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| **French Stage 1 LTP (V2T/C2T)** |
| **Unit** | **Content****Beginning to learn…** | **Phonics****Beginning to recognise and practise…** | **Grammar****Beginning to look at…** | **Language Learning Skills****Beginning to ….** | **Skill Level** |
| **Autumn 1*** Getting Started

***KPIs****Can**Say a greeting**Respond to a question about name or feelings**Attempt a question – name or feelings**Remember some numbers between 0-11**Say at least 4 colours* | Greetings/farewellsAsk and answer question: name/ feelings.Explore numbers 0-11.Explore 6 colours | Silent lettersç/é/hSound spellingoi/ix/eu/ou | Intonation when asking a question. | Speak confidentlyIdentify key sounds Ask question with intonation.Read some familiar target language words.Copywrite familiar target language words | **Sound Spelling**Can identify specific sounds /phonemes.**Listening**Can understand a few familiar spoken words and phrases.**Speaking** Can say/repeat a few short words and phrases and would be understood by a native speaker.**Reading**Can recognise and read out a few familiar words and phrases.**Writing**Can write a few simple words or phrases or symbols as emergent writers of target language.**Assessment:**Puzzle It Outs, all 4 skills or selected skills (from above. Per half term/termIn line with the Common European Framework of Reference (CEFR), A1 (CEFR) |
| **Autumn 2*** Calendar and celebrations

***KPIs****Can:**Read and say some adjectives of colour**Recognise and say a day of week**Attempt to copywrite accurately a day of week**Recognise and say most months**Attempt to write accurately an important month of year* | ColoursCommands in classDays of weekMonths of year**Culture**: Christmas | Silent lettersePronunciationiSound spellingou/di/eux/ez | Intonation when asking a question. | Speak confidentlyIdentify key sounds Ask question with intonation.Take risks/positive attitudeListen attentivelyMake educated guessesMake links with other languages. |
| **Spring 1*** Animals I like and don’t like.

***KPIs.****Remember and say animal nouns**Write a simple sentence about a favourite animal**Recognise a noun in a sentence* | Animals (pets) nounsWhat is it?My favourite animal is …**Story**: Animals I see when I walk to school. | Silent letterst/sPronunciationéSound spellingou/in/oi/est/eau/qui/ch | Identify a nounAware of plural nounsNouns using indefinite article “a” (un/une).  | Speak confidently (words and phrases)Imitate pronunciationAsk a question accuratelyListen attentivelyActions to aid memoryMake links with English and home languages.Practise with a friendWrite simple sentences using a model. |
| **Spring 2*** Carnival Time

***KPIs****Can**Recall numbers 0-11**Recall personal info questions from Autumn 1**Say age**Recall some months of year**Recall some days of week**Attempt to say and write the date* | Revisit numbers 0-11.Revisit colours.Ask and answer “How old are you?”Read and write dates in French.Participate in a simple dialogue (name, feelings, age).**Culture**: Carnival **Culture** :Easter | Silent letterst/sSound spellingin/oi/ch/qu | Intonation when asking a question.Forming a question in French.Forming the date in French. | Speak confidently (words and phrases)Actions to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyPositive attitudeTake risksImitate pronunciationMake links with English and home languages. |
| **Summer 1*** Fruits, vegetables, hungry giant story

***KPIs****Can:**Understand and say fruit/veg nouns**Recall numbers 0-15**Count fruits**Understand, enjoy, join in with story and board game**Ask politely for an item**Attempt to write a simple sentence using conjunction “and”*  | Fruits and vegetable nounsNumbers 0-11ColoursI wantI would like …Please**Story**: The hungry giant story, performance**Board game**: The hungry giant | Silent letterst/sSound spellingomme/oi/ane/eux/ou/ais | Polite requestsSingular and plural nouns. | Speak confidently (words and phrases)Actions/games to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyPositive attitudeTake risksImitate pronunciationMake links with English and home languages.Write simple sentences using a model. |
| **Summer 2*** Going on a picnic
* Aliens in France
* Language Puzzle

***KPIs****Identify and understand familiar colours in a sentence**Remember and say familiar colours* *Understand and join in with a story**Ask the question “Where do you live/**Respond to the question with “I live in...”* | Food and drink nouns for a picnic.**Story**: going on a picnic**Culture**: Map and places - in FranceWhere do you live?I live in ….**Language Puzzle**: using our language detective skills to explore another language. | Silent letterse/s/t/hSound spellingch/j’h/ais/où | Polite requestsSingular and plural nouns.Asking a question accurately  | Speak confidently (words and phrases)Actions/games to aid memoryRecall and use prior learningAsk a question accuratelyListen attentivelyPositive attitudeTake risksImitate pronunciationMake links with English and home languages.Write simple sentences using a model. |

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| **Progression over year linked to DFE Ats 1-12 (English schools only)**During Stage 1 children will begin to explore and develop all 12 DFE ATs (see highlighted cells in grid below) |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Listen attentively and show understanding by joining in and responding  |  |  |  |  |  |  |
| Explore the patterns and sounds of languages through songs, rhymes and link spelling and sound of and meaning of words |  |  |  |  |  |  |
| Engage in conversations: ask answer questions, express opinions and respond to those of others, seek clarification and help. |  |  |  |  |  |  |
| Speak in sentences, using familiar vocabulary, phrases, and basic language structures |  |  |  |  |  |  |
| Develop accurate pronunciation and intonations, so that others understand. |  |  |  |  |  |  |
| Present ideas and information orally to a range of audiences. |  |  |  |  |  |  |
| Read carefully and show understanding of words, phrases and simple writing. |  |  |  |  |  |  |
| Appreciate stories, songs, poems and rhymes in another language. |  |  |  |  |  |  |
| 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. |  |  |  |  |  |  |
| Write phrases from memory and adapt these to create new sentences to express ideas clearly.  |  |  |  |  |  |  |
| Describe people, places and things |  |  |  |  |  |  |
| Understand basic grammar |  |  |  |  |  |  |