



## French Scheme of Work Overview – Year 6

Long Term Planning Overview				
	Content	Phonics	Grammar	Skill level practised and progress made...
<b>Autumn 1: Everyday life</b> <ul style="list-style-type: none"> <li>Revisiting me</li> <li>Time</li> <li>Daily life of a super hero/pupil</li> </ul>	Revisiting and extending personal information. Asking the time Giving o'clocks Describing simple daily routine	Key listen out activity based on: Key sounds in daily routine phrases  ais	Exploration of time phrases extended sentences with conjunctions and opinions	<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(some children will be on cusp of A2 in some of the skills )(Common European Framework of Reference)</i>  <b>Sound Spelling:</b> generally accurate
<b>Autumn 2: Where I live ,where you live</b> <ul style="list-style-type: none"> <li>Spooky house /space house</li> <li>Hopes and aspirations</li> <li>Paddington's Xmas Sandwiches</li> </ul>	Rooms Describing a house and a room Asking "Is there + house language. Responding with "Here is ..? Talking about "what I want to be in the future" Asking for and designing sandwiches.	Key listen out activity based on: Key sounds in nouns and adjectives linked to the house  ai/an/am	Exploration of: verb to have verb to be adjectival agreement with nouns	

<p><b>Spring 1: Playing and enjoying sport</b></p> <ul style="list-style-type: none"> <li>• Happy New Year forfeit game</li> <li>• Investigating sports</li> </ul>	<p>You can to Play + sports Asking how to play a sport Simple explanation of a sport (equipment /sports terrain/team or individual sport) Opinions. / Likes and dislikes</p>	<p>Key listen out activity based on: Key sounds in sports and hobbies</p> <p>ais/oue</p>	<p>Exploration of: verb to play in the present tense</p>	<p>pronunciation and familiar word reading skills.</p> <p><b>Listening:</b> Can understand the main points and some detail from a short spoken</p>
--	--	--	--	--

<p><b>Spring 2: This is me, hobbies and fun</b></p> <ul style="list-style-type: none"> <li>• All the fun of the fair</li> <li>• Favourites (independent presentation)</li> </ul>	<p>Asking and answering preferences/feelings and characteristics Fair ground rides Opinions Likes and dislikes</p>	<p>Key listen out activity based on: Key sounds in opinions</p> <p>eux/i/é</p>	<p>Exploration of: expressing likes and dislikes with nouns and verbs</p> <p>descriptive sentences using 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> person regular present tense</p>	<p>passage</p> <p><b>Speaking:</b> Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation</p>
<p><b>Summer 1: Café culture ,restaurants</b></p> <ul style="list-style-type: none"> <li>• Café culture (performance)</li> <li>• Eating out (role play)</li> </ul>	<p>Transactional language to order a meal You can eat + foods Buying snacks and drinks (Instructions to make a snack)</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p><b>Reading:</b> Can understand the main points and simple opinions of a longer written passage (e.g. letter/recipe/</p>

<p><b>Summer 2 :Performance Time</b></p> <ul style="list-style-type: none"> <li>• Tour de France</li> <li>• Class performances (independent performances and presentations)</li> <li>• Create own class newspaper sheet</li> <li>• Year 6 presentations</li> </ul>	<p>Revisiting and consolidation of basic transactional language/basic personal information /expressing simple opinions/using questions and answers.</p>	<p>consolidation and application of accurate sound spelling understanding to practise accurate pronunciation in performance/reading aloud</p>	<p>consolidation of prior learning – nouns, adjectives, verbs, questions and answers</p>	<p>poem/story/account).Can use a bilingual dictionary.</p> <p><b>Writing:</b> Can write a short text, attempting to use accurately nouns, adjectives, verbs on a familiar topic using reference materials as support.</p>
<p><b><u>DFE ATS and skill level</u></b> During the first stage of language learning, children will explore all 12 DfE Attainment Targets.</p>			<p><b><u>Language Learning Skill level practise</u></b> During the fourth 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</p>	

	<p>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 Recite a short piece of narrative either from memory or by reading aloud from a text</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>

Speak in sentences, using familiar vocabulary, phrases and basic language structures	<p>use spoken language confidently to initiate and sustain simple dialogues and conversations ask and answer questions on several topics</p> <p>Retell using familiar language a sequence of events from a spoken passage containing complex structures</p> <p>Use time and/or sequencing structures in spoken sentences</p> <p>understand and express opinions</p>
Develop accurate pronunciation and intonation, so that others understand ...	<p>identify specific sounds, phonemes, words. Imitate pronunciation</p> <p>recite a short piece of narrative text by reading aloud</p> <p>focus on correct pronunciation</p>
Present ideas and information orally to a range of audiences	<p>prepare a short presentation on a familiar topic</p> <p>memorise and present a short spoken text</p> <p>understand and express opinions</p> <p>using familiar language and some unfamiliar language</p> <p>re-tell or present a story to an audience</p>
Read carefully and show understanding of words, phrases and simple writing	<p>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>identify specific sounds, phoneme and words.</p>
	<p>imitate pronunciation</p> <p>read and understand a range of familiar phrases</p>
Appreciate stories, songs, poems and rhymes in the language	<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>
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>read and understand the main points and some detail from a short written passage (mainly familiar words)</p> <p>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>

Write phrases from memory and adapt these to create new sentences to express ideas clearly	write words, phrases and sentence (using a reference) Use time and sequencing structures in written sentences experiment with the writing of words and phrases from memory
Describe people, places, things and actions orally and in writing	construct a short text e,g create a ppt/ presentation or short passage to give a description Use time and sequencing structures in spoken sentences
Understand basic grammar	Revisit (extend) and explore use of conjunctions Understand and use time phrases to give "o'clock" times explore and practise a regular present tense verb: "to play" Explore and practise the accurate use of nouns, adjectives, conjunctions and verbs in present tense sentences