

Class	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 3 / 4	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I do
	<p>Phonics: The SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u]</p> <p>Silent Final Consonant (SFC): -t, -s, -d</p> <p>Silent Final E (SFe): [an / en]</p> <p>Open and closed (eu): [ch] [au/ eau/ o/ ô] [on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or taught this term are: [é/ et/ ez/ er] [è/ ê] [01] [a] in] [ai]</p> <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p>		<p>Phonics: The SSC (sound-symbol correspondences) taught this term are: {SFe} soft [c/ ç] [-ien] [qu] [j/ soft g] [-tion]</p> <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Touteu ne année (jaune) months</p> <p>Grammar: revisit definite articles and adjective agreement, subject pronouns (il/ elle) with objects to mean 'it', plural definite article (les), using aimer I detester + definite article, revisit intonation questions (including with comment, quand)</p>	
Year 5 / 6	Describing me and others	Saying what I and others have	Saying what I and others do	Saying how many and describing things	Describing things and people	Expressing likes and saying what I do
	<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or introduced this term are:</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or introduced this term are:</p>		<p>Phonics: The SSC (sound-symbol correspondences) revisited and/ or taught this term are:</p>	

<p>Silent Final Consonant (SFC) Silent Final E (SFe) [a] [an/ a,/ en/ em] [i] [in/ im] [qu] [u] [ou] [on] [au/ eau/ o/ ô] open and closed [eu] We also revision liaison</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural, singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p>	<p>[é/ et/ ez/ er] [è/ ê] [oi] [(a) in] [ai] We also revisit liaison</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne...pas)</p>	<p>[SFC] Silent Final E (SFe) soft [c/ ç] [ch] [-ien] [qu] [j/ soft g] [-tion] We all revisit liaison</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, hometown, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir (singular)</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

