

French Progression of Skills

	KNOWLEDGE TAUGHT	SKILLS TAUGHT Oracy and literacy	Language Learning Strategies, Grammar and Knowledge about Language this year	A LINGUIST IN THIS YEAR GROUP...
YEAR 3	<p>Phonics Personal information Pets/animals Descriptions 1st/2nd/3rd person simple sentences and descriptions Using nouns and adjectives</p> <p>Cultural Focus: Remembrance Day, Black History Month, Bastille Day</p>	<p>Recognising and responding to single words and short phrases. Accurate copying of new vocabulary including accents. Accurate copying of spoken language. Using knowledge about letter sounds and blends to aid pronunciation. Understanding noun and adjective word order in French sentences. Asking and answering simple questions. Introduction to Language Learning Strategies (LLS) to memorise new vocabulary.</p>	<p>Key sounds to identify and recognize: eu/ou/on/en/an/oi/ch/ui recognizing subject pronouns je/tu/il/elle recognizing that words are grouped together in masculine and feminine classes. Cognates Accents – their function Adjectives before and after the noun</p>	<p>...should Enjoy listening to and speaking in French. be able to listen and Respond to familiar spoken words and phrases. Be able to communicate with others using simple question and answer phrases. Recognise familiar words and phrases in written form. Read aloud in chorus with confidence Write some familiar words using a model and some from memory. Recognise that other cultures have fairy tales and rhymes as part of their oral tradition as do we in the UK.</p>

YEAR 4	<p>Parts of the body Feeling ill Sport and leisure The weather Clothes Travel and transport with compass directions</p> <p>Cultural Focus: Remembrance Day, Black History Month, Bastille Day</p>	<p>Identifying key words in spoken/sung text. Using good pronunciation based upon knowledge about phonics. Identifying key points in a short text. Adapting a text or model sentence by substituting nouns, adjectives and set phrases. Writing a short text independently using a sentence grid. Using simple LLS to say and write some words from memory.</p>	<p>Using verbs followed by à or de with le/la/l'/les Faire de / jouer à / avoir mal à Using colour adjectives and making agreements with feminine and plural nouns. Word order in sentences according to word groups. Understanding gender and plural agreements between nouns and adjectives Understanding what a cognate is and how we can use them.</p>	<p>Should... Be able to listen to and identify short phrases and sentences. Communicate confidently by asking and answering a wider range of questions with increasing detail. Memorise a short text and present it in a group. Read, write and understand familiar phrases. Follow a text whilst it is read and join in. Write some familiar phrases and words from memory. Compare and contrast aspects of everyday life in France with other countries familiar to them.</p>
YEAR 5	<p>Food and healthy living À la Plage La Musique Space</p> <p>Cultural Focus: Remembrance Day, Black History Month, Bastille Day</p>	<p>Giving and justifying opinions. Positive and negative expressions. Expanding sentences effectively with emphasis words and a range of conjunctions. Writing creatively using a poetry frame. Writing fiction and non-fiction texts based upon space using French reference materials. Performing a short piece to an audience, some from memory. Applying LLS to speak and write from memory. Reflect upon strategies that they find most useful</p>	<p>Identifying word groups in an unseen text using clues such as articles and position in a sentence. Using aussi que and plus que for comparison Using parce que c'est Using words for emphasis -très, trop, assez Using conjunctions Making gender agreements Using ne pas to make a sentence negative. Understanding the difference between cognates and faux amis</p>	<p>Should... Be able to identify key information from a spoken and written text. Deduce meaning of unfamiliar language using their knowledge about language and context. Understand how to structure a simple sentence. Be able to extend a simple sentence using a range of adjectives and emphasis words.</p>

		and effective.		Be able to adapt a model sentence to create their own. Be able to recognize similarities and differences in cultural celebrations around the world.
YEAR 6	<p>Where I live School Daily routine Time WW2 Hobbies and leisure activities</p> <p>Cultural Focus: Remembrance Day, Black History Month, Bastille Day</p>	<p>Using prepositions followed by à and de. Expressing positive and negative opinions and preferences. Using the 12 and 24 hour clock. Using reflexive verbs and phrases in 1st and 2nd person. Understanding information in long spoken and written texts. Applying a different historical and geographical context to a known topic. Spontaneous group speaking activities using a range of learned expressions; listening attentively and responding appropriately. Avoir, être, aimer, habiter. Adapting and performing a song/short text for an audience from memory. Writing independently on a topic using a writing frame as a prompt.</p> <p>Applying successful LLS to speak and write from memory including dictation.</p>	<p>Prepositions followed by à and de with le/la/les/l'</p> <p>À mon avis/ je pense que</p> <p>Numbers 1-60 from memory</p> <p>Recognising and using commonly used verbs in 1st 2nd and 3rd person</p> <p>Learn how to conjugate common verbs</p> <p>Recognising cognates, using prior knowledge and using context to decode longer texts.</p> <p>Using aimer + infinitive</p> <p>Cognates and faux amis</p> <p>Using il y a</p> <p>Negative expressions ne pas/ne jamais/personne ne</p> <p>Recognising patterns in words from different languages.</p>	<p>Should...</p> <p>Identify key points from a longer spoken text and deduce the meaning of unfamiliar language using context.</p> <p>Use a range of familiar phrases, engage in a themed conversation.</p> <p>Read aloud confidently using expression either individually or in chorus.</p> <p>Read and understand the main points and detail from a longer written passage.</p> <p>Write several sentences from memory.</p> <p>Be able to develop a short text by adapting a model.</p> <p>Be able to demonstrate sensitivity and respect for the experiences of other countries with a shared historical experience eg: WWI and WW2</p>