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| **French Stage 1 LTP (V2T/C2T)** | | | | | |
| **Unit** | **Content**  **Beginning to learn…** | **Phonics**  **Beginning to recognise and practise…** | **Grammar**  **Beginning to look at…** | **Language Learning Skills**  **Beginning to ….** | **Skill Level** |
| **Autumn 1**   * Getting Started   ***KPIs***  *Can*  *Say a greeting*  *Respond to a question about name or feelings*  *Attempt a question – name or feelings*  *Remember some numbers between 0-11*  *Say at least 4 colours* | Greetings/farewells  Ask and answer question: name/ feelings.  Explore numbers 0-11.  Explore 6 colours | Silent letters  ç/é/h  Sound spelling  oi/ix/eu/ou | Intonation when asking a question. | Speak confidently  Identify key sounds  Ask question with intonation.  Read some familiar target language words.  Copywrite familiar target language words | **Sound Spelling**  Can identify specific sounds /phonemes.  **Listening**  Can understand a few familiar spoken words and phrases.  **Speaking**  Can say/repeat a few short words and phrases and would be understood by a native speaker.  **Reading**  Can recognise and read out a few familiar words and phrases.  **Writing**  Can write a few simple words or phrases or symbols as emergent writers of target language.  **Assessment:**  Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/term  In line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2**   * Calendar and celebrations   ***KPIs***  *Can:*  *Read and say some adjectives of colour*  *Recognise and say a day of week*  *Attempt to copywrite accurately a day of week*  *Recognise and say most months*  *Attempt to write accurately an important month of year* | Colours  Commands in class  Days of week  Months of year  **Culture**: Christmas | Silent letters  e  Pronunciation  i  Sound spelling  ou/di/eux/ez | Intonation when asking a question. | Speak confidently  Identify key sounds  Ask question with intonation.  Take risks/positive attitude  Listen attentively  Make educated guesses  Make links with other languages. |
| **Spring 1**   * Animals I like and don’t like.   ***KPIs.***  *Remember and say animal nouns*  *Write a simple sentence about a favourite animal*  *Recognise a noun in a sentence* | Animals (pets) nouns  What is it?  My favourite animal is …  **Story**: Animals I see when I walk to school. | Silent letters  t/s  Pronunciation  é  Sound spelling  ou/in/oi/est/eau/qui/ch | Identify a noun  Aware of plural nouns  Nouns using indefinite article “a” (un/une). | Speak confidently (words and phrases)  Imitate pronunciation  Ask a question accurately  Listen attentively  Actions to aid memory  Make links with English and home languages.  Practise with a friend  Write simple sentences using a model. |
| **Spring 2**   * Carnival Time   ***KPIs***  *Can*  *Recall numbers 0-11*  *Recall personal info questions from Autumn 1*  *Say age*  *Recall some months of year*  *Recall some days of week*  *Attempt to say and write the date* | Revisit numbers 0-11.  Revisit colours.  Ask and answer “How old are you?”  Read and write dates in French.  Participate in a simple dialogue (name, feelings, age).  **Culture**: Carnival  **Culture** :Easter | Silent letters  t/s  Sound spelling  in/oi/ch/qu | Intonation when asking a question.  Forming a question in French.  Forming the date in French. | Speak confidently (words and phrases)  Actions to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages. |
| **Summer 1**   * Fruits, vegetables, hungry giant story   ***KPIs***  *Can:*  *Understand and say fruit/veg nouns*  *Recall numbers 0-15*  *Count fruits*  *Understand, enjoy, join in with story and board game*  *Ask politely for an item*  *Attempt to write a simple sentence using conjunction “and”* | Fruits and vegetable nouns  Numbers 0-11  Colours  I want  I would like …  Please  **Story**: The hungry giant story, performance  **Board game**: The hungry giant | Silent letters  t/s  Sound spelling  omme/oi/ane/eux/ou/ais | Polite requests  Singular and plural nouns. | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |
| **Summer 2**   * Going on a picnic * Aliens in France * Language Puzzle   ***KPIs***  *Identify and understand familiar colours in a sentence*  *Remember and say familiar colours*  *Understand and join in with a story*  *Ask the question “Where do you live/*  *Respond to the question with “I live in...”* | Food and drink nouns for a picnic.  **Story**: going on a picnic  **Culture**: Map and places - in France  Where do you live?  I live in ….  **Language Puzzle**: using our language detective skills to explore another language. | Silent letters  e/s/t/h  Sound spelling  ch/j’h/ais/où | Polite requests  Singular and plural nouns.  Asking a question accurately | Speak confidently (words and phrases)  Actions/games to aid memory  Recall and use prior learning  Ask a question accurately  Listen attentively  Positive attitude  Take risks  Imitate pronunciation  Make links with English and home languages.  Write simple sentences using a model. |

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| **Progression over year linked to DFE Ats 1-12 (English schools only)**  During Stage 1 children will begin to explore and develop 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 |  |  |  |  |  |  |