

Listening

Year 3	Year 4	Year 5	Year 6
<p>To understand a few familiar spoken words and phrases – e.g. the teacher’s instructions</p> <ul style="list-style-type: none"> -a few words and phrases in a song or a rhyme -days of the week -colours -numbers 	<p>To understand a range of familiar spoken phrases – e.g.</p> <ul style="list-style-type: none"> -myself -my family -my school -the weather 	<p>To understand the main points from a short, spoken passage made up of familiar language in simple sentences – e.g.</p> <ul style="list-style-type: none"> -a short rhyme or song -a telephone message -announcement -weather forecast 	<p>To understand and respond to spoken and written language from a variety of authentic sources.</p>

Speaking

Year 3	Year 4	Year 5	Year 6
<p>To say and repeat single words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> -greeting someone -saying oui, non, s’il vous plait, merci -naming classroom objects -days of the week -saying what the weather is like 	<p>To answer simple questions and give basic information – e.g.</p> <ul style="list-style-type: none"> -saying where I live -saying whether I have brothers and sisters -saying whether I have a pet -saying when my birthday is -saying how old I am -saying the date 	<p>To ask and answer simple questions and talk about their interests – e.g.</p> <ul style="list-style-type: none"> - taking part in an interview about area and interests -a survey about pets or favourite foods -discuss a picture with a partner -describing colours, shapes -asking for and giving directions -discuss houses, pets and food 	<p>To 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.</p> <p>To give a short, prepared talk, on a topic of choice, including expressing opinions – e.g.</p> <ul style="list-style-type: none"> -speak about a familiar subject -describing a picture or part of a story -making a presentation to the class

Reading

Year 3	Year 4	Year 5	Year 6
<p>To recognise and read out a few familiar words and phrases – e.g.</p>	<p>To understand and read out familiar written passages – e.g.</p>	<p>To understand the main point(s) and some of the detail from short written texts or passages in clear printed script – e.g.</p>	<p>To understand the main points and opinions in written texts from various contexts - e.g.</p>

<ul style="list-style-type: none"> -from stories and rhymes -labels on familiar objects -the date -the weather 	<ul style="list-style-type: none"> -simple phrases -weather phrases -simple descriptions of objects -someone writing about their pet 	<ul style="list-style-type: none"> -very simple messages on a postcard or e-mail or part of a story -three to four sentences of information about my e-pal -a description of someone's day at school 	<ul style="list-style-type: none"> -a postcard or letter from a pen-pal -a written account of school life, a poem or part of a story <p>To discover and develop an appreciation of a range of writing in French.</p>
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Writing			
Year 3	Year 4	Year 5	Year 6
<p>To write or copy simple words or symbols correctly – e.g.</p> <ul style="list-style-type: none"> -numbers -days of the week -colours -classroom objects -a shopping list 	<p>To write one or two short sentences to a model and fill in the words on a simple form – e.g.</p> <ul style="list-style-type: none"> -personal information -where I live -how old I am -holiday greetings by e-mail or on a postcard 	<p>To write a few short sentences with support using expressions which they have already learnt – e.g.</p> <ul style="list-style-type: none"> -a postcard, a simple note or message <p>To write a short text on a familiar topic, adapting language which they have already learnt – e.g.</p> <ul style="list-style-type: none"> -three to four sentences for a wall display -a simple e-mail message 	<p>To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Paragraphs of three to four sentences about myself – e.g.</p> <ul style="list-style-type: none"> -a short story or a picture -a postcard -a greeting card

Cultural Understanding			
Year 3	Year 4	Year 5	Year 6
<p>To describe the life of French children in the countries where the language is spoken</p>	<p>To identify similarities and differences in everyday life, social conventions, traditional stories and celebrations</p>	<p>To recognise how symbols, products and objects can represent the culture of a country, and how aspects of the culture of different countries become incorporated in the daily life of others;</p>	<p>To recognise and mistrust stereotypes, and understand and respect cultural diversity.</p>