



Scheme of Work		
Years: 3&4	Subject: French (Languages)	Weeks: 34
<p><b>Rationale</b></p> <p>This scheme introduces pupils to French through listening, speaking and practical communication opportunities across the academic year. Learning develops confidence and establishes routines for language learning. Pupils progressively recognise and apply sounds, patterns and structures within spoken and written French whilst developing understanding of greetings and classroom language.</p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>greet others appropriately</li> <li>introduce themselves</li> <li>ask and answer simple questions</li> <li>recognise common classroom instructions</li> <li>listen carefully and respond appropriately</li> <li>repeat words with improving pronunciation</li> </ul> <p><b>French is taught through a combination of:</b></p> <ul style="list-style-type: none"> <li>discrete weekly teaching sessions</li> <li>retrieval and repetition activities</li> <li>oral rehearsal and pronunciation practice</li> <li>practical experiences and games</li> <li>cross-curricular application within thematic units</li> </ul> <p><b>Learning develops progressively through:</b></p> <p>listen → repeat → understand → speak → read → write</p> <p><b>Pupils develop:</b></p> <ul style="list-style-type: none"> <li>vocabulary acquisition</li> <li>pronunciation confidence</li> <li>speaking and listening skills</li> <li>reading and writing of simple phrases and sentences</li> <li>understanding of basic grammatical patterns</li> <li>cultural awareness and curiosity about the wider world</li> </ul> <p><b>Phonics and Pronunciation</b></p> <p><b>Pupils learn to:</b></p> <ul style="list-style-type: none"> <li>recognise and reproduce key French sounds and sound patterns</li> <li>identify similarities and differences between French and English pronunciation</li> <li>develop confidence in speaking and repeating unfamiliar words</li> <li>listen carefully and distinguish between different sounds and patterns</li> </ul> <p><b>Progression</b></p> <p><b>Early LKS2</b></p> <ul style="list-style-type: none"> <li>silent letters</li> </ul>		



- *ou, on, eu* sounds

**Later LKS2**

- nasal sounds
- pronunciation patterns in longer words

**UKS2**

- increasing fluency and accuracy in pronunciation

**Songs, Stories and Poems**

**Pupils learn to:**

- listen to and engage with authentic French songs, stories and poems
- identify familiar vocabulary and repeated language patterns
- join in with repeated phrases and performance opportunities
- discuss meaning and compare language patterns

**Reading Spine-linked examples:**

Phase	Example
LKS2	simple songs about numbers, colours, weather
LKS2	traditional French stories
UKS2	short poems and rhymes
UKS2	short extracts from authentic French texts

**Dictionary and Language Learning Skills**

**Pupils learn to:**

- use bilingual dictionaries to find the meaning of unfamiliar words
- identify nouns, verbs and adjectives
- use alphabetic ordering to locate vocabulary
- begin to select vocabulary independently

**Progression:**

**LKS2**

- supported dictionary use

**UKS2**

- increasingly independent vocabulary selection

**Grammar Focus**



**LKS2**

- recognise masculine and feminine nouns
- understand singular and plural forms
- identify common verbs
- recognise simple sentence structures

**UKS2**

- understand adjective placement
- use first-person and third-person verbs
- recognise and use simple grammatical patterns
- manipulate sentence structures independently

**Cultural Capital**

Pupils develop understanding of the wider world through exposure to French language, stories, traditions, music, food, celebrations and experiences. Learning develops curiosity, broadens experiences and promotes appreciation of similarities and differences between communities and cultures.

**Adaptive Teaching**

**Examples of adaptation within this unit include:**

- visual timetables and now/next supports
- vocabulary pre-teaching and rehearsal
- sentence stems and modelling
- chunked instructions and reduced cognitive load
- oral rehearsal before recording ideas
- alternative recording methods (drawing, practical outcomes, verbal responses)
- sensory and movement opportunities where needed
- emotional check-ins and regulation support

**Retrieval Opportunities**

**Retrieval methods used throughout the unit:**

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture retrieval tasks
- oral rehearsal and low-stakes quizzes

**Prior Learning**

Pupils may already:

- understand that people communicate using different languages
- recognise that countries may have different languages and cultures
- listen carefully and respond to spoken instructions and questions
- use speaking and listening skills during discussion and collaborative activities



- recognise patterns and repeated words within songs, stories and classroom routines
- use simple vocabulary to communicate ideas, feelings and preferences
- participate in repeated oral rehearsal activities and recall familiar language patterns
- recognise similarities and differences between experiences, communities and cultures
- retrieve previously taught vocabulary and apply learning within familiar contexts
- communicate ideas with increasing confidence through spoken, practical and written activities
- have encountered simple French words or phrases through songs, stories, classroom routines or wider curriculum experiences where appropriate

### Storybrook French Scheme of Work (Years 3-4)

Term	Unit	Weeks	Core Vocabulary	National Curriculum Focus	End Point
Autumn 1	Bonjour Storybrook	6	greetings, name, classroom language	listen/respond; engage in conversation	pupils introduce themselves and respond to simple questions
Autumn 2	All About Me	6	feelings, family, age, colours	speak in sentences; broaden vocabulary	pupils describe themselves and family members
Spring 1	Food and Healthy Choices	6	food, drinks, likes/dislikes	ask/answer questions; express opinions	pupils discuss simple preferences
Spring 2	Around the Home and School	6	rooms, objects, classroom language	reading and understanding phrases	pupils label and describe familiar environments
Summer 1	Animals and Nature	6	animals, habitats, weather	pronunciation patterns; writing words and phrases	pupils classify and describe animals
Summer 2	Passport to Europe	6	countries, places, transport, preferences	reading, writing and grammatical patterns	pupils communicate simple information about places and preferences

### Unit overviews - French

Unit per term	Overview
<b>Unit 1</b>	<b>Bonjour Storybrook</b> introduces pupils to French through practical communication, listening activities and repeated language experiences designed to build confidence and curiosity. Pupils begin to recognise familiar sounds and patterns within spoken French whilst developing understanding of greetings, introductions and simple classroom language. Through songs, games, discussion and collaborative activities, pupils learn to listen carefully, respond appropriately and communicate using familiar words and phrases. Within the Storybrook context, learning is structured through predictable routines, oral rehearsal and relationship-based approaches to ensure pupils develop confidence and successful early experiences of language learning. By the end of the unit, pupils use simple spoken language to introduce themselves and respond to familiar questions with increasing independence.
<b>Unit 2</b>	<b>All About Me</b> develops pupils' confidence in using French to communicate personal information and describe themselves and others. Through practical activities, games, songs and discussion opportunities, pupils learn vocabulary linked to feelings, family members, age and colours whilst broadening understanding of simple sentence structures. Learning is carefully sequenced so pupils move from recognising and repeating vocabulary towards using familiar words and phrases independently within conversation and discussion. Within the Storybrook context, oral rehearsal, visual supports and predictable routines help pupils develop confidence and positive experiences of language learning. By the end of the unit, pupils use simple spoken language to describe themselves and family members with increasing confidence and independence.
<b>Unit 3</b>	<b>Food and Healthy Choices</b> develops pupils' confidence in using French to communicate preferences, make choices and express simple opinions linked to food and healthy lifestyles.



	Through practical activities, role play, songs, games and discussion opportunities, pupils learn vocabulary linked to food, drinks and healthy choices whilst developing understanding of simple questions and responses. Learning is carefully sequenced so pupils move from recognising and repeating vocabulary towards asking and answering questions and communicating preferences using familiar sentence structures. Within the Storybrook context, visual supports, oral rehearsal and predictable routines help pupils develop confidence and successful experiences of language learning. By the end of the unit, pupils discuss simple preferences and communicate likes and dislikes with increasing confidence and independence.
<b>Unit 4</b>	<b>Around the Home and School</b> develops pupils' confidence in using French to describe familiar environments and understand language linked to everyday places and objects. Through practical activities, games, role play and discussion opportunities, pupils learn vocabulary linked to rooms, classroom objects and familiar routines whilst developing understanding of simple written words and phrases. Learning is carefully sequenced so pupils move from recognising and repeating vocabulary towards reading, matching and using familiar language independently within meaningful contexts. Within the Storybrook context, visual supports, oral rehearsal and predictable routines help pupils develop confidence and positive experiences of language learning. By the end of the unit, pupils label and describe familiar environments using simple spoken and written language with increasing confidence and independence.
<b>Unit 5</b>	<b>Animals and Nature</b> develops pupils' confidence in using French to explore and describe the natural world through practical experiences, discussion and language activities. Pupils learn vocabulary linked to animals, habitats and weather whilst developing understanding of pronunciation patterns and increasing confidence when speaking and writing familiar words and phrases. Learning is carefully sequenced so pupils move from recognising and repeating vocabulary towards classifying, describing and communicating information using simple sentence structures. Within the Storybrook context, visual supports, oral rehearsal and predictable routines help pupils develop confidence and positive experiences of language learning. By the end of the unit, pupils classify and describe animals using increasingly accurate pronunciation and simple spoken and written language with growing confidence and independence.
<b>Unit 6</b>	<b>Passport to Europe</b> develops pupils' confidence in using French to communicate information about countries, places and travel experiences whilst strengthening understanding of the wider world. Through practical activities, games, discussion, role play and cultural exploration, pupils learn vocabulary linked to countries, transport, places and preferences whilst developing reading, writing and understanding of simple grammatical patterns. Learning is carefully sequenced so pupils move from recognising and repeating vocabulary towards constructing and communicating simple ideas independently using familiar words and sentence structures. Within the Storybrook context, visual supports, oral rehearsal and predictable routines help pupils develop confidence, curiosity and successful experiences of language learning. By the end of the unit, pupils communicate simple information about places and preferences using increasingly confident spoken and written language.

## Small-steps Lesson Sequence

### Unit 1:

Week	Learning Objective	Success Criteria
Week 1	Recognise and respond to greetings	I can respond to familiar greetings appropriately
Week 2	Learn and recall key classroom vocabulary	I can remember and use key vocabulary
Week 3	Introduce myself	I can say my name using a simple sentence
Week 4	Ask and answer simple questions	I can answer familiar questions
Week 5	Read and recognise familiar words	I can identify familiar words and phrases
Week 6	Apply learning independently	I can introduce myself and communicate simple information

### Unit 2:

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to feelings	I can name and recognise feelings



Week 2	Learn family vocabulary	I can identify family members
Week 3	Learn age and colour vocabulary	I can use age and colour words
Week 4	Describe myself using simple sentences	I can use simple sentence structures
Week 5	Ask and answer questions about myself	I can answer questions confidently
Week 6	Describe myself and family members	I can communicate information independently

**Unit 3:**

Week	Learning Objective	Success Criteria
Week 1	Learn food and drink vocabulary	I can identify familiar foods and drinks
Week 2	Express likes and dislikes	I can communicate preferences
Week 3	Ask and answer simple questions	I can participate in short conversations
Week 4	Read and recognise familiar vocabulary	I can identify familiar words and phrases
Week 5	Build simple opinion sentences	I can communicate preferences using sentences
Week 6	Apply learning through role play	I can discuss likes and dislikes independently

**Unit 4:**

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to rooms and places	I can identify familiar environments
Week 2	Learn vocabulary linked to objects	I can recognise familiar objects
Week 3	Match spoken and written vocabulary	I can connect words and meanings
Week 4	Read familiar phrases	I can understand short phrases
Week 5	Describe familiar environments	I can use simple descriptions
Week 6	Label and describe places independently	I can communicate information confidently

**Unit 5:**

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to animals	I can identify familiar animals
Week 2	Learn vocabulary linked to habitats	I can recognise habitats
Week 3	Explore pronunciation patterns	I can repeat sounds accurately
Week 4	Read and recognise familiar words	I can identify vocabulary
Week 5	Build simple descriptive phrases	I can describe animals
Week 6	Classify and describe animals	I can communicate information independently

**Unit 6:**

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to countries	I can identify countries
Week 2	Learn vocabulary linked to travel and places	I can recognise travel vocabulary
Week 3	Read and understand familiar words	I can understand simple language



Week 4	Explore sentence structures and grammar patterns	I can use familiar sentence structures
Week 5	Write simple information about places	I can communicate information in writing
Week 6	Present information independently	I can communicate ideas confidently

**Years 3-4 Progression**

Area	Progression
Listening	identify words → follow instructions → understand short phrases
Speaking	repeat words → answer questions → speak in simple sentences
Reading	recognise words → read phrases → understand short texts
Writing	copy words → complete phrases → write simple sentences
Grammar	recognise patterns → adjective agreement awareness → sentence structure awareness
Vocabulary	familiar words → thematic vocabulary → increasingly independent use

**Skills Progression Audit**

Area	Autumn	Spring	Summer
Listening	respond to familiar words	understand short phrases	understand simple sentences
Speaking	repeat and answer	ask and answer questions	communicate ideas independently
Reading	recognise words	read phrases	read short texts
Writing	copy words	complete phrases	write simple sentences
Grammar	<i>je suis</i>	<i>j'aime</i>	conjunctions and sentence building
Pronunciation	recognise sounds	repeat accurately	increasing confidence and fluency

**Substantive Knowledge Sequence**

Week	Knowledge focus	Pupils learn that...
Week 1	Listening and recognising language	spoken French contains familiar sounds and patterns which can be recognised and repeated
Week 2	Vocabulary acquisition	words and phrases can communicate meaning linked to the unit theme
Week 3	Speaking and responding	simple questions and responses can be used to communicate information
Week 4	Reading and understanding	familiar words and short phrases can be recognised and understood in written form
Week 5	Sentence building	words can be combined to create simple spoken and written sentences
Week 6	Applying and communicating	language can be used to communicate ideas, preferences and information independently

**National Curriculum Coverage Audit**

Area	Coverage within this unit
Listening and Responding	pupils listen attentively to spoken French and respond to familiar words, phrases and instructions
Speaking	pupils engage in simple conversations, ask and answer questions and communicate information using short phrases and sentences
Pronunciation	pupils explore patterns and sounds within language and develop increasingly accurate pronunciation and intonation



<b>Reading</b>	pupils read carefully and show understanding of familiar words, phrases and simple sentences
<b>Writing</b>	pupils write words, phrases and simple sentences using familiar vocabulary and sentence structures
<b>Vocabulary Development</b>	pupils broaden vocabulary and use increasingly ambitious language linked to themes and contexts
<b>Grammar</b>	pupils understand basic language structures and grammatical patterns including sentence structure and simple word changes
<b>Language Learning Strategies</b>	pupils use repetition, retrieval, questioning and pattern recognition to support language acquisition
<b>Cultural Understanding</b>	pupils explore similarities and differences between cultures and develop curiosity about the wider world
<b>Application of Learning</b>	pupils apply vocabulary and language structures through practical, spoken and written outcomes

**Years 3-4 Challenge Progression**

Area	Year 3	Year 4 Extension
Speaking	answer simple questions	ask and answer questions independently
Reading	recognise words and phrases	read short texts and identify meaning
Writing	copy and complete phrases	write simple sentences independently
Vocabulary	use familiar vocabulary	select increasingly ambitious vocabulary pupils begin locating familiar vocabulary independently using word banks and simple dictionaries.
Grammar	recognise patterns	apply patterns within sentences

**Grammar Progression**

Pupils revisit and apply grammatical structures cumulatively so that previously taught vocabulary and sentence patterns become increasingly automatic and transferable across contexts.

Area	Progression
Sentence patterns	simple responses → short phrases → simple sentences
Pronouns	<i>je</i> → <i>j'ai</i> → <i>je vais</i>
Opinions	<i>j'aime</i> → <i>je n'aime pas</i> → preferences with justification
Conjunctions	<i>et</i> → <i>mais</i>
Question structures	answer questions → ask familiar questions independently
Gender	recognise <i>un/une</i> → identify masculine/feminine patterns

**Phonics Progression**

Term	Focus
Autumn	ou, on, oi
Spring	eu, an, silent endings
Summer	combining sound patterns within words and phrases

**Spelling Progression**

- recognise patterns and similarities between English and French words
- identify and apply simple spelling patterns and sound relationships
- practise reading and writing increasingly accurate words and phrases



- apply spelling and vocabulary knowledge through spoken and written communication activities

**Songs and Rhyme Progression**

Term	Focus
Autumn	repeated greetings and classroom songs
Spring	songs and rhymes linked to themes and vocabulary
Summer	performance and repeated language patterns

**Vocabulary Development**

French is taught through discrete weekly teaching sessions and then intentionally applied through wider Storybrook curriculum themes. Vocabulary and sentence structures are revisited and strengthened through meaningful curriculum contexts to support retrieval, communication, cultural understanding and purposeful application of language learning.

**French Application Across Storybrook Curriculum Themes**

**Storybrook Integrated Curriculum Theme: Stone Age to Iron Age**

**French application focus: Greetings and classroom language**

**Vocabulary:**

- bonjour (hello)
- salut (hi)
- au revoir (goodbye)
- oui (yes)
- non (no)
- merci (thank you)
- s'il vous plaît (please)
- écoutez (listen)

**Sentence pattern:**

Je m'appelle... (*My name is...*)

**Storybrook Integrated Curriculum Theme 2: Rock Detectives**

**French application focus: Colours and describing objects**

**Vocabulary:**

- rouge (red)
- bleu (blue)
- vert (green)
- jaune (yellow)
- grand (big)
- petit (small)
- dur (hard)
- mou (soft)

**Retrieval:**

- bonjour
- merci



**Sentence pattern:**

C'est un/une... (*It is a...*)

**Storybrook Integrated Curriculum Theme 3: Winter Wishes**

**French application focus: Feelings and emotions**

**Vocabulary:**

- heureux (happy)
- triste (sad)
- calme (calm)
- fatigué (tired)
- excité (excited)
- inquiet (worried)
- ami (friend)
- famille (family)

**Retrieval:**

- rouge
- bleu

**Sentence pattern:**

Je suis... (*I am...*)

**Storybrook Integrated Curriculum Theme 4: Walk Like an Egyptian**

**French application focus: People and family**

**Vocabulary:**

- maman (mum)
- papa (dad)
- frère (brother)
- sœur (sister)
- homme (man)
- femme (woman)
- roi (king)
- reine (queen)

**Retrieval:**

- heureux
- triste

**Sentence pattern:**

J'ai... (*I have...*)

**Storybrook Integrated Curriculum Theme 5: Light and Shadows**

**French application focus: Weather and light**

**Vocabulary:**

- soleil (sun)



- lumière (light)
- ombre (shadow)
- chaud (hot)
- froid (cold)
- jour (day)
- nuit (night)
- ciel (sky)

**Retrieval:**

- grand
- petit

**Sentence pattern:**

Il y a... (*There is/there are...*)

**Storybrook Integrated Curriculum Theme 6: Easter Journeys**

**French application focus: Celebrations and culture**

**Vocabulary:**

- fête (celebration)
- ami (friend)
- famille (family)
- voyage (journey)
- printemps (spring)
- joie (joy)
- espoir (hope)
- partager (share)

**Retrieval:**

- bonjour
- heureux

**Sentence pattern:**

J'aime... (*I like...*)

**Storybrook Integrated Curriculum Theme 7: Tremors**

**French application focus: Places and directions**

**Vocabulary:**

- pays (country)
- montagne (mountain)
- volcan (volcano)
- terre (earth)
- nord (north)
- sud (south)
- est (east)
- ouest (west)

**Retrieval:**



- soleil
- lumière

**Sentence pattern:**  
Où est... ? (*Where is...?*)

**Storybrook Integrated Curriculum Theme 8: Healthy Me**

**French application focus: Food and body**

**Vocabulary:**

- pomme (apple)
- eau (water)
- pain (bread)
- corps (body)
- tête (head)
- main (hand)
- sommeil (sleep)
- exercice (exercise)

**Retrieval:**

- Je suis...
- J'aime...

**Sentence pattern:**  
J'aime / Je n'aime pas... (*I like / I do not like...*)

**Storybrook Integrated Curriculum Theme 9: Passport to Europe**

**French application focus: Countries and travel**

**Vocabulary:**

- France
- Espagne
- Italie
- Train
- Avion
- ville (city)
- voyage (travel)
- carte (map)

**Retrieval:**

- pays
- nord

**Sentence pattern:**  
Je vais à... (*I am going to...*)

**Oracy & Fluency**

- echo reading of vocabulary and phrases



- paired speaking activities
- oral rehearsal before recording
- songs and repeated language patterns
- role play and conversations
- pronunciation practice
- questioning and response activities
- partner discussion and collaborative speaking opportunities

### Reading Spine Links

The French curriculum strengthens wider reading experiences through carefully selected texts and thematic links across the Storybrook Reading Spine.

#### Reading focus areas:

- repeated language patterns and vocabulary retrieval
- discussion and speaking opportunities
- understanding of culture and communities
- descriptive and comparative language
- curiosity about the wider world
- communication and storytelling

#### Reading Spine texts may include:

- The Incredible Book Eating Boy
- Uniquely Me
- George's Marvellous Medicine
- Cloud Tea Monkeys
- Europe
- Eiffel Tower Emergency
- To the Edge of the World

French Unit	Reading Spine Links	How it supports French
Bonjour Storybrook	<i>The Incredible Book Eating Boy</i>	discussion, repeated language patterns, vocabulary acquisition and curiosity about words
All About Me	<i>Uniquely Me</i>	feelings, identity, describing self and others
Food and Healthy Choices	<i>George's Marvellous Medicine</i>	food vocabulary, preferences and discussion
Animals and Nature	<i>Cloud Tea Monkeys</i>	animals, environments and descriptive vocabulary
Passport to Europe	<i>Europe</i>	countries, places, cultures and geographical language
Passport to Europe	<i>Eiffel Tower Emergency</i>	French culture, places and travel vocabulary
Passport to Europe	<i>To the Edge of the World</i>	journeys, exploration and communication

### Visits and Visitors:

Pupils regularly hear authentic spoken French through songs, recordings, stories and native-speaker examples to support pronunciation, fluency and cultural understanding.

#### Visits and visitors are used to:

- provide meaningful opportunities to experience language and culture beyond the classroom
- develop understanding of countries, communities and traditions linked to French-speaking cultures



- strengthen speaking and listening skills through authentic communication opportunities
- support pronunciation and vocabulary development through practical experiences
- provide opportunities for pupils to hear language spoken by others in meaningful contexts
- develop confidence when communicating using familiar words and phrases
- strengthen curiosity and understanding of the wider world through cultural experiences
- provide opportunities to apply vocabulary and language skills in real-life situations
- support communication, confidence and collaborative learning through shared experiences

**Examples may include:**

- visitors who speak French or have experiences of French-speaking countries and cultures
- virtual visits or online cultural experiences linked to French-speaking countries
- themed cultural days linked to language, food, music and traditions
- opportunities to explore stories, songs and games from French-speaking cultures
- local visits or practical experiences where pupils can apply simple communication skills where appropriate

**Home Learning:**

- practise greetings, numbers and key vocabulary through games, flashcards and discussion with family members or trusted adults
- revisit previously taught French vocabulary through retrieval activities and repetition
- practise pronunciation by listening to and repeating familiar words and phrases
- create simple labels, posters or drawings using French vocabulary linked to current learning
- identify and discuss similarities and differences between languages, countries and cultures
- practise asking and answering simple questions using familiar sentence structures
- read and discuss simple words, phrases or visual prompts linked to current vocabulary themes
- complete practical activities such as matching games, vocabulary hunts or memory activities
- explore stories, songs, music and cultural experiences linked to French-speaking countries where appropriate
- revisit key learning through discussion and short speaking activities to strengthen confidence and retention

**Home Reading Opportunities:**

- families are encouraged to revisit key vocabulary together and discuss words, phrases and meanings linked to current learning
- opportunities for discussion should support curiosity and understanding of language, countries and cultural experiences
- pupils are encouraged to read and discuss simple French words, phrases, labels and visual texts linked to current themes
- opportunities to practise retrieval of previously taught vocabulary through games, questioning and discussion are encouraged
- pupils may explore stories, songs, rhymes and simple texts linked to French-speaking cultures and experiences
- opportunities for repeated reading and speaking should support fluency, pronunciation, confidence and understanding of increasingly ambitious vocabulary
- discussion opportunities should encourage pupils to communicate ideas, explain understanding and make connections with wider learning experiences
- families are encouraged to celebrate effort and confidence in language learning whilst promoting curiosity about the wider world

**Assessment opportunities:**

Assessment information is used to identify barriers, inform adaptive teaching and ensure pupils receive timely support and challenge.

Assessment Area	Assessment Opportunities within this Unit
Vocabulary	use of French vocabulary during discussion, retrieval activities, games and spoken responses



<b>Listening and Understanding</b>	responding appropriately to spoken instructions, identifying familiar words and demonstrating understanding of simple phrases
<b>Speaking</b>	pronunciation of vocabulary, participation in conversations, asking and answering questions and use of sentence structures
<b>Pronunciation and Fluency</b>	accuracy of pronunciation, confidence when repeating language and development of intonation and expression
<b>Reading</b>	recognition and understanding of familiar words, phrases and simple sentences
<b>Writing</b>	copying words accurately, completing phrases and constructing simple written sentences using familiar vocabulary
<b>Grammar and Sentence Structure</b>	application of simple grammatical patterns and use of familiar sentence structures within spoken and written outcomes
<b>Retrieval</b>	recall of previously taught vocabulary and application of prior learning through retrieval activities and questioning
<b>Application of Learning</b>	use of language within role play, practical activities, games and cross-curricular opportunities
<b>Independence</b>	increasing confidence when selecting vocabulary, communicating ideas and applying language with reduced adult support
<b>Final Outcome</b>	presentation, conversation, role-play or practical outcome demonstrating understanding and application of language learning

**Secure End Point**

By the end of Years 3-4 pupils independently listen, speak, read and write using familiar French vocabulary and simple sentence structures whilst communicating ideas and preferences with increasing confidence, accuracy and independence. Pupils apply previously taught vocabulary, recognise simple grammatical patterns and demonstrate curiosity and understanding of French language and culture.

**Leaders Monitor Impact Through:**

- pupil voice discussions
- work scrutiny
- retrieval quizzes
- vocabulary use in discussion and writing
- lesson visits
- assessment information
- final outcomes and presentations
- speaking and pronunciation checks
- listening and response activities
- reading fluency checks
- monitoring use of increasingly ambitious French vocabulary within discussion and written outcomes
- monitoring pupils' confidence and accuracy when communicating using familiar words, phrases and sentence structures
- monitoring pronunciation, intonation and application of spoken language skills
- monitoring pupils' ability to retrieve and apply previously taught vocabulary and grammatical patterns
- monitoring pupils' ability to ask and answer questions and communicate ideas using increasingly independent language choices
- monitoring reading and understanding of familiar words, phrases and simple texts
- monitoring writing outcomes including sentence construction, vocabulary application and grammatical accuracy
- monitoring confidence, participation and independence during language learning activities and collaborative discussion opportunities
- monitoring progression in listening, speaking, reading and writing skills across the year



**Links to Whole-School Policies**

**This unit should be delivered in line with:**

- Curriculum Policy
- Teaching and Learning Policy
- Reading Policy / Reading Spine
- Behaviour and Relationships Policy
- SEND Policy
- Assessment Policy
- Equality and Accessibility Policy
- PSHE Policy
- Safeguarding Policy
- Handwriting and Recording Development Policy



### Appendix 1: Year 3-4 Spelling Progression Map

Term	Focus	Example patterns	Linked units
Autumn 1	Prefixes	dis-, mis-, in-, il-, im-, ir-, re-	Stone Age
Autumn 2	Suffixes	-ation, -ly	Rock Detectives
Autumn 2	Statutory words	accident, actual, address, answer	Winter Wishes
Spring 1	Possessive apostrophes	plural possession	Ancient Egypt
Spring 1	Prefixes and root words	sub-, inter-, anti-, super-	Light and Shadows
Spring 2	Homophones	scene/seen, weather/whether	Easter Journeys
Summer 1	Suffix rules	-ous	Tremors
Summer 2	Statutory word review	favourite, grammar, guide, interest, knowledge	Passport to Europe

### Appendix 2: Year 3-4 Grammar Progression Map

Unit	Main grammar focus
Stone Age	expanded noun phrases; chronological language
Rock Detectives	conjunctions; explanation language
Winter Wishes	descriptive language; figurative language
Ancient Egypt	fronted adverbials; paragraph organisation
Light and Shadows	subordinate clauses; scientific explanation
Easter Journeys	comparative language; reflection
Tremors	explanation and reasoning language
Healthy Me	persuasive and evaluative language
Passport to Europe	paragraph cohesion; comparative language

### Appendix 3: Storybrook Implementation Notes

#### Adults say

#### Retrieval

- “What do you already remember?”
- “Can you tell me something from last lesson?”

#### Vocabulary

- “Can you use that word in a sentence?”
- “What does that word mean?”

#### Reasoning

- “What evidence supports your thinking?”
- “What makes you think that?”

#### Reflection



- “Has your thinking changed?”

**Adults do**

- regulate and prepare for learning
- explicitly model new learning
- pre-teach vocabulary
- use visuals and scaffolds
- chunk instructions
- provide oral rehearsal opportunities
- revisit prior learning through retrieval
- gradually remove support to build independence

**Adults look for**

**Knowledge**

- recall of sticky knowledge
- accurate vocabulary use
- application of prior learning

**SEMH**

- engagement
- regulation
- confidence
- participation

**Independence**

- reduced adult support
- ownership of learning
- increasing resilience