

Progression of Skills and Knowledge for French

YEAR 3 - Skills	YEAR 3 - Knowledge
<p><u>Speaking</u> Communicate with others using simple words, simple phrases and taught question response. Be able to respond confidently to simple greetings/ introductory personal information questions appropriately. Explore the patterns and sounds of language to begin to help develop accurate pronunciation and intonation</p>	<p><u>All About Me</u> To say, respond to and record simple introductory greetings - Salut, Bonjour, bonjour tout le monde, Bonjour Madame... Comment t'appelles-tu? Je m'appelle Au revoir, merci; Ça va? Comment ça va? Ça va bien merci, et vous? To read, understand, respond to and record 4 basic classroom instruction - écoutez, regardez, taisez-vous, croisez les bras, Montrez-moi. To say, read, record apply understanding of numbers 0-6 - zéro, un, deux, trois, quatre, cinq, six To say, read, record and apply understanding of 4 basic colours - red, blue, yellow, green - rouge, bleu, vert, jaune</p>
<p><u>Listening</u> Listen, repeat and respond to familiar spoken words, vocabulary and phrases, as well as taught rhymes and simple French teaching songs.</p>	<p><u>That's the Way to Do It!</u> To say, read, record, count and apply understanding of the numbers 7-12 - sept huit, neuf, dix, onze, douze. To repeat, perform and record French Finger rhymes - Voici Ma Main and Elle a Cinq Doigts and Monsieur Pouce To say, record and read simple Christmas vocabulary - un renne, Le Père Noël, un sapin, un cadeau, Joyeux Noël, Un bonhomme de neige.</p>
<p><u>Reading</u> To read aloud simple key words in French with support. Show awareness of simple sound spelling links.</p>	<p><u>Hunter Gatherers</u> To say, read and record the French New Year greetings - Bonne Année. To say, read, record, count and apply understanding of the numbers 12-20 - treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt To say, read, record and apply understanding of 5 new colours - black white pink grey orange purple noir, blanc, violet, rose, orange, gris, marron <u>Peru</u> To say, read, understand and record simple French conversational phrases - yes/no, please, thank you - s'il te plaît, merci oui, non To say, read and record a simple noun phrase using simple animal vocab linked to colour adjective, un chien, un chat, introduce masculine pronoun - un To listen to and respond to - French Easter traditions- Easter - Pâques</p>
<p><u>Writing</u> Write some familiar simple words and key questions with matching responses using a model. To begin to write very simple phrases/ basic sentences using a model or writing frame. Begin to record some simple key words/ vocabulary from memory.</p>	<p><u>I came, I saw, I conquered...</u> To play, talk about and record experience of the activity Petanque (French Boules) - link to colours and numbers, To say, respond to and record age in French and apply French number knowledge - Quel âge as tu? J'ai ... ans Listen to, recognise and sing Traditional French songs - Eg. Un Souris Vert, Promous- nous dans les Bois, Sur le Pont D'Avignon, Savez-vous planter les choux?</p>
<p><u>Grammar</u> Begin to use and understand, both orally and in written work, some basic French grammar appropriate to the language being studied. Compare to English grammar rules i.e. adjective order in a noun phrase and a conjunction i.e. 'et'.</p>	<p><u>Opposites Attract</u> To say, read and answer a question and then record a simple preference sentence using the verb aimer (I like - linked to ice cream flavours) J'aime ... un glace au vanilla, un glace au chocolat, un glace au fraise, un glace à la pistache To say, read and record a simple sentence describing number of family members. Read, record a sentence to describe a picture of immediate family members. - Ma famille - Dans ma famille il y a... _____ personnes.</p>
<p><u>Cultural Awareness</u> Begin to have a growing awareness of the different traditions and cultural practice in France. Compare British tradition and cultural practice to those learned about in France.</p>	

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YEAR 4 - Skills	YEAR 4 - Knowledge
<p>Speaking Communicate with others using simple words, phrases, questions/ appropriate responses and short sentences. Be able to respond with developing confidence to a growing range of greetings/ introductory personal information questions appropriately. Explore the patterns and sounds of language and develop growing accuracy in pronunciation and in specific taught French phonemes.</p>	<p>Tomb Raiders To read, understand, respond to and record 4 new classroom instructions - <i>Levez-vous asseyez-vous Rangez vos affaires</i> To say, read, respond to and record the question - Who is it? Titles for people in school - <i>Qui est-ce? C'est..... ie Madame, Mademoiselle, Monsieur</i> To say, read, record the days of the week in French - <i>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</i> To say, read and record a simple sentence using a range of masculine animal nouns. Record a simple descriptive sentence using animal vocabulary - masculine nouns. 'voici' (here is) linked to colour/ size adjective - <i>Voici, un (a); un mouton, un papillon, un cochon, un éléphant, un ours, un âne , grand et petit</i></p>
<p>Listening Listen, repeat and respond appropriately to a wider range of familiar spoken words, vocabulary and phrases, including class room instructions and simple French teaching songs.</p>	<p>What a Racket To listen to and respond to <i>La Chenille Qui Fait Trous</i> (The Very Hungry Caterpillar) - <i>La Chenille Qui Fait Trous</i>. To use book structure as a writing frame for pupils to write own simple sentence versions of the book. To learn and about and record facts about key Christmas French traditions and celebrations - Christmas Eve (<i>le Reveillon</i>). Twelfth Night (<i>La Galette des Rois</i>) - <i>Le Reveillon La Galette des Rois</i>)</p>
<p>Reading To read aloud key words and simple taught phrases/ simple sentences in French.</p>	<p>Goodbye to the Romans To say, read and record the months of the year- <i>Les mois de l'année, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre</i> To say, read and record the question and appropriate response - What is the date today? - <i>Quel est la date aujourd'hui? C'est le....Le premier</i></p>
<p>Writing Write key questions with matching responses using a model. To begin to write simple sentences using a model or writing frame. Record some simple key words/ vocabulary from memory and begin to spell simple words in French accurately. Begin to use preference language in written work.</p>	<p>All Steamed Up To say, read, record and respond to birthday date and associated birthday vocabulary - <i>Quelle est la date de ton anniversaire? Mon anniversaire est le.... Joyeux anniversaire!</i> To say, read, record, count and apply understanding of the numbers 20-31 - <i>Vingt, vingt et un, vingt deux, vingt trois, vingt quatre, vingt quatre, vingt cinq, vingt six vingt sept, vingt huit vingt neuf, trente</i></p>
<p>Grammar Begin to use and understand, both orally and in written work, some basic French grammar appropriate to the language being studied. Recognise the use of French pronouns in sentence work i.e. <i>le, la, mon, ma</i>. Compare to English grammar rules ie adjective order, use of masculine and feminine nouns and matching pronouns. Begin to identify the verb in a simple sentence and begin to use simple connectives in sentence work.</p>	<p>Here and There To say, read, record and respond to work linked to pets - link to new animal vocabulary <i>I have/ have not - As-tu un animal? Oui j'ai un non, je n'ai pas d'animal</i> <i>un lapin, un cochon d'Inde, un oiseau, un hamster, un poisson, une souris, un and une</i> To say, record, read preference language linked to animals/ pets - introducing connective - but (mais)<i>I like/ but, I do not like.</i> To say, record, read preference language in a sentence using the conjunction <i>mais</i> and feminine animal nouns and adjective agreement for size and colour in simple descriptive sentence work using size and colour adjectives.. <i>j'aime... je n'aime pas... mais, une baleine, une panthère, une chenille, une abeille, une libellule, une grenouille</i></p>
<p>Cultural Awareness Have a developing awareness of the different traditions and cultural practice in France. Compare British tradition and cultural practice to those learned about in France at particular times of the year i.e. Christmas.</p>	<p>Don't Bite Off More Than You Can Chew To say, read and record simple family vocabulary and simple family linked vocabulary. Say, read and record a sentence in French to describe family - <i>In my family there is... - Ma famille Dans ma famille il y a...,mo maman, mon mère mon père, mon frère, ma soeur. Talk about masculine and feminine pronouns <i>mon, ma</i> (my) introduce pronoun <i>moi</i> (me) <i>As-tu des frères? As-tu des soeurs? Oui j'ai une soeur. Oui j'ai un frère. Non, je n'ai pas de soeur/de frère, Verb avoir - to have</i></i></p>

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YEAR 5 - Skills	YEAR 5 - Knowledge
<p>Speaking Take part in short, simple conversations using familiar structures and vocabulary. Begin to understand and express more complex opinions using preference language and a conjunction. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation</p>	<p>Raging Rivers To read, understand, respond to and record 3 new classroom instructions - Je suis désolé Je ne comprende pas Répétez s'il vous plaît To say, read, respond to and record the question and response - Where do I live? - Où habites-tu? -J'habite à... En ville, à la champagne Angleterre, en français</p>
<p>Listening Listen attentively and understand more complex phrases, a wider range of questions and simple sentences.</p>	<p>To look at maps of England and France and then label a simple map of France, labelling Paris and other key French cities, seas, note close proximity to England - England, France, Paris, English Channel, London To learn about and research and record travel links/ transport links for getting to France -Port of Calais, Port of Dover Euro tunnel, ferry, car ferry, Eurostar (train), plane. To research other places in the world where French is spoken and record on a World Map using a key - French speaking countries of the world - Belgium, Benin, Burkina, Faso, Burundi, Cameroon, Canada, Central, African, Republic, Chad, Comoros, Côte, d'Ivoire, Democratic, Republic, of, the, Congo, Djibouti, Equatorial, Guinea, France, Guinea, Haiti, Luxembourg, Madagascar, Mali, Monaco, Niger, Republic of the Congo</p>
<p>Reading Read a variety of key taught vocabulary, simple sentences, key questions and 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 ie when questioning someone.</p>	<p>Space To read, recognise and record places on a simple town plan, recording shops, places of interest and leisure etc - Le supermarché, le café, le musée, l'école, mon école, la piscine, la gare, la boulangerie, la pâtisserie, la plage, l'hôtel UseFrench Pronouns le/ la ie le café, la piscine. un/une To say, read, respond to and record simple directions using a simple town plan - Toutes directions, à gauche à droite , tout droit , la rue , Où est...? To learn about and research key Parisian landmarks and create a fact file about a chosen famous landmark - Tour Eiffel, La Seine, Louvre, Arc de Triomphe, Champs Elysees, the Pompidou Centre, Notre Dame</p>
<p>Writing Write simple sentences and short texts using a model. Use a French dictionary/ Google translate to check the spelling/ meaning of new words in French.</p>	<p>Saxons Vs Danes! To use a French dictionary/ google translate to find out the meaning of new French topic words To read, recognise, respond to and record classroom names and places in school. Label a simple plan of the school with the correct word in French. Use a French dictionary to look up new words associated with this theme - À l'école, la salle de classe la classe , la salle de technologie, la bibliothèque, les toilettes, la cour de recreation, le hall, la salle des profs, le directeur</p>
<p>Grammar Understand some basic grammar appropriate to the language being studied ie gender - masculine, feminine, neuter - adjectives, possessive pronouns, use of le/la. Introduce use of conjunctions to link sentences i.e. mais (but)</p>	<p>Italy...Wish you were here? To record, read and follow simple French directions in school - to plan a route in school in French - Toutes directions, à gauche à droite , tout droit , la rue Où est...? To research and record a fact file of key information about the French festival of Mardi Gras Mardi Gras - le carnaval de Nice</p>
<p>Cultural Awareness Appreciate that French is not just spoken in France, but in many countries around the world and basic understanding of the historical reasons for this. Have a developing awareness of the map of France and its close proximity and geographical links to England. Have a greater understanding about the important religious culture festivals of France i.e. Mardi Gras.</p>	<p>I'm a Survivor! To record, read, respond to and record school classroom objects/ equipment - Les objets de la classe - un stylo, un cahier, une gomme, une règle, un crayon, un crayon de couleur, des ciseaux, la colle, un feutre, ma trousse To record simple sentence work describing contents of pencil case linked to size/ colour adjectives, applying feminine agreement rules. eg. Dans ma trousse il y a un grand stylo rouge et une petite gomme bleue To read, say recognise, respond to and record the question what is your favourite lesson - Quelle est la matière préférée? Say and record an appropriate response sentence describing a favourite lesson at school - Quelle est la matière préférée? le sport (PE), la technologie (computer lesson) l'anglais, les maths, l'art/ le dessin, la musique, science, To recognise, read and record a preference language sentence linked to favourite school subjects using the connective but - J'aime... mais je n'aime pas... J'adore...mais je déteste... Marvellous Mayans To read, respond to and record the time in French - Quelle heure est-il? Il est..... heure, et demie, et quart, moins le quart, minuit, midi. six, sept huit, neuf, dix, onze, douze.</p>

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<p>YEAR 6 - Skills</p> <p>Speaking Take part in short, simple conversations using familiar structures and vocabulary. Begin to understand and express more complex opinions using preference language and conjunctions. Continue to explore the patterns and sounds of language to help develop accurate pronunciation and intonation. Speak in front of an audience in French with a prepared script.</p> <p>Listening Listen attentively, understand and respond to more complex phrases, a wider range of questions.</p> <p>Reading Read a variety of key taught vocabulary, simple sentences, key questions and 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 i.e. when questioning someone.</p> <p>Writing Write extended sentences using conjunctions following a model. Begin to write longer texts using familiar taught vocabulary using a writing frame. Use a French dictionary/ Google Translate to check/ research the spelling/ meaning of new words in French.</p> <p>Grammar Understand some basic grammar appropriate to the language being studied ie gender - masculine, feminine - adjectives, possessive pronouns, use of le/la. Use conjunctions regularly in written preference sentences to link sentences i.e. mais (but) et (and). Learn about plural agreement and apply understanding to plural feminine nouns.</p> <p>Cultural Awareness Show growing awareness of important National days in France i.e. Bastille Day - La Fête nationale</p>	<p>Bombs, Battles and Bravery To read, understand, respond to and record 3 new classroom instructions - Puis-je aller aux toilettes? Je ne sais pas To say, read, record apply understanding of numbers 40-100 - quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent. To use these numbers and apply previous learning of numbers and make numbers like 41 - quarante et un etc. A Place Called Home To read, understand, respond to and record vocabulary based on hobbies and pastimes. Use Google translate/ French dictionary to research other hobbies/ pastimes - Nager dansant jouer au football jouer au football jouer a des jeux videos jouer au tennis jouer au tennis jouer au rugby dessin passer du temps mes amis en train de lire regarder la television To recognise, read and record a preference language sentence linked to pastimes using the connectives et and but - J'aime _____ et _____ mais je n'aime pas... J'adore _____ et _____ mais je déteste...</p> <p>Eureka! To read, respond to and record vocabulary linked to the Euro and simple shopping vocabulary. Apply number vocabulary language. Engage in simple French shopping activities and use vocabulary to pay for shop items - Un euro, un centime, C'est combien? Merci, s'il vous plaît Je voudrais... Au revoir, zéro, un, deux, trois, quatre, cinq, six, sept huit, neuf, dix, onze, douze, treize quatorze quinze seize dix-sept dix-huit dix-neuf vingt, Vingt, vingt et un, vingt deux, vingt trois, vingt quatre, vingt cinq, vingt six vingt sept, vingt huit vingt neuf, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent Dangerous Disaster To read, understand, respond to and record the question and vocabulary based on the weather - What is the weather like?. Quel temps fait-il? (IL fait....) Il fait beau, Il pleut, Il fait mauvais, Il fait chaud, Il fait froid, Il neige, il y a du soleil, Il y a du vent To write and present a simple weather report in French using taught vocabulary using a writing frame</p> <p>Every Beat of your heart To read, respond to and record vocabulary linked to favourite food and drinks - le pain, la salade, le fromage, les pommes frites, un sandwich, les frites, un jus de orange, un coca cola, un café au lait etc Qu'est-ce que tu aimes? (manger/ boire)? To recognise, read and record a preference language sentence linked to foods and drinks using the connectives et and but - J'aime _____ et _____ mais je n'aime pas... J'adore _____ et _____ mais je déteste... Je voudrais.... J'aime Je n'aime pas....J'adore.... Je déteste....</p> <p>California Dreaming To read, respond to and record vocabulary linked to the question what are you wearing clothing - Qu'est-ce que tu portes? Je port un jean, un pantalon, un tee shirt, un pull, une jupe, une robe, un chapeau, une chemise, etc. Record sentences to match an image of a person wearing clothes. To use, recognise and apply plural/ colour adjectives, applying feminine/ plural agreement rules. Eg. Je port un jean bleu, un T-shirt rose et des baskets blanches. To research and create a fact file about Bastille day - La Fête nationale and create a fact file or powerpoint presentation about it. To write a letter to their Y7 French teacher using a writing scaffold, introducing themselves and key facts about themselves, include lesson/ subject preferences, favourite hobbies and pastimes and favourite food, using connectives.</p>
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