



Scheme of Work

Years: 5&6	Subject: French (Languages)	Weeks: 34
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Rationale

This scheme develops pupils' confidence and independence in French through listening, speaking, reading and purposeful communication opportunities across the academic year. Learning builds upon prior language experiences and develops pupils' ability to recognise, apply and manipulate sounds, patterns and grammatical structures within spoken and written French. Pupils increasingly communicate ideas, opinions and information independently whilst developing understanding of language, culture and the wider world.

Pupils learn to:

- communicate information about themselves, experiences and interests using increasingly accurate language
- ask and answer questions within conversations and discussion activities
- broaden vocabulary and apply language within different contexts
- listen carefully and identify important information within spoken language
- read and understand short phrases, sentences and increasingly authentic texts
- communicate ideas through spoken and written outcomes with increasing independence
- recognise and apply grammatical patterns and sentence structures
- develop confidence in pronunciation, fluency and communication

French is taught through a combination of:

- discrete weekly teaching sessions
- retrieval and repetition activities
- oral rehearsal and pronunciation practice
- practical experiences and collaborative activities
- songs, stories and authentic language experiences
- cross-curricular application within thematic units
- structured opportunities for discussion and independent communication

Learning develops progressively through:

listen → understand → speak → read → write → justify → communicate independently

Pupils develop:

- increasingly ambitious vocabulary acquisition
- pronunciation accuracy and fluency
- speaking and listening confidence
- reading and understanding of increasingly challenging texts
- writing of phrases, sentences and purposeful outcomes
- understanding and application of grammatical patterns
- independent language-learning strategies
- cultural awareness and curiosity about the wider world

Phonics and Pronunciation

Pupils learn to:

- recognise and reproduce increasingly complex French sounds and sound patterns



- identify similarities and differences between French and English pronunciation
- apply pronunciation patterns when reading unfamiliar vocabulary
- listen carefully and distinguish between sounds, patterns and meaning
- develop increasing fluency, confidence and accuracy when communicating
- recognise how pronunciation can influence meaning and communication

Progression

Early LKS2

- silent letters
- *ou, on, eu* sounds

Later LKS2

- nasal sounds
- pronunciation patterns in longer words

UKS2

- increasing fluency and pronunciation accuracy
- applying pronunciation patterns independently
- recognising pronunciation exceptions
- communicating with increasing expression and confidence

Songs, Stories and Poems

Pupils learn to:

- listen and respond to authentic French songs, stories, poems and spoken texts
- identify familiar vocabulary and repeated language patterns
- recognise themes, meaning and important information within texts
- join in with repeated phrases and performance opportunities
- compare language structures and identify patterns
- develop confidence in understanding authentic language experiences

Reading Spine-linked examples

Phase	Example
LKS2	simple songs linked to numbers, colours and weather
LKS2	traditional French stories
UKS2	poems and rhymes using increasingly ambitious vocabulary
UKS2	short extracts from authentic French texts
UKS2	stories, biographies and cultural texts linked to curriculum themes

Dictionary and Language Learning Skills



Pupils learn to:

- use bilingual dictionaries and language resources to find meanings of unfamiliar words
- identify nouns, verbs, adjectives and simple grammatical patterns
- recognise similarities and patterns within language structures
- select vocabulary increasingly independently
- apply vocabulary choices purposefully within spoken and written outcomes
- develop strategies for learning, remembering and applying language

Progression

LKS2

- supported dictionary use

UKS2

- increasingly independent vocabulary selection
- selecting vocabulary according to purpose
- identifying patterns within language structures independently
- using language-learning strategies confidently

Grammar Focus

LKS2

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

UKS2

- understand adjective placement and agreement
- use first-, second- and third-person verbs
- recognise and apply simple present tense patterns
- use conjunctions to extend ideas and sentences
- express opinions and justify ideas
- recognise and apply grammatical patterns independently
- manipulate sentence structures increasingly confidently

Cultural Capital

Pupils develop understanding of the wider world through exposure to French language, stories, traditions, music, food, celebrations and authentic cultural experiences. Learning broadens experiences, develops curiosity and encourages pupils to recognise similarities and differences between communities, cultures and ways of life. Pupils increasingly understand that language supports communication, connection and understanding across different countries and communities.

Pupils develop:

- curiosity about French-speaking countries, communities and cultures
- understanding of similarities and differences between cultures and experiences



- appreciation of traditions, celebrations, music, stories and cultural practices
- awareness of how language can support communication and connection across the wider world
- confidence in discussing and respecting different viewpoints and experiences
- understanding of how language learning can support future opportunities and global understanding
- increasingly thoughtful comparisons between their own experiences and those of others
- appreciation of diversity, identity and belonging within local, national and international communities
- compare aspects of French-speaking cultures with their own experiences and communities
- recognise that countries sharing a language may also have diverse traditions and identities

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 scheme:

- vocabulary retrieval
- retrieval grids
- discussion prompts
- sequencing activities
- picture and symbol retrieval tasks
- oral rehearsal and low-stakes quizzes
- pronunciation retrieval and sound pattern activities
- sentence reconstruction activities
- grammar retrieval linked to previously taught language structures
- matching and sorting activities (*e.g. nouns, verbs, adjectives and sentence components*)
- speaking partner activities and question-response practice
- rapid recall activities linked to thematic vocabulary
- translation and interpretation activities using familiar vocabulary and phrases
- listening and identification activities using authentic language examples
- retrieval linked to songs, stories and cultural experiences
- mini-conversation practice and role-play activities
- revisit prior learning through cumulative retrieval opportunities across units

Retrieval progression across UKS2:

hear → recognise → recall → apply → construct → communicate independently

Prior Learning



Pupils may already:

- understand that people communicate using different languages and that language can support communication across the wider world
- recognise that countries and communities may have different languages, traditions and cultural experiences
- listen carefully and respond appropriately to spoken instructions, questions and classroom routines
- use speaking and listening skills confidently during discussion and collaborative activities
- recognise repeated sounds, words and language patterns within songs, stories and classroom experiences
- ask and answer simple questions using familiar language structures
- use familiar vocabulary and short phrases to communicate ideas, preferences and information
- participate in oral rehearsal activities and recall previously taught vocabulary and sentence patterns
- recognise similarities and differences between languages and identify simple language patterns
- retrieve and apply previously taught vocabulary within familiar contexts
- recognise simple grammatical features including nouns, verbs and basic sentence structures
- communicate ideas with increasing confidence through spoken, practical and written activities
- have experienced French language through songs, stories, classroom routines and wider curriculum experiences where appropriate

Building on Prior Learning

Pupils build upon earlier experiences of speaking, listening and language learning developed through LKS2 French provision and wider curriculum experiences. Prior learning supports pupils in recognising language patterns, applying familiar vocabulary and communicating increasingly confidently within different contexts.

Learning now extends towards:

- applying increasingly ambitious vocabulary independently
- recognising and manipulating grammatical patterns
- reading and understanding increasingly authentic texts
- communicating ideas and opinions with increasing fluency and confidence
- selecting language appropriately according to audience and purpose
- developing independence as language learners

Future learning prepares pupils to:

- communicate increasingly confidently in unfamiliar situations
- understand and respond to increasingly complex spoken and written language
- apply language-learning strategies independently
- recognise patterns and structures within new languages
- access secondary language curriculum expectations confidently
- communicate ideas, opinions and information with increasing accuracy and independence

Pupils are increasingly prepared to:

- recognise patterns across unfamiliar languages
- manipulate known vocabulary and sentence structures independently
- communicate ideas with increasing spontaneity
- apply retrieval and language-learning strategies independently
- approach new language learning with confidence and curiosity



Term	Unit	Weeks	Core Vocabulary	National Curriculum Focus	End Point
Autumn 1	Identity and Belonging	6	personality, emotions, hobbies, opinions, identity vocabulary	engage in conversations; broaden vocabulary; speak in sentences	pupils communicate information about themselves and their interests using increasingly accurate language
Autumn 2	Ancient Worlds and Civilisations	6	people, places, historical vocabulary, descriptions, opinions	ask and answer questions; understand and communicate ideas	pupils describe people, places and historical ideas using simple connected sentences
Spring 1	Healthy Living and Wellbeing	6	food, exercise, routines, wellbeing vocabulary, opinions	express opinions and justify responses; broaden vocabulary	pupils discuss routines and healthy choices using increasingly complex language
Spring 2	Journeys and Communities	6	countries, environments, travel, transport, directions	read carefully and understand short texts; communicate information	pupils communicate information about places, journeys and communities
Summer 1	Environment and Rainforests	6	habitats, animals, climate, environmental vocabulary, conservation	apply grammatical structures; broaden vocabulary; develop reading confidence	pupils describe environments and explain environmental issues and responsibilities using increasingly accurate language
Summer 2	Future Aspirations and Wider World	6	jobs, ambitions, future vocabulary, preferences	write phrases and sentences; communicate independently	pupils communicate ideas about aspirations and future goals with increasing independence

Unit overviews - French

Unit per term	Overview
Unit 1 - Identity and Belonging	<i>Identity and Belonging</i> develops pupils' confidence in using French to communicate information about themselves, interests, preferences and personal experiences. Through practical activities, games, discussion opportunities and collaborative speaking activities, pupils broaden vocabulary linked to personality, emotions, hobbies and identity whilst developing confidence in asking and answering questions using increasingly accurate sentence structures. Learning is carefully sequenced so pupils move from recalling and applying familiar vocabulary towards communicating information and opinions independently within meaningful contexts. 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 communicate information about themselves and their interests using increasingly accurate spoken and written French.
Unit 2 - Ancient Worlds and Civilisations	<i>Ancient Worlds and Civilisations</i> develops pupils' confidence in using French to communicate ideas linked to people, places and historical contexts. Through practical activities, storytelling, games and discussion opportunities, pupils learn vocabulary linked to historical themes and descriptions whilst developing confidence in using questions, opinions and increasingly complex sentence structures. Learning is carefully sequenced so pupils move from recognising and applying vocabulary towards communicating ideas independently within meaningful contexts. 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 communicate information about people, places and historical ideas using increasingly confident spoken and written language.



<p>Unit 3 - Healthy Living and Wellbeing</p>	<p><i>Healthy Living and Wellbeing</i> develops pupils' confidence in using French to communicate choices, preferences and ideas linked to health and lifestyles. Through practical activities, role play, discussion and collaborative learning opportunities, pupils broaden vocabulary linked to food, routines, exercise and wellbeing whilst developing confidence in expressing opinions and justifying ideas. Learning is carefully sequenced so pupils move from recalling familiar language towards constructing and communicating increasingly detailed responses independently. Within the Storyybrook context, oral rehearsal, visual supports and predictable routines help pupils develop confidence and successful experiences of language learning. By the end of the unit, pupils discuss healthy choices and communicate ideas confidently using increasingly complex language.</p>
<p>Unit 4 - Journeys and Communities</p>	<p><i>Journeys and Communities</i> develops pupils' confidence in using French to communicate information about countries, places, travel and communities. Through practical activities, discussion opportunities, role play and cultural exploration, pupils learn vocabulary linked to environments, transport and directions whilst developing confidence in reading and understanding increasingly complex written language. Learning is carefully sequenced so pupils move from recognising and applying familiar vocabulary towards communicating ideas independently within meaningful contexts. Within the Storyybrook context, visual supports, oral rehearsal and predictable routines help pupils develop confidence and curiosity about the wider world. By the end of the unit, pupils communicate information about journeys and communities using increasingly accurate spoken and written language.</p>
<p>Unit 5 - Environment and Rainforests</p>	<p><i>Environment and Rainforests</i> develops pupils' confidence in using French to explore and communicate ideas linked to habitats, environments and the natural world. Through practical experiences, discussion opportunities and language activities, pupils broaden vocabulary linked to animals, climate and environmental themes whilst developing confidence in applying increasingly complex grammatical structures. Learning is carefully sequenced so pupils move from recalling and applying familiar vocabulary towards explaining ideas and communicating understanding independently. Within the Storyybrook 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 describe environments and communicate simple environmental ideas using increasingly confident spoken and written language.</p>
<p>Unit 6 - Future Aspirations and Wider World</p>	<p><i>Future Aspirations and Wider World</i> develops pupils' confidence in using French to communicate ideas linked to future goals, ambitions and wider life experiences. Through practical activities, games, discussion opportunities and collaborative speaking activities, pupils broaden vocabulary linked to jobs, aspirations and personal interests whilst developing confidence in selecting and applying language independently. Learning is carefully sequenced so pupils move from recalling and applying familiar vocabulary towards communicating increasingly sophisticated ideas independently within meaningful contexts. Within the Storyybrook 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 ideas about aspirations and future goals using increasingly independent spoken and written French.</p>

Small-steps Lesson Sequence

Unit 1: Identity and Belonging

Week	Learning Objective	Success Criteria
Week 1	Learn and apply vocabulary linked to identity, interests and emotions	I can recognise and use familiar vocabulary accurately
Week 2	Ask and answer questions about myself and others	I can participate in short conversations



Week 3	Build sentences using familiar language structures	I can communicate information using simple sentences
Week 4	Read and understand short phrases and written information	I can identify and understand important information
Week 5	Express preferences and opinions	I can explain simple ideas and preferences
Week 6	Apply learning independently	I can communicate information confidently using spoken and written French

Unit 2: Ancient Worlds and Civilisations

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to people, places and historical themes	I can recognise and use historical vocabulary
Week 2	Describe people and places	I can use descriptive vocabulary accurately
Week 3	Ask and answer questions about historical ideas	I can communicate ideas using familiar structures
Week 4	Read and understand historical vocabulary and phrases	I can identify important information within written language
Week 5	Communicate opinions and descriptions	I can explain ideas using increasingly accurate language
Week 6	Apply learning independently	I can communicate information confidently

Unit 3: Healthy Living and Wellbeing

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to food, routines and wellbeing	I can recognise and use familiar vocabulary
Week 2	Express preferences and opinions	I can communicate likes and dislikes
Week 3	Ask and answer questions linked to healthy choices	I can participate in short conversations
Week 4	Read and understand familiar written language	I can identify important information
Week 5	Build increasingly detailed sentences	I can explain ideas and preferences
Week 6	Apply learning independently	I can communicate information confidently



Unit 4: Journeys and Communities

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to countries, travel and places	I can recognise and use key vocabulary
Week 2	Learn vocabulary linked to transport and directions	I can identify and apply familiar vocabulary
Week 3	Read and understand short texts and information	I can understand important information
Week 4	Build and apply sentence structures	I can communicate information accurately
Week 5	Describe places and journeys	I can explain information using familiar structures
Week 6	Apply learning independently	I can communicate ideas confidently

Unit 5: Environment and Rainforests

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to environments and habitats	I can recognise and use environmental vocabulary
Week 2	Learn vocabulary linked to animals and climate	I can identify and use key vocabulary
Week 3	Apply pronunciation patterns accurately	I can pronounce increasingly unfamiliar words correctly
Week 4	Read and understand familiar environmental language	I can identify important information
Week 5	Construct descriptive and explanatory phrases	I can communicate environmental ideas
Week 6	Apply learning independently	I can explain ideas using spoken and written French

Unit 6: Future Aspirations and Wider World

Week	Learning Objective	Success Criteria
Week 1	Learn vocabulary linked to jobs and future aspirations	I can recognise and use familiar vocabulary



Week 2	Ask and answer questions about interests and ambitions	I can participate in conversations confidently
Week 3	Read and understand familiar written language	I can identify important information
Week 4	Apply grammatical structures within sentences	I can construct sentences accurately
Week 5	Communicate information through writing	I can write increasingly detailed information
Week 6	Present ideas independently	I can communicate ideas confidently and independently

Years 5-6 Progression

Area	Progression
Listening	identify important information → understand phrases and short passages → interpret meaning within increasingly authentic language
Speaking	answer questions → sustain conversations → communicate ideas and opinions independently → respond spontaneously where appropriate
Reading	understand phrases → read short texts → identify meaning and interpret information independently
Writing	construct sentences → write linked ideas → communicate information independently through purposeful written outcomes
Grammar	apply familiar patterns → manipulate sentence structures → independently apply grammatical rules and language patterns
Vocabulary	thematic vocabulary → ambitious vocabulary → independently select and apply vocabulary according to purpose

UKS2 Language Progression

LKS2

identify → repeat → recognise → simple sentence use



UKS2

listen → understand → apply → construct → justify → communicate independently

Skills Progression Audit

Area	Autumn	Spring	Summer
Listening	identify important information within familiar spoken language	understand short passages and conversations	interpret meaning within increasingly authentic spoken language
Speaking	ask and answer questions using familiar structures	sustain conversations and communicate opinions	communicate ideas and information independently



Reading	understand familiar phrases and short texts	identify important information and meaning	interpret information and viewpoints independently
Writing	construct simple sentences using familiar structures	write linked sentences and communicate ideas	communicate increasingly detailed information independently
Grammar	apply familiar sentence structures and verb patterns	use conjunctions and extend ideas	manipulate grammatical structures and sentence patterns independently
Pronunciation	apply familiar sound patterns accurately	develop increasing fluency and confidence	communicate with increasing accuracy, expression and independence
Vocabulary	apply thematic vocabulary accurately	select increasingly ambitious vocabulary	independently select vocabulary appropriate for purpose and context
Independence	communicate using familiar language with support	select and apply language with increasing confidence	communicate ideas independently using a range of language structures

Substantive Knowledge Sequence

Week	Knowledge focus	Pupils learn that...
Week 1	Listening and recognising language	spoken French contains familiar sounds, pronunciation patterns and language structures which can be recognised and applied to support understanding
Week 2	Vocabulary acquisition	words and phrases communicate meaning and vocabulary can be organised and selected according to theme and purpose
Week 3	Speaking and responding	questions, responses and familiar sentence structures can be used to communicate information, preferences and ideas
Week 4	Reading and understanding	familiar words, phrases and increasingly complex texts can be recognised and understood through vocabulary knowledge and language patterns
Week 5	Sentence construction and grammar	vocabulary and grammatical patterns can be combined and manipulated to create increasingly accurate spoken and written sentences
Week 6	Applying and communicating	language can be selected and applied independently to communicate ideas, opinions and information for different purposes and audiences

National Curriculum Coverage Audit

Area	Coverage within this scheme
Listening and Responding	pupils listen attentively to spoken French, identify important information and respond appropriately to increasingly familiar and authentic spoken language
Speaking	pupils engage in conversations, ask and answer questions, communicate information and express ideas and opinions using increasingly accurate spoken language
Pronunciation	pupils explore sounds, pronunciation patterns and intonation within French and develop increasing fluency, confidence and accuracy when speaking
Reading	pupils read carefully and show understanding of familiar words, phrases and increasingly complex written language including short authentic texts
Writing	pupils write words, phrases, linked sentences and increasingly independent written outcomes using familiar vocabulary and grammatical structures
Vocabulary Development	pupils broaden vocabulary and increasingly select and apply ambitious language linked to themes, contexts and communication purposes
Grammar	pupils recognise, apply and manipulate grammatical patterns including sentence structures, adjective agreements, verb forms and simple language rules
Language Learning Strategies	pupils use repetition, retrieval, questioning, pattern recognition and independent language-learning strategies to support acquisition and communication



Cultural Understanding	pupils explore similarities and differences between cultures, traditions and communities whilst developing curiosity and understanding of the wider world
Application of Learning	pupils apply vocabulary and language structures through practical, spoken and written outcomes and increasingly communicate information independently

Years 5-6 Challenge Progression

Area	Year 5	Year 6 Extension
Speaking	ask and answer questions using familiar sentence structures	sustain conversations and communicate ideas, opinions and information independently
Reading	understand short texts and identify important information	interpret meaning and identify viewpoints within increasingly authentic texts
Writing	construct linked sentences using familiar vocabulary and structures	communicate increasingly detailed information independently through purposeful written outcomes
Vocabulary	apply thematic vocabulary accurately and begin selecting vocabulary independently using dictionaries and language resources	independently select increasingly ambitious vocabulary according to audience, purpose and context
Grammar	apply familiar grammatical patterns within spoken and written sentences	manipulate sentence structures and grammatical patterns independently
Listening	identify important information within spoken language	interpret meaning within increasingly complex spoken language
Pronunciation	apply familiar pronunciation patterns accurately	communicate with increasing fluency, expression and confidence
Independence	Select vocabulary with support	independently select, adapt and justify language choices

Grammar Progression

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

Area	Progression
Sentence patterns	simple sentences → linked sentences → increasingly independent communication using varied sentence structures
Pronouns	<i>je</i> → <i>j'ai</i> → <i>je vais</i> → <i>il/elle</i> → <i>nous</i> where appropriate
Opinions	<i>j'aime</i> → <i>je n'aime pas</i> → preferences with justification (<i>parce que...</i>)
Conjunctions	<i>et</i> → <i>mais</i> → <i>parce que</i> → <i>aussi</i> → extending ideas independently
Question structures	answer familiar questions → ask questions independently → sustain simple conversations
Gender	recognise <i>un/une</i> → identify masculine/feminine patterns → apply noun and adjective agreement increasingly independently
Verbs	recognise common verbs → apply familiar verbs within sentences → use first-, second- and third-person verb patterns
Adjectives	recognise descriptive vocabulary → apply adjectives within sentences → understand and apply adjective placement and agreement
Word order	recognise familiar sentence patterns → construct sentences accurately → manipulate sentence structures increasingly independently



Sentence manipulation

- substitute vocabulary within familiar structures
- adapt sentence patterns for new contexts
- select appropriate language structures independently

Phonics Progression

Term	Focus
Autumn	revisit and apply key sound patterns including <i>ou, on, oi, eu</i> and nasal sounds within increasingly complex vocabulary and phrases
Spring	apply pronunciation patterns including <i>an, en, in</i> , silent endings and common pronunciation rules within sentences and short texts
Summer	combine and apply sound patterns independently within words, phrases and increasingly complex spoken language; recognise pronunciation exceptions and develop increasing fluency

Phonics and Pronunciation Progression Across UKS2

recognise sounds → apply patterns → combine sounds → communicate with increasing fluency

Pupils increasingly learn to:

- recognise familiar sound patterns within spoken and written French
- apply pronunciation rules when reading unfamiliar vocabulary
- identify similarities and differences between French and English pronunciation
- recognise common pronunciation exceptions
- speak with increasing fluency, confidence and accuracy
- apply pronunciation patterns independently within communication activities

Spelling Progression

Pupils revisit and apply spelling patterns cumulatively so that previously taught vocabulary and language structures become increasingly accurate, automatic and transferable across contexts.

Pupils develop:

- recognise patterns, similarities and differences between English and French words
- identify and apply increasingly complex spelling patterns and sound-spelling relationships
- recognise that some spelling patterns and pronunciation patterns may differ
- apply knowledge of prefixes, suffixes and word patterns where appropriate
- practise reading and writing increasingly accurate words, phrases and linked sentences
- identify patterns and relationships between familiar vocabulary and new language
- use dictionaries and language resources to support increasingly independent spelling choices
- edit and improve written outcomes to increase spelling accuracy
- apply spelling and vocabulary knowledge through spoken and written communication activities
- select and use increasingly ambitious vocabulary accurately within purposeful contexts



Songs and Rhyme Progression

Term	Focus
Autumn	revisit and apply repeated songs, greetings and language patterns to strengthen pronunciation, fluency and confidence
Spring	engage with songs, poems and rhymes linked to thematic vocabulary and identify meaning, repeated structures and language patterns
Summer	perform, interpret and apply increasingly familiar language patterns independently through songs, rhymes and spoken performances

Progression Across UKS2

listen → join in → recognise patterns → interpret meaning → perform confidently

Pupils increasingly learn to:

- identify repeated vocabulary and language structures within songs, rhymes and poems
- recognise how rhythm, repetition and sound patterns support language learning
- join in with repeated phrases and increasingly unfamiliar language confidently
- identify meaning and discuss language patterns within authentic texts and performances
- develop confidence, fluency and pronunciation through repeated oral rehearsal opportunities
- communicate and perform language increasingly independently

Vocabulary Development

French is taught through discrete weekly teaching sessions and then intentionally applied through wider Storyybrook curriculum themes. Vocabulary, grammatical structures and sentence patterns are revisited cumulatively through meaningful curriculum contexts to support retrieval, communication, cultural understanding and increasingly independent application of language learning.

French Application Across Storyybrook Curriculum Themes (UKS2)

Storyybrook Integrated Curriculum Theme 1: Ancient Greece

French application focus: People, civilisation and historical vocabulary

Vocabulary:

- roi (*king*)
- reine (*queen*)
- ancien (*ancient*)
- peuple (*people*)
- ville (*city*)
- guerre (*war*)
- histoire (*history*)
- démocratie (*democracy*)

Retrieval:

- bonjour
- merci



Sentence pattern:

Je pense que... (*I think that...*)

Storybrook Integrated Curriculum Theme 2: Forces and Movement

French application focus: Movement and scientific vocabulary

Vocabulary:

- pousser (*push*)
- tirer (*pull*)
- force (*force*)
- mouvement (*movement*)
- rapide (*fast*)
- lent (*slow*)
- lourd (*heavy*)
- léger (*light*)

Retrieval:

- grand
- petit

Sentence pattern:

Je peux observer... (*I can observe...*)

Storybrook Integrated Curriculum Theme 3: Space

French application focus: Space and scientific exploration

Vocabulary:

- planète (*planet*)
- étoile (*star*)
- lune (*moon*)
- soleil (*sun*)
- univers (*universe*)
- astronaute (*astronaut*)
- espace (*space*)
- système solaire (*solar system*)

Retrieval:

- lumière
- ciel

Sentence pattern:

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

Storybrook Integrated Curriculum Theme 4: Great British Isles



French application focus: Countries, places and environments

Vocabulary:

- pays (*country*)
- ville (*city*)
- montagne (*mountain*)
- rivière (*river*)
- côte (*coast*)
- nord (*north*)
- sud (*south*)
- environnement (*environment*)

Retrieval:

- pays
- voyage

Sentence pattern:

Je vais à... (*I am going to...*)

Storybrook Integrated Curriculum Theme 5: Easter Reflections

French application focus: Values, beliefs and reflection

Vocabulary:

- espoir (*hope*)
- compassion (*compassion*)
- courage (*courage*)
- changement (*change*)
- voyage (*journey*)
- amitié (*friendship*)
- croyance (*belief*)
- partage (*sharing*)

Retrieval:

- heureux
- famille

Sentence pattern:

Je crois que... (*I believe that...*)

Storybrook Integrated Curriculum Theme 6: Rainforests

French application focus: Environment and sustainability

Vocabulary:

- forêt tropicale (*rainforest*)
- habitat (*habitat*)



- climat (*climate*)
- espèce (*species*)
- environnement (*environment*)
- protéger (*protect*)
- nature (*nature*)
- biodiversité (*biodiversity*)

Retrieval:

- animal
- pays

Sentence pattern:

Il faut protéger... (*We must protect...*)

Oracy & Fluency

- echo reading of vocabulary, phrases and increasingly complex sentence structures
- paired speaking and conversational activities
- oral rehearsal before spoken and written outcomes
- songs, rhymes and repeated language patterns to strengthen pronunciation and fluency
- role play and increasingly sustained conversations
- pronunciation practice linked to familiar and unfamiliar vocabulary
- questioning and response activities using increasingly complex language structures
- partner discussion and collaborative speaking opportunities
- mini-dialogues and conversation-building activities
- speaking frames and scaffolded communication tasks moving towards independence
- listening and response activities using increasingly authentic spoken language
- presentation opportunities linked to curriculum themes and learning experiences
- storytelling and performance opportunities to strengthen fluency and expression
- explanation and justification activities using opinions and sentence structures (*e.g. J'aime... parce que...*)
- retrieval activities to support increasingly automatic recall of vocabulary and sentence patterns

Fluency progression across UKS2

repeat → rehearse → respond → converse → justify → communicate independently

Pupils increasingly learn to:

- speak with confidence and improving pronunciation
- sustain short conversations using familiar language structures
- communicate ideas and opinions using increasingly accurate vocabulary
- apply sentence patterns with increasing fluency and independence
- develop confidence in communicating for different audiences and purposes

Reading Spine Links

The French curriculum strengthens wider reading experiences through carefully selected texts and thematic links across the Storybrook Reading Spine. Texts are used to support vocabulary development, communication,



cultural understanding and increasingly independent application of language learning. Learning opportunities encourage pupils to recognise language patterns, broaden vocabulary and strengthen understanding of the wider world through stories and meaningful contexts.

Reading focus areas:

- repeated language patterns and vocabulary retrieval
- discussion, speaking and communication opportunities
- understanding of cultures, communities and perspectives
- descriptive and comparative language
- recognising language patterns and meaning
- curiosity about the wider world
- communication and storytelling
- increasingly independent interpretation of vocabulary and ideas
- developing confidence through repeated language exposure

Reading Spine texts may include:

- Who Let the Gods Out?
- Cosmic
- Letters from the Lighthouse
- The Explorer
- The Lost Happy Endings
- The Miraculous Journey of Edward Tulane
- Rainforest Warrior
- Tree of Wonder
- Ella on the Outside

French Unit	Reading Spine Links	How it supports French
Identity and Belonging	<i>Ella on the Outside</i>	identity, emotions, relationships, describing self and others, discussion and communication
Ancient Worlds and Civilisations	<i>Who Let the Gods Out?</i>	historical themes, people, places, descriptive language and discussion
Healthy Living and Wellbeing	<i>Letters from the Lighthouse</i>	emotions, wellbeing, experiences and communication
Journeys and Communities	<i>The Miraculous Journey of Edward Tulane</i>	journeys, experiences, places, discussion and descriptive language
Environment and Rainforests	<i>The Explorer, Rainforest Warrior, Tree of Wonder</i>	environments, habitats, animals, climate and environmental vocabulary
Future Aspirations and Wider World	<i>Cosmic</i>	ambitions, aspirations, curiosity and communicating ideas

Reading Spine progression across UKS2

recognise → retrieve → understand → discuss → interpret → communicate independently



Visits and Visitors

Pupils regularly hear authentic spoken French through songs, recordings, stories, conversations and native-speaker examples to support pronunciation, fluency, confidence 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, traditions and cultural experiences linked to French-speaking cultures
- strengthen speaking and listening skills through authentic communication opportunities
- support pronunciation, fluency and vocabulary development through practical experiences
- provide opportunities for pupils to hear increasingly authentic spoken language within meaningful contexts
- develop confidence when communicating information, ideas and opinions using familiar language structures
- strengthen curiosity and understanding of the wider world through cultural experiences and discussion
- provide opportunities to apply vocabulary and language skills within real-life and purposeful contexts
- support communication, confidence and collaborative learning through shared experiences
- encourage pupils to recognise similarities and differences between languages, cultures and communities
- develop understanding of how language learning can support communication and wider opportunities beyond school

Examples may include:

- visitors who speak French or have experiences of French-speaking countries and cultures
- virtual visits and online cultural experiences linked to French-speaking communities
- themed cultural days linked to language, food, music and traditions
- opportunities to explore stories, songs, poems and games from French-speaking cultures
- language workshops and speaking activities with authentic language examples
- local visits or practical experiences where pupils apply communication skills where appropriate
- virtual tours of significant places and landmarks within French-speaking countries
- collaborative projects linked to culture, traditions and wider-world experiences

Progression across UKS2

hear → recognise → respond → communicate → apply → communicate independently

Home Learning

- practise key vocabulary, sentence structures and pronunciation through games, flashcards and discussion with family members or trusted adults
- revisit previously taught French vocabulary and grammatical patterns through retrieval activities and repetition
- practise pronunciation by listening to and repeating familiar and increasingly unfamiliar words, phrases and sentence structures
- create labels, posters, diagrams or visual outcomes using French vocabulary linked to current learning themes

Home Reading Opportunities

- families are encouraged to revisit key vocabulary, phrases and sentence structures together and discuss meanings linked to current learning
- opportunities for discussion should support curiosity and understanding of language, countries, cultures and wider-world experiences
- pupils are encouraged to read and discuss familiar and increasingly ambitious French words, phrases, labels and short texts linked to current themes
- opportunities to practise retrieval of previously taught vocabulary and sentence patterns



<ul style="list-style-type: none"> • identify and discuss similarities and differences between languages, countries and cultures • practise asking and answering questions using familiar sentence structures and increasingly independent communication • read and discuss words, phrases, short texts or visual prompts linked to current learning themes • complete practical activities such as matching games, vocabulary hunts, quizzes or memory activities • use dictionaries and language resources to locate unfamiliar vocabulary where appropriate • explore stories, songs, music and cultural experiences linked to French-speaking countries and communities where appropriate • practise speaking activities through role play, mini-conversations and oral rehearsal opportunities • revisit key learning through discussion and short speaking activities to strengthen confidence, fluency and retention • communicate simple ideas, preferences and opinions using familiar sentence structures (e.g. <i>J'aime... parce que...</i>) • apply vocabulary and language patterns through meaningful real-life and cross-curricular contexts where appropriate 	<p>through games, questioning and discussion are encouraged</p> <ul style="list-style-type: none"> • pupils may explore stories, songs, poems and authentic texts linked to French-speaking cultures and experiences • opportunities for repeated reading, oral rehearsal and speaking should support fluency, pronunciation, confidence and understanding of increasingly ambitious vocabulary and language structures • discussion opportunities should encourage pupils to communicate ideas, explain understanding and make connections with wider learning experiences • pupils are encouraged to identify repeated language patterns and similarities between French and English where appropriate • opportunities to discuss themes, people, places and cultural experiences should strengthen understanding of the wider world • pupils may practise asking and answering questions using familiar sentence structures and increasingly independent communication • families are encouraged to celebrate effort, confidence and resilience in language learning whilst promoting curiosity and appreciation of different languages and cultures
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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 Scheme
Vocabulary	use of French vocabulary during discussion, retrieval activities, games, speaking activities and independent communication tasks
Listening and Understanding	responding appropriately to spoken instructions, identifying important information within familiar and increasingly authentic spoken language and demonstrating understanding of words, phrases and short passages
Speaking	pronunciation of vocabulary, participation in conversations, asking and answering questions, expressing opinions and communicating ideas using increasingly accurate sentence structures
Pronunciation and Fluency	accuracy of pronunciation, confidence when speaking, application of pronunciation patterns and development of fluency, intonation and expression
Reading	recognition and understanding of familiar vocabulary, phrases, sentence structures and increasingly complex written language including short authentic texts



Writing	constructing phrases, linked sentences and increasingly independent written outcomes using familiar vocabulary and grammatical structures
Grammar and Sentence Structure	application and manipulation of grammatical patterns including sentence structures, adjective agreement, familiar verbs and extending ideas
Retrieval	recall of previously taught vocabulary, grammatical structures and application of prior learning through retrieval activities and questioning
Application of Learning	use of language within role play, practical activities, presentations, conversations and cross-curricular opportunities
Independence	increasing confidence when selecting vocabulary, constructing sentences, communicating ideas and applying language with reduced adult support
Cultural Understanding	discussion and understanding of countries, traditions, communities and similarities and differences between cultures
Final Outcome	presentation, conversation, role-play, written response or practical outcome demonstrating understanding, communication and increasingly independent application of language learning

Secure End Point

By the end of Years 5-6, pupils independently listen, speak, read and write using increasingly ambitious French vocabulary and a range of familiar grammatical structures whilst communicating information, ideas, opinions and preferences with increasing confidence, accuracy and fluency. Pupils apply previously taught vocabulary and language patterns across different contexts, recognise and manipulate familiar grammatical structures and increasingly communicate for different audiences and purposes. Pupils demonstrate growing independence as language learners and show curiosity, appreciation and understanding of French language, culture and the wider world.

Secure End Point progression:

Pupils can:

- understand and respond appropriately to familiar and increasingly complex spoken French
- ask and answer questions and sustain short conversations confidently
- read and understand familiar phrases, short texts and increasingly authentic language examples
- communicate information and ideas through spoken and written outcomes
- apply familiar grammatical structures and vocabulary independently
- select increasingly appropriate vocabulary according to purpose and context
- recognise similarities and differences between languages and cultures
- communicate with increasing fluency, confidence and independence

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 spoken and written outcomes
- monitoring pupils' confidence, fluency and accuracy when communicating information, ideas and opinions using increasingly independent language choices
- monitoring pronunciation, intonation and application of spoken language skills
- monitoring pupils' ability to retrieve and apply previously taught vocabulary, sentence structures and grammatical patterns
- monitoring pupils' ability to ask and answer questions, sustain conversations and communicate increasingly independently
- monitoring reading and understanding of familiar vocabulary, sentence structures and increasingly authentic texts
- monitoring writing outcomes including sentence construction, vocabulary selection, grammatical application and increasing accuracy
- monitoring pupils' ability to manipulate familiar language structures and apply learning across different contexts
- 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
- monitoring pupils' understanding of similarities and differences between languages, cultures and communities
- monitoring increasing independence in selecting vocabulary and communicating for different audiences and purposes
- monitoring pupils' ability to transfer previously taught language structures into unfamiliar contexts

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