



## Uplands Manor Primary School – Languages (French) progression grid

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

| Progression of knowledge                                     |   | Phonics   |  |  |
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| National Curriculum  | Year 3  | Year 4  | Year 5   | Year 6   |
| Understanding and communicating ideas, using their knowledge | To become familiar with key phonemes represented by the | To identify sounds created by linking some of the key | To consistently recognise and apply changes in sound | To know a range of ways to ask questions in French using |

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| <p>of phonology, grammatical structures and vocabulary.</p> | <p>following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é, à, â</p> <p>To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a, o, u. It changes the pronunciation of the c</p> | <p>phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p> | <p>caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p> | <p>statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu?</p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p> |
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|  | <p>from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand</p> |  |  |  |
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| Progression of knowledge  |                                | Vocabulary                        |                                 |                             |
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| Year 3  | Autumn 1                       |                                   | Autumn 2                        |                             |
| Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary. | je<br>tu<br>bonjour<br>bonsoir | I<br>you<br>hello<br>good evening | grand<br>petit<br>rouge<br>blue | big<br>small<br>red<br>blue |

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|  | <p>bonne nuit<br/>je m'appelle<br/>ça va bien<br/>ça va très bien<br/>comme ci, comme ça<br/>ça va mal<br/>ça va très mal<br/>au revoir<br/>c'est<br/>Comment tu t'appelles ?<br/>Ça va/Comment ça va ?</p> | <p>good night<br/>my name is<br/>I am fine<br/>I am very well<br/>so so<br/>I am not ok<br/>I am really not ok<br/>goodbye<br/>it is<br/><br/>What is your name?<br/>How are you?<br/>( informal/formal).</p> | <p>jaune<br/>vert<br/>blanc<br/>noir<br/>orange<br/>violet<br/>rose<br/>brun<br/>un cercle<br/>un carré<br/>un rectangle<br/>un triangle</p>                      | <p>yellow<br/>green<br/>white<br/>black<br/>orange<br/>purple<br/>pink<br/>brown<br/>a circle<br/>a square<br/>a rectangle<br/>a triangle</p> |
|  | <b>Spring 1</b>   |   | <b>Spring 2</b>   |   |
|  | <p>Combien ?<br/>Tu as quel âge ?<br/>un<br/>deux<br/>trois<br/>quatre<br/>cinq<br/>six<br/>sept<br/>huit<br/>neuf</p>  | <p>How many/much?<br/>How old are you?<br/>one<br/>two<br/>three<br/>four<br/>five<br/>six<br/>seven<br/>eight<br/>nine</p>   | <p>écoutez !<br/>écrivez !<br/>lisez !<br/>fermez !<br/>ouvrez !<br/>parlez !<br/>regardez !<br/>levez-vous !<br/>asseyez-vous !<br/>dans mon sac<br/>j'ai...</p> | <p>listen<br/>write<br/>read<br/>close<br/>open<br/>speak<br/>watch/look<br/>stand up<br/>sit down<br/>in my bag<br/>I have...</p>            |

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|  | dix<br>onze<br>douze<br>plus<br>moins<br>et<br>font/égale   | ten<br>eleven<br>twelve<br>plus<br>minus<br>and<br>Equals ( in Maths)   | je n'ai pas de...<br>mais<br>Tu as... ?                          | I do not have...<br>but<br>Do you have...?   |
|  | <b>Summer 1</b>   |   | <b>Summer 2</b>  |  |
|  | en/à<br><br>je vais en/à ...<br>puis<br>Tu vas où ?<br><br>Tu vas comment ?<br><br>Il y a combien<br>de..?<br>Comment tu vas à<br>l'école ? | By (referring to<br>transport)<br>I go by...<br>then<br>Where are you<br>going?<br>How are you<br>going?<br>How many ... are<br>there?<br>How do you go to<br>school?<br><a href="#">Colour adjectives</a><br><a href="#">Names in French of</a><br><a href="#">French-speaking</a><br><a href="#">countries and places</a> | le<br>la<br>l'<br><br>qui<br>habite<br>dans<br>mange<br>où est ? | the (masc)<br>the ( fem)<br>the (when the<br>noun begins with a<br>vowel or an h).<br>who<br>lives<br>in<br>eat<br>where is? |

| Progression of knowledge  |  | Vocabulary   |  |  |
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| Year 4  | Autumn 1   |  | Autumn 2   |  |
| Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary. | l/elle a<br>les cheveux<br>les yeux<br>il/elle est<br>poli(e)<br>fort(e)<br>travailleur/travailleuse<br>sportif/sportive | he/she has<br>hair<br>eyes<br>he/she is<br>polite<br>strong<br>hard working<br>sporty<br><br><i>Colour adjectives<br/>           in masculine,<br/>           feminine and<br/>           plural forms</i> | un<br>une<br>des<br>mon/ma/mes<br>dans ma valise il y<br>a<br>Il/elle porte<br>j'aime/je n'aime<br>pas<br><br>C'est de quelle<br>couleur ? | a/an (masculine<br>article of clothing)<br>a/an (feminine<br>article of clothing)<br>For articles of<br>clothing that are<br>plural.<br>my (m/f/pl)<br>in my suitcase<br>there is/are<br>he/she is wearing<br>I like/I do not like<br><br>Which colour is it?<br><i>Nouns for items of<br/>           clothing</i> |
|   | Spring 1   |  | Spring 2   |  |
|   | le jour<br>la semaine<br>hier<br>demain<br>aujourd'hui<br>les mois   | the day<br>the week<br>yesterday<br>tomorrow<br>today<br>the months  | Quel temps fait-il<br>aujourd'hui?<br>il fait beau<br>il fait mauvais<br>il fait chaud<br>il fait froid                                    | What is the<br>weather like today?<br>it is goodweather<br>it is bad weather<br>it is hot weather<br>it is cold weather<br>it is raining   |

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|                 | <p>je voudrais<br/>C'est quand ton anniversaire?<br/>Mon anniversaire c'est le ...<br/>Quelle est la date aujourd'hui?</p> <p>lundi<br/>mardi<br/>mercredi<br/>jeudi<br/>vendredi<br/>samedi<br/>dimanche</p> | <p>I would like<br/>When is your birthday?<br/>My birthday is on the...<br/>What is the date today?</p> <p>Monday<br/>Tuesday<br/>Wednesday<br/>Thursday<br/>Friday<br/>Saturday<br/>Sunday<br/>numbers 13-31<br/>months of the year.</p> | <p>il pleut<br/>il neige<br/>il y a du soleil<br/>il y a du vent<br/>il y a des nuages<br/>dans<br/>le nord<br/>l'est<br/>le sud<br/>l'ouest</p> | <p>it is snowing<br/>it is sunny<br/>it is windy<br/>it is cloudy<br/>in<br/>the north<br/>the east<br/>the south<br/>the west</p> <p>Multiples of 10</p> |
| <b>Summer 1</b> |   |   | <b>Summer 2</b>  |   |
|                 | <p>le menu<br/>une boisson<br/>une entrée<br/>un plat principal<br/>l'addition<br/>s'il vous plaît</p>  | <p>menu<br/>drink<br/>starter<br/>main dish<br/>the bill</p>  | <p>jouer du/de la/de l'<br/>je ne joue pas d'instrument<br/><br/>je préfère</p>  | <p>to play the...<br/><br/>I do not play an instrument<br/><br/>I prefer</p>  |

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|  | ça fait ...<br>le serveur / la serveuse<br>un billet<br>une pièce de monnaie<br>Vous désirez ? | please it comes to... (amount)<br>waiter/waitress<br>a banknote<br>a coin<br>What would you like?<br><br><i>Names of different shops and eateries<br/>         Nouns for foods and drinks</i> | je déteste<br><br>Tu joues d'un instrument?<br><br>Quel genre de musique aimes-tu ? | I detest<br><br>Do you play an instrument?<br><br>Which type of music do you like?<br><br><i>Names of instruments.</i> |
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| Progression of knowledge  |   | Vocabulary                    |  |  |
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| Year 5  | Autumn 1  |                               | Autumn 2   |  |
| Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary. | de<br>court(e) +s<br>pointu(e) +s<br>long (masc) +s<br>(plural) | of<br>short<br>pointy<br>long | énorme<br>minuscule<br>fragile<br>tranquille<br>plus ... que | enormous<br>tiny<br>fragile<br>calm<br>more ... than |



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|  | <p>longue (fem) +s<br/>(plural)<br/>il/elle habite<br/>il/elle mange<br/>Qu'est-ce que<br/>c'est ?<br/>la tête<br/>les épaules<br/>les genoux<br/>les pieds<br/>un oeil<br/>les oreilles<br/>la bouche<br/>les bras<br/>les dents<br/>le nez<br/>les jambes (fem)</p> | <p>he/she lives<br/>he/she eats<br/>What is it?<br/><br/>head<br/>shoulders<br/>knees<br/>feet<br/>an eye<br/>ears<br/>mouth<br/>arms<br/>teeth<br/>nose<br/>legs<br/>Colour adjectives<br/>in masculine,<br/>feminine and<br/>plural forms</p> | <p>moins ... que<br/>parce que<br/>loin/proche/<br/>près de</p> | <p>less ... than<br/>because<br/><br/>far/close/near to<br/><br/>names of planets</p> |
|  | <p><b>Spring 1</b></p>  |   | <p><b>Spring 2</b></p>  |   |
|  | <p>du / de la / de l' /<br/>des<br/>bon appétit !<br/>c'est délicieux</p>   | <p>some<br/><br/>enjoy your food!<br/>It is delicious</p>   | <p>j'ai trouvé<br/>les pas<br/>au nord<br/>au sud</p>           | <p>I found<br/>steps<br/>to the north<br/>to the south</p>                            |

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|                 | laisser cuire<br>laver<br>couper<br>ajouter<br>émincer<br>Je vais au marché<br>et<br>j'achète...<br>C'est combien ?<br>il a faim<br>il n'a pas faim<br>il a tout mangé<br>il reste au lit | leave to cook<br>wash<br>cut<br>add<br>slice<br>I go to the market<br>and I<br>buy...<br>How much is it?<br>He is hungry<br>He is not hungry<br>He ate everything<br>He stays in bed<br><br>Fruits and<br>vegetables numbers<br>60-100 1000 | à l'est<br>à l'ouest<br>un pays   | to the east<br>to the west<br>a country<br><br>Names of<br>countries  |
| <b>Summer 1</b> |   | <b>Summer 2</b>   |   |   |
|                 | nous<br>vous<br>ils/elles<br>avoir<br>être<br>chanter<br>courir<br>danser   | we<br>you (formal/group)<br>they (m/f)<br>to have<br>to be<br>to sing<br>to run<br>to dance   | j'ai un frère<br>j'ai une sœur<br>je n'ai pas de<br>je suis<br>fils(masc)/fille<br>(fem) unique<br>son anniversaire<br>c'est le ... | I have a brother<br>I have a sister<br>I do not have<br>I am an only child<br><br>his/her birthday<br>is on the |

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|  | dormir<br>lire<br>nager<br>sauter<br>habiter<br>regarder<br>écrire<br>jouer | to sleep<br>to read<br>to swim<br>to jump<br>to live<br>to look/watch<br>to write<br>to play | j'adore | ...<br>I love<br><br>Names of family<br>members names of<br>fruits |
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| Progression of knowledge  |   | Vocabulary   |  |   |
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| Year 6  | Autumn 1  |  | Autumn 2   |   |
| Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary. | faire<br>marcher<br>adorer<br>détester<br>aller<br>à droite<br>à gauche<br>tout droit | to do<br>to walk<br>to love<br>to detest<br>to go (the whole verb paradigm)<br>right<br>left | une équipe<br>un match de foot<br>un joueur/joueuse<br>de<br>foot<br>un supporter<br>venir de<br>je viens de | a team<br>a football match<br>a football player<br>(masc/fem)<br>a supporter<br><br>to come from<br>I come from |

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|  | <p>vite<br/>lentement</p> <p>C'est quel sport?<br/>Tu aimes le sport?</p>   | <p>straight ahead<br/>quick<br/>slowly</p> <p>Which sport is it?<br/>Do you like sport?</p> <p>Nouns for sports</p>  | <p>il/elle vient de</p>   | <p>he/she comes from</p>  |
|  | <p><b>Spring 1</b></p>  |  | <p><b>Spring 2</b></p>  |   |
|  | <p>J'habite dans...</p> <p>un appartement<br/>une grande/petite maison<br/>une maison jumelée<br/>la salle à manger<br/>la cuisine<br/>la chambre<br/>le salon</p> <p>il y a<br/>il n'y a pas de<br/>au rez-de-chaussée<br/>au premier étage<br/>en bas<br/>en haut</p> | <p>I live in<br/>a flat<br/>a big/small house<br/><br/>a terraced house</p> <p>the dining room<br/>the kitchen<br/>the bedroom<br/>the living room</p> <p>there is<br/>there is not<br/>on the ground floor<br/>on the first floor<br/>downstairs<br/>upstairs</p> | <p>la plage<br/>les montagnes<br/>il/elle va<br/>nous allons<br/>vous allez<br/>ils/elles vont</p> <p>Je vais aller<br/>au/en/aux<br/>rester<br/>faire</p> <p>Quand/où/pourquoi<br/>vas-tu en vacances?<br/>En été ou en hiver?</p> | <p>the beach<br/>the mountains<br/>he/she goes<br/>we go<br/>you go (formal)<br/>they go (m or mixed /f)</p> <p>I am going to go to (m/f/plural)<br/>to stay<br/>to do/make</p> <p>When/where/where are you going on holiday?<br/>In summer or in winter?</p> |

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|  | <p>sous<br/>devant<br/>derrière<br/>à côté du /de la /<br/>de l' / des<br/>Où est... ?<br/>Qu'est-ce que<br/>c'est ?<br/>c'est la salle à<br/>manger</p> | <p>under<br/>in front of<br/>behind<br/>next to the...<br/><br/>Where is...?<br/>What is it?<br/><br/>it is the dining<br/>room<br/><br/>nouns for objects<br/>in a bedroom</p> | <p>Quel temps va-t-il<br/>faire?<br/>Que vas-tu faire?<br/><br/>Qu'est-ce qu'il y a<br/>dans ta valise?</p>             | <p>What will the<br/>weather be?<br/>What are you going<br/>to do?<br/>What is in your<br/>suitcase?</p>  |
|  | <b>Summer 1</b>  |   | <b>Summer 2</b>   |   |
|  |  |   | <p>un billet<br/>un carnet<br/>entre<br/>près/loin de<br/>chez moi<br/>voici<br/>tourne à gauche /<br/>à<br/>droite</p> | <p>a ticket<br/>a book of tickets<br/>between<br/>near to/far from<br/>at my house/home<br/>here is/are<br/>turn left/right<br/><br/>second on the<br/>left/right</p> |

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|  |  |  | la deuxième à gauche / à droite<br>un billet pour Paris<br>s'il vous plaît<br>où est ... ?<br>tu vas aller au/à la/à l'... ?<br>non, je ne vais pas aller au/à la/à l'... | a ticket for Paris please<br>Where is...?<br>Are you going to...?<br><br>Non, I am not going to...<br><br>Nouns for transport and places in town |
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| Progression of knowledge |  | Grammar  |  |  |
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|                          | Year 3   | Year 4   | Year 5   | Year 6   |
| <b>Terminology</b>       | Noun<br>Masculine<br>Feminine<br>Verb<br>Adjectives<br>Conjunction<br>Preposition<br>Accent<br>Article | Definite article<br>Indefinite article<br>Plural<br>Adjectival agreement<br>Possessive adjectives<br>Negative<br>Subject pronouns:<br>first, second and third person | Adverb<br>Comparative<br>adjectives Metaphor<br>Compound nouns<br>Compound sentences | Infinitive<br>Conjugation<br>Future tense<br>Irregular verbs<br>Second verb infinitive<br>Partitive articles |

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| <b>Feminine and masculine forms: Nouns</b> (including articles, pronouns and plural formation) | <p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in 'e' .</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.</p> <p>To know that the pronoun ça means 'it'.</p> <p>To know that the pronoun y means 'there'.</p> <p>To know that when a preposition and a</p> | <p>To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des.</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.</p> | <p>To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.</p> <p>To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune.</p> | <p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone.</p> |

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|   | <p>definite article are contracted this indicates a place: au/à la/aux.</p>  |   |  |   |
| <p><b>Feminine and masculine forms: Adjectives</b> (position and agreement)</p> | <p>To know that most adjectives are placed after the noun in French.<br/>To know that adjectives of size such as petit and grand are placed before the noun.</p> | <p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes.<br/>To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.<br/>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem),</p> | <p>To know that adjectives must agree with the gender and number of the noun being described.<br/>To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.<br/>To know that when making comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing.</p> | <p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.<br/>To know a range of prepositions to describe the position of objects.</p> |



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|  |  | <p>heureux-heureuse.<br/>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,</p>   |   |  |
| <p><b>Verbs</b> (including conjugation and negation)</p> | <p>To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.<br/>To know that je/j', and tu are subject pronouns.<br/>To know that c'est means "it is" and is used to describe what something is.<br/>To know that il y a is used to say 'there is/are.'<br/>To know that placing ne...pas around the</p> | <p>To know that the endings of verbs change according to the subject.<br/>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).<br/>To know that we can use conjunctions to link phrases such as et/mais.<br/>To know the verbs avoir and être are used to describe appearance and personality.</p> | <p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.<br/>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.<br/>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry</p> | <p>To know that the way verbs change to match the pronoun is called conjugation.<br/>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).<br/>To conjugate the verbs aller, jouer and faire.<br/>To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</p> |

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|  | <p>verb makes it negative: ne + verb + pas .</p>   | <p>To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p> | <p>in French the verb avoir (to have) is used, not the verb to be as in English.</p> <p>J'ai dix ans - I am ten years old. Il a faim - He is hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p> | <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne becomes tourne (turn).</p> <p>To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.</p> |
| <p><b>Key features and patterns of the language;</b> how to apply these, for instance, to build sentences; and how these differ from</p> | <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions</p> | <p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p>   | <p>To know that there is no possessive apostrophe in French.</p> <p>To say 'my father' s sister in French would</p>  | <p>To know that parce que (because) can be used to extend a sentence and give a justification.</p>   |

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| <p>or are similar to English</p> | <p>such as et (and) and puis (then) to join clauses.</p> <p>To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>To know that accents in French can change the sound of a letter.</p> | <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that you can make a statement into a question simply by changing the intonation of your voice in French.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p> | <p>be the sister of my father: la sœur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p> |  |
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Progression of knowledge

Language Comprehension (Listening & Reading)

| National Curriculum   | Year 3  | Year 4   | Year 5   | Year 6   |
|---|---|--|--|--|
| Listen attentively to spoken language and show understanding by joining in and responding.                              | Listening and responding to single words and short phrases.   | Listening and responding to full sentences.  | Listening and selecting information from short audio passages to give an appropriate response.   | Listening and inferring information from an extended audio passage using language detective skills.  |
| Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words. | Listening and noticing rhyming words when joining in with songs.<br><br>Beginning to notice common spelling patterns.     |  | Independently identifying rhyming words and spelling patterns when joining in with songs.<br><br>Beginning to predict spelling patterns.                   |  |
| Appreciate stories, songs, poems and rhymes in the language.  | Reading aloud some words from simple songs, stories and rhymes.   | Following a short text or rhyme, listening and reading at the same time.   | Reading and responding to a range of authentic texts.  | Reading short authentic texts for enjoyment or information.  |
| Read carefully and show understanding of words, phrases and simple writing.   | Recognising some familiar French words in written form.<br>Beginning to understand and notice cognates and near cognates. | Recognising some familiar French words when written in a short phrase.<br>Identifying and discussing cognates and beginning to explore various | Identifying key information in simple writing.<br>Using a range of language detective strategies to decode new vocabulary including context and text type. | Identifying and extracting key information in a range of authentic texts.<br>Reading and using language detective skills to assess meaning including sentence structure. |

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|  |  | language detective strategies.  |  |   |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. | Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. | Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.<br>Using contextual clues and cues to gist and make predictions about meanings. | Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.<br>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. | Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. |

| Progression of knowledge                           | Language Production (Speaking & Writing)  |  |   |  |
|--|---|--|---|--|
|  | Year 3                                    | Year 4   | Year 5  | Year 6   |
| National Curriculum                                |   |  |   |  |
| Engage in conversations; ask and answer questions; | Asking and/or answering simple questions. | Recognising and answering simple questions which involve | Forming a question in order to ask for information. | Planning, asking and answering extended questions. |

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| <p>express opinions and respond to those of others; seek clarification and help.</p>  | <p>Forming simple statements with information including the negative.<br/>Practising speaking with a partner</p>  | <p>giving personal information.<br/>Beginning to form opinion phrases.<br/>Using a variety of conversational phrases.</p> | <p>Presenting factual information in extended sentences including justification.<br/>Beginning to use conversational phrases for purposeful dialogue.</p>  | <p>Developing extended sentences to justify a fact or opinion.<br/>Engaging in conversation and transactional language.</p> |
| <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>  | <p>Using short phrases to give information.<br/>Recognising and repeating phrases from familiar rhymes and songs.</p>   | <p>Using a model to form a spoken sentence.<br/>Beginning to adapt phrases from a rhyme/song.</p>                         | <p>Rehearsing and recycling extended sentences orally.<br/>Speaking in full sentences using known vocabulary.</p>  | <p>Planning and giving a short oral presentation.<br/>Modifying, expressing and comparing opinions.</p>                     |
| <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> | <p>Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English.<br/>Recognising how intonation and gesture are used to differentiate between statements and questions.<br/>Discussing strategies for remembering and applying pronunciation rules.<br/>Building confidence by repeating short phrases with increasing accuracy.</p> |   | <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.<br/>Using intonation and gesture to differentiate between statements and questions.<br/>Formulating their own strategies to remember and apply pronunciation rules.<br/>Speaking and reading aloud with increasing confidence and fluency.</p> |   |

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| Present ideas and information orally to a range of audiences.                                | Introducing self to a partner with simple phrases.        | Rehearsing and performing a short Role-play or song.  | Creating and presenting a dialogue or role-play.   | Giving a presentation drawing upon learning from a number of previous topics.   |
| Write phrases from memory, and adapt these to create new sentences to express ideas clearly. | Recalling and writing simple words from memory.           | Selecting and writing short words and phrases.  | Adapting model sentences to express different ideas.   | Using existing knowledge of vocabulary and phrases to create new sentences.   |
| Use familiar vocabulary in phrases and simple writing.                                       | Experimenting with simple writing, copying with accuracy. | Making short phrases or sentences using word cards and knowledge organisers.  | Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.  | Constructing a short text on a familiar topic.  |
| Describe people, places and things and actions orally and in writing.                        | Recognising and using adjectives of colour and size.      | Using different adjectives with a singular noun, with correct positioning and agreement.<br>Choosing appropriate adjectives from a wider range of adjectives. | Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.<br>Using adapted phrases to describe an object, person or place. | Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.<br>Using a wide range of descriptive phrases |

| Progression of knowledge | Cultural Awareness  |  |   |  |
|--------------------------|---|--|---|--|
|                          | Year 3  | Year 4   | Year 5  | Year 6   |
| <b>Skills</b>            | Discussing similarities and differences between customs and traditions in France and the UK. Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as <i>L'escargot</i> by Matisse. | Discovering French festivals and their traditions. Comparing the weather between France and the UK. Ordering typical French food and drink. Creating a song in French for a famous song contest. | Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. | Playing the traditional French game of la pétanque. Researching information about the French cycle race la Tour de France. Comparing sporting activities in France and the UK. |



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| <p><b>Knowledge</b></p> | <p>To know that in French there are formal and informal greetings. To know some playground games played in France. To know the names and locations of some of the cities in France. To name some famous paintings by French artists. To know that French is spoken in different countries around the world. To identify some French-speaking countries.</p> | <p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that in France the temperature is measured in celsius. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between</p> | <p>To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.</p> | <p>To know the rules for playing French bowls. To know how the maillot jaune is awarded during the Tour de France race. To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.</p> |
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|  |  | countries after the<br>Second World War. |  |  |
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