

# Golden Threads: Foreign Languages (French)

| YEAR | TERM     | TITLE                                             | SPEAKING AND LISTENING :                                                                                                                                                                                                                      | SONGS, STORIES AND RHYMES                                                                                                                                       | READING AND WRITING                                                                                                                                                                                                                                        | GRAMMAR                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 3    | Autumn 1 | Salutations<br>Greetings                          | Listen attentively to spoken language and show understanding by joining in and responding.<br>Listen and show understanding of single words through physical response.                                                                        | Appreciate stories, songs, poems and rhymes in the language.<br>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words. | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>Using the knowledge of the sound of some letter strings, read aloud individual familiar words.                 | Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.<br><br>Name a noun, adjective, verb, pronoun, conjunction in the language being studied.<br>Use the 1st and 2nd person pronouns with a regular verb.                                                       |
| 3    | Autumn 2 | Les bases<br>The basics                           | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.<br>Listen and identify rhyming words and particular sounds in songs and rhymes.                                   |                                                                                                                                                                 | Read carefully and show understanding of words, phrases and simple writing.<br>Read and show understanding of familiar single words.                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3    | Spring 1 | Dans mon sac<br>In my school bag                  | Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.<br>Recognise a familiar question and respond with a simple rehearsed response.                                  |                                                                                                                                                                 | Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.<br>Identify and use strategies for memorising new vocabulary.                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3    | Spring 2 | Quelle famille !<br>What a family!                |                                                                                                                                                                                                                                               |                                                                                                                                                                 | Describe people, places, things and actions orally and in writing.<br>Write and say simple familiar words to describe people, places, things and actions using a model.                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3    | Summer 1 | À l'animalerie<br>At the pet shop                 | Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.<br>Name objects and actions and link words with a connective in a simple rehearsed statement.     |                                                                                                                                                                 | Write words from memory and adapt these to create new sentences, to express ideas clearly.<br>Write single familiar words from memory with understandable accuracy.                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 3    | Summer 2 | Drapeaux du monde<br>Flags of the world           |                                                                                                                                                                                                                                               |                                                                                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4    | Autumn 1 | On fait la fête !<br>Celebrations!                | Listen attentively to spoken language and show understanding by joining in and responding.<br>Listen and show understanding of short phrases through physical response.                                                                       | Appreciate stories, songs, poems and rhymes in the language.<br>Join in with the words of a rhyme, song or story sometimes from memory.                         | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>Read aloud familiar short sentences using knowledge of letter string sounds and observing silent letter rules. | Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.<br><br>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.<br>Demonstrate understanding of the position of the majority of adjectives. |
| 4    | Autumn 2 | Au carnaval des animaux<br>Animal Masquerade      | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.<br>Listen and demonstrate understanding of words in songs and rhymes.                                             |                                                                                                                                                                 | Read carefully and show understanding of words, phrases and simple writing.<br>Read and show understanding of simple familiar phrases and short sentences.                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4    | Spring 1 | Bonne appétit, bonne santé !<br>Healthy eating    | Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.<br>Ask and answer several simple and familiar questions with a rehearsed response.                              |                                                                                                                                                                 | Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.<br>Use a bi-lingual dictionary to find the meaning of a word or its translation.                       |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4    | Spring 2 | L'heure du gouter<br>Snack time                   | Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.<br>Use familiar vocabulary to say simple sentences to give information using a language scaffold. |                                                                                                                                                                 | Describe people, places, things and actions orally and in writing.<br>Write and say a simple phrase to describe people, places, things and actions using a language scaffold.                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4    | Summer 1 | Bienvenue chez nous !<br>Welcome to our World!    |                                                                                                                                                                                                                                               |                                                                                                                                                                 | Write words from memory and adapt these to create new sentences, to express ideas clearly.<br>Write simple familiar short phrases from memory with understandable accuracy.                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| 4    | Summer 2 | Le monde francophone<br>The French-speaking world |                                                                                                                                                                                                                                               |                                                                                                                                                                 |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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| 5 | Autumn 1 | <b>Découvre Paris</b><br>Discover Paris                                                       | Listen attentively to spoken language and show understanding by joining in and responding.<br>Listen and show understanding of more complex familiar phrases and sentences.                                                                              | Appreciate stories, songs, poems and rhymes in the language.<br>Follow the simple text of a familiar song or story and sing or read aloud. | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.                     | Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| 5 | Autumn 2 | <b>Frères Montgolfier</b><br><b>Bon voyage !</b><br>Montgolfier brothers<br>Have a good trip! | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.<br>Follow the text of familiar rhymes and songs identifying the meaning of words.                                            |                                                                                                                                            | Read carefully and show understanding of words, phrases and simple writing.<br>Read and show understanding of a complex sentence using familiar language.                                                                                                                    |                                                                                                                                                                                                                           |
| 5 | Spring 1 | <b>Tout sur moi !</b><br>All about me!                                                        | Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.<br>Ask and answer more complex familiar questions with a scaffold of responses; maybe asking for clarification and help.   |                                                                                                                                            | Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.<br>Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs. |                                                                                                                                                                                                                           |
| 5 | Spring 2 | <b>Portraits</b><br>Portraits                                                                 | Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.<br>Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold. |                                                                                                                                            | Describe people, places, things and actions orally and in writing.<br>Write and say a more complex sentence to describe people, places, things and actions using a language scaffold.                                                                                        |                                                                                                                                                                                                                           |
| 5 | Summer 1 | <b>Nous sommes musiciens</b><br>We are musicians                                              |                                                                                                                                                                                                                                                          |                                                                                                                                            | Write words from memory and adapt these to create new sentences, to express ideas clearly.<br>Write familiar complex sentences from memory with understandable accuracy.                                                                                                     |                                                                                                                                                                                                                           |
| 5 | Summer 2 | <b>Vive le sport</b><br>Our sporting lives                                                    |                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           |
| 6 | Autumn 1 | <b>Quel temps fait-il ?</b><br>What's the weather like?                                       | Listen attentively to spoken language and show understanding by joining in and responding.<br>Listen and show understanding of more complex sentences containing familiar words and unfamiliar words.                                                    | Appreciate stories, songs, poems and rhymes in the language.<br>Understand the gist of an unfamiliar text using some familiar language.    | Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>Pronounce unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules.                     | Understand basic grammar appropriate to the language being studied; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |
| 6 | Autumn 2 | <b>On s'habille !</b><br>Let's get dressed!                                                   | Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of the words.<br>Read aloud the text of familiar rhymes and songs.                                                                         |                                                                                                                                            | Read carefully and show understanding of words, phrases and simple writing.<br>Read and show understanding of a series of complex sentences using familiar language.                                                                                                         |                                                                                                                                                                                                                           |
| 6 | Spring 1 | <b>Coco Chanel</b><br><b>Vive la mode !</b><br>Coco Chanel<br>Fashion                         | Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.<br>Engage in a short conversation using familiar questions and express opinions.                                           |                                                                                                                                            | Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.<br>Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.                      |                                                                                                                                                                                                                           |
| 6 | Spring 2 | <b>Un voyage dans l'espace</b><br>A journey through space                                     | Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences.<br>Manipulate familiar language to present own ideas and information in more complex sentences.              |                                                                                                                                            | Describe people, places, things and actions orally and in writing.<br>Write and say a complex sentence manipulating familiar language, using a dictionary for new language.                                                                                                  |                                                                                                                                                                                                                           |
| 6 | Summer 1 | <b>Découvre le Louvre !</b><br>Discover the Louvre!                                           |                                                                                                                                                                                                                                                          |                                                                                                                                            | Write words from memory and adapt these to create new sentences, to express ideas clearly.<br>Write complex sentences from memory manipulating familiar vocabulary with understandable accuracy.                                                                             |                                                                                                                                                                                                                           |
| 6 | Summer 2 | <b>Quoi de neuf ?</b><br>What's in the news?                                                  |                                                                                                                                                                                                                                                          |                                                                                                                                            |                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                           |