

## French Progression of Skills

Children in Reception, Year 1 and Year 2 are introduced to the French language through songs, role-play, games and daily register phrases. This is done continually throughout the year rather than through discrete taught lessons.

Skill focus	Year 3	Year 4	Year 5	Year 6
<b>Listening</b>	<ul style="list-style-type: none"> <li>- Listen to and enjoy short stories, nursery rhymes and songs.</li> <li>- Recognise familiar words and short phrases covered in the units taught</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen more attentively and for longer</li> <li>- Understand more of what heard when some of the language may be unfamiliar by using the decoding skills developed.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to longer text and more authentic foreign language material.</li> <li>- Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</li> <li>-</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>- Learn to repeat and reproduce the language heard with accurate pronunciation</li> <li>- Learn to articulate key words introduced in the lessons and understand their meaning</li> <li>- Communicate with others using simple words and short phrases covered in units</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate with others with improved confidence and accuracy</li> <li>- Learn to ask and answer questions based on the language covered in the units</li> <li>- Learn to incorporate a negative reply when required</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate on a wider range of topics and themes.</li> <li>- Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity</li> </ul>	<ul style="list-style-type: none"> <li>- Learn to recall previously learnt language and recycle/incorporate it with new language with increased knowledge, confidence and spontaneity</li> <li>- Engage in short conversations on familiar topics, responding with opinions and justifications where possible</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>- To be able to identify written versions of the words heard</li> <li>- To read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'</li> <li>- Understand the meaning in English of short words read in the foreign language</li> </ul>	<ul style="list-style-type: none"> <li>- Read aloud short pieces of text applying knowledge learnt from 'Phonics Lesson 1 &amp; 2'</li> <li>- Understand most of what read in the foreign language when based on familiar language</li> </ul>	<ul style="list-style-type: none"> <li>- Understand longer passages in the foreign language and start to decode the meaning of unknown words using cognates and context</li> <li>- Increase knowledge of phonemes and letter strings using knowledge from 'Phonics Lesson 3'</li> </ul>	<ul style="list-style-type: none"> <li>- Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1-4'</li> <li>- Increase awareness of accents and silent letters etc.</li> <li>- Decode unknown language using a bilingual dictionary</li> <li>-</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>- Write familiar words and short phrases using a model or vocabulary list e.g. <i>J'aime les pommes</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. E.g. <i>My name, where I live and my age</i></li> </ul>	<ul style="list-style-type: none"> <li>- Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required</li> <li>- Learn to manipulate the language and be able to substitute words for suitable alternatives. E.g. My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</li> </ul>	<ul style="list-style-type: none"> <li>- Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of grammar covered.</li> <li>- Begin to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. E.g. a presentation/description of a typical school day including subjects, time, opinions</li> </ul>

<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Begin to understand that foreign languages have can have a different structure to English e.g. many nouns have an article and a gender le/la un/une</li> <li>- Use the first person singular of high frequency verbs e.g. <i>I like, I play, I am called</i></li> </ul>	<ul style="list-style-type: none"> <li>- Better understand the concept of gender and which articles to use for meaning (e.g. 'the', 'a', 'some')</li> <li>- Introduce simple adjectival agreement e.g. for nationality <i>Je suis anglaise/anglaise</i></li> <li>- Introduce the negative form and possessive adjectives (e.g. <i>In my pencil case I have/In my pencil case I do not have...</i>)</li> </ul>	<ul style="list-style-type: none"> <li>- Revision of gender and nouns and learn to use and recognise the terminology of articles (e.g. <i>definite/indefinite and partitive</i>).</li> <li>- Understand better adjectival agreement and possessive adjectives</li> <li>- Start to explore full verb conjugation (e.g. <i>I wear/you wear/he she wears</i>)</li> <li>- Describe nouns with adjectives e.g. <i>my blue coat</i></li> </ul>	<ul style="list-style-type: none"> <li>- Consolidate understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (e.g. <i>which subjects I do/do not like at school</i>)</li> <li>- Become familiar with a wider range of connectives/conjunctions and more confident with verb conjugation both regular and irregular (e.g. 'to go' 'to have' 'to be' and 'to do')</li> </ul>
<b>Units covered</b>	<ul style="list-style-type: none"> <li>- Phonics Lesson 1</li> <li>- Les salutations</li> <li>- Les couleurs et les nombres</li> <li>- Les animaux</li> <li>- Les fruits</li> <li>- Les légumes</li> <li>- Petit Chaperon Rouge (Little Red Riding Hood story)</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics Lesson 2</li> <li>- Je me présente</li> <li>- Les saisons</li> <li>- Quelle est la date aujourd'hui?</li> <li>- En classe</li> <li>- En famille</li> <li>- Bouclé d'Or et les trois ours (Goldilocks story)</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics Lesson 3</li> <li>- As-tu un animal?</li> <li>- Les vêtements</li> <li>- Les verbes régulières</li> <li>- Chez moi</li> <li>- Quels temps fait-il?</li> <li>- French cultural lessons</li> </ul>	<ul style="list-style-type: none"> <li>- Phonics lesson 4</li> <li>- Manger et bouger</li> <li>- A l'école</li> <li>- Les verbes irrégulières</li> <li>- Le weekend</li> <li>- Au café</li> <li>- KS2 summary</li> </ul>