

## French Year 3 Long Term Planning Overview

	Content	Phonics	Grammar	Skill level practised
<b>Autumn 1</b> :A New Start <b>La rentrée</b> ☑ Getting to know you ☑ Numbers ☑ Colours ☑ Story <b>L'automne arrive</b>	Ask and answer name Ask and answer simple feelings Numbers up to 20 6 colours	Key listen out activity based on: numbers <b>lx and silent letters</b>	Exploration of <b>recognising and answering a question</b>	Each half term the children can complete Puzzle It Out activities where core language is assessed at the skill levels described below -based upon the CEFR level A1(Common European Framework of Reference) <b>Sound Spelling:</b> Can identify specific sound/phonemes <b>Listening:</b> Can understand a few familiar spoken words and phrases <b>Speaking:</b> Can say/repeat a few short words and phrases and would be understood by a native speaker <b>Reading:</b> Can recognise and read out a few familiar words and phrases <b>Writing:</b> Can write or copy a few simple words or phrases or symbols as emergent writers of the target language
<b>Autumn 2:</b> Paris ☑ Command, colours, numbers ☑ Paris landmarks ☑ Rhyme la Tour Eiffel ☑ Christmas story	Instruction in class Rhyme Landmarks in Paris Facts on Eiffel tower Celebrating Christmas	Key listen out activity based on: landmarks <b>'ei ' La Seine la tour Eiffel</b> <b>Seize treize</b>	Exploration of: recognising and understanding simple descriptions <b>c'est/ ce n est pas</b>	
<b>Spring 1:</b> Calendar and Celebrations ☑ Epiphany celebrations ☑ Days of the weeks ☑ simple opinion ☑ Story : <b>la semaine de Berthe</b>	Days Asking the day Days ( a respond to simple question) Celebrating Epiphany	Key listen out activity based on: day of the week <b>'i'</b>	Celebrating Epiphany Exploration of: <b>Recognising opinion</b>	
<b>Spring 2:</b> Celebrating carnival/Classroom object ☑ classroom object ☑ Mardi Gras ☑ "Easter egg hunt"	Classroom object descriptions (colour) Asking: Have you ...? I have I would like	Key listen out activity based on: classroom object <b>On/ ill/ y /</b>	Exploration of: <b>identifying / producing singular and plural forms of nouns</b>	
<b>Summer 1:</b> Breakfast, fruit nouns and a hungry giant ☑ A hungry giant story ☑ Fruitiis and vegetable ☑ opinons	Fruit and vegetables Breakfast foods Ask and answer likes/dislikes Asking politely	Key listen out activity based on: Key sounds in fruits and vegetable nouns 'ai' <b>Je voudaris s'il vous plait farise</b>	Exploration of: <b>Opinion verbs</b>	
<b>Summer 2:</b> Going to France and celebrating 14 <sup>th</sup> July ☑ Where does the ginger bread man live? ☑ célébration success ☑ la jounée du 14 Juillet	Colours Commands Ask and answer where you live 0-15 (0-20)	Key listen out activity based on: story <b>Silent letters 'h' and end letters</b>	Exploration of: <b>practising POSITIVE AND NEGATIVE asking questions</b>	
<b>DFE ATS and skill level</b> <b>During the first stage of language learning , children will explore all 12 DFE Attainment Targets.</b>			<b>Language Learning Skill level practise</b>	
<b>Listen attentively to spoken language and show understanding by joining in and responding</b>			listen and respond to rhymes/songs/stories listen attentively +understand instructions/praise listen for specific words and phrases	
<b>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</b>			recognise and respond to sound patterns/words identify specific sounds/phonemes/words focus on correct pronunciation	

<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b>	perform simple communicative tasks using single words/phrases/short sentences ask and answer a question ask and answer a question (on more than one topic)
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>	perform simple communicative tasks using single words/phrases and sentences
<b>Develop accurate pronunciation and intonation, so that others understand ....</b>	recognise and respond to sound patterns and words Identify specific sounds, phonemes, words. Imitate pronunciation perform simple communicative tasks using single words/phrases and sentences focus on correct pronunciation
<b>Present ideas and information orally to a range of audiences</b>	perform simple communicative tasks using single words/phrases and sentences memorise and present a short spoken text
<b>Read carefully and show understanding of words, phrases and simple writing</b>	recognise some familiar words in written form recognise and respond to sound patterns and words Identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases
<b>Appreciate stories, songs, poems and rhymes in the language</b>	listen and respond to rhymes/songs/stories recognise some familiar words in written form read and understand a range of familiar phrases
<b>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</b>	recognise and respond to sound patterns and words identify specific sounds phoneme and words. Imitate pronunciation read and understand a range of familiar phrases apply phonic and whole word knowledge of the new language in order to locate words in a reference source
<b>Write phrases from memory and adapt these to create new sentences to express ideas clearly</b>	experiment with the writing of simple words experiment with the writing of simple sentences write words and phrases using a reference
<b>Describe people, places, things and actions orally and in writing</b>	perform simple communicative tasks using single words/phrases and sentences recognise some familiar words in written form experiment with the writing of simple words experiment with the writing of simple sentences
<b>Understand basic grammar</b>	Use question forms Begin to explore nouns Identify and understand commands