

## French Year 6 Long Term Planning Overview

	Content	Phonics	Grammar	Skill level practised
<b>Autumn 1</b> :My school, my subjects ☑ Talking all about us ☑ School subjects, my opinions ☑ Back to school with the aliens- animated story, creative reading and writing ☑ Witch’s day at school- talk and write story	Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school	Key listen out activity based on: Key sounds in school subjects/opinions qu/in	Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences	<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> <b>Sound Spelling:</b> Can apply phonic knowledge to find/or write words. <b>Listening:</b> Can understand the main points from a series of spoken sentences (including questions)- may require some repetition <b>Speaking:</b> 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 <b>Reading:</b> 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. <b>Writing:</b> 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.
<b>Autumn 2: School in France</b> ☑ describing our school ☑ Comparing school in France ☑ describing uniform ☑ letter to our partnerschool	Rooms in school Where is ( + room in school) Here is ( +room in school) Describing uniform Items of clothing	Key listen out activity based on: Key sounds in buying a gift role play structures eu/eau	Exploration of: Question Verb to wear in present tense Sentence structure	
<b>Spring 1: French Recipe</b> ☑ investigating French dishes ☑ Write a recipe ☑ numbers up to 100	You can to eat+ French dish You can eat + speciality Regional dishes	Key listen out activity based on: Key sounds in opinions eux/i/é	consolidation of prior learning – nouns, adjectives, verbs, questions and answers	
<b>Spring 1: Café culture ,restaurants</b> ☑ Café culture (performance) ☑ Eating out (role play) ☑ Story <i>Berthe va au restaurant</i>	Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)	consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud	consolidation of prior learning – nouns, adjectives, verbs, questions and answers	
<b>Summer1: Playing and enjoying sport</b> ☑ Happy New Year forfeit game ☑ Investigating sports ☑ skype partner school	You can (to Play + sports) Asking how to play a sport Simple explanation of a sport Opinions. / Likes and dislikes	Key listen out activity based on: Key sounds in sports and hobbies	Exploration of: verb to play in the present tense	
<b>Spummer 2: Hobbies and 14<sup>th</sup> of July</b> ☑ Favourites (Independent presentation) ☑ Tour de France ☑ Class celebration on 14 <sup>th</sup> of July ☑ Story <i>Champion du monde</i>	Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes	consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud	Exploration of: expressing likes and dislikes with nouns and verbs descriptive sentences using 1st,2nd and 3rd person regular present tense	
<b>DFE ATS and skill level (During the fourth stage of language learning, children will explore all 12 DFE Attainment Targets. and attempt to master the following language learning skills .</b>		<b>Language Learning Skill level practise</b>		
<b>Listen attentively to spoken language and show understanding by joining in and responding</b>		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		

<b>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</b>	imitate pronunciation identify specific sounds/phonemes/words Recite a short piece of narrative either from memory or by reading aloud from a text
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b>	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple role plays
<b>Speak in sentences, using familiar vocabulary, phrases and basic language structures</b>	use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics Retell using familiar language a sequence of events from a spoken passage containing complex structures Use time and/or sequencing structures in spoken sentences understand and express opinions
<b>Develop accurate pronunciation and intonation, so that others understand ....</b>	identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation
<b>Present ideas and information orally to a range of audiences</b>	prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions using familiar language and some unfamiliar language re-tell or present a story to an audience
<b>Read carefully and show understanding of words, phrases and simple writing</b>	read and understand the main points and some detail from a short written passage (mainly familiar 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 read and understand the main points and some detail from a short written passage (mainly familiar words)
<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>	read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand a range of familiar and unfamiliar 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>	write words, phrases and sentence (using a reference) Use time and sequencing structures in written sentences experiment with the writing of words and phrases from memory
<b>Describe people, places, things and actions orally and in writing</b>	construct a short text e.g create a ppt/ presentation or short passage to give a description Use time and sequencing structures in spoken sentences
<b>Understand basic grammar</b>	Revisit (extend) and explore use of conjunctions Understand and use time phrases to give “o’clock” times explore and practise a regular present tense verb: “to play” Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences