

French Year 5 Long Term Planning Overview

	Content	Phonics	Grammar	Skill level practised	
Autumn 1 :the French speaking world ☑ writing letter to our French partner school ☑ Weather/season ☑ weather forecast ☑ French speaking countries	Asking /answering simple weather phrases Recognising some French speaking countries Which country you go	Key listen out activity based on: Key sounds in countries (silent letters) 'ai' il fait mauvais au/eau	Exploration of Asking and answering simple question about yourself Recognising verbs 'il fait ' Preposition au en	<i>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)</i> Sound Spelling: Can apply phonic knowledge to find/or write words. Listening: Can understand the main points from a series of spoken sentences (including questions)- may require some repetition Speaking: Can ask and answer questions on several topics and can express opinions. Can take part in brief pre-pared tasks such as short presentations and roleplays Reading: Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words. Writing: Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.	
Autumn 2: activities abroad ☑ activities in Canada ☑ presentation Canada ☑ Numbers 0-50 ☑ Christmas in france la saint Nicolas	Asking /answering simple activities phrases Learning fact about a country Use of number of	Key listen out activity based on: Key sounds in presentation eu/eau	Exploration of: Use of 'on' Verb to do present tense Conjunctions to create extended sentences		
Spring 1: Celebration and Family ☑ Happy New Year/ La Chandeleur ☑☑ family members ☑ Numbers 0-50 ☑ use of dictionary	Asking /answering about sisters/ brother Naming family members using mon ma mes Telling someone's age	Key listen out activity based on: Key sounds in family members è/oeur/ eu	Exploration of: Verb to be in present tense Use of third person		
Spring 2: In the city ☑ writing letter 2 about Family ☑ in the city ☑ shops ☑ asking for price	Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions How much does it cost?/ It costs.....	Key listen out activity based on: Key sounds in buying a gift role play structures eu/eau	Exploration of: Commands Verb to have- present tense Il y a structure		
Summer 1: French painting ☑ shapes and colours with Matisse ☑ facial description with Renoir ☑ colours description with Degas	Describing colours in both feminine and masculine Learning shapes Describing your eyes and your hair	Key listen out activity based on: Key sounds new personal info special questions ille/eu	Exploration of: Conjunctions to create extended sentences. Adjectival agreements Writing independently		
Summer 2: Music and Success ☑ opinions on music you like or dislike ☑ musical instruments you play Fete de la musique ☑ celebrating success French Day	Describing type of music Asking /answering musical instruments youplay or not Opinions Likes and dislikes	Key listen out activity based on: Key sounds in beach language ge/jou	Exploration of: Using present tense jouer/ aimer Use of verbs in negative forms		
DFE ATS and skill level (During the third stage of language learning, children will explore all 12 DFE Attainment Targets and attempt to master the following language learning skills.)			Language Learning Skill level practise		
Listen attentively to spoken language and show understanding by joining in and responding			Listen attentively and understand more complex phrases and sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage		
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words			imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation		

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	<p>use spoken language confidently to initiate and sustain simple dialogues and conversations</p> <p>ask and answer questions on several topics</p> <p>understand and express opinions</p> <p>devise and perform simple roleplays</p>
Speak in sentences, using familiar vocabulary, phrases and basic language structures	<p>use spoken language confidently to initiate and sustain simple dialogues and conversations</p> <p>ask and answer questions on several topics</p> <p>understand and express opinions</p>
Develop accurate pronunciation and intonation, so that others understand	<p>recognise and respond to sound patterns and words</p> <p>identify specific sounds, phonemes, words. Imitate pronunciation</p> <p>recite a short piece of narrative text by reading aloud</p> <p>focus on correct pronunciation</p>
Present ideas and information orally to a range of audiences	<p>prepare a short presentation on a familiar topic</p> <p>memorise and present a short spoken text</p> <p>understand and express opinions</p> <p>memorise and present a short spoken text</p>
Read carefully and show understanding of words, phrases and simple writing	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>identify specific sounds phoneme and words. Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>
Appreciate stories, songs, poems and rhymes in the language	<p>listen and respond to rhymes/songs/stories</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p>
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	<p>recognise and respond to sound patterns and words</p> <p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>read and understand a range of familiar and unfamiliar phrases</p> <p>apply phonic and whole word knowledge of the new language in order to locate words in a reference source</p>
Write phrases from memory and adapt these to create new sentences to express ideas clearly	<p>write words, phrases and sentence (using a reference)</p> <p>experiment with the writing of words and phrases from memory</p>
Describe people, places, things and actions orally and in writing	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description</p> <p>attempt to memorise and present a written text as a spoken text</p>
Understand basic grammar	<p>Use verbs in 3rd person singular to describe someone else</p> <p>explore the verb to be in the present tense</p> <p>explore and practise a regular present tense verb: "to wear"</p> <p>explore and practise the present tense verb "to have"</p> <p>practise accurate use of adjectives in agreement with nouns</p>