

French Progression document

History	Y3	Y4	Y5	Y6
Statutory knowledge	<p>Listening: Listen and respond to familiar spoken words and phrases in French for example: Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories. Recognise numbers 1-20 and begin to understand numbers from 20 – 31. Understand and respond to simple classroom instructions e.g. Hands up, listen carefully, show me, close your eyes, do an action.</p> <p>Speaking: Communicate with others using simple words, phrases and short sentences in French Explore the patterns and sounds of language to help develop accurate pronunciation and intonation: Use simple greetings e.g. saying hello and goodbye, saying how you are and asking others how they are. Ask and answer simple questions about self. e.g. name and age, birthday Express simple likes and dislikes e.g. food and drink.</p> <p>Writing: Write some familiar simple words in French using a model and some from memory: Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. a black cat. Complete a simple gapped text such as a party invitation or passport.</p> <p>Reading: Recognise and understand some familiar written words and phrases in French. Show awareness of sound-spelling links in French: Read and understand familiar nouns e.g. parts of the body, animals, and simple adjectives e.g. size, colour and a few high frequency verbs e.g. I like, I play. Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.</p> <p>Grammar: Grammar Understand some basic French grammar: gender – masculine, feminine – nouns (singular) word order of adjectives -how to form the negative Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy. Use picture cards to build phrases to show position of a few adjectives of colour e.g. a red dog, a yellow cat. Begin to understand how the negative is formed in the new language e.g. make a human sentence for I don't like chocolate.</p>	<p>Listening: Listen for specific phonemes, words and phrases. Pick out phonemes, words and phrases in songs, stories and rhymes: Understand higher numbers including multiples of 10 e.g. in prices, dates, numeracy activities, telling the time. Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. How old is Nicole? Respond to a wider range of classroom instructions e.g. Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound</p> <p>Speaking: Communicate by asking and answering a wider range of questions and presenting short pieces of information. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation: Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. I have brown eyes. I have two sisters and I like dancing. Ask and answer questions using a wider range of question forms e.g. the time, the date, food, hobbies and to seek help in the classroom e.g. Can you say that again please. I don't understand. Express preference about what they like e.g. food, animals, colours.</p> <p>Reading: Read and understand familiar written words, phrases and short texts made of simple sentences: Read a wider range of words, phrases and sentences aloud Follow text while listening and reading at the same time. Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.</p> <p>Writing: Write a short text using a model: Write a few simple sentences from memory. Apply phonic knowledge to support writing.</p> <p>Grammar: Understand some basic French grammar: gender – masculine, feminine neuter – nouns (singular and plural); adjectives, pronouns verbs - 1 st, 2nd 3 rd persons in questions and answers. How to form the negative.</p>	<p>Listening: Listen attentively and understand more complex phrases and sentences: Identify key points in a new context e.g. a story, which contains familiar language. Understand higher numbers e.g. in prices, numeracy activities. Follow instructions and directions e.g. a recipe or simple directions. Recognise letters of the alphabet when they hear them.</p> <p>Speaking: Take part in short conversations using familiar structures and vocabulary. Use simple conjunctions to build more complex sentences and present information to others: Seek help and clarification e.g. I don't understand, can you repeat that, how is that written? Give simple instructions and directions e.g. a recipe, directions to a place, the route to school. Begin to understand and express future intentions e.g. I am going swimming on Wednesday. Take part in conversations expressing likes, dislikes and preferences e.g. I like water but I prefer milk.</p> <p>Reading: Read a variety of short simple texts in different formats and in different contexts. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud: Practise reading aloud a poem to perform in assembly. Read a variety of short simple texts e.g. stories, poems, texts from the Internet, non-fiction texts, emails from a partner school that contain familiar and new vocabulary.</p> <p>Writing: Write short sentences and construct short texts, using models. Write some sentences from memory. Write three or four sentences using a word/phrase bank linked to a recent area of learning such as a meal, a scene, the weather, a planet. Use simple conjunctions such as and, but, because to form more complex sentences. Change elements in a given text e.g. ingredients, colour and size of a plane</p> <p>Grammar: Understand some basic French grammar: gender – masculine, feminine, neuter – adjectives, possessive pronouns verbs – how to form the future tense, conjugation of present tense verbs and explain with confidence how to form the negative in simple sentences</p>	<p>Listening: Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions: Listen to longer texts by people other than class teacher such as: online, audio etc.</p> <p>Speaking: Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience Understand and begin to use the past tense to describe events. Present to an audience e.g. role-play, presentation, performance: Understand numbers in context e.g. the year, 24 hour clock, quantities Speaking Understand and use numbers in context e.g. saying the year, 24- hour clock, quantities. Understand and use transactional language e.g. in a café. Give a description e.g. of a town, geographical features in a country. Seek clarification of meaning How is that written in French/German/Spanish? I don't understand. Can you repeat that? Can you speak more loudly/slowly? Talk about the past in simple terms e.g. I ate / drank ... / drunk, the weather. Express and justify opinions e.g. I like netball because it's fun.</p> <p>Reading: Read aloud from a text with good expression. Read and understand the main points and some detail from a short written passage: Read in groups, simple play scripts, poems, their own written work such as geographical features in a country, description of a town. Read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article.</p> <p>Writing: Write sentences and construct short texts using a model. Write a few sentences from memory, using knowledge of words, text and structure: Use adjectives to add interest and detail to a description. Use some simple adverbs to make sentences more interesting. Make statements about what they read e.g. about sections in a newspaper (weather, what's on TV) a story, an email. Have some understanding of how to use the past tense</p> <p>Grammar: Understand some basic French Grammar: verbs –begin to use the past tense, reinforce understanding of future tense - Adverbs - gender - – masculine, feminine, neuter -nouns and adjectives: Begin to use past tense/future tense in spoken work e.g. when giving a weather report, when describing what they had to eat that day/what they are going to eat. Identify tenses from a selection of sentences written in the present, past and future tense.</p>

Specific skills to be a linguist	<p>Listening: Listen and respond in French.</p> <p>Speaking: Communicate with others in French.</p> <p>Writing: Write some familiar simple words in French.</p> <p>Reading: Recognise and understand some familiar written words and phrases of French.</p> <p>Grammar: Understand some basic grammar of French.</p>	<p>Listening: Listen for specific French phonemes, words and phrases.</p> <p>Speaking: Communicate by asking and answering questions and presenting information in French.</p> <p>Reading: Read a wider range of words, phrases and sentences aloud and follow texts.</p> <p>Writing: Write short texts using phonics knowledge</p> <p>Grammar: Understand some basic grammar of French.</p>	<p>Listening: Understand more complex sentences.</p> <p>Speaking: Use conjunctions to build complex sentences and express more.</p> <p>Reading: Read a variety of texts, focusing on tone and intonation.</p> <p>Writing: Write simple sentences and short texts using dictionary to check spelling and grammar.</p> <p>Grammar: Understand more complex grammar in French.</p>	<p>Listening: Understand more complex sentences- main points and opinions.</p> <p>Speaking: Initiate and sustain simple conversation.</p> <p>Reading: Read aloud and understand main points and details.</p> <p>Writing: Construct short texts.</p> <p>Grammar: Understand more complex grammar in French.</p>
Key Vocabulary examples:	<p>Greetings: Bonjour! Hello! Salut! Hi! Ça va? How are you? Ça va bien, merci. I'm OK, thanks. Pas mal... Not bad. Non, ça ne va pas. No, I'm not OK. Je m'appelle... my name is... J'ai ____ ans I'm ____ years old J'habite à... I live in... Mon anniversaire c'est le [number] [month] my birthday is the __ of __</p> <p>Les nombres (numbers):. un = 1 neuf = 9 deux = 2 dix = 10 trois = 3 onze = 11 quatre = 4 douze = 12 cinq = 5 treize = 13 six = 6 quatorze = 14 sept = 7 quinze = 15 huit = 8</p> <p>Les mois (months): janvier January février February mars March avril April mai May juin June juillet July août August septembre September octobre October novembre November décembre December</p> <p>Les couleurs: <i>Remember if you are describing something that is feminine, you sometimes have to change the adjective ending – eg: une</i> <i>trousse bleue (a blue pencil case)</i> blanc(he) white bleu(e) blue gris(e) grey jaune yellow marron brown noir(e) black orange orange rose pink rouge red vert(e) green violet(te) purple</p> <p>Instructions: Les instructions:</p>	<p>Key verbs and phrases: j'ai I have je n'ai pas de I don't have any je suis fils unique I'm an only child (son) je suis fille unique I'm an only child (daughter) qui s'appelle who is called je suis I am il est he is elle est she is ils sont they are (masculine) elles sont they are (feminine)</p> <p>Ma famille: un frère a brother une soeur a sister un père a dad une mère a mum un beau-père a step-dad une belle-mère a step-mum un oncle an uncle une tante an aunt un cousin a cousin (masculine) une cousine a cousin (feminine) un grand- père a grandfather une grand-mère a grandmother mon my (masculine) ma my (feminine) mes my (plural)</p> <p>Mes animaux: j'ai I have un cochon d'Inde a guinea pig un chat a cat un lapin a rabbit un chien a dog un poisson a fish un serpent a snake un oiseau a bird un hamster a hamster une souris a mouse une tortue a tortoise une araignée a spider je n'ai pas d'animal I don't have a pet je voudrais I would like</p> <p>Les verbes: <i>Remember you have to change these infinitives to make the present tense – eg: j'adore (I love), nous adorons (we love).</i> adorer to love aimer to like collectionner to collect détester to hate écouter to listen habiter to live jouer to play</p>	<p>Simple connectives: Try to make your sentences longer by using these words: et = and aussi = also ou = or mais = but</p> <p>Sequencers: d'abord firstly puis then/next ensuite next/then après after enfin finally</p> <p>Le week-end dernier: <i>These verbs are in the PAST TENSE.</i> j'ai joué I played j'ai regardé I watched j'ai acheté I bought j'ai mangé I ate j'ai écouté I listened j'ai aidé I helped j'ai téléphoné I phoned j'ai cassé I broke j'ai fait I did / made j'ai bu I drank j'ai lu I read j'ai vu I saw</p> <p>The verb avoir (to have) : <i>Remember you need this to form the past tense – just replace</i> <i>“j'ai” in the phrases above to change who did the activity</i> j'ai I have tu as you have (informal) il a he has elle a she has nous avons we have vous avez you have (plural / formal) ils ont they have (masculine) elles ont they have (feminine)</p> <p>Les adjectifs: démodé(e) old-fashioned cool cool joli(e) pretty moche ugly élegant smart</p>	<p>Les descriptions: (adjectives) grand(e) tall/big petit(e) small de taille moyenne medium height mince thin gros(se) fat très very assez quite un peu a bit</p> <p>Les Opinions : c'est it's c'était it was affreux awful amusant fun difficile hard ennuyeux boring facile easy intéressant interesting nul rubbish utile useful pas mal not bad passionnant exciting marrant funny génial great à mon avis... = in my opinion je pense que... = I think that... je crois que... = I believe that... je trouve que = I find that...</p> <p>Near future tense Remember this structure for saying what you are going to do in the near future. je vais + infinitive = I'm going to... je vais porter = I'm going to wear je vais acheter = I'm going to buy je vais regarder = I'm going to watch je vais aller = I'm going to go</p>

	asseyez-vous sit down levez-vous stand up levez la main put your hands up baissez la main put your hands down écoutez listen regardez look/watch lisez read écrivez write ouvrez vos cahiers open your books fermez vos cahiers close your books Opinions and connectives: j'aime I like je n'aime pas I don't like j'adore I love je déteste I hate	manger to eat parler to play regarder to watch travailler to work voyager to travel		
How we will link possibilities and communication	By learning another language, we can communicate with others- what possibilities will that bring for you? Explore places children may use their French that they learn.	Being able to communicate in other languages and what that means in relation to holidays and visits to French speaking countries.	Using their communication skills to communicate with others in French, via email etc. Exploring the possibility of creating friendships and ties with other children in French-speaking school both nationally and internationally.	Using the communication skills to explore what being able to speak a foreign language means in wider context of the possibilities of living and studying abroad and job roles etc. Continuing to communicate in French with others and an increasingly complex level.
Knowledge outcome in preparation for next year group:	On arriving into year 4, Children should demonstrate the following: Listening: Children will enjoy listening to songs, poems and stories. Listen carefully and identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April Follow simple classroom instructions. Speaking: Children will take risks when practising new language and understand that making accurate sounds in another language means they will have to make different mouth movements. Pronounce very familiar language with good pronunciation and intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and begin to express dislikes. Reading: Children will identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. Read aloud and understand a simple conversation with a partner that uses familiar language Writing: Children will write two or three sentences on a familiar topic using a writing frame and word bank They will begin to write a few familiar words from memory and know that all attempts will be valued. Grammar: Children will begin to notice (where relevant) that the definite/indefinite article changes according to gender of noun. Notice differences in word order and begin to understand how to form the negative	On arriving into year 5, Children should demonstrate the following: Listening: Children will continue to enjoy listening to songs, rhymes and stories. They will be able to identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to one hundred and use this knowledge to work out age appropriate calculations. They will be able to listen to a short text using familiar vocabulary and answer simple questions in English. They will respond to a wide range of classroom instructions. Speaking: Children will join in speaking activities willingly and confidently. They will recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes and begin to use simple conjunctions e.g. I have brown eyes and black hair. They will use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Children will be able to ask and answer questions in 1st, 2nd, 3rd person singular and begin to use pronouns They will recite a few lines from a story, poem or song with good pronunciation and give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies. Reading: Children will understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. They will be able to follow a text displayed in the classroom at the same as listening to it. Children will be able to read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words. Writing: Children will begin to use a bilingual dictionary to check the meaning of new words Writing	On arriving into year 6, Children should demonstrate the following: Listening: Children will demonstrate the confidence to listen to longer texts that contain familiar and unfamiliar language and pick out some key points They will be able to identify specific sounds in familiar and unfamiliar words. Children will identify numbers confidently to 50 and beginning to become familiar with numbers to 100 Children will show they enjoy the challenge of meeting unfamiliar language. Speaking: Children will spontaneously use, a limited range of phrases and sentences to seek clarification and help. They will be able to pronounce and use the alphabet with increasing accuracy. Children will use simple conjunctions so that they can create more complex sentences. They will have the vocabulary to give the opinions they want to express. Children will begin to understand and use future tense in spoken language. Children will be able to confidently perform a role-play or recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation and will give constructive feedback to classmates. Reading: Children will work well with a partner to work out a short text containing familiar and unfamiliar language. Children will show they enjoy the challenge of working out the meaning of unfamiliar language. They will attempt to read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. They will apply phonic knowledge when meeting new words. Writing: Children will be able to write three or four sentences using word/phrase bank and write more interesting sentences by adding one or two simple conjunctions. They will be able to personalise a text by changing one or two elements. Children will use a bilingual dictionary and word banks to check spelling and attempt to write two or three sentences from memory using familiar language. Grammar:	Children should arrive in year 7 being able to: Listening: Show an understanding that some sounds and letter combinations need to be said and written differently from in English. Listen to spoken foreign language for details and gist. Identify key points and some detail. Demonstrate an understanding of the main spoken points of a short text on a known topic that contains familiar and unfamiliar language. Follow a wide range of classroom instructions. Be confident and open to understanding very familiar language spoken by someone other than their teacher i.e. their new teachers in Y7 Speaking Speaking: Take part in a simple conversation, ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy Use spoken language confidently to initiative and sustain a simple conversation. Present simple information on a familiar topic to the class. Use peer- and self-assessment strategies to support language learning Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Use a range of questions and statements spontaneously to seek clarification and help. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense. Reading: Children will read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do. Children will be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. They will demonstrate and understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. Understand key points in short written texts in unfamiliar contexts and find the meaning of new words by using a bilingual dictionary. Writing:

		<p>Children will be able to write a few sentences using words banks and writing frames for support.</p> <p>They will begin to use pronouns in their writing.</p> <p>Children will write two to three simple sentences from memory and know how to apply strategies to help them with memorisation and show willingness to have a go at writing new words using phonic knowledge.</p> <p>Grammar:</p> <p>Children will demonstrate an understanding that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.</p> <p>Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the nouns they describe.</p> <p>They will form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy.</p> <p>Children will ask and answer questions in 1st, 2nd, 3rd person singular.</p>	<p>Children will explain confidently the word order for familiar adjectives and will adapt endings to familiar adjectives with increasing accuracy.</p> <p>Children will start to apply correct endings to a few possessive articles.</p> <p>They will be able to create simple sentences about the future, show some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense.</p>	<p>Children will be able to write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes and their writing will reflects an understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.</p> <p>They will use peer and self-assessment strategies to support language learning.</p> <p>Grammar:</p> <p>Children will show an understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary.</p> <p>They will show some understanding of past and future tense in spoken and written work.</p> <p>Children will use high frequency adjectives with reasonable accuracy ie: word order and endings.</p> <p>They will apply understanding of conjugation to two or three familiar verbs in the present tense.</p>
How are we linking back to previous year groups learning?		<ul style="list-style-type: none">• Building on the classroom phrases learnt in year 3, which will be continued to be taught and used to give direction in year 4.• Use of numbers and greetings to create conversations around and build written work.• Continue to recall numbers to extend their acquisition.• Use colours, numbers and size to begin to describe self and relate to themselves.	<ul style="list-style-type: none">• Revising and extending vocabulary knowledge through regular revisits means more complex sentence structures can be built, both in spoken and written form.• Response and call top revise key, spoke phrases.• Revisiting numbers and quantities to be able to follow recipes etc.	<ul style="list-style-type: none">• Revising and extending vocabulary knowledge through regular revisits means more complex sentence structures can be built, both in spoken and written form.• Response and call top revise key, spoke phrases.• Use of adjectives to give opinions etc.• Use of numbers to ask for time.• Applying verbs in correct form to enable use in accurate sentences.