

BEECHWOOD FRENCH SUBJECT PACK 2025/2026

WHY DO WE TEACH FRENCH AT BEECHWOOD

Why do we teach French?	How is French sequenced within our school?	What will our children learn?
• To give our children the opportunity to explore, become fluent and be enriched by another language. • We have chosen French because of its proximity to Southampton and because there are direct ferries from our local area to Brittany. • We also have a small number of families who are fluent in French within our community, and we celebrate and use this to further enhance teaching. • We feel it is important to have the opportunity to learn another language at Beechwood as it gives them the tools they need to explore a new culture. • By learning another language children are able to foster a	• We use a scheme called Language Angels and have chosen themes for each year group that are pitched at their age-related expectation but are also ones that will ensure a high level of engagement as they are topics that the children will enjoy. • Each year builds on the learning of the year before and where possible links to their wider curriculum to help make links that stick in their mind. • Each child is taught through a combination of speaking and listening, writing and grammar which builds in complexity across the key stage. • We believe teaching a language in this school is all about teaching them communication and use it as a chance for children to practice these skills at every opportunity. • We start, in year three, by encouraging children to listen to and repeat words and short phrases, gradually giving them opportunities to use the short phrases to communicate with each other.	• Children will learn to be curious about the wider world and to be curious about language. • They will be exposed to another culture through the learning of a new language and some learning about famous French people, French inventions, and discoveries. • The children will learn tolerance and empathy as they co-operate with each other, encouraging each other to use the language with each other. • They will develop an understanding of the wider world, learning that French is spoken in France and in many other countries in the world too. • They will develop their communication skills in French, using the language in listening, speaking, reading, and writing activities and playing games in the target language too. They

curiosity and deepen their understanding of the world. • MFL helps children with their communication skills and teaches them how to communicate in different ways. • We also have a large number of bilingual families within the school (19%) and this helps give our children the opportunity to explore a language through speaking and listening, reading and completing written work together.	• In year four, we expose children to longer passages of text and teaching them to pick out key words and phrases from previous units. • In year five, children are expected to listen for longer and with greater understanding, even when some of the language is unfamiliar, as they begin to apply the decoding skills they have developed. • By year six, children are able to listen to longer French material, learning to pick out cognates and familiar words and learning to 'listen for the gist' even when the language used has not been taught or covered. They can write a piece of text using French from a range of units covered.	will also learn decoding skills which they will be able to apply in French, or another MFL, at secondary school or later in life if they choose to study other languages later on. • Their understanding of how grammar works in French will also deepen their understanding of grammar in English and any other languages they encounter later in life.
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FRENCH CONCEPT MAP 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Learning French	Musical Instruments	The Seasons	Little Red Riding Hood	I can ...	Fruits
Year 4	Presenting Myself	What is the date?	Goldilocks	My family	At the Tearoom	The Weather
Year 5	Do You Have a Pet?	In Class	Habitats	Clothes	The Romans	My home
Year 6	World War Two	The Weekend	The Planets	At School	Healthy Lifestyles	Me in the World

PROGRESSION OF SKILLS

LANGUAGE LEARNING SKILLS PROGRESSION BY YEAR GROUP

	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LISTENING	Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases taught in the units.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic French material. Learn to pick out cognates and familiar words and learn to 'gist' listen even when hearing language that has not been taught or covered.
SPEAKING	Communicate with others using words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a wider range of vocabulary, with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / include it with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
READING	Read familiar words and short phrases accurately, applying phonic knowledge. Understand the meaning in English of words and short phrases covered in the units.	Read aloud short pieces of text applying phonic knowledge. Understand most of what we read in French when it is based on familiar language.	Understand longer passages in French and start to decode the meaning of unknown words using cognates and context. Increase phonic knowledge of French to include more phonemes.	Be able to read unknown language with increased accuracy, by applying phonic knowledge, including awareness of accents, silent letters, etc. Decode unknown language using cognates, context and bilingual dictionaries.

WRITING	Write familiar words and short phrases using a model or vocabulary list. E.g. Je joue du piano. J'aime les pommes.	Write some short phrases based on familiar topics and begin to use connectives and conjunctions and the negative form where appropriate E.g. Je m'appelle.. J'habite à ... J'ai huit/neuf ans.	Write a short paragraph using familiar language, incorporating connectives/conjunctions, a negative response and agreement of adjectives where required. Learn to manipulate the French language and be able to substitute words for suitable alternatives.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to include conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive pronouns.
GRAMMAR	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs E.g. Je joue, j'aime, je m'appelle.	Better understand the concept of gender and which articles to use for meaning (E.g. 'les', 'un' or 'des'). Begin to understand agreement of adjectives (E.g. when describing nationality) the negative form and possessive adjectives (E.g. Dans ma trousse j' ai.... Dans ma trousse je n'ai pas..)	Become more familiar with the concept of gender and nouns and start to use and recognise the terminology of articles (E.g. definite, indefinite) Understand better the rules of adjectival agreement and possessive adjectives. Start to explore more fully verb conjugations (E.g. Je porte... Il/elle porte...) and be able to describe clothes in terms of colour (E.g. Ma robe bleue)	Consolidate understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives (E.g. J'aime le français. Je n'aime pas la musique.) Become familiar with a wider range of conjunctions/connectives (E.g. car, cependant, parce que, et, mais) and learn conjugation of a range of verbs (J'ai..., tu as... Il y a... Le soleil est... Je suis... Je vais... J'aime... Tu aimes...)

STICKY KNOWLEDGE

Year 3	
Autumn 1 - I am Learning French	Autumn 2 - Musical Instruments
- I know French is spoken in France and other countries - I can say 'Hello' to teachers and friends - I can ask how someone feels and answer the same question (I am well/I am not well) - I can ask someone their name and tell them my name - I can recognise and say the numbers 1 to 10 - I can recognise the names of colours in French: rouge, vert, orange, bleu, jaune - I can spell the numbers 1 to 10	- I can recognise, say read and write the names of up to 10 common musical instruments - I know how to use the correct article (masculine/feminine) - I can say I play an instrument: je joue de...la trompette)
Spring 1 - The Seasons	Spring 2 - Little Red Riding Hood
- I can recognise and say the seasons and the correct word for in for each: Au printemps, en automne, en été, en hiver - I can say 'In summer/spring/winter/autumn, it is cold/hot/ it snows/it is sunny/the birds sing/the flowers grow/the trees lose their leaves. - I can read and understand simple sentences about the seasons - I can write simple sentences about the summer: En été il y a du soleil.	- I can listen to a familiar story being told in French - listening out for key words, repeated words - I can use picture and word cards to respond to new language and help me to retain the new language in French - I can recall key vocabulary from the story 'Petit Chaperon Rouge' - le loup, la grandmère, la forêt, les gateaux
Summer 1 - I can	Summer 2 - Fruits
- I can recognise, recall and spell up to 10 action verbs in French - I can use these verbs to form sentences saying what I can do: Je peux chanter and what I cannot do yet: Je ne peux pas patiner encore. - I can use conjunctions in French: et, mais	- I can name up to 10 fruits in singular form - I can name up to 10 fruits in plural form - I can say I like/I do not like fruits: J'aime <u>les</u> pommes. Je n'aime pas <u>les</u> abricots. - I can read and write simple sentences about fruit

Year 4	
Autumn 1 - Presenting Myself	Autumn 2 - What is the date?
- I can ask and answer personal questions in French: Quel âge as-tu? Où habites-tu? - I can say the numbers eleven to twenty in French - I can ask someone's nationality in French - I can read and understand and write simple sentences describing name, age and nationality in French	- I can recognise, recall and spell the seven days of the week and the twelve months of the year in French - I can recognise, recall and spell the numbers from one to thirty one in French - I can ask and answer the question 'What is the date?' in French - I can formulate the date, using the days of the week, months of the year and numbers one to thirty one in French - I can say when my birthday is using months of the year and numbers one to thirty one in French - I know the French noun for today
Spring 1 - Goldilocks and the Three Bears	Spring 2 - My family
- I can say and recognise the nouns for key items in the story 'Goldilocks and the three bears' in French - I can say 'Once upon a time...' in French - I can read and write simple sentences and phrases from the story in French - I can listen attentively to a whole familiar fairy tale in French (listening out for key words and repeated language) - I am developing my gist reading and listening skills (looking and listening out for key words) - I can attempt to retell a familiar fairy tale in French, using a mini book for support	<i>I can say, read and write the family nouns in French</i> <i>I can count to seventy in French</i> <i>I know how to use the possessive pronouns for 'my' in French: ma, mon, mes</i> <i>I can read and write simple sentences about family members in French.</i>
Summer 1 - At the tea shop	Summer 2 - The Weather
- I can recognise, say and write up to 20 items of food and drinks in French - I can use the correct definite and indefinite articles for foods, drinks and snacks in French - I can ask someone what they would like in French: Vous désirez? - I can tell someone what I would like in French: Je voudrais ... - I can ask for the bill in French: L'addition, s'il vous plaît. - I can say Goodbye and Thank you in French: Au revoir, Merci	- I can recall and say up to nine weather expressions in French - I can ask what the weather is like today and give an answer to this question in French - I can read and write simple sentences about the weather in French - I can listen to someone talk about the weather in French and understand what they are saying - I can read a weather map in French and describe the weather in different parts of the country

Year 5	
Autumn 1 - Do You Have a Pet?	Autumn 2 - In Class
- I can recall and read 8 common pet names in French - I can say 'I have a pet' in French: J'ai un chat - I can which pet I do not have in French: Je n'ai pas un chien - I can say what my pet is called in French: ...qui s'appelle ... - I can write simple phrases and sentences about pets in French - I can use simple connectives in my speech in French: et, mais	- I can recall and read 12 nouns for classroom objects in French - I can say a classroom object I have in French: J'ai un crayon - I can say a classroom object I do not have in French: Je n'ai pas de stylo. - I can write simple sentences about classroom objects in French - I can use possessive pronouns for 'my' in French: mon, ma, mes - I can use simple connectives in my speech in French: et
Spring 1 - Habitats	Spring 2 - Clothes
- I can say the essential things plants and animals need to survive in French - I can name, read and write 5 key habitats from around the world. - I can name, read and write an animal that lives in each habitat, using the verb 'habiter' (to live) - I can name, read and write a plant that grows in each habitat using the verb 'pousser' (to grow)	- I can name up to 21 items of clothing in French, including the correct determiners: une jupe, un manteau, des chaussettes - I can say what I am wearing in French: Je porte une robe. - I can use possessive pronouns for 'my' in French: mon, ma, mes - I can make adjectives agree with the noun they are describing in French: une robe bleue, des chaussettes blanches - I can write simple phrases about clothes in French: Je porte mon manteau noir, ma chemise blanche et mes sandales bleues
Summer 1 The Romans	Summer 2 - My home
- I can name some key Roman inventions in French. - I can understand more of what I hear and read using cognates to help me to decode unknown language: la mosaïque, les aqueducs, la sculpture, la tunique, la toge, le latin - I can relate the days of the week in French to Roman gods and goddesses: Mars, Mercure, Jupiter, Vénus - I can write a diary of a life as a rich/poor child in Roman times, including the use of the negative form in French	- I can say, read and write what type of home I live in, using the first person of the high frequency verb 'j'habite' (I live) in French. - I can name, read and write 10 nouns and their determiners for rooms of a home in French. - I can say that I do not have a specific room in my home using a negative structure in French. - I can use my knowledge to describe where I live in French.

Year 6	
Autumn 1 - World War Two	Autumn 2 - The Weekend
- I can say and write in French the key countries and languages involved in WW2 - I can improve my listening and reading skills by listening to the story of Ralph (an evacuee) in French - I can recall up to ten nouns relating to WW2 in French - I can recall up to ten nouns and four adjectives relating to WW2 evacuees in French	- I can answer the question 'What time is it?' using hours and minutes in French: Quelle heure est-il? Il est quatre heures dix. - I can ask and the answer question 'What do you do at the weekend?' in French: Qu'est-ce que tu fais le weekend? - I can read and understand a short paragraph about weekend activities in French: Je vais au cinéma à trois heures dix - I can write phrases/sentences about weekend activities in French: Je regarde la télé à cinq heures vingt cinq.
Spring 1 - The Planets	Spring 2 - At School
- I can name and spell up to eight planets and other solar elements in French: le soleil, la lune, la terre, Vénus, Mercure - I can say and write extended sentences for at least one planet in French: Vénus est assez petite et lumineuse - I understand how adjectives need to agree (with the nouns they are describing) in French: La lune est petite, Mercure est petit. - I can apply adjectival agreement rules in my spoken and written French (to improve my grammatical accuracy).	- I can name and spell up to ten school subjects, using the correct determiner in French: le dessin, la géographie, les maths - I can say which school subjects I like/do not like in French - I can say the time that I study a school subject in French: J'étudie à dix heures, J'étudie ... à onze heures - I can use adjectives to give my opinion of subjects in French - I can use simple connectives in my speech, reading and writing in French: car, parce que, et, mais, cependant - I can read and write simple sentences about school subjects in French: J'adore le français, J'étudie les maths à dix heures.
Summer 1 - Healthy Lifestyles	Summer 2 - Me in the World
- I can recall, read, recognise and spell up to 10 healthy foods/drinks and 10 unhealthy foods/drinks in French - I can say and write about activities I do/don't do to stay healthy in French: Je ne regarde pas la télé. Je fais la natation. - I can say which foods I eat/don't eat to stay in shape in French	- I can say and write some of the countries and capital cities of the French speaking world: Haïti, Port-au-Prince - I can say and write about key celebrations in the French speaking world: Mardi Gras - I can say and write about things I do to help the planet