





Year Group	Knowledge and Skills to be taught:				Learning Opportunities:
	Speaking	Listening	Reading	Writing	
EYFS	1. Explore patterns of	2. Appreciate songs /	N/A	N/A	Experience French
(Non-compulsory)	sound through songs.	stories in the target			culture through stories,
		language.			songs and food
	1. Explore patterns of	3. Appreciate and begin	N/A	N/A	Participate in whole-
Year 1	sounds through songs.	to engage in songs /			school events, e.g.
(Non-compulsory)	2. Begin to identify	stories in the target			Bastille Day, French Day
	sounds that are specific	language, e.g. by			Link to famous French
	to the target language.	repeating refrains.	A1 / A	21/2	people, including sports
	1. Explore patterns of	3. Appreciate and	N/A	N/A	people, musicians, film
Year 2	sounds through songs	engage in songs / stories			stars
(Non-compulsory)	and rhymes.	in the target language,			
	2. Begin to identify	e.g. by repeating refrains			
	words that are specific to	and identifying key			
	the target language.	meanings / words.			
	1. Explore the patterns	4. Listen attentively to	7. Begin to appreciate	9. Write familiar phrases	
	and sounds of the target	spoken language (with	simple children's	with support.	
	language and begin to	support).	literature in the target		
	link sounds and spellings,	5. Begin to appreciate	language, scaffolded		
	e.g. through Jolly-	stories, songs, poems	through flash-cards and		
Voor 2	Phonique.	and rhymes in the target	visuals.		
Year 3	2. Speak in simple,	language, with	8. Begin to understand		
	carefully-structured and rehearsed sentences.	scaffolded support.	basic grammar:		
		6. Understand basic	feminine, masculine,		
	3. Begin developing	grammar: masculine, feminine and neuter	neuter forms;		
	aspects of French pronunciation (for		conjugation of high- frequency verbs.		
	familiar words and	terms.	rrequericy verbs.		
	phrases) to aid				
	understanding.				

	1. Explore the patterns	8. Listen attentively to	10. Appreciate simple	15. Write familiar	
	and sounds of the target	spoken language and	children's literature in	phrases from memory.	
	language, linking sounds	begin joining in.	the target language,		
	and spellings of words,	9. Appreciate stories,	scaffolded through flash-		
	e.g. through Jolly-	songs, poems and	cards and visuals.		
	Phonique.	rhymes in the target	11. Link written spellings		
	2. Speak in simple,	language, with	with key phonic sounds		
	structured sentences	scaffolded support.	from the target		
	using familiar		language.		
Year 4	vocabulary.		12. Know how to use a		
	3. Ask simple questions.		bilingual dictionary.		
	4. Express simple		13. Understand basic		
	opinions using well-		grammar: feminine,		
	rehearsed phrases.		masculine, neuter forms;		
	5. Begin to describe		conjugation of high-		
	people and places orally.		frequency verbs.		
	6. Develop aspects of		14. With support,		
	French pronunciation		identify key features and		
	and intonation (for		patterns of the target		
	familiar words and		language (e.g. the		
	phrases) to aid		position of adjectives in		
	understanding.		a sentence; types of		
	7. Begin to use familiar		punctuation used).		
	phrases to adapt spoken				
	language to own				
	meanings, e.g. through				
	the use of sentence				
	structure boards.				
	1. Explore the patterns	8. Listen attentively to	10. Appreciate simple	14. Begin to describe	
	and sounds of the target	spoken language and	children's literature in	people, places and	
	language, linking sounds,	show understanding by	the target language,	actions in writing with	
Year 5	spellings and meanings	joining in and beginning	identifying well-known	the use of scaffolds.	
	of words.	to respond.	and well-rehearse words	15. Write phrases from	
	2. Speak in sentences	9. Appreciate stories,	and phrases.	memory.	
	using familiar vocabulary	songs, poems and			

	and basic language	rhymes in the target	11. Independently use a		
	structures.	language.	bilingual dictionary to		
	3. Ask and answer	ialiguage.	find the meanings of		
	questions.		words.		
	4. Express opinions and		12. Understand basic		
	respond to those of		grammar and how to		
	others using well-		apply frequently-used		
	rehearsed phrases.		rules.		
	5. Describe people and		13. Identify key features		
	places, and begin to		and patterns of the		
	describe actions, orally.		target language (e.g. the		
	6. Develop accurate		position of adjectives in		
	pronunciation and		a sentence; types of		
	intonation (for familiar		punctuation used).		
	words and phrases) to		punctuation useuj.		
	aid understanding.				
	7. Use familiar phrases				
	to adapt spoken				
	language to own				
	meanings with some				
	support.				
	All from Year 5, plus:	All from Year 5, plus:	All from Year 5, plus:	All from Year 5, plus:	
	1. Seek clarification and	5. Listen attentively to	6. Appreciate literature	9. Describe people,	
	help.	spoken language and	in the target language,	places and actions in	
	2. Present ideas and	show understanding by	identifying well-known	writing.	
	information orally.	joining in and	and well-rehearse words	10. Write phrases from	
	3. Describe people,	responding.	and phrases.	memory, and adapt	
Year 6	places and actions orally.		7. Broaden vocabulary	these to create new	
	4. Adapt familiar phrases		and develop ability to	sentences.	
	in spoken language to		understand new words		
	express ideas clearly.		that are introduced into		
			familiar written material,		
			including through the		
			use of a bilingual		
			dictionary.		

	8. Read carefully in the	
	target language, showing	
	and understanding of	
	words, phrases and	
	simple writing.	