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| **French Stage 4 LTP (V2T/C2T)** |
| **Unit** | **Content****Revisit and enhance…** | **Phonics****Revisit and enhance…** | **Grammar****Revisit and enhance…** | **Language Learning Skills****Revisit and enhance…** | **Skill Level** |
| **Autumn 1*** Revisiting me
* Telling the time
* Everyday Life

***KPIs****Can:**Participate in brief conversations about themselves and others.**Understand and say several o’clock time phrases**Say and write a sequence of daily routine sentences**Ask and answer some question about own daily routine* | Recall personal information questions and answers Revisit and extend “talk” about myself and my feelings, emotions and physical descriptions Recall and revisit 0-60Question to ask the timeO’clock times in FrenchSimple daily routine sentences**Story** : Daily life of a super hero**Culture**: Daily life | Silent letterse/t/sPronunciation of letterso/q/x/eSound spellingingt/ille/illes/eize/ce/ze/qu | ConjunctionsExtended sentencesVerbs of opinion – 1st/2nd person singularTime phrases – for o’clock time1st /2nd person singular questions and answers about daily routine | Speak confidently (words, phrases, sentences).Identify key sounds and silent letters.Memory skills to aid comprehensionIdentify language patternsContinue to develop word reference tools skills.Practise new language with a partnerAsk and answer questions with accurate sentence form and intonation.Write 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 brief descriptions of items in a house**Use a sequence of simple sentences with nouns and adjectives to describe a house**Ask and answer where something is, using prepositions of place.* | House and home nounsAdjectives to describe the housePrepositions of place**Story : A** spooky house**Culture :** Mondrian’s house and furniture**Culture**: houses in France**Culture**: castles in France**Culture**: a festive elf on the shelf lesson (for Xmas)**Boardgame**: escape from the castle | Silent letterst/x/s/dPronunciationéSound spellingch/on/eau/able/ile  | Consolidate: adjectives of colour and size- agreement and position with nounsConsolidate – singular and plural nunsPrepositions of place | 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*** Investigating sports.

***KPIs****Can:**Say and write nouns for sport**Identify cognates and semi-cognates**Express a like/dislike of a sport**Identify and attempt to use parts of the present tense of jouer**Give an opinion**Say and write a description of a sport.* | Sports nounsCognates and semi cognatesLikes,dislikes and preferencesOpinions about sports**Culture**: handball in France | Silent letterst/s/hSound Spellingsans/oo/all/ou/er/isme | Identify cognates and semi-cognatesUse of jouer and faire with sportsRegular present tense conjugation of verb: jouer Sentences to express likes, dislikes preference with conjunctions and opinions  | 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 mistakesMake links between English/home languages and FrenchPractise with a friendWrite simple sentences using a model. |
| **Spring 2*** At the funfair
* Favourite things
* Traditions

***KPIs****Can:**Understand information about a theme park**Describe funfair rides in simple sentences.**Express opinions of rides in extended sentences using conjunctions and adjectival phrases.**Say a simple statement about favourite things**Write a simple statement about favourite things* | Funfair ride nounsLikes, dislikes, preferencesOpinions and adjectives for ridesCognates and semi-cognatesDescriptions of a theme park Favourite things (with familiar language from previous topics)**Culture:** theme park in France**Culture**: April fool- poisson d’avril  | Silent letterst/s/hSound spellingôme/ûche/gne/use/aut | Identifying cognates/semi cognatesConsolidate use of adjectives with nouns in FrenchConjunctions to extend sentences | 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 mistakesPositive attitude to language |
| **Summer 1*** Café culture

***KPIs****Can:**Understand a target language menu.**Ask for 3 drinks politely**Ask for 3 snacks politely**Ask politely for typical target language breakfast items**Participate in short café roleplays*  | Snacks and drinksAsking for snacks and drinksEuros and recall of numbers 0-100Roleplay: at the café/ in the hotelBreakfast foodsAsking for and understanding a simple menuan imaginary planet **Culture**: Café culture inFranceTraditional French breakfast foods | Sound spellingait/ou/ai | Consolidate understanding of how to use verbs to express likes and dislikesRevisiting and extending polite requests and transactionsOpinions to express like/dislike | 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. |
| **Summer 2*** Performance
* Transition to KS3 (Read/hear all about it!)
* Language Puzzle

***KPIs****Can:**Understand a simple short sketch**Develop and adapt a simple short sketch and add new language**Remember a short sketch**Participate in a sketch**Use a word reference tool and comprehension strategies to access unfamiliar language**Compile over time and write a sequence of short texts to describe themselves and the things they like.* | Revisit and extend roleplay language to create a café sketch and performanceNature nouns (nature trail/ scavenger hunt)Recall language from prior learning to generate individual read all about it documents- personal info/sports/foods/hobbies/ likes and dislikes**Language Puzzle**: using our language detective skills to explore another language. |  | Consolidate understanding of how to use verbs to express likes and dislikesRevisiting and extending polite requests and transactionsOpinions to express like/dislikeBuilding sentences and short texts with present tense verbs/ nouns. adjectives and conjunctions | Speak confidently (words and phrases)Actions/games to aid memoryIdentify key sounds and silent lettersRecall and use prior learningTake 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 4 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 |  |  |  |  |  |  |