

# Griffin Park French Curriculum

## Golden Threads



Phonics and Pronunciation



Vocabulary Acquisition and Retrieval






Grammar and Sentence Building




Intercultural Understanding






### French at Griffin Park Primary School

<p><b>Thread</b></p>	<p>French is taught through a structured scheme of work to ensure accuracy, progression and staff confidence. Teaching and learning across Key Stage 2 is underpinned by four <b>Golden Threads</b>, which run through all year groups and units, becoming more sophisticated as pupils progress. These threads ensure that pupils not only learn vocabulary, but also develop confidence, understanding and curiosity as language learners.</p>		
	<p><b>Phonics and Pronunciation</b></p>	<p><b>Definition</b> Pupils develop secure pronunciation by learning how French sounds link to spelling and by listening carefully to spoken French.</p>	
<p><b>What this looks like in practice</b></p> <ul style="list-style-type: none"> <li>• Choral repetition and echoing</li> <li>• Exposure to authentic pronunciation</li> <li>• Explicit phonics teaching in every year group</li> <li>• Increasing awareness of accents, silent letters and unfamiliar sounds</li> </ul>		<p><b>Progression across KS2</b></p> <ul style="list-style-type: none"> <li>• Y3: Recognising and copying French sounds</li> <li>• Y4: Applying phonics to read familiar words aloud</li> <li>• Y5: Decoding unfamiliar words using phonics knowledge</li> <li>• Y6: Listening for gist and meaning in longer spoken passages</li> </ul>	
	<p><b>Vocabulary Acquisition and Retrieval</b></p>	<p><b>Definition</b> Pupils acquire, revisit and retain core vocabulary so that it can be used confidently in speaking, listening, reading and writing.</p>	
<p><b>What this looks like in practice</b></p> <ul style="list-style-type: none"> <li>• Vocabulary taught in meaningful contexts</li> <li>• Frequent oral rehearsal</li> <li>• Regular retrieval of previously learned words</li> <li>• Emphasis on recognition and use before accurate spelling</li> </ul>		<p><b>Progression across KS2</b></p> <ul style="list-style-type: none"> <li>• Y3: Single words and short phrases</li> <li>• Y4: Expanding vocabulary sets and simple preferences</li> <li>• Y5: Vocabulary combined into sentences and short paragraphs</li> <li>• Y6: Vocabulary recycled flexibly across topics and contexts</li> </ul>	
	<p><b>Grammar and Sentence Building</b></p>	<p><b>Definition</b> Pupils develop an understanding of how French works and how it differs from English, enabling them to build increasingly complex sentences.</p>	
<p><b>What this looks like in practice</b></p> <ul style="list-style-type: none"> <li>• Use of articles and noun gender</li> </ul>		<p><b>Progression across KS2</b></p> <ul style="list-style-type: none"> <li>• Y3: Articles (<i>un / une</i>), simple verbs (<i>je suis, j'aime</i>)</li> </ul>	


## Griffin Park French Curriculum

		<ul style="list-style-type: none"> <li>• High-frequency verbs</li> <li>• Sentence structures and connectives</li> <li>• Gradual introduction to verb conjugation and justification</li> </ul>	<ul style="list-style-type: none"> <li>• Y4: Negatives, adjectives and basic agreement</li> <li>• Y5: Sentence extension, conjunctions, verb exploration</li> <li>• Y6: Opinions, justifications, tense awareness and fluency</li> </ul>
	<b>Intercultural Understanding</b>	<p><b>Definition</b> Pupils develop curiosity and respect for other cultures by learning about life in France and the wider Francophone world, making comparisons with their own experiences.</p>	
		<p><b>What this looks like in practice</b></p> <ul style="list-style-type: none"> <li>• Short cultural references linked to language</li> <li>• Maps, photos and real-world contexts</li> <li>• Comparisons between French and British daily life</li> <li>• Awareness that French is spoken beyond France</li> </ul>	<p><b>Progression across KS2</b></p> <ul style="list-style-type: none"> <li>• Y3: Everyday life and familiar contexts</li> <li>• Y4: Food, routines and traditions</li> <li>• Y5: Lifestyle, homes and celebrations</li> <li>• Y6: Identity, viewpoints and global perspectives</li> </ul>






## Griffin Park French Curriculum

Year 3					
Thread	Unit	Knowledge and Skills	Oracy	Cultural Links	Vocabulary
	Phonics and Greetings	To recognise and reproduce key French phonemes To understand that French pronunciation differs from English To say hello, goodbye and introduce themselves To ask and answer a simple question about wellbeing	Choral repetition and echo speaking Listening carefully to modelled pronunciation Responding orally to simple greetings	Greetings and politeness in France When and how French people greet others	Bonjour, salut, au revoir, à plus tard Ça va ?, ça va bien, ça va mal, comme ci comme ça Je m'appelle...
 	Animals	To name and recognise common animals To understand and apply <i>un</i> and <i>une</i> To say "I am a..." using <i>je suis</i> Begin to understand noun gender	Rehearsing animal names through games Responding orally to prompts ( <i>Je suis...</i> ) Listening and identifying animals from spoken phrases	Animals found on French farms Rural life in France compared to the UK	Un chien, un chat, un lapin, un cheval Une souris, une vache Un / une Je suis...
	Musical Instruments	To name common musical instruments To use definite articles ( <i>le / la / les</i> ) To say "I play..." using <i>je joue</i>	Choral repetition of instrument names Oral sentence building ( <i>Je joue du...</i> ) Listening to identify instruments	French music and instruments Role of music in French culture	Le piano, la guitare, le violon, la batterie Je joue du / de la / des...
	I Am Able To...	To use <i>je peux</i> with infinitive verbs To say what they can do To build simple sentences using verbs	Speaking in full sentences Oral rehearsal before writing Responding to spoken questions	Daily activities of children in France	Je peux... Danser, chanter, manger, boire, écouter






## Griffin Park French Curriculum

	Food	To name common foods To express likes and dislikes To ask and answer questions about preferences	Speaking in short opinion sentences Listening to identify preferences Simple role-play	French food and eating habits Importance of food in French culture	J'aime..., je n'aime pas... Fruits, ice creams or vegetables
---	------	--	--	---	---






## Griffin Park French Curriculum

Year 4					
Thread	Unit	Knowledge and Skills	Oracy	Cultural Links	Vocabulary
	Presenting Myself	To ask and answer questions about name, age and wellbeing To count to 20 confidently To use nationality adjectives	Structured speaking in pairs Asking and answering questions orally Clear pronunciation of numbers	Identity and nationality in France Locating France on a map	Comment tu t'appelles ? Quel âge as-tu ? J'ai ... ans Je suis français / française / anglais / anglaise Numbers 1–20
	My Family	To name family members To describe family relationships To use possessive adjectives	Speaking in short descriptive sentences Listening to identify relationships	Family structures in France	La mère, le père, la sœur, le frère Mon, ma, mes
	At the Tea Room	To order food and drink politely To use transactional language To participate in a role-play	Role-play conversations Listening for key phrases Speaking with confidence and clarity	Café culture in France Comparison with UK cafés	Je voudrais..., s'il vous plaît Food and drink items
	In the Classroom	To name classroom objects To use <i>j'ai</i> and <i>je n'ai pas</i> To follow simple classroom instructions	Responding to spoken commands Oral sentence building	Similarities and differences in French schools	Un stylo, un cahier, une trousse J'ai..., je n'ai pas...
	Weather	To describe the weather To ask and answer weather questions To recognise weather vocabulary	Listening for meaning Speaking in short descriptive sentences	Weather in different regions of France	Il fait chaud, il pleut, il fait froid Quel temps fait-il?

## Griffin Park French Curriculum

Year 5					
Thread	Unit	Knowledge and Skills	Oracy	Cultural Links	Vocabulary
	The Date	To say the date and birthday To recall days, months and numbers to 31	Saying dates aloud Listening for numbers and sequences	French calendar and celebrations	Days of the week Months of the year Quelle est la date aujourd'hui ?
	Do You Have a Pet?	To ask and answer questions about pets To use <i>j'ai</i> and <i>je n'ai pas</i> To extend sentences using connectives	Structured pair conversations Listening for detail	Pets in French households	Un chien, un chat, un lapin As-tu un animal ? Et, mais
	My Home	To describe where they live To name rooms in a home To use <i>chez moi il y a...</i>	Speaking in short descriptive sentences Listening to identify places	Homes in France vs UK	Une maison, un appartement Une cuisine, une chambre Chez moi il y a...
	The Olympics	To name sports and activities To express opinions about sports	Speaking about preferences Listening to opinions	France and the Olympic movement	Sports vocabulary J'aime..., je préfère...
	Clothes	To name items of clothing To use the verb <i>porter</i> To describe clothing with colour	Speaking in full sentences Listening to descriptions	Clothing for different seasons in France	Un pantalon, une robe, un manteau Je porte...

## Griffin Park French Curriculum

Year 6					
Thread	Unit	Knowledge and Skills	Oracy	Cultural Links	Vocabulary
	At School	To name school subjects To express opinions and justify them To tell the time (o'clock)	Extended speaking Giving opinions orally	Comparing school life in France and the UK	Les maths, l'histoire, la géographie J'aime..., parce que...
	Planets	To name planets To use subject-specific vocabulary To speak in factual sentences	Listening for information Speaking clearly in explanations	French contributions to science and space	Les planètes La Terre, Mars, Jupiter
	The Weekend	To describe weekend activities To use time phrases To sequence events	Extended speaking Listening for sequence and detail	How French children spend their weekends	Je vais..., je joue..., après
	Healthy Lifestyles	To describe healthy and unhealthy choices To express opinions and reasons To follow a simple recipe	Speaking in extended sentences Listening to instructions	Food culture and health in France	C'est bon / mauvais pour la santé Food and activity vocabulary
	Me in the World	To express identity and opinions To compare viewpoints To use language independently	Sustained spoken language Expressing and justifying opinions	French-speaking countries and global identity	Opinion phrases and connectives