



French Long Term Plan

At Reynolds Academy, we use the milestones created by Chris Quigley Education to support our wider curriculum.

Overview	Autumn term	Spring term	Summer term
Key Stage 1	There is no requirement to teach languages at KS1, however some of the Core Vocabulary Units can be used to introduce children to basic vocabulary and grammar. These include: <ul style="list-style-type: none"> • Colours • Christmas • Classroom Commands • Days of the Week • Months of the Year • Numbers 1-100 • Phonetics and the alphabet • Regular Verbs • Irregular Verbs • Salutations 		
Year 3	Phonetics 1 (C) I'm Learning French (E) * Animals (E) *	Musical Instruments (E) * I Am Able...(E) **	Fruits (E) *** Ice-Creams (E) ***
Year 4	Phonetics 1 and 2 (C) I Am Able (E) ** Vegetables (E) ***	Fruits (E) *** Presenting Myself (I) *	At The Tearoom (I) ** In The Classroom (I) **
Year 5	Phonetics 1 to 3 (C) Seasons (E) ** Ice-Creams (E) ***	Presenting Myself (I) * My Family (I) **	The Date (I) ** My Home (I) ***
Year 6	Phonetics 1 to 4 (C) Presenting Myself (I) * My Family (I) **	Do You Have a Pet? (I) ** The Date (I) **	My Home (I) *** At School (P) **
Key	C = Core Vocabulary Unit E = Early Language Unit I = Intermediate Language Unit P = Progressive Language Unit		

* /**/*** Difficulty of unit.

Key Skills	Autumn term	Spring term	Summer term
Milestone 1	<p>M1 – Read fluently</p> <ul style="list-style-type: none"> • Read out loud everyday words and phrases. • Use phonic (or logographic in Mandarin) knowledge to read words. • Read and understand short written phrases. • Read out loud familiar words and phrases. • Use books or glossaries to find out the meanings of new words. <p>M1 – Write Imaginatively</p> <ul style="list-style-type: none"> • Write or copy everyday words correctly. • Label items and choose appropriate words to complete short sentences. • Write one or two short sentences. • Write short phrases used in everyday conversations correctly. <p>M1 – Speak confidently</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases. • Understand standard language (sometimes asking for words or phrases to be repeated). • Answer simple questions and give basic information. • Give responses to questions about everyday events. • Pronounce words showing a knowledge of sound (or pitch in Mandarin) patterns. <p>M1 – Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Identify countries and communities where the language is spoken. • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. • Show awareness of the social conventions when speaking to someone. 		
Milestone 2	<p>M2 – Read fluently</p> <ul style="list-style-type: none"> • Read and understand the main points in short written texts. • Read short texts independently. • Use a translation dictionary or glossary to look up new words. <p>M2 – Write Imaginatively</p> <ul style="list-style-type: none"> • Write a few short sentences using familiar expressions. • Express personal experiences and responses. • Write short phrases from memory with spelling that is readily understandable. <p>M2 – Speak Confidently</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages. 		

	<ul style="list-style-type: none"> • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks. • Demonstrate a growing vocabulary. <p>M2 – Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken. • Make comparisons between life in countries or communities where the language is spoken and this country.
Milestone 3	<p>M3 – Read Fluently</p> <ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written texts. • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials. <p>M3 – Write Imaginatively</p> <ul style="list-style-type: none"> • Write short texts on familiar topics. • Use knowledge of grammar (or pitch in Mandarin) • to enhance or change the meaning of phrases. • Use dictionaries or glossaries to check words. • Refer to recent experiences or future plans, as well as to everyday activities. • Include imaginative and adventurous word choices. • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty). <ul style="list-style-type: none"> • Use dictionaries or glossaries to check words. <p>M3 – Speak Confidently</p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages. • Give a short, prepared talk that includes opinions. • Take part in conversations to seek and give information. • Refer to recent experiences or future plans, everyday activities and interests. • Vary language and produce extended responses. • Be understood with little or no difficulty. <p>M3 – Understand the culture of the countries in which the language is spoken</p> <ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken. • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.

The French curriculum follows the Language Angels scheme. French is taught in Y3-6 once per week.

All resources and lesson plans are available on Language Angels and each unit follows a 6-week cycle. At the end is an assessment which must be carried out and recorded on the Language Angels tracking and progression tool.

By recording these, it will automatically generate an assessment and will quickly identify areas covered.

It is possible to use the tracking and progression tools to view coverage of the DFE's programme of study. When an attainment target is covered, it appears with a red tick and changes to orange and green as the target is revisited. This tool will be used to make any necessary amendments at the end of the year to ensure full coverage of the PoS. factors that may affect coverage include loss of lessons due to external events and covering cultural events outside of the scheme of work.

The long-term plan is taken from the language angels website suggestions to ensure progression and coverage. It is clear that learners begin with early language teaching unit, with intermediate creeping in towards the end of LKS2. There is some overlap to ensure the embedment of skills.