

Long-Term Planning French



This is an abridged version of our detailed long term planning that Madame Delesse uses across the school.

Reception and Year 1:

The aim is for all children to feel happy in joining in songs, rhymes, games, stories, videos and to learn some songs and words by heart.

They will get regular exposure to French writing via books, subtitles on videos and they will start learning some French diagraphs and reading rules in passing.

They will be asked to listen out for specific words in songs and videos to develop their listening skills and build up their confidence.

Year 2:

The aim is to consolidate all the songs and rhymes and vocabulary that have been learnt in Year 1 in order to give them the confidence to manipulate words to form new sentences using a frame as support.

They will start using grammar and have a go at building short sentences that are grammatically correct using for example the correct agreement of the adjectives, the correct conjugation of the verbs, using the correct pronouns ect.. this will be done by using a small numbers or words learnt.

On top of the indirect teaching of reading this year there will be some direct teaching of vowels and diagraphs and the children will have a go at reading new words on their own.

Year 3: The detailed long term planning within school has been designed to ensure that the criteria for succeeding Band 3 levels in listening, reading, speaking, writing and grammar are all covered in an interactive and fun way. The children will be assessed according to the levels from the target tracker.

Listening

Show that he/she recognises words and phrases heard by responding appropriately

I can recognise and respond to words and phrases I hear

Follow simple instructions and link pictures or actions to language

I can understand a simple instruction, such as 'stand up'

When listening to stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words

I can join in with parts of a story or song

Speaking

Ask and answer simple questions, for example about personal information

I can ask and answer simple questions about personal information

Repeat sentences heard and make simple adaptations to them

I can use a familiar sentence and change one or two words to make a new sentence

Use mostly accurate pronunciation and speak clearly when addressing an audience

I can speak clearly to an audience using good pronunciation

Use simple adjectives such as colours and sizes to describe things orally

I can use some simple adjectives to describe a picture or object

Reading

Recognise some familiar words and phrases in written form

I can match written words and phrases to pictures or symbols

Read some familiar words aloud using mostly accurate pronunciation

I can read some familiar words aloud

Learn and remember new words encountered in reading

I can learn and remember new words from my reading

Writing

Write some single words from memory

I can remember how to write some words on my own

Use simple adjectives such as colours and sizes to describe things in writing

I can use some simple adjectives to describe a picture or object

Record descriptive sentences using a word bank

I can write a sentence to describe a picture or object using a word bank to help me

Grammar

Recognise the main word classes e.g. nouns, adjectives and verbs

I can tell whether words are nouns, adjectives or verbs

Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles

I know that nouns may be masculine or feminine (or neuter)

Have basic understanding of the usual order of words in sentences in the target language

I know the order of words in sentences

Year 4: The detailed long term planning within school has been designed to ensure that the criteria for succeeding Band 4 levels in listening, reading, speaking, writing and grammar are all covered in an interactive and fun way. The children will be assessed according to the levels from the target tracker.




Band 4 – Languages Listening, Speaking, Reading, Writing & Grammar Steps

Listening

Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard

I can recognise familiar phrases and sentences in stories

Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings

I can accurately repeat the sounds that I hear in songs and rhymes

Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English

I can link some of the sounds of the language to their spellings

Reading

Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately

I can understand and read out several familiar phrases and sentences

Follow the written version of a text he/she is listening to

I can follow the words of a text when it is being read aloud

Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues

I can work out the meaning of some new words when I am reading

Speaking

Ask and answer a range of questions on different topic areas

I can ask and answer questions about different topics

Using familiar sentences as models, make varied adaptations to create new sentences

I can change simple sentences I have heard in different ways to make new sentences

Read aloud using accurate pronunciation and present a short learned piece for performance

I can read aloud with good pronunciation

Writing

Write words and short phrases from memory

I can write a range of words and some short phrases from memory

Use a range of adjectives to describe things in more detail, such as describing someone's appearance

I can use different adjectives to describe people or a detailed picture

Write descriptive sentences using a model but supplying some words from memory

I can write sentences to describe something, using some words I've remembered and an example sentence to help me

Grammar

Recognise a wider range of word classes including pronouns and articles, and use them appropriately

I can use pronouns and articles correctly

Understand that adjectives may change form according to the noun they relate to, and select the appropriate form

I understand that adjectives sometimes change because of the noun they describe

Recognise questions and negative sentences

I can recognise a question and a negative sentence

v1.0



Target Tracker
EES for Schools in partnership with Essex County Council

Year 5: The detailed long term planning within school has been designed to ensure that the criteria for succeeding Band 5 levels in listening, reading, speaking, writing and grammar are all covered in an interactive and fun way. The children will be assessed according to the levels from the target tracker.



Band 5 - Languages Listening, Speaking, Reading, Writing & Grammar



Steps

Listening
 Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language
I can understand the main points from a spoken passage

Identify different ways to spell key sounds, and select the correct spelling of a familiar word
I can match the spoken version of most words I know to the correct spelling

Speaking
 Take part in conversations and express simple opinions giving reasons
I can talk about likes and dislikes giving reasons

Adapt known complex sentences to reflect a variation in meaning
I can make changes to a complex sentence I have heard to create a new sentence with a different meaning

Begin to use intonation to differentiate between sentence types
I can change my voice to show whether I am asking a question or making a statement

Create a short piece for presentation to an audience
I can prepare a short speech to say in front of an audience

Grammar
 Know how to conjugate some high frequency verbs
I know the different forms of some common verbs and when to use each form

Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun
I know how to change an adjective to the correct form if necessary, according to the noun it is linked to

Adapt sentences to form negative sentences and begin to form questions
I can change a sentence into a question or a negative sentence

Reading
 Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation
I can understand the main points from a short written text

Learn a song or poem using the written text for support
I can learn a song or poem using the written words to help me

Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words
I can use a dictionary to find new words linked to a topic

Writing
 Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank
I can write phrases and some simple sentences from memory

Use a wide range of adjectives to describe people and things, and use different verbs to describe actions
I can describe people and things using different adjectives and can use some verbs to say what people are doing

Year 6: The detailed long term planning within school has been designed to ensure that the criteria for succeeding Band 6 levels in listening, reading, speaking, writing and grammar are all covered in an interactive and fun way. The children will be assessed according to the levels from the target tracker.



Listening

Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard

I can understand the main points and some details from spoken passages on a range of subjects

Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words

I can use my knowledge of spelling to help me read unfamiliar words

Speaking

Engage in longer conversations, asking for clarification when necessary

I can discuss a topic with others giving my own ideas and asking for help when I need it

Create his/her own sentences using knowledge of basic sentence structure

I can create my own extended sentences

Use pronunciation and intonation effectively to accurately express meaning and engage an audience

I can use the way I speak to make my meaning clear and keep my audience interested

Reading

Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation

I can understand the main points and some details from a text which includes unfamiliar language

Attempt to read a range of texts independently, using different strategies to make meaning

I can try to read and understand a range of different texts using clues to help me

Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words

I can use words and phrases I have learnt from reading and from dictionaries

Writing

Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic

I can write several phrases and sentences from memory and can change them to express my own ideas

Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions

I can choose the best adjectives to describe people, places and things and the right verb to describe an action

Begin to use some adverbs

I am beginning to use some adverbs

Grammar

Know how to conjugate a range of high frequency verbs

I know the different forms of a variety of verbs and when to use each form

Understand how to use some adverbs in sentences

I understand how to use some adverbs in sentences

Have an awareness of similarities and differences in grammar between different languages

I know that different languages have different rules about grammar