



French Progression of skills

|   | Year 3 and 4<br>Cycle A   | Year 3 and 4<br>Cycle B  | Year 5 and 6<br>Cycle A   | Year 5 and 6<br>Cycle B  |
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| <p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p> <p>Phonics</p> | <p>To become familiar with key phonemes represented by the 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:<br/>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 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</p> | <p>To identify sounds created by linking some of the key 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>To consistently recognise and apply changes in sound 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>To know a range of ways to ask questions in French using 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> |
| <p><u>Understanding and communicating ideas, using their knowledge of phonology, grammatical</u></p>                                    | <p><b><u>French Greeting with Puppets</u></b><br/>je tu - I you<br/>bonjour - hello<br/>bonsoir – good evening<br/>bonne nuit- good night<br/>je m'appelle – my name is<br/>ça va bien – I am fine<br/>ça va très bien – I am very well<br/>comme ci, comme ça - so, so</p>   | <p><b><u>This is Me</u></b><br/>Bonjour -<br/>Bonsoir<br/>Bonne nuit<br/>Salut<br/>Je m'appelle<br/>Comment tu t'appelles ?<br/>Ça va ?<br/>Ça va</p>  | <p><b><u>Portraits- describing in French</u></b><br/>il/elle<br/>a les cheveux les yeux<br/>il/elle est poli(e)<br/>fort(e)<br/>travailleur/travailleuse<br/>sportif/sportive</p> <p><b><u>Meet my French Family</u></b></p>                        | <p><b><u>French Transport</u></b><br/>un ferry<br/>un train<br/>un autobus<br/>un ballon<br/>un hélicoptère<br/>un vélo<br/>un sous-marin<br/>un avion</p>   |

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| <p><u>structures and vocabulary.</u></p> <p><u>Vocabulary</u></p> | <p>ça va mal – I am not ok<br/> ça va très mal - I am really not ok<br/> au revoir – goodbye<br/> c'est – it is<br/> Comment tu t'appelles ? – what is your name<br/> Ça va/Comment ça va ? - How are you (informal/formal)</p> <p><b><u>French adjectives of colour, size and shape</u></b><br/> grand - big<br/> petit - small<br/> rouge - red<br/> blue- blue<br/> jaune - yellow<br/> vert - green<br/> blanc - white<br/> noir – black<br/> orange - orange<br/> violet - purple<br/> rose - pink<br/> brun - brown<br/> un cercle – a circle<br/> un carré - a square<br/> un rectangle - a rectangle<br/> un triangle - a triangle</p> <p><b><u>Playground Games</u></b><br/> Combien ? – How many/Much<br/> Tu as quel âge ? - How old are you?<br/> un deux trois quatre cinq six sept huit neuf dix onze douze - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12<br/> plus - plus<br/> moins - minus<br/> font/égale - equals</p> <p><b><u>In a French Classroom</u></b><br/> écoutez! - listen</p> | <p>Ça va bien<br/> Ça va très bien<br/> Ça ne va pas<br/> Ça va mal</p> <p><b><u>School Days</u></b><br/> le/la/l'/les<br/> un/une<br/> et<br/> l'école<br/> dans ma salle de classe<br/> il y a<br/> il n'y a pas de/d'<br/> j'étudie<br/> un emploi du temps<br/> ouvrez les yeux<br/> fermez les yeux</p> <p><b><u>Birthday Celebrations</u></b><br/> la date<br/> quelle est la date ?<br/> quelle est la date de ton anniversaire ?<br/> quel âge as-tu ?<br/> j'ai huit ans<br/> joyeux anniversaire !<br/> pour mon anniversaire<br/> je voudrais<br/> un/une</p> <p><b><u>Colourful Creatures</u></b><br/> c'est<br/> bleu(e)<br/> énorme<br/> grand(e)<br/> jaune<br/> minuscule<br/> petit(e)<br/> orange<br/> rose</p> | <p>j'ai un frère<br/> j'ai une sœur<br/> je n'ai pas de je suis fils(masc)/fille (fem) unique son anniversaire<br/> c'est le ...<br/> j'adore</p> <p><b><u>Clothes – Getting Dressed in France</u></b><br/> un une<br/> des mon/ma/mes<br/> dans ma valise<br/> il y a Il/elle porte<br/> j'aime/je n'aime pas<br/> C'est de quelle couleur ?</p> <p><b><u>French Weather</u></b><br/> Quel temps fait-il aujourd'hui?<br/> il fait beau il fait mauvais<br/> il fait chaud<br/> il fait froid<br/> 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 le nord<br/> l'est le sud<br/> l'ouest<br/> Quel temps fait-il aujourd'hui?</p> <p><b><u>Exploring the French speaking world</u></b><br/> j'ai trouvé les pas au nord au sud à l'est à l'ouest un pays</p> <p><b><u>Planning a French Holiday</u></b><br/> la plage<br/> les montagnes</p> | <p>une voiture<br/> un bateau<br/> à pied<br/> je vais</p> <p><b><u>In my French House</u></b><br/> J'habite dans...<br/> un appartement<br/> une grande/petite maison<br/> une maison jumelée<br/> la salle<br/> à manger<br/> la cuisine<br/> la chambre<br/> le salon<br/> il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut s<br/> ous devant derrière à côté du /de la / de l' / des<br/> Où est... ? Qu'est-ce que c'est ? c'est la salle à manger</p> <p><b><u>Music in France</u></b><br/> jouer du/de la/de l'<br/> je ne joue pas d'instrument<br/> je préfère je déteste<br/> Tu joues d'un instrument ?<br/> Quel genre de musique aimes-tu ?</p> <p><b><u>French Verbs in a week</u></b><br/> nous vous ils/elles avoir<br/> être<br/> chanter<br/> courir<br/> danser<br/> dormir<br/> lire<br/> nager<br/> sauter</p> |
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|   | <p>écrivez! - write<br/>lisez! - read<br/>fermez! -close<br/>ouvrez! open<br/>parlez! Speak<br/>regardez! - watch<br/>levez-vous! Stand up<br/>asseyez-vous! Sit down<br/>dans mon sac- In my bag<br/>j'ai... - I have<br/>je n'ai pas de... - I do not have<br/>mais Tu as? – Do you have</p> <p><b><u>Shopping for French Food</u></b><br/>le menu - menu<br/>une boisson - drink<br/>une entrée - starter<br/>un plat principal – main meal<br/>l'addition s'il vous plaît ça fait-The<br/>bill please<br/>le serveur / la serveuse –<br/>Waiter/Waitress<br/>un billet – a bank note<br/>une pièce de monnaie – a coin<br/>Vous désirez ? – what would you<br/>like?</p> | <p>rouge<br/>vert<br/>violet</p> <p><b><u>Fabulous French Food</u></b><br/>le menu - menu<br/>une boisson - drink<br/>une entrée - starter<br/>un plat principal – main meal<br/>l'addition s'il vous plaît ça fait-The<br/>bill please<br/>le serveur / la serveuse –<br/>Waiter/Waitress<br/>un billet – a bank note<br/>une pièce de monnaie – a coin<br/>Vous désirez ? – what would you<br/>like?</p> <p><b><u>Gourmet Tour of France</u></b><br/>j'adore<br/>j'aime<br/>je n'aime pas<br/>je déteste<br/>car c'est<br/>bon<br/>délicieux<br/>horrible<br/>fade<br/>Ma nourriture préférée c'est le/la<br/>..</p> | <p>il/elle va nous allons vous allez<br/>ils/elles vont Je vais aller au/en/aux<br/>rester faire Quand/où/pourquoi<br/>vas-tu en vacances ? En été ou en<br/>hiver ? Quel temps va-t-il faire ?<br/>Que vas-tu faire ? Qu'est-ce qu'il y<br/>a dans ta valise ?</p> | <p>habiter<br/>regarder<br/>écrire jouer</p> <p><b><u>Visitation a town in France</u></b><br/>un billet<br/>un carnet<br/>entre près/loin de chez moi voici<br/>tourne à gauche / à droite la<br/>deuxième à gauche / à droite un<br/>billet pour Paris s'il vous plaît où est<br/>... ? tu vas aller au/à la/à l'... ? non,<br/>je ne vais pas aller au/à la/à l'...</p> <p><b><u>French sport and the Olympics</u></b><br/>faire marcher adorer détester aller<br/>à droite à gauche tout droit vite<br/>lentement C'est quel sport ? Tu<br/>aimes le sport ?</p> |
| Grammar                                   | Noun Masculine Feminine Verb Adjectives Conjunction Preposition<br>Accent Article Definite article Indefinite article Plural Adjectival<br>agreement Possessive adjectives Negative Subject pronouns: first,<br>second and third person singular   |  | Adverb Comparative adjectives Metaphor Compound nouns Compound<br>sentences Infinitive Conjugation Future tense Irregular verbs Second verb<br>infinitive Partitive articles  |   |
| Terminology                               |  |  |   |   |
| Grammar                                   | To understand that every French noun is either masculine or feminine.<br>To know that the gender affects the form of the indefinite article un or<br>une.  |  | To know that there are compound nouns in French e.g. mon grand-père,<br>mes grand-parents.  |   |
| Feminine and<br>masculine<br>forms: Nouns | To know that feminine nouns often (but not always) end in 'e' .<br>To know that most nouns in French become plural by adding an 's' at the<br>end, as in English, but that some are irregular: des ciseaux. To know that   |  | To know that a simple metaphor requires two nouns and the verb 'to be'<br>e.g: le soleil est un ballon jaune.<br>To know whether to use the pronouns il 'he' or elle 'she' when describing<br>someone.  |   |

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| (including articles, pronouns and plural formation)                                 | the pronoun <i>ça</i> means 'it'. To know that the pronoun <i>y</i> means 'there'. To know that when a preposition and a definite article are contracted this indicates a place: <i>au/à la/aux</i> . To know the equivalents for the word 'the' in French : <i>le/la/l'/les</i> and 'a/an/some' : <i>un, une, des</i> . 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.  |   |
| Grammar<br><br>Feminine and masculine forms:<br>Adjectives (position and agreement) | <p>To know that most adjectives are placed after the noun in French. To know that adjectives of size such as <i>petit</i> and <i>grand</i> 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.</p> <p>To know that certain colour adjectives are invariable and do not change in the feminine form: <i>rouge</i>; that some do not change in feminine or plural forms: <i>marron, orange</i>.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: <i>violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse</i>.</p> <p>To know that possessive adjectives <i>mon/ma/mes</i> must agree with the gender and number of the noun they describe,</p>  | <p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing <i>plus/ moins</i> and <i>que</i> around the adjective of comparison.</p> <p>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: <i>le livre est à côté du stylo</i>.</p> <p>To know a range of prepositions to describe the position of objects.</p>  |
| Grammar<br><br>Verbs (including conjugation and negation)                           | <p>To know that there are high frequency verbs <i>s'appeler, avoir, être</i> and <i>aller</i> which are used to formulate and answer questions.</p> <p>To know that <i>je/j', and tu</i> are subject pronouns.</p> <p>To know that <i>c'est</i> means "it is" and is used to describe what something is.</p> <p>To know that <i>il y a</i> is used to say 'there is/are.'</p> <p>To know that placing <i>ne...pas</i> around the verb makes it negative: <i>ne + verb + pas</i> .</p> <p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs <i>avoir</i> (to have) and <i>être</i> (to be).</p> <p>To know that we can use conjunctions to link phrases such as <i>et/mais</i>.</p> <p>To know the verbs <i>avoir</i> and <i>être</i> are used to describe appearance and personality.</p> <p>To know the meaning of the verb <i>porter</i> (to wear) in the third person singular form : <i>il/elle porte</i>, and <i>aimer</i> in the third person plural form: <i>ils aiment</i>.</p> <p>To know that the verb <i>aimer</i> is used to express an opinion, including with the negative form <i>ne ... pas</i>.</p> <p>To know how <i>avoir</i> (to have) and <i>être</i> (to be) are conjugated in the third person singular forms: <i>il/elle a; il/elle est</i>.</p> | <p>To know all subject pronouns in French and that <i>je</i> contracts to <i>j'</i> when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (<i>er/ir/re</i>) determine the pattern for how the verb is conjugated.</p> <p>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 in French the verb <i>avoir</i> (to have) is used, not the verb to be as in English. <i>J'ai dix ans - I am ten years old. Il a faim - He is hungry.</i></p> <p>To know that some verbs are irregular. To know that compound sentences join two simple sentences together using connectives such as <i>et</i> and <i>mais</i>.</p> <p>To know that <i>ne</i> is contracted to <i>n'</i> when followed by a vowel: <i>je n'ai pas faim</i></p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as <i>avoir</i> (to have) and <i>être</i> (to be) and <i>aller</i> (to go).</p> <p>To conjugate the verbs <i>aller, jouer</i> and <i>faire</i>.</p> <p>To know that we use the verb <i>jouer</i> (to play) with some sports and <i>faire</i> (to do) with other sports.</p> <p>To know that, for regular verbs, the singular imperative verb (<i>tu</i>) is formed by removing the <i>s</i> from the second person singular of a verb e.g. <i>tournes</i> becomes <i>tourne</i> (turn). To know that <i>venir de + the infinitive of the second</i></p> |

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|   |   | verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. |  |
| Grammar<br><br>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English | To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. 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'. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.<br><br>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. |   | To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père. 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. To understand that words in French and English will not always have a direct equivalent in the other language.<br><br>To know that parce que (because) can be used to extend a sentence and give a justification. |
| Language Comprehension (Listening and Reading)<br><br>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.  |
| Language Comprehension (Listening and Reading)<br><br>Explore the patterns and sounds of languages through songs  | Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.  |   | Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.  |

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| and rhymes and link to spelling, sound and meaning of words.  |  |  |  |  |
| Language Comprehension (Listening and Reading)<br><br>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   |
| Language Comprehension (Listening and Reading)<br><br>Read carefully and show understanding of words, phrases and simple writing.     | Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates.   | Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.               | Identifying key information in simple writing. 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. Reading and using language detective skills to assess meaning including sentence structure.  |
| Language Comprehension (Listening and Reading)<br><br>Broaden their vocabulary and develop their ability to understand new words that | 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. Using contextual clues and cues to gist and make predictions about meaning | Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. 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 |

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

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| Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.      |   |  |   |   |
| Language Production (speaking and writing)<br><br>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. |
| Language Production (speaking and writing)<br><br>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.   |
| Language Production (speaking and writing)<br><br>Use familiar vocabulary in  | 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.                                |



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| phrases and simple writing  |   |  |  |   |
| Language Production (speaking and writing)<br><br>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. 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. 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. Using a wide range of descriptive phrases. |
| Cultural Awareness<br><br>Skills  | 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 L'escargot by Matisse<br><br>Discovering French festivals and their traditions. Comparing the weather between France and the UK. Ordering typical French food and drink.<br><br>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.<br><br>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.  |   |
| Cultural Awareness<br><br>Knowledge   | <p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To know the names and locations of some of the cities in France.</p> <p>To name some famous paintings by French artists.</p> <p>To know that French is spoken in different countries around the world.</p> <p>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.</p> <p>To know that in France the temperature is measured in celsius.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p> <p>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 countries after the Second World War</p> |  | <p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p> <p>To know the rules for playing French bowls.</p> <p>To know how the maillot jaune is awarded during the Tour de France race.</p> <p>To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.</p> |   |









