

Coleshill Primary School

French Curriculum 2025/26

National Curriculum

Purpose of study:

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt

discover and develop an appreciation of a range of writing in the language studied.

National curriculum skills:

- NC.1 Listen attentively to spoken language and show understanding by joining in and responding
- NC.2 Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- NC.3 Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- NC.4 Speak in sentences, using familiar vocabulary, phrases and basic language structures
- NC.5 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- NC.6 Present ideas and information orally to a range of audiences
- NC.7 Read carefully and show understanding of words, phrases and simple writing
- NC.8 Appreciate stories, songs, poems and rhymes in the language
- NC.9 Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- NC.10 Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- NC.11 Describe people, places, things and actions orally and in writing

Phonics

Vocabulary

Grammar

- NC12 understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

Year	Term	Topic	Knowledge	Skills
Year 3	Autumn	Rouge Describing me and others	<ul style="list-style-type: none"> • Know and pronounce vowels [a] [e] [i] [o] [u] • Recognise silent final consonants [SFC] - t, s, d • Know the following SSC <ul style="list-style-type: none"> ➔ [an] [en] ➔ closed [eu] • Know simple greetings • Know the verb être (to be) • Know a range of adjectives • Know the days of the week 	<ul style="list-style-type: none"> • Conjugate the verb (singular)- être (to be) • Read yes/no questions with raised intonation • Apply the adjective agreement for masculine/feminine
	Spring	Rouge Saying what I and others have	<ul style="list-style-type: none"> • Know the following SSC <ul style="list-style-type: none"> ➔ [ch] ➔ SSC [on] ➔ SSC [au/eau/o] ➔ SSC [ou] [u] • Know how to read words with a liaison (t) • Know the verb avoir (to have) • Know a range of singular masculine and feminine nouns 	<ul style="list-style-type: none"> • Conjugate the verb (singular)—avoir (to have) • Use indefinite, singular articles and gender • Use the stem sentence C'est un/une... • Use correct intonation to read questions with quoi ?
	Summer	Rouge Saying what I and others do and Saying what I and others like	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> ➔ [é] [er] ➔ [ez] & et (and) ➔ open [eu] ➔ [è] [ê] ➔ [ai] 	<ul style="list-style-type: none"> • Use the infinitive – regular ER verbs (singular) • Use definite articles – le, la, l' • Use possessive adjectives – mon, ma, ton, ta 'de' for possession • Use the essential verb: to like – aimer, to prefer – préférer

Phonics

Vocabulary

Grammar

			<ul style="list-style-type: none"> → [oi] • Know a range of regular -ER verbs • Know the names for different family members • Know a range of nouns, adjectives and adverbs • Know a range of singular and masculine nouns 	<ul style="list-style-type: none"> • Join ideas together using the conjunctions et, mais, aussi
Year 4	<i>Autumn</i>	<p><i>Rouge</i> Saying how many and describing things and</p> <p><i>Rouge</i> Describing things and people</p>	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [(a)in] → [ç], soft [ç] → [ien] • Know and read words with a liaison (s), (x) • Recognise the silent final 'e' [SFe] • Know numbers 1-12 • Know an increasing range of nouns and adjectives 	<ul style="list-style-type: none"> • Use the essential verb: there is/are – il y a • Use the plural indefinite article – des • Make regular plural nouns by adding [-s] • Apply the postnominal adjective agreement • Use subject pronouns – il, elle – meaning 'it' • Use the structure noun + préféré(e)
	<i>Spring</i>	<p><i>Rouge</i> Describing things and people and</p> <p><i>Rouge</i> Expressing likes and saying what I and others do</p>	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [qu] → [j], soft [ç] → [-tion] → [r] • Know an increasing range of regular -ER verbs • Know and pronounce please, thank you, you're welcome 	<ul style="list-style-type: none"> • To use avoir meaning 'be' for age and states • Use the 2-verb structures: aimer, détester + infinitive • Use the plural definite article les
	<i>Summer</i>	<p><i>Rouge</i> Expressing likes and saying what I and others do and</p> <p><i>Jaune</i> Describing me and others</p>	<ul style="list-style-type: none"> • Revisit SSC • Deepen with JAUNE • Revisit vocabulary • Deepen with JAUNE 	<ul style="list-style-type: none"> • Revisit key ideas • Deepen with JAUNE

Year 5	Autumn	Bleu Describing me and others	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [a] vs [an/en/am/em] → [i] vs [(a)in/im] → [u] vs [ou] → [on/om] → closed [eu] vs open [eu] • Recognise silent final consonants [SFC] – t, s, d, x • Recognise liaison (t), (s) in words • Know simple greetings • Know the verb être • Know a range of adjectives • Know numbers 16-31 • Know a range of time adverbs 	<ul style="list-style-type: none"> • Conjugate the verb (plural)- être (to be, being) • Apply the adjective agreement for m/f plural (as complement to verb) • Use raised intonation + WH-word questions
	Spring	Bleu Saying what I and others have	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → SSC [(e)au/o] → SSC [ch] • Recognise the silent final “e” SFe in words • Liaison: Know that when “s” is followed by a vowel you usually pronounce it. • Know the verb avoir • Know a range of singular and plural m/f nouns • Name a range of items at home • Know a range of adjectives for face and hair 	<ul style="list-style-type: none"> • Conjugate the essential verb (plural)- avoir (to have, having) • Identify and use pre- and postnominal adjectives
	Summer	Bleu Saying what I and others do	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [é] [er] → [ez] & et (and) → [è] [ê] → [oi] → [oi] & SSC [(a)in] • Liaison -s • SFe • Know an increasing range of –ER verbs • Know a range of high-frequency nouns related to festivals and celebrations • Know adverbs of frequency 	<ul style="list-style-type: none"> • Use an increasing number of regular ER verbs (plural) • Use the structures des + plural nouns (-s) • plural nouns (-eux/aux, -al → aux) • Use Est-ce que structure for questions • Use negation: n’/ne...pas • Use negation: il n’y a pas de

Year 6	Autumn	<p>Bleu Saying where you're going and what there is there and Bleu Saying what I and others do</p>	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [ai] & [(a)in] → [ai] & SSC [a] → [tion] → [ien] → [ç] & soft [ç] → [s] (e.g maison) • SFe • SFC (silent final consonant) -t, -s, -d, -x • Awareness of consonants which are often pronounced -e, -r, -f & -l • Know the verb aller (to go, going) • Know numbers 1-31 (revisit) • Know nouns and proper nouns for places • Know the verb faire (singular) • Know a variety of common activity nouns • Know terminology related to seasons • Know terminology related to sports • Possessive adjectives (mon, ma, mes) 	<ul style="list-style-type: none"> • Conjugate the essential verb (singular) aller (to go, going) • Use simple and continuous present • Use Où est-ce que structure for questions • Recognise and use preposition à (at, in, to) • Conjugate the essential verb (singular) faire (to do, doing) • Use Il fait structure to talk about weather • Use structures jouer à (sports)
	Spring	<p>Bleu Saying what I and others do and Bleu Expressing likes and saying what I and others do</p>	<ul style="list-style-type: none"> • Know the following SSC: <ul style="list-style-type: none"> → [qu] → [j] & soft [ç] → [h] • Know the verb faire (plural) • Know terminology related to food and drink 	<ul style="list-style-type: none"> • Use structures jouer de (sports) • Conjugate the essential verb faire (plural) to do, doing • Use the 2-verb structure aimer + subsequent verb • Join ideas together using the conjunction quand.
	Summer	N/A	N/A	N/A