**Key Stage 2 French Long-term Plan Year A (2025-26)**

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| **Class 3** | | **Class 4** | | **Class 5** | |
| **FIRST HALF** | **SECOND HALF** | **FIRST HALF** | **SECOND HALF** | **FIRST HALF** | **SECOND HALF** |
| **Getting to Know You**  -Recognise and respond to sound patterns and words.  -Identify phonemes which are the same as or different from English.  -Repeat single words, phrases and short sentences.  -Ask and answer questions e.g. greeting people, introducing yourself and saying goodbye.  -Listen attentively to spoken language and show understanding by joining in and responding. | **All About Me**  -Listen attentively and follow classroom instructions.  -Recognise some familiar words in written form.  -Make links between some phonemes, rhymes and spellings and read aloud familiar words.  -Show understanding by responding verbally with a word or simple phrase.  -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **Profile/All About Me**  -Recognise familiar phrases/sentences orally and in writing  -Be able to respond to questions about yourself orally  -Write sentences using a model  -Look for visual clues/cognates  -Identify French phonemes and graphemes  -Discuss language learning and share ideas  -Retain some topic-specific | **Au café**  -Apply phonics knowledge to new words  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Understand and express opinions  -Able to take part in a role play conversation at a café  -Discuss language learning and share ideas  -Retain some topic-specific vocabulary  -Look for visual clues/cognates | **Au café**  -Apply phonics knowledge to new words  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Understand and express opinions  -Able to take part in a role play conversation at a café  -Discuss language learning and share ideas  -Retain some topic-specific vocabulary | **Je suis malade**  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Apply phonics knowledge to new words  -Compare and reflect on techniques for memorising language  -Understand and produce longer and more complex phrases or sentences  -Recognise patterns in the foreign language  -Practise new language with a classmate  -Able to take part in a role play conversation at a pharmacy  -Use context and previous knowledge to help understanding  -Retain some topic-specific vocabulary |
| **Food Glorious Food**  -Listen and respond to simple rhymes, stories and songs.  -Recognise some familiar words in written form.  -Write simple, familiar words using a model.  -Give instructions to others, speaking clearly and audibly.  -Understand and express opinions.  -Retain some topic-specific vocabulary. | **Family and Friends**  -Present ideas and information orally to a range of audiences.  -Read and understand simple messages.  -Compare new words with known words in English or another language.  -Write some single words from memory.  -Retain some topic-specific vocabulary. | **Animal Carnival**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify French phonemes and graphemes  -Retain some topic-specific vocabulary  -Recognise and apply simple adjectival agreements  -Sort words into categories  -Share short memorised sentences orally | **Verbs**  -Understand that words will not always have a direct equivalent  -Write sentences using a model  -Apply phonics knowledge to new words  -Understand and produce longer and more complex phrases or sentences  -Recognise patterns in the foreign language  -Retain some topic-specific vocabulary  -Use knowledge of words, text and structure to build simple spoken and written passage  -Make predictions based on existing knowledge | **Planets**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Identify French phonemes and graphemes  -Retain some topic-specific vocabulary  -Share short memorised sentences orally  -Recognise similarities and differences between places  -Recognise and apply simple adjectival agreements  -Use simple conjunctions | **Hobbies**  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Apply phonics knowledge to new words  -Understand and produce longer and more complex phrases or sentences  -Recognise patterns in the foreign language  -Use context and previous knowledge to help understanding  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Understand and express opinions using a wider range of language  -Present sentences orally |
| **Our School**  -Speak in sentences using familiar vocabulary, phrases and basic language structures.  -Learn about the different languages spoken by children in the school.  -Locate countries where French is spoken.  -Know about some aspects of everyday life and compare them to their own.  -Identify social conventions at home and in other cultures. | **Time**  -Read carefully and show understanding of words, phrases and simple sentences.  -Write simple words and phrases using a model and some words from memory.  -Listen for specific words and phrases.  -Read some familiar words and phrases aloud and pronounce them accurately.  -Learn about festivals and celebrations in different cultures. | **Chez Moi**  -Apply phonics knowledge to new words  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Understand and use simple prepositions  -Use context and previous knowledge to help understanding  -Sort words into categories | **Chez Moi**  -Apply phonics knowledge to new words  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Understand and use simple prepositions  -Use context and previous knowledge to help understanding  -Sort words into categories | **Beach Trip**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify French phonemes and graphemes  -Retain some topic-specific vocabulary  -Discuss language learning and share ideas  -Share short memorised sentences orally | **Beach Trip (Spanish)**  -Recognise familiar phrases/ sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify Spanish phonemes and graphemes and apply them to new words  -Retain some topic-specific vocabulary  -Discuss language learning and share ideas  -Share short memorised sentences orally  -Use context and previous knowledge to help understanding  -Integrate new language into previously learnt language  -Identify similarities between languages |

**Key Stage 2 French Long-term Plan Year B (2026-27)**

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| **Class 3** | | **Class 4** | | **Class 5** | |
| **FIRST HALF** | **SECOND HALF** | **FIRST HALF** | **SECOND HALF** | **FIRST HALF** | **SECOND HALF** |
| **Getting to Know You**  -Recognise and respond to sound patterns and words.  -Identify phonemes which are the same as or different from English.  -Repeat single words, phrases and short sentences.  -Ask and answer questions e.g. greeting people, introducing yourself and saying goodbye.  -Listen attentively to spoken language and show understanding by joining in and responding. | **All About Me**  -Listen attentively and follow classroom instructions.  -Recognise some familiar words in written form.  -Make links between some phonemes, rhymes and spellings and read aloud familiar words.  -Show understanding by responding verbally with a word or simple phrase.  -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. | **Healthy Living**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify French phonemes and graphemes  -Retain some topic-specific vocabulary  -Able to take part in a role play conversation at a café  -Reinforce and extend recognition of word classes  -Discuss language learning and share ideas | **Classroom**  -Identify phonemes and graphemes and apply them to new words  -Write sentences using a model  -Recognise familiar phrases/sentences orally and in writing  -Look for visual clues/cognates  -Retain some topic-specific vocabulary  -Share short memorised sentences orally  -Pick out key information from short passages of familiar language orally and in writing  -Discuss language learning and share ideas | **A Trip to the Beach**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify phonemes and graphemes and apply them to new words  -Retain some topic-specific vocabulary  -Discuss language learning and share ideas  -Share short memorised sentences orally  -Use context and previous knowledge to help understanding  -Integrate new language into previously learnt language | **School**  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Apply phonics knowledge to new words  -Understand and produce longer and more complex phrases or sentences  -Recognise patterns in the foreign language-Use context and previous knowledge to help understanding  -Retain some topic-specific vocabulary  -Understand and express opinions  -Look for visual clues/cognates  -Integrate new language into previously learnt language |
| **Food Glorious Food**  -Listen and respond to simple rhymes, stories and songs.  -Recognise some familiar words in written form.  -Write simple, familiar words using a model.  -Give instructions to others, speaking clearly and audibly.  -Understand and express opinions.  -Retain some topic-specific vocabulary. | **Family and Friends**  -Present ideas and information orally to a range of audiences.  -Read and understand simple messages.  -Compare new words with known words in English or another language.  -Write some single words from memory.  -Retain some topic-specific vocabulary. | **Geography**  -Retain some topic-specific vocabulary  -Write sentences using a model  -Understand and produce longer and more complex phrases or sentences  -Integrate new language into previously learnt language  -Identify phonemes and graphemes and apply them to new words  -Look for visual clues/cognates  -Recognise familiar phrases/sentences orally and in writing  -Discuss language learning and share ideas | **Portraits**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Pick out key information from short passages of familiar language orally  -Retain some topic-specific vocabulary  -Understand differences in word order with adjectives  -Identify phonemes and graphemes and apply them to new words  -Discuss language learning and share ideas  -Integrate new language into previously learnt language | **Film & TV/Etre**  -Write sentences using a model  -Apply phonics knowledge to new words  -Recognise patterns in the foreign language  -Retain some topic-specific vocabulary  -Use knowledge of words, text and structure to build simple spoken and written passage  -Make predictions based on existing knowledge  -Understand and express opinions  -Pick out key information from short passages of familiar language orally  -Recognise and apply simple adjectival agreements  -Recognise familiar phrases/sentences orally and in writing | **Chez Moi**  -Apply phonics knowledge to new words  -Pick out key information from short passages of familiar language orally and in writing  -Write sentences using a model  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Understand and use simple prepositions  -Use context and previous knowledge to help understanding  -Sort words into categories |
| **Our School**  -Speak in sentences using familiar vocabulary, phrases and basic language structures.  -Learn about the different languages spoken by children in the school.  -Locate countries where French is spoken.  -Know about some aspects of everyday life and compare them to their own.  -Identify social conventions at home and in other cultures. | **Time**  -Read carefully and show understanding of words, phrases and simple sentences.  -Write simple words and phrases using a model and some words from memory.  -Listen for specific words and phrases.  -Read some familiar words and phrases aloud and pronounce them accurately.  -Learn about festivals and celebrations in different cultures. | **Three Little Pigs**  -Sort words into categories  -Use context and previous knowledge to help understanding  -Identify phonemes and graphemes and apply them to new words  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Reinforce and extend recognition of word classes  -Discuss language learning and share ideas | **A Trip to the Beach**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify phonemes and graphemes and apply them to new words  -Retain some topic-specific vocabulary  -Discuss language learning and share ideas  -Share short memorised sentences orally  -Use context and previous knowledge to help understanding  -Integrate new language into previously learnt language | **Fristory**  -Use context and previous knowledge to help understanding  -Retain some topic-specific vocabulary  -Look for visual clues/cognates  -Discuss language learning and share ideas  -Pick out key information from short written passages of familiar language  -Apply phonics knowledge to new words  -Integrate new language into previously learnt language  -Reinforce and extend recognition of word classes | **Spanish**  -Recognise familiar phrases/sentences orally and in writing  -Write sentences using a model  -Look for visual clues/cognates  -Identify phonemes and graphemes and apply them to new words  -Retain some topic-specific vocabulary  -Discuss language learning and share ideas  -Use context and previous knowledge to help understanding  -Pick out key information from short passages of familiar language orally and in writing |