire?	saying our birthday	être 2 possessive pronouns mon/ton question words	<ul style="list-style-type: none"> birthday 	question forms rising intonation
		make a birthday card or party invitation			
Y4	Noël	Christmas in France Christmas vocabulary	social conventions	<ul style="list-style-type: none"> christmas vocabulary 	
Y4	Les formes	shapes	adjectives (agreement and position)	<ul style="list-style-type: none"> shapes colours 	i / an / é
		colours			
Y4	Matisse	prepositions of place	prepositions of place	<ul style="list-style-type: none"> prepositions of place 	ou / ur

		describing Matisse pictures	il y a c'est	<ul style="list-style-type: none"> il y a C'est Il/Elle a et, mais, aussi 	
		creating own picture and description	il/elle a (avoir 2) conjunctions		
Y4	Les Parties du visage	parts of the face	gender	<ul style="list-style-type: none"> parts of the face adjectives 	ez / ou / eu / ll silent letters at end of words
		adjectives of size	definite articles (singular and plural)		
Y4	Les Parties du corps	parts of the body	gender	<ul style="list-style-type: none"> parts of the body adjectives 	é / ou /am / oi
		story 'Va t'en Grand Monstre Vert'	definite articles (singular and plural)		
		designing and describing own monsters			
Y4	Ma famille	nouns for family members	possessive nouns	<ul style="list-style-type: none"> family members possessive nouns naming family members spelling names 	alphabet and spelling les voyelles è (re) mère etc. an
		my imaginary family tree	mon/ma/mes		
		brothers and sisters	mon père s'appelle ma mère s'appelle		
		what is he/she called? how do you spell that?	comment ça s'écrit?		
Y4	Le Gros Navet	story 'The Giant Turnip'		<ul style="list-style-type: none"> 	

Year	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Y5	La Rentrée	revising key classroom language	social conventions être 1	<ul style="list-style-type: none"> greetings 	
Y5	Revise months and seasons	revising months, seasons, birthdays, dates	non capitalisation of months and days of the week use of ordinal numbers	<ul style="list-style-type: none"> months seasons dates 	silent letters at the end of many words bre / ier / é
Y5	Quel temps fait-il?	describing the weather	question words (Quel/Où est...?)	<ul style="list-style-type: none"> months of the year seasons compass points countries 	h aspiré en é / h aspiré / em / au
		describing the weather in different places/seasons	faire 1 il y a		
		compass points and geography of France	À (In) conjunctions en/au + season gender		
		weather forecast			
Y5	Tu aimes le sport?	saying which sports and hobbies we like and dislike	aimer 1, 2 use of definite article after opinion verbs	<ul style="list-style-type: none"> sports 	question forms rising intonation

		saying which sports and hobbies we do/play	jouer (full paradigm) faire (full paradigm)	<ul style="list-style-type: none"> opinions do/play 	cognates with French pronunciation (le foot, le hockey) j
		saying how often we do something	jouer à + definite article		
		using the verb 'faire' and 'jouer'	faire de + definite article		
		presentation on sports	Le lundi etc Pronouns with faire		
Y5	Tu aimes la musique?	Extending opinions	opinion phrases and use of definite article	<ul style="list-style-type: none"> nouns to extend opinions 	ai / é / ier / û
		types of music and opinions	negative	<ul style="list-style-type: none"> types of music 	
		instruments and survey	focus on accurate gender	<ul style="list-style-type: none"> instruments 	
		matching animals and instruments	most nouns ending in 'e' are feminine	<ul style="list-style-type: none"> jouer 	
		revising pronouns and verb 'jouer'	verb jouer (full paradigm)	<ul style="list-style-type: none"> adjectives to justify opinions 	
		adjectives giving reasons for liking/disliking	adjectival agreement	<ul style="list-style-type: none"> dialogues 	
		dialogues asking and answering questions about music	parce que c'est + adjective (masc/fem ending)		

Year	TITLE	CONTEXT	GRAMMAR	VOCABULARY	PHONICS
Y6	La Rentrée	revising key classroom language all about me	imperatives opinions	<ul style="list-style-type: none"> greetings classroom language about me 	All
Y6	Qu'est-ce que tu as dans ta trousse?	pencil case items	gender as-tu un/une...? j'ai/je n'ai pas de	<ul style="list-style-type: none"> nouns for pencil case do you have? 	è / y / ou / rr
Y6	Quelle heure est-il?	5 times table asking and giving the time describing what you have for breakfast likes and dislikes -er verb manger saying what you eat and drink for lunch on different days saying what you prefer expressions of frequency sentence building	Il est... une heure, cinq heures manger 1,2 boire 1,2 de + definite article – de + le = du de la, de + les = des use of definite article after verbs (likes/dislikes) different parts of the ER verb manger Qu'est-ce que..... tu bois/tu manges? expressions of frequency range of conjunctions	<ul style="list-style-type: none"> numbers to 60 times table time breakfast food and drink likes and dislikes expressions of frequency 	an / é / oi

Y6	Où habites-tu?	saying where you live	J'habite à + town	<ul style="list-style-type: none"> countries, towns types of places (villages/towns/cities) types of places (countryside/mountains/by the sea/suburbs/centre of town) places in a town 	gn / ll /
		learning words for types of places we live	J'habite en + feminine country J'habite au + masculine country J'habite aux + plural country focus on gender		
		places in a town	il y a il n'y a pas de		
		display work	range of conjunctions		
Y6	Me voilà	saying which country we are from	adjectival agreements negatives	<ul style="list-style-type: none"> countries nationalities languages negatives 	ç
		giving our nationality			
		saying which languages we speak			
		saying where we are not from and which languages we don't speak			
		consolidation of unit			
Y6	Consolidation Transition	revising essential personal identification vocabulary and structures, including questions and opinions	avoir 1 - 6 être 1 -6 habiter personal pronouns	<ul style="list-style-type: none"> name nationality and language feelings age and birthday family where you live places in a town 	All phonics
Y6	Conversation and Letter to future French teacher	preparing for a dialogue preparing for letter to future French teacher	il y a il n'y a pas de range of conjunctions		