

French Year 5 Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<p>Autumn 1 :My school, my subjects</p> <ul style="list-style-type: none"> Talking all about us School subjects, my opinions Back to school with the aliens- animated story, creative reading and writing Witch’s day at school- talk and write story 	<p>Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<p>Key listen out activity based on: Key sounds in school subjects/opinions</p> <p>qu/in</p>	<p>Exploration of Asking and answering simple question about someone else (3rd person singular) Conjunctions to create extended sentences</p>	<p><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(Common European Framework of Reference)</i></p> <p>Sound Spelling: Can apply phonic knowledge to find/or write words.</p> <p>Listening: Can understand the main points from a series of spoken sentences (including questions)-may require some repetition</p> <p>Speaking: Can ask and answer questions on</p>
<p>Autumn 2: Time in the city</p> <ul style="list-style-type: none"> In the city Christmas shopping (roleplay) 	<p>Buildings and places of interest Where is (+ shops) Here is (+ shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<p>Key listen out activity based on: Key sounds in buying a gift role play structures</p> <p>eu/eau</p>	<p>Exploration of: Commands Verb to have- present tense</p>	
<p>Spring 1: Healthy eating and going to the market</p> <ul style="list-style-type: none"> Happy New Year Pantomime and verb to be Going to the market Healthy recipe 	<p>Shopping at the market Fruit Vegetables Transactional language at the shops</p>	<p>Key listen out activity based on: Key sounds in fruits/vegetables/class survey questions</p>	<p>Exploration of: Verb to be – present tense</p>	



<ul style="list-style-type: none"> Jack and the Beanstalk story-read/write/perform 	<p>Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<p>qu/que</p>		<p>several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and roleplays</p> <p>Reading: Can understand the main point(s) from a short written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find/or write words.</p> <p>Writing: Can write two or three sentences as a personal response using reference materials/with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of verbs.</p>
<p>Spring 2: Carnival clowns and clothes</p> <ul style="list-style-type: none"> Carnival clowns/fancy dress characters and clothes Pirate’s Lost Treasure story Fancy dress fashion show 	<p>What are you wearing? I am wearing What’s it like? It’s + colour and size It has..</p>	<p>Key listen out activity based on: Key sounds in clothes descriptions</p> <p>au/ou</p>	<p>Exploration of: Verb to wear – present tense Adjectival agreement with nouns</p>	
<p>Summer 1: Out of this World</p> <ul style="list-style-type: none"> Traveller’s survival guide Fly me to the moon story and planets /simple descriptions Intergalactic dialogues/design outer space characters and own plants and languages 	<p>Personal information at passport control Countries Ways to travel Planets and simple adjectives Dialogues and conversations</p>	<p>Key listen out activity based on: Key sounds new personal info special questions</p> <p>ille/é</p>	<p>Exploration of: Conjunctions to create extended sentences. Writing independently extended sentences.</p>	
<p>Summer 2: Going to the seaside</p> <ul style="list-style-type: none"> Going to the seaside 	<p>You can Play + sports Eat + foods Wear +beach clothes</p>	<p>Key listen out activity based on: Key sounds in beach language</p> <p>ge/jou</p>	<p>Exploration of: Using the modal verb structure : You can + verbs</p>	



<p>DFE ATS and skill level During the first stage of language learning, children will explore all 12 DfE Attainment Targets.</p>		<p>Language Learning Skill level practise During the third 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 sentences Listen for specific words and phrases Understand the main points and simple opinions in a spoken story, song or passage</p>		
<p>Explore the patterns and sounds of language through songs, rhymes and link spelling of sound and meaning of words</p>		<p>imitate pronunciation identify specific sounds/phonemes/words focus on correct pronunciation</p>		
<p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p>		<p>use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions devise and perform simple roleplays</p>		
<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p>		<p>use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics understand and express opinions</p>		
<p>Develop accurate pronunciation and intonation, so that others understand</p>		<p>recognise and respond to sound patterns and words identify specific sounds, phonemes, words. Imitate pronunciation recite a short piece of narrative text by reading aloud focus on correct pronunciation</p>		
<p>Present ideas and information orally to a range of audiences</p>		<p>prepare a short presentation on a familiar topic memorise and present a short spoken text understand and express opinions memorise and present a short spoken text</p>		
<p>Read carefully and show understanding of words, phrases and simple writing</p>		<p>read and understand the main points and some detail</p>		



	<p>from a short written passage (mainly familiar words) identify specific sounds phoneme and words. Imitate pronunciation 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 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>recognise and respond to sound patterns and words read and understand the main points and some detail from a short written passage (mainly familiar words) read and understand a range of familiar and unfamiliar phrases 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) 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 attempt to memorise and present a written text as a spoken text</p>
<p>Understand basic grammar</p>	<p>Use verbs in 3rd person singular to describe someone else explore the verb to be in the present tense explore and practise a regular present tense verb: "to wear" explore and practise the present tense verb "to have" practise accurate use of adjectives in agreement with nouns</p>

