

Progression of Knowledge in: French

National Curriculum Aims:

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.

Key stage 2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.

Year Groups	Year 3	Year 4	Year 5	Year 6
<u>Units</u>	1_ French greetings with puppets 2_ French adjectives of colour, size and shape 3_ French playground games- numbers and age 4_ In a French classroom 5_ French transport 6_ A circle of life in French	1_ Portraits - describing in French 2_ Clothes- getting dressed in French 3_ French numbers, calendars and birthdays 4_ French weather and the water cycle 5_ French Food – Miam, Miam! 6_ French and the Eurovision song contest	1_ French monster pets 2_ Space exploration- in French 3_ Shopping in France 4_ French speaking world 5_ Verbs in a week 6_ Meet my French family	1_ French sport and the Olympics 2_ French football champions 3_ In my French house 4_ Planning a French holiday 5_ Visit a town France 6_ French Pen Pals

Phonics				
National Curriculum	Year 3	Year 4	Year 5	Year 6
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	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). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.	To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla. To know that a change in voice intonation can indicate when a question is being asked.	To know a range of ways to ask questions in French using statements and voice inflection, 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 ?

	To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â 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. 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.	To know that 'h' at the start of a word in French is not pronounced.		To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
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Grammar				
National Curriculum	Year 3	Year 4	Year 5	Year 6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Comparative adjectives Metaphor Compound nouns Compound sentences	Infinitive Conjugation Future Tense Irregular Verbs Second verb infinitive Partitive articles
Feminine and masculine forms: Nouns	To understand that every French noun is either masculine or feminine. To know that gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e'. 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. To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.	To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some': un, une, des. 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.	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune.	To know whether to use the pronouns il 'he' or elle 'she' when describing someone.
Feminine and masculine forms: Adjectives	To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun.	To know that the ending of an adjective changes depending on the gender and number of the noun it describes. 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.	To know that adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.	To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects

		To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,	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.	
Verbs	To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that c'est means "it is" and is used to describe what something is. To know that il y a is used to say 'there is/are.' To know that placing ne...pas around the verb makes it negative: ne + verb + pas .	To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know the verbs avoir and être are used to describe appearance and personality. 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. To know how avoir (to have) and être (to be) are conjugated in the third pe	To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. 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 avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry. To know that some verbs are irregular. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.	To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. 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. tournes becomes tourne (turn). 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.
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 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 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	To know that parce que (because) can be used to extend a sentence and give a justification.

	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 i	To know that in a bilingual dictionary, abbreviations give us grammatical information about nouns and other words in French.	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.	
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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. Beginning to notice common spelling patterns.		Independently identifying rhyming words and spelling patterns when joining in with songs. 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. 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.
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. 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. 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.

Language production (Speaking & writing)				
National Curriculum	Year 3	Year 4	Year 5	Year 6
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.
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.

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	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.	
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. 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.