

### Curriculum Coverage Overview – Languages French

| <b><u>Lower Key Stage Two Potton Lower School</u></b>   |                      |       |       |       |       |       |                      |       |       |       |       |       |   |
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|   | <b><u>Year 3</u></b> |       |       |       |       |       | <b><u>Year 4</u></b> |       |       |       |       |       |   |
|   | Aut1                 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut1                 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |   |
| listen attentively to spoken language and show understanding by joining in and responding.  | X                    | X     |       |       | X     | X     | X                    |       |       |       |       | X     |   |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.           |                      |       |       | X     |       |       | X                    |       |       |       |       |       |   |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*. | X                    |       | X     |       | X     |       |                      | X     | X     |       |       | X     | X |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.   | X                    |       |       | X     | X     | X     |                      |       | X     | X     | X     | X     | X |
| Develop accurate pronunciation and intonation so that others understand when they are   | X                    | X     |       |       |       | X     | X                    | X     |       |       |       |       |   |

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| Reading aloud or using familiar words and phrases*.   |   |   |   |   |  |   |   |   |   |   |   |   |
| Present ideas and information orally to a range of audiences*.  |   |   |   | X |  | X | X | X |   |   |   | X |
| Read carefully and show understanding of words, phrases and simple writing.   |   | X |   |   |  | X |   |   |   |   | X |   |
| Appreciate stories, songs, poems and rhymes in the language.  | X | X | X |   |  |   |   |   |   |   |   |   |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.                  |   | X |   | X |  |   | X |   |   | X |   |   |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.   |   |   |   |   |  |   |   |   | X | X |   | X |
| Describe people, places, things and actions orally* and in writing.   |   |   | X |   |  |   |   | X |   |   |   |   |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key |   | X | X | X |  | X |   | X | X | X |   | X |

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| features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. |  |  |  |  |  |  |  |  |  |  |  |  |
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**Upper Key Stage Two Potton Middle School**

|   | <b><u>Year 5</u></b> |       |       |       |       |       | <b><u>Year 6</u></b> |       |       |       |       |       |
|---|----------------------|-------|-------|-------|-------|-------|----------------------|-------|-------|-------|-------|-------|
|   | Aut1                 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 | Aut1                 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
| listen attentively to spoken language and show understanding by joining in and responding.  | X                    | X     |       |       | X     | X     | X                    |       |       |       | X     |       |
| Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.                   |                      |       |       | X     |       |       | X                    |       |       |       |       |       |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.         | X                    |       | X     |       | X     |       |                      | X     | X     |       | X     | X     |
| Speak in sentences, using familiar vocabulary, phrases and basic language structures.   | X                    |       |       | X     | X     | X     |                      |       | X     | X     | X     | X     |
| Develop accurate pronunciation and intonation so that others understand when they are Reading aloud or using familiar words and phrases*. | X                    | X     |       |       |       | X     | X                    | X     |       |       |       |       |

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| Present ideas and information orally to a range of audiences*.  |   |   |   | X |   | X | X | X |   |   |   | X |
| Read carefully and show understanding of words, phrases and simple writing.   |   | X |   |   | X | X |   |   |   |   | X |   |
| Appreciate stories, songs, poems and rhymes in the language.  | X | X | X |   |   |   |   |   |   |   |   |   |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.  |   | X |   | X |   |   | X |   |   | X |   |   |
| Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.   |   |   |   |   |   |   |   |   | X | X |   | X |
| Describe people, places, things and actions orally* and in writing.   |   |   | X |   |   |   |   | X |   |   |   |   |
| Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply |   | X | X | X |   | X |   | X | X | X |   | X |

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| these, for instance, to build sentences; and how these differ from or are similar to English. |  |  |  |  |  |  |  |  |  |  |  |  |
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