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| **French Stage 3 LTP (V2T/C2T)** |
| **Unit** | **Content****Revisit and extend…** | **Phonics****Revisit and extend…** | **Grammar****Revisit and extend…** | **Language Learning Skills****Revisit and extend…** | **Skill Level** |
| **Autumn 1*** Talking about

Us***KPIs****Can:* *Say an extended sentence about how feeling with a reason**Say a 3rd person singular sentence with details about someone else**recognise and say at least 5 school subjects**say and write an extended opinion about a school subject using a like/dislike verb*  | Recall personal information questions and answers Introduce myself Introduce another personTalk about feelingsOpinions and reasonsSchool subjectsLikes and dislikes**Culture**: School in France and school timetable | Silent letterss/e/d/h/xSound spellingus/gué/ai/ei/on/in | ConjunctionsExtended sentencesVerbs of opinion – 1st/2nd person singularBegin to explore 3rd person singular | Speak confidently (words, phrases, sentences).Identify key sounds and silent letters.Memory skills to aid comprehensionIdentify language patternsIdentify word roots across languagesDevelop reading aloud skillsDevelop comprehension skills and strategiesDevelop speaking and writing skillsContinue to develop word reference tools skills.Ways to explore sentence structureWrite simple extended sentences using a model. | **Sound Spelling**Can match sounds to familiar written words and can pronounce familiar words and some new words accurately.**Listening**Can understand a few familiar spoken words and phrases.**Speaking** Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.**Reading**Can understand simple written phrases. Can match sounds to familiar written words.**Writing**Can spell some familiar written words and phrases accurately and can write simple sentences with limited mistakes so the message is understood.**Assessment:**Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/termIn line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2*** Time in the city

***KPIs****Can:**Understand at least 5 places in the city/town nouns**Say and write a simple sentence to describe what is in a town/city**Can say and write the nouns for presents on a charity stall.**Can ask and answer politely to purchase an item**Can participate in a simple shopping dialogue**Write a simple descriptive sentence about a festive jumper*.  | Recall familiar places in town/shops nounsPlaces and nouns for places in a citySimple directions around town/cityBuying an entrance ticketBuying an item and asking the priceNumbers 0-100and eurosShopping roleplayFestive jumper nouns **Culture**: visiting Paris and getting to know a city in France**Culture**: A charity stall**Culture**: a festive jumper competition (for Xmas) | PronunciationéSound spellingou/is/an/en/oi/ch  | Write simple present tense descriptive sentences using nouns and adjectives. | Speak confidently (words, phrases.sentences)Listen attentivelyMake educated guessesRecall previously learnt language.Practise language with a friendGames to aid memoryUse bilingual dictionaries to check spelling and meanings |
| **Spring 1*** Healthy eating and going to the market.

***KPIs****Can:**Remember and say familiar fruit/veg nouns**Identify cognates and semi cognates (fruit/veg nouns)**Say some numbers between 0 and 100**Participate in an at the market roleplay**Follow simple instructions for a recipe**Give simple instructions for a recipe* | Recall nouns for fruit and vegetablesExtend knowledge of fruits and vegetables**Culture**: explore fruits and vegetables grown in France Likes, dislikes and preferencesRecall numbers 0-100Weights and quantitiesAt the market roleplays Recipe instructions **Culture**: fruit salad | Silent letterssSound Spellingsgn/oi/gue/in/ai/as/ez/uit | Consolidate understanding of masculine and feminine nouns, singular and pluralCommandsPractise question words and forming a question in French.   | Speak confidently (words, phrases and sentences)Explore how to use a bilingual dictionaryImitate pronunciationMake educated guesses using contextActions and games to aid memoryRecall and use previously learnt languageTake risks and learn from mistakesIdentify sounds and silent letters.Practise with a friendWrite simple sentences using a model. |
| **Spring 2*** Clothes, colours and fancy dress

***KPIs****Can:**Identify and understand clothes nouns**Can say nouns for clothes accurately**Can read and understand descriptive sentences about clothes**Can use nouns and adjectives accurately to create descriptive sentences**Can use parts of the verb to wear to write simple clothes descriptions* | Clothes nounsVerb; to wear in French.Adjectives of size and colourA fancy dress outfit – nouns and adjectivesSports kit nouns  | Silent letterst/s/ePronunciationéSound spellingez/ch/ou/oi/ent/eau/ail | Consolidate understanding of masc/fem nouns in FrenchConsolidate position and agreement of familiar adjectives with nouns in FrenchQuestion wordsPresent tense conjugation of the verb “to wear” in French  | Speak confidently (words and phrases)Identify key sounds and silent lettersUse a bilingual dictionary to check spellings or look up new wordsActions/games to aid memoryRecall and use prior learningTake risks and learn from mistakes |
| **Summer 1*** Out of this World

***KPIs****Can:**Understand information ona simple ID card**Ask and answer details about identity**Recognise planets in target language**Use adjectives accurately to describe planets**Read and understand simple facts about the planets.**Recall and use prior learning to create a simple imaginary planet description.*  | Personal identity nounsQuestions and answers about IDPlanets in FrenchAdjectives to describe the planetsRecall familiar language from range of topics to create an imaginary planet **Links between languages**: etymology of planets | Silent letterst/sPronunciationé | Consolidate understanding of masc/fem nouns in FrenchConsolidate position and agreement of familiar adjectives with nouns in FrenchQuestion wordsUse of verb “to be” in present tense descriptionsConjunctions to extend sentences | Speak confidently (words and phrases)Actions/games to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyTake risks and learn from mistakesMake links with English and home languages.Write simple sentences using a model. |
| **Summer 2*** At the seaside
* Language Puzzle

***KPIs****Can:**Understand and say nouns for beach bag items**Use sentence starters to create a sequence of sentences**Use “you can” + infinitive of a verb to create a persuasive sentence**Say/write extended sentences to describe a day at the seaside*. | Beach bag item nounsSentence startersYou can + verbs as infinitives about activities at the seasideConjunctionsOpinions and reasons**Culture**: Map and places - in France to go on holidayBeach culture in France**Language Puzzle**: using our language detective skills to explore another language. | Silent letterse/s/tSound spellingeau/ait/au/oi/gue | Consolidate position/agreement of adjectives with nouns in FrenchExplore and understand sentence structure in French: nouns, verbs, adjectives, personal pronouns. ConjunctionsExplore use of modal verb + infinitive for persuasive sentences | Speak confidently (words and phrases)Actions/games to aid memoryIdentify key sounds and silent lettersTake risksGames and actions to aid memoryUse a bilingual dictionary to check spellings or look up new wordsWrite simple extended sentences using a model. |

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| **Progression over year linked to DFE ATs 1-12 (English schools only)**During Stage 3 children will revisit and extend all 12 DFE ATs (see highlighted cells in grid below) |
|  | Autumn 1 | Autumn 2 | Spring 1  | Spring 2  | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding  |  |  |  |  |  |  |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words |  |  |  |  |  |  |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help. |  |  |  |  |  |  |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures |  |  |  |  |  |  |
| Develop accurate pronunciation and intonations, so that others understand. |  |  |  |  |  |  |
| Present ideas and information orally to a range of audiences. |  |  |  |  |  |  |
| Read carefully and show understanding of words, phrases and simple writing. |  |  |  |  |  |  |
| Appreciate stories, songs, poems and rhymes in another language. |  |  |  |  |  |  |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through the use of a dictionary. |  |  |  |  |  |  |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.  |  |  |  |  |  |  |
| Describe people, places and things |  |  |  |  |  |  |
| Understand basic grammar |  |  |  |  |  |  |