



Concept	Component	Year 3	Year 4
Listening	Listen to...	Listen attentively to spoken language, including single words, short phrases and simple sentences that include words from current and previous learning in the year.	Listen attentively to longer passages of spoken language in addition to words, phrases and sentences that include words from current and previous learning in the year and the year before.
	Appreciate	Appreciate listening to simple, short stories, songs, and rhymes by listening with engagement and enjoyment, joining in where they can with actions and words.	Appreciate listening to simple, longer stories, songs and poems by listening with engagement and enjoyment, joining in with actions, phrases and sentences with increasing confidence.
	Understand and respond	<p>Follow commonly used short, simple verbal instructions in French.</p> <p>Demonstrate understanding of what is heard by responding with an action, a short verbal response or selecting an object, image or text.</p>	<p>Follow a wider range of commonly used simple verbal instructions in French.</p> <p>Demonstrate understanding of what is heard by responding with an action, a short verbal response or selecting an object, image or text.</p> <p>Demonstrate that they understand more of what is heard by picking out a wider selection of key words and phrases covered in current and previous learning in the year and the year before.</p>
Speaking	Asking	<p>Ask simple questions that have been modelled and rehearsed.</p> <p>Know tone of voice can indicate a question.</p>	<p>Ask simple questions that have been modelled and rehearsed with increasing fluency.</p> <p>Use tone of voice appropriately to indicate a question.</p> <p>Create own questions to ask using a scaffold, e.g. substitution table.</p>
	Answering	Answer a question selecting from a simple statement that has been modelled and rehearsed.	Answer a question selecting from a simple statement that has been modelled and rehearsed with increasing fluency.



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		Explore creating their own statement to answer a question, using a scaffold such as word cards or a simple substitution table.	Create own statements to answer a question using a scaffold, e.g. substitution table.
	Conversing	Practise conversing with a partner using modelled and rehearsed questions and statements.	Practise conversing with a partner using modelled and rehearsed statements as well as sentences created using a scaffold, e.g. a substitution table.
	Expressing	Express simple opinions selecting from a simple statement that has been modelled and rehearsed.	Express simple opinions selecting from a simple statement that has been modelled and rehearsed with increasing fluency.
		Explore creating their own opinion statement using a scaffold, e.g. word cards or a simple substitution table.	Express simple opinions including the negative from a simple statement that has been modelled and rehearsed. Create own opinion statements using a scaffold, e.g. a substitution table, including using the negative.
	Accuracy, confidence and fluency	Listen and repeat key phonemes with care. Repeat modelled words and phrases with increasingly accurate pronunciation. Pronounce words with final consonants correctly, knowing that final consonants are not usually pronounced in French. Pronounce phrases where there is a liaison of a final consonant before a vowel correctly. Demonstrate increasing confidence to say aloud modelled and rehearsed words, phrases and short sentences.	Listen and repeat further key phonemes with care. Repeat modelled words and phrases with increasingly accurate pronunciation. Make plausible attempts to pronounce unfamiliar words with known GPCs. Compare sounds and spelling patterns with English. Demonstrate confidence to say aloud modelled and rehearsed words, phrases and short sentences in an increasingly fluent manner.
Describing	Begin to describe people, places, things and actions orally using simple, modelled and rehearsed phrases and statements.	Describe people, places, things and actions orally using simple, modelled and rehearsed statements with increasing fluency.	



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		<p>Recognise and use adjectives of colour.</p> <p>Explore creating their own descriptive statement using a scaffold, e.g. word cards or a simple substitution table.</p>	<p>Recognise and use further adjectives of colour and also adjectives of size. Use adjectives appropriate for describing, people, places, things and actions, e.g. slow and fast, sporty or funny.</p> <p>Create own descriptive statements using a scaffold, e.g. a substitution table.</p>
	Presenting	Present simple, rehearsed statements to a partner, group or class.	<p>Present simple, rehearsed statements to a partner, group or class with confidence and increasing fluency.</p> <p>Present a simple, rehearsed, brief presentation (2-4 sentences) to a partner, group or class with increasing fluency.</p>
Reading	Text types	<p>Follow a simple written, short story, song, or rhyme listening and reading at the same time.</p> <p>Join in with group reading of the above text types.</p>	<p>Follow a simple written, longer story, song, or poem listening and reading at the same time.</p> <p>Join in with group reading of the above text types.</p>
	Fluency	<p>Identify and read some GPCs that differ to English.</p> <p>Read aloud familiar single words.</p> <p>Read aloud simple phrases and short sentences containing familiar words.</p> <p>Begin to make plausible attempts to read aloud unfamiliar words with known GPCs.</p>	<p>Identify and read further GPCs that differ to English.</p> <p>Read aloud short pieces of text containing familiar words. Make plausible attempts to read aloud unfamiliar words with further known GPCs.</p>
	Understanding	<p>Recognise some familiar words is written form.</p> <p>Broaden vocabulary and understand new words by identifying cognates and near cognates.</p>	<p>Understand much of what is read in a short, simple text with familiar words.</p> <p>Use cognates and near cognates to develop understanding of unknown words in a text.</p> <p>Begin to use context to predict the meaning of new words.</p>



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		Broaden vocabulary and understand new words that are introduced into familiar written material by beginning to use a bilingual dictionary.	Become familiar with the format, layout and simple use of a bilingual dictionary to find the meaning of unknown words.
Writing	Spelling	<p>Begin to recall some GPCs that differ to English and correctly use these in spelling.</p> <p>Spell most words with accuracy by copying correctly from resources such as word cards, word mats, substitution tables and bilingual dictionaries.</p>	<p>Recall some further GPCs that differ to English and correctly use these in spelling.</p> <p>Spell most words with accuracy by copying correctly from resources such as word cards, word mats, substitution tables and bilingual dictionaries.</p>
	Composition	<p>Recall and write simple words from memory.</p> <p>Use word cards to make short phrases or sentences.</p> <p>Experiment with simple writing, copying with accuracy from the board or from word cards, word mats or simple substitution tables.</p>	<p>Write phrases from memory.</p> <p>Adapt memorised written phrases and adapt these to create new phrases and sentences.</p> <p>Use word cards and substitution tables to make sentences.</p> <p>Write short phrases, statements and questions using word mats, word cards or substitution tables with accuracy.</p>
Grammar and comparisons to English	Nouns and noun phrases (gender - including determiners, articles, pronouns, and plural formation)	<p>Know that every French noun is either masculine or feminine. nouns and know that often feminine nouns end in 'e'.</p> <p>Know that you can use a dictionary to find the gender of a noun.</p> <p>Recognise the definite (the) and indefinite (a/an) articles and gender affects these (le - masculine/la- feminine/les – plural/l' before a vowel; un - masculine/une - plural)</p> <p>Know how to make some taught nouns plural and that for most nouns you add 's', as in English.</p>	<p>Know how to make further taught nouns plural and that for most nouns you add 's', as in English.</p> <p>Know that the possessive determiner 'my' must agree with the gender of the noun and that we use mon (masculine), ma (feminine) or mes (plural).</p>



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		<p>Know that if a word is plural, we cannot use un or une and instead we use des (some).</p>	
	<p>Adjectives (Gender, position and agreement)</p>	<p>Understand the positioning of colour adjectives in French: colour after the noun.</p>	<p>Understand the positioning of adjectives: colours after the noun and size before the noun (e.g. un cercle bleu, un grand cercle).</p> <p>Understand and use adjectival agreement: adjectives must agree with the gender of the noun they are describing.</p> <p>Know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine.</p> <p>Know that some adjectives do not change when describing a feminine noun e.g. orange, marron.</p> <p>Know that if an adjective already ends in 'e' in the masculine form, then it doesn't take another 'e' in the feminine form, e.g. jaune/rose.</p> <p>Know that the feminine and masculine form of some adjectives can sound quite different. E.g. vert/verte and heureux/heureuse.</p> <p>Know that most adjectives go after the noun in French.</p> <p>Know that if the noun in a sentence is plural, then the adjective describing it also becomes plural.</p>



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	Verbs (including conjugation and negation)	Begin to notice that the verb form may change to show person, number or tense.	Notice that the verb form may change to show person, number or tense. Know that placing 'ne' and 'pas' around a verb makes the verb negative. Know that an apostrophe can be used to help with pronunciation, e.g.: 'je aime' becomes 'j'aime' and je ne aime pas' becomes 'je n'aime pas'.
	Sentences	Know that sentences are often structured differently in French and English. Apply grammar rules taught with growing confidence and accuracy when building new sentences.	Apply grammar rules taught with increased confidence and accuracy when building new sentences.
	Connectives	Know and use the connective 'et' to join phrases and clauses.	Know and use the connective 'et' and 'mais' to join phrases and clauses.
Phonology	Sounds and patterns	Know that a cedilla is the tail mark under a 'c' and changes the pronunciation of the 'c' from a hard sound to a soft 's' sound.	Know the acute accent on an 'e' – é makes the /ai/ sound. Know the grave accent on an 'e' – è makes the /e/ sound.
	Making links	Identify cognates and near cognates, making links between French and English.	Notice and discuss further cognates and near cognates, making links between French and English.
Intercultural understanding	Culture, customs, and traditions	Recognise that different languages are spoken in the community/world and French is spoken in other countries, not just France. Know that France is in the continent of Europe.	Compare schools and birthday celebrations between France and the UK. To know some French festivals that happen throughout the year.



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		<p>Show awareness of the capital and identify some key cultural landmarks, knowing some of their names.</p> <p>Recognise the French Flag.</p> <p>Recognise cultural similarities and differences between customs and traditions in France and England.</p> <p>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</p> <p>To know some French playground games.</p>	<p>Compare shops and high streets of France and UK.</p> <p>Recognise and use some 'Euro currency' in role-play.</p> <p>Identify some French-speaking countries.</p>
	Literature	Develop enjoyment of French literature through children's rhymes, songs, playground and clapping games.	Develop enjoyment of literature through children's songs and a story.