

French Year 6 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<b>Autumn 1: Everyday life</b> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Time</li> <li>Daily life of a super hero/pupil</li> </ul>	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine	Key listen out activity based on: Key sounds in daily routine phrases  ais	Exploration of time phrases extended sentences with conjunctions and opinions	<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(some children will be on cusp of A2 in some of the skills )(Common European Framework of Reference)</i>  <b>Sound Spelling:</b> generally accurate pronunciation and familiar word reading skills.  <b>Listening:</b> Can understand the main points and some detail from a short spoken
<b>Autumn 2: Where I live ,where you live</b> <ul style="list-style-type: none"> <li>Spooky house /space house</li> <li>Hopes and aspirations</li> <li>Paddington's Xmas Sandwiches</li> </ul>	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house  ai/an/am	Exploration of: verb to have verb to be adjectival agreement with nouns	
<b>Spring 1: Playing and enjoying sport</b> <ul style="list-style-type: none"> <li>Happy New Year forfeit game</li> <li>Investigating sports</li> </ul>	You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes	Key listen out activity based on: Key sounds in sports and hobbies  ais/oue	Exploration of: verb to play in the present tense	



<p><b>Spring 2: This is me, hobbies and fun</b></p> <ul style="list-style-type: none"> <li>All the fun of the fair</li> <li>Favourites (independent presentation)</li> </ul>	<p>Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>	<p>Key listen out activity based on: Key sounds in opinions</p> <p style="text-align: center;"><b>eux/i/é</b></p>	<p>Exploration of: expressing likes and dislikes with nouns and verbs</p> <p>descriptive sentences using 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person regular present tense</p>	<p>passage</p> <p><b>Speaking:</b> Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation</p>
<p><b>Summer 1: Café culture ,restaurants</b></p> <ul style="list-style-type: none"> <li>Café culture (performance)</li> <li>Eating out (role play)</li> </ul>	<p>Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p><b>Reading:</b> Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/poem/story/account).Can use a bilingual dictionary.</p>
<p><b>Summer 2 :Performance Time</b></p> <ul style="list-style-type: none"> <li>Tour de France</li> <li>Class performances (independent performances and presentations)</li> <li>Create own class newspaper sheet</li> <li>Year 6 presentations</li> </ul>	<p>Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p><b>Writing:</b> Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p>
<p><b>DFE ATS and skill level</b> During the first stage of language learning, children will explore all 12 DFE Attainment Targets.</p>			<p><b>Language Learning Skill level practise</b> During the fourth stage of language learning , children will explore and attempt to master the following language learning skills linked to the 12 DfE ATs</p>	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p>			<p>Listen attentively and understand more complex phrases and</p>	



	<p>sentences</p> <p>Listen for specific words and phrases</p> <p>Understand the main points and simple opinions in a spoken story, song or passage</p>
Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words	<p>imitate pronunciation</p> <p>identify specific sounds/phonemes/words</p> <p><b>Recite a short piece of narrative either from memory or by reading aloud from a text</b></p>
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><b>Retell using familiar language a sequence of events from a spoken passage containing complex structures</b></p> <p><b>Use time and/or sequencing structures in spoken sentences</b></p> <p>understand and express opinions</p>
Develop accurate pronunciation and intonation, so that others understand ...	<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>using familiar language and some unfamiliar language</p> <p>re-tell or present a story to an audience</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.</p>



	<p>Imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>
<p>Appreciate stories, songs, poems and rhymes in the language</p>	<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>
<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>	<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>
<p>Write phrases from memory and adapt these to create new sentences to express ideas clearly</p>	<p>write words, phrases and sentence (using a reference)</p> <p><b>Use time and sequencing structures in written sentences</b></p> <p>experiment with the writing of words and phrases from memory</p>
<p>Describe people, places, things and actions orally and in writing</p>	<p>construct a short text e,g create a ppt/ presentation or short passage to give a description</p> <p><b>Use time and sequencing structures in spoken sentences</b></p>
<p>Understand basic grammar</p>	<p>Revisit (extend) and explore use of conjunctions</p> <p>Understand and use time phrases to give “o’clock” times</p> <p>explore and practise a regular present tense verb: “to play”</p> <p>Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences</p>

