

| French Stage 1 LTP (V2T/C2T) | | | | | |
|--|--|---|------------------------------------|--|---|
| Unit | Content Beginning to learn... | Phonics Beginning to recognise and practise... | Grammar Beginning to look at... | Language Learning Skills Beginning to | Skill Level |
| Autumn 1 <ul style="list-style-type: none"> Getting Started KPIs Can Say a greeting Respond to a question about name or feelings Attempt a question – name or feelings Remember some numbers between 0-11 Say at least 4 colours | Greetings/farewells Ask and answer question: name/feelings. Explore numbers 0-11. Explore 6 colours | Silent letters ç/é/h Sound spelling oi/ix/eu/ou | Intonation when asking a question. | Speak confidently Identify key sounds Ask question with intonation. Read some familiar target language words. Copywrite familiar target language words | Sound Spelling Can identify specific sounds /phonemes. Listening Can understand a few familiar spoken words and phrases. Speaking Can say/repeat a few short words and phrases and would be understood by a native speaker. Reading Can recognise and read out a few familiar words and phrases. |
| Autumn 2 <ul style="list-style-type: none"> Calendar and celebrations KPIs Can: Read and say some adjectives of colour Recognise and say a day of week Attempt to copywrite accurately a day of week Recognise and say most months Attempt to write accurately an important month of year | Colours Commands in class Days of week Months of year Culture: Christmas | Silent letters e Pronunciation i Sound spelling ou/di/eux/ez | Intonation when asking a question. | Speak confidently Identify key sounds Ask question with intonation. Take risks/positive attitude Listen attentively Make educated guesses Make links with other languages. | Writing Can write a few simple words or phrases or symbols as emergent writers of target language. Assessment: Puzzle It Outs, all 4 skills or selected skills (from above). Per half term/term In line with the Common European Framework of |

| | | | | | | |
|--|---|---|---|--|------------------------------------|--|
| <p>Spring 1</p> <ul style="list-style-type: none"> Animals I like and don't like. <p>KPIs. Remember and say animal nouns Write a simple sentence about a favourite animal Recognise a noun in a sentence</p> | <p>Animals (pets) nouns What is it? My favourite animal is ... Story: Animals I see when I walk to school.</p> | <p>Silent letters t/s Pronunciation é Sound spelling ou/in/oi/est/eau/q ui/ch</p> | <p>Identify a noun Aware of plural nouns Nouns using indefinite article "a" (un/une).</p> | <p>Speak confidently (words and phrases) Imitate pronunciation Ask a question accurately Listen attentively Actions to aid memory Make links with English and home languages. Practise with a friend Write simple sentences using a model.</p> | <p>Reference (CEFR), A1 (CEFR)</p> | |
| <p>Spring 2</p> <ul style="list-style-type: none"> Carnival Time <p>KPIs Can Recall numbers 0-11 Recall personal info questions from Autumn 1 Say age Recall some months of year Recall some days of week Attempt to say and write the date</p> | <p>Revisit numbers 0-11. Revisit colours. Ask and answer "How old are you?" Read and write dates in French. Participate in a simple dialogue (name, feelings, age). Culture: Carnival Culture :Easter</p> | <p>Silent letters t/s Sound spelling in/oi/ch/qu</p> | <p>Intonation when asking a question. Forming a question in French. Forming the date in French.</p> | <p>Speak confidently (words and phrases) Actions to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages.</p> | | |
| <p>Summer 1</p> <ul style="list-style-type: none"> Fruits, vegetables, hungry giant story <p>KPIs Can:</p> | <p>Fruits and vegetable nouns Numbers 0-11 Colours I want I would like ...</p> | <p>Silent letters t/s Sound spelling omme/oi/ane/eux/ ou/ais</p> | <p>Polite requests Singular and plural nouns.</p> | <p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning</p> | | |

| | | | | | |
|--|---|--|--|--|--|
| <p>Understand and say fruit/veg nouns Recall numbers 0-15 Count fruits Understand, enjoy, join in with story and board game Ask politely for an item Attempt to write a simple sentence using conjunction "and"</p> | <p>Please Story: The hungry giant story, performance Board game: The hungry giant</p> | | | <p>Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p> | |
| <p>Summer 2</p> <ul style="list-style-type: none"> • Going on a picnic • Aliens in France • Language Puzzle <p>KPIs Identify and understand familiar colours in a sentence Remember and say familiar colours Understand and join in with a story Ask the question "Where do you live/ Respond to the question with "I live in..."</p> | <p>Food and drink nouns for a picnic. Story: going on a picnic Culture: Map and places - in France Where do you live? I live in Language Puzzle: using our language detective skills to explore another language.</p> | <p>Silent letters e/s/t/h Sound spelling ch/j'h/ais/où</p> | <p>Polite requests Singular and plural nouns. Asking a question accurately</p> | <p>Speak confidently (words and phrases) Actions/games to aid memory Recall and use prior learning Ask a question accurately Listen attentively Positive attitude Take risks Imitate pronunciation Make links with English and home languages. Write simple sentences using a model.</p> | |

| Progression over year linked to DFE A1s 1-12 (English schools only) | | | | | | |
|---|----------|----------|----------|----------|----------|----------|
| During Stage 1 children will begin to explore and develop all 12 DFE A1s (see highlighted cells in grid below) | | | | | | |
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding | | | | | | |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words | | | | | | |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help. | | | | | | |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures | | | | | | |
| Develop accurate pronunciation and intonations, so that others understand. | | | | | | |
| Present ideas and information orally to a range of audiences. | | | | | | |
| Read carefully and show understanding of words, phrases and simple writing. | | | | | | |
| Appreciate stories, songs, poems and rhymes in another language. | | | | | | |
| 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. | | | | | | |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly. | | | | | | |
| Describe people, places and things | | | | | | |
| Understand basic grammar | | | | | | |