

All Saints CE Primary School and Nursery

French Curriculum-Progression in Knowledge and Skills

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	What is your name? French greetings	How do I describe that shape? French adjectives of colour, size and shape	Can I count in French French playground games: numbers and age	What is in a classroom? In a French classroom	How do we travel around? French transport lessons	What is the life cycle of an animal? A circle of life in French
	Listen carefully to new words. Engage in conversations; ask and answer questions.	Listen carefully to new words. Describe things and actions orally and in writing. Appreciate rhymes and simple stories	Listen carefully to new words. Explore the patterns and sounds of language through songs and rhymes	Listen carefully to new words. Appreciate rhymes and simple stories. Read familiar words and phrases.	Broaden vocabulary used and understood. Appreciate rhymes and simple stories. Read familiar words and phrases.	Begin to use grammar appropriate to the words being explored. Describe things and actions orally and in writing
Core vocabulary	Bonjour, salut, je m'appelle. . . , comment tu t'appelles? Comment t'appelles-tu, au revoir, et toi?, bonsoir, bonne nuit,	rouge, bleu, jaune, vert, orange, un cercle, un triangle, un carre, un rectangle, grand, petit, c'est	c'est, un, deux, trois, quatre, cinq, sept, huit, neuf, dix, onze, douze,	un crayon, un stylo, un cahier, un sac, une regle, une gomme, une trousse, je n'ai pas, tu as?	un autobus, un ferry, un train, un ballon, un velo, un avion	je vais, un elephant, un lion, un lapin, un loup, un singe, un ver, une grenouille, une tortue, une giraffe
Misconceptions	Children may not understand that we do not pronounce letters sounds the same in French as in English.	Children may try to order words to describe in the same way as in English.		Children may not realise that French words are masculine or feminine		
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Understand and use	What do you look like? Portraits lessons	What clothes could I wear? Clothes lessons	What would you like to do for your birthday? French numbers, calendars and birthdays	What's the weather like? French weather classroom lessons	What would you like to eat? French food	What's your favourite music? Eurovision

mechanical systems in their products						
Mechanical, cam mechanism, linkage system, follower, rotary movement, eccentric, cams, stability, design, measurements, purpose, materials, tools, adapt, evaluate	Listen to and copy new words. Broaden vocabulary used and understood. Read familiar words and phrases.	Present information orally to a range of audiences. Appreciate rhymes and simple stories.	Present information orally to a range of audiences. Begin to use grammar appropriate to the words being explored.	Describe things and actions orally and in writing. Develop correct pronunciation of some words.	Write simple sentences using resources to support. Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Present information orally to a range of audiences. Engage in conversations. Read familiar sentences.
Core vocabulary	Il a/elle a, il est/elle est. heureux/heureuse, sérieux/sérieuse, les cheveux, les yeux, petit/petite, grand/grande, il s'appelle...elle s'appelle, blond(e)(s), noir (e)(s),	Un T-shirt, un short, un pantalon, un chapeau, une culotte, une chemise, un pull, des bottes, une robe, des chaussettes, des baskets, il/elle porte	Onze, douze, treize, quatorze, seize, dix-sept, dis-huit, dix-neuf, vingt, trente, un anniversaire	Il fait beau, il fait mauvais, il fait chaud, il fait forid, il pleut, il neige, il y a du vent, le nord, le sud, l'est, l'ouest	Le café, le restaurant, le menu, une boisson, une entrée, un plat principal, je voudrais, j'aime, s'il vous plaîtmerci, le serveur, l'addition	Le piano, le violon, le saxophone, le clavier, la guitar, la flûte, la flûte a bec, la clarinette, la batterie, la trompette, jouer de la musique
Misconceptions	Masculine and feminine words Two words for you – tu and vous Pronunciation – as a general rule, you don't pronounce the last letter of a word in French					
By the end of Lower Key Stage 2 children as Linguists will:						
<ul style="list-style-type: none"> • Listening and responding to single words and short phrases. • <u>Listening and responding to full sentences.</u> • Listening and noticing rhyming words when joining in with songs. • <u>Beginning to notice common spelling patterns.</u> • Reading aloud some words from simple songs, stories and rhymes. • Following a short text or rhyme, listening and reading at the same time. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates • <u>Recognising some familiar French words when written in a short phrase.</u> • <u>Identifying and discussing cognates and beginning to explore various language detective strategies.</u> • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • <u>Using contextual clues and cues to gist and make predictions about meanings.</u> • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • <u>Recognising and answering simple questions which involve giving personal information.</u> 						

- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- 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.
- Recalling and writing simple words from memory.
- Experimenting with simple writing, copying with accuracy.
- Selecting and writing short words and phrases.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	French monster pets	Space lessons	Shopping in France: numbers and age	French speaking world	Verbs in a French week	My French family
	Appreciate stories, songs, poems and rhymes in the language	Listen attentively to spoken language and show understanding by joining in and responding	Describe people, places, things and actions orally and in writing	Explore the patterns and sounds of new words Write simple sentences using resources to support	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
Core vocabulary	Un carnivore, un prédateur, un reptile, un insect, un mammifère, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, les bras, une antenna, les dents, les nez, le bec, les cornes, les jambes, les pointes, la queue, un oeil	Le système solaire, l'espace, une planète, un astéroïd, une comète, une étoile, orbiter, le Soleil, La Lune, Mercure, Venus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, pluton	Euro(s), Les fruits, un bananas, un abricot, un citron, une pomme, une poire, une pêche, une orange, une cerise, une fraise, un oignon, une carotte, une tomate, du café, du chocolat, du fromage, du pain, de la salade, des biscuits, des petit pois	au nord, au sud, à l'est, à l'ouest, je vais, tu va un pays, le Drapeau ests, Des montagnes, des châteaux, du fromage, des canaux, des forêts	Chanter, courir, danser, dormir, écrire, jouer, lire, manger, nager, J'aime, Je chante, Tu chante, Nous chante, Vous chantez, Ils chnatez, Ils chantant, Elles chantent, Aimer, habiter, regarder, é, sauter	J'ai un frere, J'ai une sœur, J'ai deux frères, J'ai deux sœurs, Je n'ai pas de frère/ sœur, Je suis fils unique, Je suis fille unique mon père, ma mère, mes parents, mon grand-père, ma grand-mère, mes grands-parents, mon frère, ma soeur, le fils, la fille, mon oncle, ma tante, mon cousin, ma cousine
Misconceptions	Names of animals Colours	Colours	Numbers Units of money	Geographical / map knowledge	What is a verb Opinions vs facts	French language conventions

	Cognates and Near cognates Names of animals in English	Cognates and near cognates Names of the planets in English	Recognise and name fruits	Countries, counties and continents Flags		Sentence structure
Year 6 Transition year	French monster pets- Transition	Space lessons- Transition	Shopping in France: numbers and age- Transition	French speaking world- Transition	Verbs in a French week- Transition	My French family- Transition
	Read carefully and show understanding of words, phrases and simple writing	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Read carefully and show understanding of words, phrases and simple writing Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	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.	Describe people, places, things and actions orally and in writing Present ideas and information orally to a range of audiences
Core vocabulary	Un carnivore, un prédateur, un reptile, un insect, un mammifère, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, les bras, une antenna, les dents, les nez, le bec, les cornes, les jambes, les pointes, la queue, un oeil	Le système solaire, l'espace, une planète, un astéroïde, une comète, une étoile, orbiter, le Soleil, La Lune, Mercure, Venus, la Terre, Mars, Jupiter, Saturne, Uranus, Neptune, pluton	Euro(s), Les fruits, un bananes, un abricot, un citron, une pomme, une poire, une pêche, une orange, une cerise, une fraise, un oignon, une carotte, une tomate, du café, du chocolat, du fromage, du pain, de la salade, des biscuits, des petit pois	au nord, au sud, à l'est, à l'ouest, je vais, tu vas un pays, le Drapeau ests, Des montagnes, des châteaux, du fromage, des canaux, des forêts	Chanter, courir, danser, dormir, écrire, jouer, lire, manger, nager, J'aime, Je chante, Tu chante, Nous chante, Vous chantez, Ils chnatez, Ils chantant, Elles chantent, Aimer, habiter, regarder, é, sauter	J'ai un frere, J'ai une sœur, J'ai deux frères, J'ai deux sœurs, Je n'ai pas de frère/ sœur, Je suis fils unique, Je suis fille unique mon père, ma mère, mes parents, mon grand-père, ma grand-mère, mes grands-parents, mon frère, ma soeur, le fils, la fille, mon oncle, ma tante, mon cousin, ma cousine
Misconceptions	Names of animals Colours Cognates and Near cognates	Colours Cognates and near cognates	Numbers Units of money Recognise and name fruits	Geographical / map knowledge Countries, counties and continents	What is a verb Opinions vs facts	French language conventions Sentence structure

	Names of animals in English	Names of the planets in English		Flags		
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By the end of Upper Key Stage 2 children as **Linguists** will:

- 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.
- Read and respond to texts with growing confidence.
- Reading and responding to a range of authentic texts.
- 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.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
- 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 and giving a short oral presentation.
- Using intonation and gesture to differentiate between statements and questions.
- Speaking and reading aloud with increasing confidence and fluency.
- Adapting model sentences to express different ideas.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Writing a short text using word and phrase cards.
- Constructing a short text on a familiar topic.
- Using adapted phrases to describe an object, person or place.
- Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using a wide range of descriptive phrases.

