

The PKC French curriculum is knowledge-rich. This means the knowledge children will gain has been carefully specified, ordered coherently and builds progressively over time.

The ability to understand, speak and write a foreign language relies on children making progress through the three pillars of language learning: phonics, vocabulary and grammar (Ofsted Research Review, 2021). The PKC curriculum develops these alongside the skills of listening, reading, speaking and writing. This provides pupils with the necessary knowledge and skills to get better at languages.

The curriculum structure helps pupils to deepen their knowledge of the French language incrementally. Through learning and practice, the range, complexity and accuracy of the grammatical features and the breadth and depth of pupils' vocabulary knowledge increases over time.

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. The high-quality languages education that the PKC curriculum provides fosters pupils' curiosity and deepens their understanding of the world. It enables pupils to express their ideas and thoughts in another language and to understand and respond in the target language, both in speech and in writing. It also provides opportunities for them to communicate for practical purposes, learn new ways of thinking and make links to the etymological roots of the language through Latin. The PKC curriculum therefore provides the foundation for learning further languages as well as a strong foundation of French with which to start secondary school.

Pillar 1: Phonics

Clear, reliable pronunciation and the links between sounds and spelling are integral parts of learning a language. All languages that use an alphabetic system for writing rely on a system of links between their sounds (known as phonemes) and their letters and groups of letters (known as graphemes) to encode meaning. These systems vary between languages, for example, French has a lot of silent letters at the end of words.

Pupils who are not systematically taught the phoneme-grapheme links of the new language very often read and speak using the English system they already know, leading to errors in communication and understanding. This is particularly the case with cognates and near cognates (words that are spelled identically or very similarly in English), of which there are around 40% in French. For example, in French the word police is exactly the same as in English, while the word carotte is a near-cognate. There is significant evidence that direct and systematic teaching of phonics in the new language is a reliable method for assuring accurate pronunciation and spelling. Teaching the rules of pronunciation in this way is much more efficient and effective than teaching children the pronunciation of each word they learn separately. There are 36 phonemes in French, compared with 44 in English.

Some of the phonemes are identical to English, but in French 22 are different. Once these have been taught directly and systematically, children have the tools to apply the rules of pronunciation to every new word they learn, as in French the rules have very few exceptions. In this way, children can quickly become good speakers of the language, as their pronunciation will be generally accurate. Therefore, they will be able to understand the oral language and make themselves understood much more easily and feel a greater sense of self-efficacy.

The PKC curriculum incorporates a strong awareness of phonology, which supports pupils' ability to understand and visualise the language when listening as well as their ability to decode words (turn the written word into sounds), which helps learners when reading texts. The teaching of the most important phonemes is front-loaded so that pupils learn all these phonemes in Y3 and the first part of Y4. There is a logical progression in phonics as well as planned practice and review of these phonemes, and how these link to graphemes.

Pillar 2: Vocabulary

A strong knowledge of vocabulary is crucial for learners to become proficient in languages. The vocabulary taught should be informed by frequency of occurrence in the language, and special attention should be paid to common verbs in the early stages. The choice of vocabulary in the PKC curriculum has been carefully considered, in view of the learners' age and the frequency with which words occur in the language.

It is important to build a strong verb lexicon, especially in the early stages of language learning and the PKC curriculum takes account of this. For example, the high frequency verbs 'to be', 'to have' and 'to go' are recycled in many different topics and so pupils will have more opportunities to use them and therefore remember them. The schemes of work also develop pupils' knowledge of common topics, such as in Y3 pets, opinions, colours, numbers 1-15 and simple opinions. In Y4, the curriculum covers parts of the body, food, opinions, numbers 1-31, maths, months, dates, personal descriptions, family and clothes. In Y5, it covers sports, hobbies, a wider range of opinions, weather, numbers 32-60, school subjects, items in the classroom and transport. In Y6, the curriculum covers telling the time, daily routine, countries, houses, rooms in a house, furniture, places in town, buying food from the market and ordering food in a café or restaurant.

The PKC curriculum provides a strong repertoire of techniques for teaching vocabulary and having pupils practise, reinforce and use it. In addition, as with other subjects in the PKC curriculum, the etymology of new words is explained, which helps pupils to connect the words to English and Latin. The more a pupil is required to recall a word, the more secure it will be in long-term memory. Research emphasises the importance of repeated exposure to new vocabulary in order to commit it to long-term memory. The PKC French curriculum takes account of this and ensures that pupils come across each word multiple times in both repeating and different contexts.

Pillar 3: Grammar

Grammar is indispensable for communication in a new language. As grammatical knowledge of a language is cumulative, an effective curriculum builds grammatical knowledge consistently. If this is not the case, pupils become confused because they are taught disjointed segments of grammar at different points and are not given the chance to build and consolidate a larger grammatical system. In the PKC curriculum, pupils learn the conjugation of high frequency verbs cumulatively, for example, by learning the 'I' form of 'to be' (je suis) and 'to have' (j'ai) in Y3, the 'he/she' form in Y4, the 'we' form in Y5 and so on. Their knowledge of tenses develops so that in Y5 they learn to describe activities in the future and in Y6 in the past. Their knowledge of nouns and adjectives develops over time, so that they learn the concept of gender (the fact that all nouns are either masculine or feminine) and the position of adjectives in Y3, then adjectival agreements in Y4. They learn a series of different conjunctions starting in Y3 with 'and' and 'but' and developing over time with 'because' in Y5.

The curriculum fulfils the requirements of the National Curriculum for England and, by the end of their time studying it, pupils will understand and respond to spoken and written language from a variety of authentic sources, as well as being able to speak with increasing confidence, fluency and spontaneity. They will be able to find ways of communicating what they want to say, including through discussion and asking questions, and continually improve the accuracy of their pronunciation and intonation. They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in French.

The National Curriculum KS2 Programme of Study

The curriculum fulfils the requirements of the National Curriculum for England and, by the end of their time studying it, pupils will understand and respond to spoken and written language from a variety of authentic sources, speak with increasing confidence, fluency and spontaneity. They will be able to find ways of communicating what they want to say, including through discussion and asking questions, and continually improve the accuracy of their pronunciation and intonation. They will be able to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt and discover and develop an appreciation of a range of writing in French.

Year 3

	Pupils should be taught to:	The PKC Y3 French curriculum enables pupils to achieve the following objectives:
1	Listen attentively to spoken language and show understanding by joining in and responding.	• Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	• Learn phonemes in French (e.g. a, an, in, un, r, u) • Be able to make the phoneme-grapheme link in French. • Know and apply the rules for silent letters. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs.
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• Exchange common greetings such as bonjour, au revoir, salut and ça va? • Understand and give personal information such as name, age, likes and dislikes. • Be able to use oui and non.

	Pupils should be taught to:	The PKC Y3 French curriculum enables pupils to achieve the following objectives:
4	Speak in sentences using familiar vocabulary, phrases and basic language structures.	• Be able to follow a model to ask and answer a variety of questions. • Be able to speak in sentences to say what something is (c'est + a noun), what you have (j'ai + a noun), who you are (je suis + a noun/name), what you would like (je voudrais + a noun) using a series of familiar vocabulary. • Be able to use the correct article (un/une/le/la/les) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, et and mais in sentences.
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6	Present ideas and information orally to a range of audiences.	• Be able to present information such as personal details and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed.
7	Read carefully and show understanding of words, phrases and simple writing.	• Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation.
8	Appreciate stories, songs, poems and rhymes in the language.	• Listen to and interact with stories using verbal and non-verbal responses. • Take part in songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	• Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Understand that bilingual dictionaries and web-based bilingual dictionaries can be used to find the meaning of new words. • Start to use web or paper-based bilingual dictionaries.

	Pupils should be taught to:	The PKC Y3 French curriculum enables pupils to achieve the following objectives:
10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Write sentences and short texts from memory or by using writing frames or picture clues if required.
11	Describe people, places, things and actions orally and in writing.	• Be able to give personal details and opinions orally and in writing. • Be able to describe the colours of animals and know the correct word order in French for adjectives.
12	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	• Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. • Know the first-person singular form of the high frequency verbs être (to be) and avoir (to have). • Know the key feature of the word order of adjectives in French. • Know how to build sentences using c'est, voici and the high frequency conjunctions et and mais to link words and phrases. • Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives. • Understand and use appropriately basic punctuation in French such as a comma, full stop and a capital letter to begin a sentence.

Year 4

	Pupils should be taught to:	The Year 4 PKC curriculum enables pupils to achieve the following objectives:
1	Listen attentively to spoken language and show understanding by joining in and responding.	• Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	• Learn phonemes in French (e.g. on, om, e, an, r, ch) • Be able to make the phoneme-grapheme link in French. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs.
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• Be able to ask and answer questions about food likes and dislikes, personal descriptions, family and clothing. • Understand how to form the typical French structure of a question.
4	Speak in sentences using familiar vocabulary, phrases and basic language structures.	• Be able to follow a model to ask and answer a variety of questions. • Be able to speak in sentences to say what something is (c'est + a noun), what you have (j'ai & il/elle a + a noun), who you are (je suis & il/elle est + a noun/ name), what you would like (je voudrais + a noun) using a series of familiar vocabulary. • Be able to use the correct article (un/une/le/la/les) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, et, parce que and mais in sentences. • Be able to give reasons for opinions.

	Pupils should be taught to:	The Year 4 PKC curriculum enables pupils to achieve the following objectives:
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6	Present ideas and information orally to a range of audiences.	• Be able to present information such as personal details and opinions with reasons in pairs, groups and to the whole class. • Be able to present information in the form of an authentic French poem memorised and performed.
7	Read carefully and show understanding of words, phrases and simple writing.	• Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation.
8	Appreciate stories, songs, poems and rhymes in the language.	• Listen to and interact with stories using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	• Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Learn how to use a bilingual dictionary to find the meaning of new words, plurals and genders.
10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Write sentences and short texts from memory or by using writing frames or picture clues if required. Be able to adapt language to create new sentences.

	Pupils should be taught to:	The Year 4 PKC curriculum enables pupils to achieve the following objectives:
11	Describe people, places, things and actions orally and in writing.	• Be able to give personal descriptions of oneself and others and opinions with reasons orally and in writing. • Be able to describe the colours of hair and eyes and know the correct word order and the agreement rule in French for adjectives.
12	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	• Understand that that adjectives in French must agree with nouns and learn how to recognise and apply the rule, understanding how masculine, feminine and plural forms change the endings. • Be able to use the third person of key verbs as well as the first person. • Be able to use the possessive adjective 'my' correctly. • Understand the pattern of sentences in French including different word order from English and the formation of questions.

Year 5

	Pupils should be taught to:	The Year 5 PKC curriculum enables pupils to achieve the following objectives:
1	Listen attentively to spoken language and show understanding by joining in and responding.	• Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	• Learn phonemes in French (e.g. j, qu, ai and oi) • Be able to make the phoneme-grapheme link in French. • Know and apply the rules for silent letters such as 'h'. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs.
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• Exchange common greetings such as bonjour, au revoir, salut and ça va? • Understand and give personal information such as hobbies and sports liked and disliked, clothing worn.
4	Speak in sentences using familiar vocabulary, phrases and basic language structures.	• Be able to follow a model to ask and answer a variety of questions. • Be able to speak in sentences to say what something is (c'est + a noun), and use parts of the verb avoir (j'ai, tu as, il/elle a + a noun), parts of the verb être (je suis, tu es, il/elle est), what you would like (je voudrais + a noun) using a series of familiar vocabulary. • Be able to use the correct article (un/une/le/la/les) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, et and mais in sentences as well as pour.

	Pupils should be taught to:	The Year 5 PKC curriculum enables pupils to achieve the following objectives:
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6	Present ideas and information orally to a range of audiences.	• Be able to present information such as sports and hobbies which the child takes part in and opinions in pairs, groups and to the whole class. • Be able to present this information in the form of a song or rap written and performed.
7	Read carefully and show understanding of words, phrases and simple writing.	• Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation.
8	Appreciate stories, songs, poems and rhymes in the language.	• Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	• Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.
10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.

	Pupils should be taught to:	The Year 5 PKC curriculum enables pupils to achieve the following objectives:
11	Describe people, places, things and actions orally and in writing.	• Be able to give personal details and opinions orally and in writing. • Be able to describe the colours of clothing and know the correct word order in French for adjectives. • Be able to use prepositions to say where items are located.
12	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	• Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. • Know the first, second- and third-person singular form of the high frequency verbs être (to be), avoir (to have) and aller (to go). • Be able to form the near future tense using aller plus an infinitive verb. • Be able to form negative sentences using ne ... pas. • Know the key feature of the word order of adjectives in French. • Build sentences using c'est, voici and the high frequency conjunctions et and mais to link words and phrases. • Be able to see how French differs from and compares to English in terms of verb formation, gender of nouns and adjectives.

Year 6

	Pupils should be taught to:	The Year 6 PKC curriculum enables pupils to achieve the following objectives:
1	Listen attentively to spoken language and show understanding by joining in and responding.	• Listen attentively to the teacher, utterances and conversations in the materials spoken by a range of native speakers including adults and children, stories, songs and videos. • Show understanding by joining in, for example with conversations, stories and songs. • Show understanding using a variety of responses such as non-verbal (by gesture), verbal (by replying to questions), by speaking as a whole class, as a group and individually.
2	Explore the patterns and sounds of language through songs and rhymes and the link the spelling, sound and meaning of words.	• Use prior knowledge of phonemes taught in years 3-5 and apply these to new language. • Know and apply the rules for silent letters such as 'h'. • Be able to say and understand rhymes such as tongue twisters. • Listen and join in with stories and songs.
3	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	• Be able to ask for and tell the time. • Understand and describe one's daily routine. • Be able to ask for and understand directions in a town. • Be able to buy food in a shop and café and understand prices.
4	Speak in sentences using familiar vocabulary, phrases and basic language structures.	• Be able to follow a model to ask and answer a variety of questions such as what time it is, to ask for food in a shop and cafe. • Be able to speak in sentences to say what something is (c'est + a noun), and use all parts of the verb avoir, être and aller, what you would like (je voudrais + a noun) using a series of familiar vocabulary. • Be able to use the correct article (un/une/le/la/les) with a noun when speaking in simple sentences. • Be able to use simple conjunctions, et and mais in sentences as well as pour.

	Pupils should be taught to:	The Year 6 PKC curriculum enables pupils to achieve the following objectives:
5	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	• Develop accurate pronunciation using a phonics approach to decoding and reading. • Copy accurate pronunciation and intonation from native speaker audio and video recordings.
6	Present ideas and information orally to a range of audiences.	• Be able to present information about a famous French city. • Be able to perform a play to an audience.
7	Read carefully and show understanding of words, phrases and simple writing.	• Read aloud stories, songs and raps containing familiar language and structures. • Demonstrate accurate pronunciation and intonation.
8	Appreciate stories, songs, poems and rhymes in the language.	• Listen to and interact with stories in different tenses using verbal and non-verbal responses. • Take part in action songs, singing the lyrics correctly and demonstrating understanding by doing the correct actions when appropriate.
9	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	• Know how to work out the meaning of new words using context, pictorial clues and knowledge of English. • Use web or paper-based bilingual dictionaries look up verbs and understand that the endings need to be conjugated. Start to use verb tables.
10	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	• Write sentences and short texts from memory and by manipulating language in a model sentence or text to personalise it.

	Pupils should be taught to:	The Year 6 PKC curriculum enables pupils to achieve the following objectives:
11	Describe people, places, things and actions orally and in writing.	• Be able to give details and opinions orally and in writing about houses, bedrooms, towns, directions and food. • Be able to describe houses and know the correct word order in French for adjectives and use comparative language (plus que, moins que). • Be able to talk about one's favourite house/ hobby/ subject.
12	Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	• Understand that French has masculine and feminine forms and know how to recognise these through the definite and indefinite articles. • Know and be confident in using all forms of the high frequency verbs être (to be), avoir (to have) and aller (to go). • Be able to use comparative language (plus que, moins que). • Be able to form negative sentences using ne ... pas. • Be able to build phrases using je peux plus an infinitive. • Build sentences using voici and possessive adjectives. • Be able to use the perfect tense to describe actions in the past. • Be able to use aller plus an infinitive verb to describe actions in the near future (e.g. je vais regarder).