

Year 6		<u>French sport and the Olympics</u> ♦	<u>French football champions</u>	<u>In my French house</u> ♦	<u>Planning a French holiday</u> ♦	<u>Visiting a town in France</u> ♦	<u>French sport and the Olympics</u> ♦
To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?	Phonics			✓			
To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.		✓	✓	✓	✓	✓	
To know whether to use the pronouns il 'he' or elle 'she' when describing someone.	Grammar	✓	✓				
To know that partitive articles describe where something is placed: le livre est à côté du stylo.				✓		✓	
To know a range of prepositions to describe the position of objects.				✓		✓	
To know that the way verbs change to match the pronoun is called conjugation.		✓	✓		✓	✓	
To know that some verbs do not follow regular patterns, including avoir (to have), être (to be) and aller (to go).		✓	✓		✓	✓	
To conjugate the verbs aller , jouer and faire .		✓			✓		
To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports		✓					
To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).							✓

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To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.	Grammar		✓				
To know that parce que (because) can be used to extend a sentence and give a justification.					✓	✓	
Listening and gisting information from an extended audio passage using language detective skills.	Language comprehension (Listening and reading)		✓	✓		✓	
Independently identifying rhyming words and spelling patterns when joining in with songs.		<u>Covered in Year 5</u>					
Beginning to predict spelling patterns.		✓		✓			
Reading short authentic texts for enjoyment or information.			✓	✓	✓	✓	
Identifying and extracting key information in a range of authentic texts.			✓	✓	✓	✓	
Using a bilingual dictionary to select alternative vocabulary for independent sentence building.		✓	✓		✓	✓	
Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.				✓	✓	✓	✓

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Planning, asking and answering extended questions.	Language production (Speaking and writing)			✓		✓
Developing extended sentences to justify a fact or opinion.					✓	✓
Engaging in conversation and transactional language.				✓		✓
Planning and giving a short oral presentation.		✓	✓	✓	✓	
Modifying, expressing and comparing opinions.		✓				
Recognising key phonemes in an unfamiliar context, applying pronunciation rules.			✓	✓		
Using intonation and gesture to differentiate between statements and questions.		✓	✓	✓	✓	✓
Formulating their own strategies to remember and apply pronunciation rules.			✓	✓		
Speaking and reading aloud with increasing confidence and fluency.		✓	✓	✓	✓	✓
Giving a presentation drawing upon learning from a number of previous topics.		✓	✓	✓	✓	

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Using existing knowledge of vocabulary and phrases to create new sentences.	Language production (Speaking and writing)	✓	✓	✓	✓	✓
Constructing a short text on a familiar topic.		✓	✓	✓	✓	✓
Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.						
Using a wide range of descriptive phrases.			✓	✓	✓	✓
Playing the traditional French game of la pétanque.	Cultural awareness	✓				
Researching information about the French cycle race la Tour de France.		✓				
Comparing sporting activities in France and the UK.		✓				
To know the rules for playing French bowls.		✓				
To know how the maillot jaune is awarded during the Tour de France race.		✓				
To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.				✓		