French Curriculum 2025-2026

Languages

Knowledge of phonics, vocabulary and grammar is essential for the 'skills', or modalities, of listening, speaking, reading and writing. To make progress in understanding and producing language requires learning and being able to combine and apply such knowledge with increasing fluency in different contexts through a planned and sequenced curriculum, with input and targeted practice firmly built in.

Teachers in key stage 2 and 3 should:

- identify and teach essential vocabulary for progression.
- make sure pupils have a strong mastery of the sound and spelling system
- prioritise grammar.

The best way to identify essential vocabulary is on the basis of its frequency. Pupils need to encounter and use core vocabulary multiple times, in different contexts, to remember it well.

Teachers should revisit and practise spelling and pronunciation principles systematically. They are likely to be difficult for pupils because they are different from those in English. Pupils learning French, in particular, will need more time to become confident in pronunciation and spelling than those learning Spanish or German.

Most grammar is likely to be important for future progression. It is critical that it is learnt sequentially, practised adequately and revisited frequently. For example, if pupils are not confident in manipulating common verbs such as 'have', 'be', 'do' and 'go', progress will be more difficult. Teachers need to identify and re-teach such verbs, giving pupils ample time for practising them. Ideally, grammar should be taught frequently, in relatively small chunks, so that pupils' working memory is not overloaded and to help them to remember it. For example, introducing whole verb tables in one go is likely to be less effective than asking pupils to practise two or three regular or irregular forms.

With this in mind, I have designed a KS2 French curriculum that focusses on the above guidance. All of these lessons come from our scheme called **Language Angels.** To access the planning and resources for each unit go to https://www.languageangels.com/schools/ and log in to the teacher area with the following details:
Username: hillsidenr31 Password: hillsidenr31

Then click - teach a lesson to your class. Click on your class – Key Stage 2 – and choose either Early language teaching (E), Intermediate Language teaching (I) or Core Vocabulary (C). All the resources and planning are there for each lesson and you will also find knowledge organisers for each unit. When you are wanting to teach the lesson click on it at the bottom of the page. When you have completed all 6 lessons, click on complete unit. Other staff and I will then be able to keep track of exactly what skills the children have been taught.

Any problems or questions, please come and see me!

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Year group	Autumn	Spring	Summer
3	Early Language Teaching Unit I'm learning French (EL) **Outcomes:** • Understand the Francophone world better. • Locate France, Paris, and a few key cities on a map. • Ask somebody how they are feeling and what their name is. • Say how we are feeling and our names. • Count to 10. • Read, write, say, and recall ten different colours. Core Vocabulary Phonetics lesson 1 (C) **Outcomes:** Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **CH OU ON OI**	Early Language Teaching Unit The Fruits (EL) • Name, recognise and remember up to 10 fruits in French. • Attempt to spell some of these nouns with their correct article/determiner. • Ask somebody in French if they like a particular fruit. • Say what fruits we like and dislike in French. Core Vocabulary Phonetics lesson 1 (C) (Use games to help recap and use these sounds in different contexts) **Outcomes:** Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **CH OU ON OI**	Early Language Teaching Unit Je Peux… I am able (EL) • Recognise, remember and spell 10 action verbs in French. • Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). • Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but). Core Vocabulary Phonetics lesson 1 (C) (Use games to help recap and use these sounds in different contexts) **Outcomes:** Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **CH OU ON OI**
4 Slightly different time frame in Year 4 due to Music Lessons from Music hub	Intermediate Teaching Unit Presenting Myself (IN) **Outcomes:** •Count to 20. • Ask somebody how they are feeling, their age, name and where they live. • Say how we are feeling, how old we are, what our name is and where we live. • Apply rules of adjectival agreement when saying our nationality. Core Vocabulary Phonetics lesson 2 (C) **Outcomes:** Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **I IN IQUE ILLE**	Intermediate Teaching Unit Family (IN) **Outcomes:** • Remember the nouns for family members in French from memory. • Describe our own or a fictitious family in French by name, age, and relationship. • Count to 70 in French. • Understand possessive adjectives better in French ('my' form only) Core Vocabulary Phonetics lesson 2 (C) **Outcomes:** Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **I IN IQUE ILLE**	Intermediate Language Teaching Unit The Classroom (IN) **Outcomes:** • Recall from memory a selection of nouns and indefinite articles for common classroom objects. • Learn how to use the negative in French. • Describe what we have and do not have in our pencil case. • Respond to simple classroom commands. Core Vocabulary Phonetics lesson 2 (C) **Outcomes:** Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **I IN IQUE ILLE**

Year group	Autumn	Spring	Summer
5	Early Language Teaching Unit The Date (IN) **Outcomes:** • say the 7 days of the week in French. • say the 12 months of the year in French.	Early Language Teaching Unit Clothes (IN) **Outcomes:** • 10 nouns for items of clothing and their determiners.	Intermediate Language Teaching Unit Habitats (IN) **Outcomes:**

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	• say numbers 1-31 in French. • ask and answer the question 'Quelle est la date aujourd'hui ?' (What is the date today?). • ask and answer the question 'C'est quand ton anniversaire ?' (When is your birthday?) Core Vocabulary Phonetics lesson 3 (C) Outcomes: Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **É E È EAU EUX**	• 11 more nouns for items of clothing and their determiners. • how to say what I am wearing in French using the verb 'je porte…' (I wear) plus the item of clothing. • more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French. • to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday. Core Vocabulary Phonetics lesson 3 (C) Outcomes: Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **É E È EAU EUX**	• the essential things plants and animals need to survive in French. • about 5 key habitats around the world in French. • to use the verb 'pousser' (to grow) • to express which plants grow in these habitats. • to use the verb 'habiter' (to live) to express which animals live in these habitats. • to use all my new knowledge to prepare a presentation for the class. Core Vocabulary Phonetics lesson 3 (C) Outcomes: Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **É E È EAU EUX**
6	Progressive Language Teaching Unit At School (PR) Outcomes: • Name the subjects we study in school in French with the correct definite article/determiner. • Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject. • Start to tell the time by learning how to say time by the hour. • Explore the irregular, high frequency verb 'aller' (to go) in full.ay the 7 days of the week in French. Core Vocabulary Phonetics lesson 3 (C) Outcomes: Introduce the third set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **É E È EAU EUX**	Progressive Language Teaching Unit At the weekend (PR) Outcomes: • Tell the time in French using quarter past, half past and quarter to. • Say and write in French what we do at the weekend using two or more sentences. • Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences Core Vocabulary Phonetics lesson 4 (C) Outcomes: Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **QU GNE Ç EN AN**	Progressive Language Teaching Unit Me in the world (PR) Outcomes: • Say and spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map. • Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince. • Say and write something we do to help the planet. Core Vocabulary Phonetics lesson 4 (C) Outcomes: Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson are: **QU GNE Ç EN AN**