



Over St. John's CE Primary School

'Let your light Shine before others.' Matthew 5:16

Progression of knowledge and skills in French

| Skill focus | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------|---|--|---|---|
| Listening | <ul style="list-style-type: none"> *Show that he/she recognises words and phrases heard by responding appropriately. *Follow simple instructions and link pictures or actions to language. *When listening to a stories, rhymes or songs, join in with repeated sections and identify particular phonemes and rhyming words. | <ul style="list-style-type: none"> *Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story. *Listen to and accurately repeat particular phonemes in songs, rhymes and begin to make links to spelling. *Notice that the target language may contain different phonemes and that some similar sounds might be spelt differently to English. | <ul style="list-style-type: none"> *Gain an overall understanding of an extended spoken text which includes some familiar language, for example, summarising in English the key points of what she/he has heard in the target language. *Identify different ways to spell key sounds and select the correct spelling for a familiar word. | <ul style="list-style-type: none"> *Understand longer and more challenging texts in a range of topic areas, recognising some details and opinions heard. *Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. |
| Speaking | <ul style="list-style-type: none"> *Ask and answer simple questions, for example about personal information. *Repeat sentences heard and make simple adaptations to them. *Use mostly accurate pronunciation and speak clearly when addressing an audience. *Use simple adjectives such as colours and sizes to describe things orally. | <ul style="list-style-type: none"> *Ask and answer a range of questions on different topic areas. *Use familiar sentences as models, make varied adaptations to create new sentences. *Read aloud using accurate pronunciation and present a short learnt piece for performance. | <ul style="list-style-type: none"> *Take part in conversation and express simple opinions giving reasons. *Adapt known complex sentences to reflect a variation of meaning. *Begin to use intonation to differentiate between sentence types. *Create a short piece for presentation to an audience. | <ul style="list-style-type: none"> *Engage in longer conversations, asking for clarification where necessary. *Create his/her own sentences using knowledge of basic sentence structure. *Use pronunciation and intonation effectively to accurately express meaning and engage an audience. |
| Reading | <ul style="list-style-type: none"> *Recognise some familiar words and phrases in written form. *Read some familiar words aloud using mostly accurate pronunciation. | <ul style="list-style-type: none"> *Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. | <ul style="list-style-type: none"> *Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. | <ul style="list-style-type: none"> *Read aloud and understand a short text containing unfamiliar words, using accurate punctuation. |

| | | | | |
|---------|--|--|--|---|
| | <ul style="list-style-type: none"> *Learn and remember new words encountered in reading. | <ul style="list-style-type: none"> *Follow the written version of a text he/she is listening to. *Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues. | <ul style="list-style-type: none"> *Learn a song or poem using the written text for support. *Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words. | <ul style="list-style-type: none"> *Attempt to read a range of texts independently, using different strategies to make meaning. *Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words. |
| Writing | <ul style="list-style-type: none"> *Write some simple words from memory. *Use simple adjectives such as colours and sizes to describe things in writing. *Record descriptive sentences using a word bank. | <ul style="list-style-type: none"> *Write words and short phrases from memory. *Use a range of adjectives to describe things in more detail, such as describing somebody's appearance. *Write descriptive sentences using a model but supplying some words from memory. | <ul style="list-style-type: none"> *Write phrases and some simple sentences from memory and write a short text with support from a word/phrase bank. *Use a wide range of adjectives to describe people and things, and use different verbs to describe actions. | <ul style="list-style-type: none"> *Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic. *Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. |
| Grammar | <ul style="list-style-type: none"> *Introduction to verbs, nouns, adjectives *Imperative – ez formal vous *Position of colour/adjectives *Negative sentence – ne...pas *An introduction to the gender of nouns – masculine and feminine *Pronouns – je/tu *Plural form of nouns *Indefinite article un/une/des | <ul style="list-style-type: none"> *Recognise a wider range of word classes including pronouns and articles and use them appropriately. *Understand that adjectives may change form according to the noun they relate to, and select the appropriate form. *Position of colour adjective. *Recognise questions and negative sentences. | <ul style="list-style-type: none"> *Know how to conjugate some high frequency verbs. *Understand how to make changes to an adjective in order for it to “agree” with the relevant noun. *Adapt sentences to form negative sentences and begin to form questions. *Position of colour and size adjectives. *Agreement of adjectives in singular. | <ul style="list-style-type: none"> *Know how to conjugate a range of high frequency verbs. *Agreement of adjectives in singular, plural, masculine and feminine. *Definite and indefinite articles. *Have an awareness of similarities and differences between different languages. |

| Knowledge focus | Oakmere Year A | Linmere Year A | Blakemere Year A |
|-----------------|---|---|--|
| Vocabulary | Greetings - Bonjour, Monsieur, Madame, Au revoir Classroom commands: Ecoutez, Regardez, Taisez-vous, Croisez les bras, Asseyez-vous, | J'ai/Tu as Dans ma trousse: un stylo, un crayon, une règle, une gomme, un feutre, un pinceau, un taille-crayon | Shapes: Un rectangle, un carré, un cercle, un triangle Colours: Rouge, bleu, vert, jaune, gris, noir, blanc, brun, orange |

| | | | |
|------------------|---|--|---|
| | <p>Asseyez-vous correctement, Levez-vous, Montrez-moi Colours: Rouge, bleu, vert, jaune, gris Christmas nouns: Joyeux Noël – Happy Christmas Bonne Année, un renne, un bonhomme de neige, un cadeau, un sapin, un traîneau, le père Noël Voici/Et Je m'appelle, Comment t'appelles-tu?, Comment tu t'appelles? Numbers – 0- 12 Pencil case items: un stylo, un crayon, une règle, une gomme S'il vous plait, Merci Oui, Non Voici/Et Masculine animals: un furet, un caméléon, un papillon, un mouton, un cochon Qu'est-ce que c'est? C'est Ce n'est pas Voyelle/Consonne</p> | <p>Items of clothing: un pull, un chapeau, un pantalon, un tee-shirt, une culotte Je mets/Tu mets Oui/Non Des C'est Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Numbers 11-20 C'est Ce n'est pas Qui est-ce? Colours: Orange, noir, blanc, violet, rose, brun De quelle couleur est-ce?</p> | <p>Petit/grand C'est Ce n'est pas Un/une Le, la, l', les Comme Colour adjectives: rouge, bleu, vert, jaune, gris, noir, blanc, brun, orange Adjectives of size: Grand, petit, long, gros Parts of the body: Un bras, un nez, un oeil, un pied, un corps, un sourcil, un genou, un orteil, une jambe, une bouche, une dent, une main, une oreille, une épaule Family members: Un frère, un demi-frère, une soeur, une demi-soeur Hair, eyes and colour: Les cheveux marron, roux, blonds, noirs, frisés, raides, courts, longs Les yeux bleus, verts, marron, gris Adjectives for character: Drôle, intelligent, fort S'appeler Avoir/Être Aimer Je, Tu, Vous, Il, Elle, Ils, Elles Ou/des/assez/très/mais Verbs for animal activity: nager, voler, sauter, manger, chaser, marcher, habiter Habitats: la savanne, la forêt tropicale, le desert, la mer, les fermes, les rivières, les arbres, les lacs Parts of body of animal: une corne, une patte, une queue, des ailes Adjectives to describe animals: féroce timide</p> |
| Phonics/grapheme | <p>Introduction to sounds of language c before i/et/i/j/oi/on/ou Silent letters a/â/au/c before i/e + 2 cons./ e in 1 syllable/è/en/et/eu/g/g before e/ i/ in/ j/ o/oi/on/ou/q/qu/r/u/un/ y/z</p> | <p>Silent letter rules a/c before e/c before i/ch/e + 2 cons./ e in 1 syllable/ è/ eau/ -es/eu/j/g/in/o not at end/oi/on/r/u/y a/an/c before e/ch/e + 1 cons./e + 2 cons./ei/en/ eu/j/i/in/o not at end/on/ou/qu/r/u/un/z</p> | <p>Silent letters e + 1 cons/e + 2 cons/é/g/i/r/un â/a/an/ch/e + 1 cons./e + 1 syllab./ eau/en/ -es/ et/ eu/g/g before e/i/ill after vowel/j/o/o not at end/ on/ou/r/s between vowels/un a/ai/ain/am/c before i/ch/ê/e + 1 cons./e + 1 syllab./é/ei/en/-ed/-es/- ez/i/il after a</p> |

| | | | |
|----------------------|---|---|---|
| | Silent letters a/ch/c before e/e in 1 syllable/e + 2 cons./e + final t/é/eu/g before e/ i/ien/ll after i/ o/oi/on/ou/qu/r /u/un/ | a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/s between vowels/un/ | vowel/ill after vowel/j/ll after i/o not at end/ qu/ou/ r/s/s between vowels/y a/ai/c/ch/ê/e + 1 cons./e + 1 syllab./e + 2 cons./é/è/en/-es/et/eu/- ez/in/j/o not at end/ô/oeu/oi/on/qu/ou/ r/s between vowels/u/y a/an/ai/ch/ é/-er/-es/eu/g before e/o not at end/qu/ou/s between vowels |
| Stories/rhymes/songs | <p>Stories Toutes les couleurs Silence Père Noël Par une sombre nuit de tempête</p> <p>Songs/Rhymes Voici ma main Monsieur Pouce 2 petits oiseaux Numbers 1 to 12 Une souris verte</p> | <p>Stories Je m’habille et je te croquet Par une sombre nuit de tempête</p> <p>Songs/Rhymes Beau front Eiffel Tower 11 à 20 Days of the week 1,2,3 je m’en vais au bois De quelle couleur est-ce? Une souris verte</p> | <p>Stories Qui conduit? Va- t’en grand monstre vert</p> <p>Songs/Rhymes Le, la song Mon monstre a Une patate Couleurs – Arc-en-ciel Que fait ma main?</p> |
| Culture | French speaking countries of the world | Eiffel Tower French speaking countries in Europe | |
| | Oakmere Year B | Linmere Year B | Blakemere Year B |
| Vocabulary | <p>Greetings - Bonjour, Monsieur, Madame, Au revoir Expressions for feelings: ça va, ça va bien, comme-ci comme-ça, ça ne va pas, ça va mal. Colours: rose, orange, violet, noir, brun, blanc. Christmas nouns: une étoile, une galette, une couronne, une boule, une guirlande, une bûche de Noël. Voici/Et Numbers 0-12 Masculine animals: un chien, un chat, un lapin, un perroquet, un poisson. De quelle couleur est-ce? C’est</p> | <p>Tu/Vous Qu’est-ce que c’est? C’est un Masculine animal nouns: un chat, un chien, un lion, un mouton, un cochon, un caméléon, un papillon, un furet, un perroquet, un âne, un ours, un éléphant. Feminine animal nouns: une panthère, une libellule, une souris, une perruche, une chenille, une abeille, une grenouille, une araignée, une baleine. Ce sont des Petit/Grand Je suis/Je ne suis pas</p> | <p>Colour adjectives: rouge, bleu/bleue, vert/verte, jaune, gris/grise, noir/noire, blanc/blanche, brun/brune, orange. Animals: le renard, l’oiseau, le cochon, la grenouille, le poisson, la baleine, le singe, le serpent, le cheval, l’aigle, la souris, l’araignée, le hérisson. Numbers 1-31 C’est/Ce n’est pas Food items: le poisson, les vers, la viande, l’ananas, les pommes, les tomates, les poires, le fromage, les œufs, les frites, l’ail, le chou, le</p> |

| | | | |
|------------------|--|---|--|
| | <p>J'ai/Tu as?/Je n'ai pas de Qu'est-ce que c'est? C'est Ce n'est pas ça va? Comment ça va? Items of clothing: Un chapeau, un tee-shirt, un pantalon, un pull, une culotte. Je mets/Tu mets</p> | <p>Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le, la, l', les Mon, ma, mes Er Movement verbs: écoutez, regardez, taisez- vous, levez-vous, asseyez-vous, asseyez-vous correctement, croisez les bras, sautez, marches, dansez, nagez, volez, montrez moi, mangez. Pets: un cheval, un poisson, un lapin, un cochon d'Inde, un hamster, une tortue, je n'ai pas d'animal. Family members: un frère, une soeur, un demi-frère, une demi-soeur, je n'ai pas de frères ou de soeurs. J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais</p> | <p>chocolat, la confiture, les vers, les mouches, le plancton, les limaces. Je/Tu Du/de la/de l'/des Days of week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Months of the year - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Objects: un château, une porte, un bois, un rideau, une salle, une souris, un escalier, un couloir, une boîte, une armoire. Size adjectives: grand/grande, petit/petite.</p> |
| Phonics/grapheme | <p>Introduction to sounds of language c before i/et/i/j/oi/on/ou Silent letters a/aî/au/c before i/e + 2 cons./ e in 1 syllable/è/en/et/eu/g/g before e/ i/ in/ j/ o/oi/on/ou/q/qu/r/u/un/ y/z a/ch/c before e/e in 1 syllable/e + 2 cons./e + final t/é/eu/g before e/ i/ien/ll after i/ a/an/ c before i /ch/é/e + 2 cons./e + final t/e in 1 syllable/et/eau/eu/g before e/ i/ in/ j/ o/o not at end/oi/on/ou/q/qu/r/s between vowels/u/un/z a/am/an/e + 2 cons./e + final t/e before 1 cons/e in 1 syllable/eu/g before e/ i/ien/in/ j/ll after i/o not at end/oi/on/ou/qu/r/s/u/un /z</p> | <p>Silent letter rules a/ai/an/au/ch/e in 1 syllable/e + 1 cons./è/é/ - es/er/-ez/g before e/i/ien/ ill/in//j/o not at end/ oeu/oi/on/qu/r/s/u/un/</p> | <p>Silent letters a/ai/an/ç/ch/e + 1 cons./e + 2 cons./e in 1 syllab./é/ è/ei/-er/-es/i/im/in/il after vowel/ill after vowel /gn/j/o not at end/oeu/ oi/on/ou/qu/r/s between vowels/u/ a /an/c before e/ch/e + 1 cons./e + 2 cons./e in 1 syllab./eau/en/eu/g/g before e/i/j/o/oi/on/qu/r/ s/un</p> |

| | | | |
|-----------------------------|--|--|---|
| <p>Stories/rhymes/songs</p> | <p>Stories Toutes les couleurs Silence Père Noël L'automne arrive Roule galette Je m'habille et je te croque Pourquoi?</p> <p>Rhymes/Songs Des amies sages Monsieur Pouce Une poule sur un mur Un, deux, trois je m'en vais au bois Ca va? Song Mon beau sapin C'est Noël Numbers 1 to 12 J'aime la galette</p> | <p>Stories Va t'en grand monstre vert Bon appétit Monsieur Lapin Qui conduit? Pourquoi?</p> <p>Rhymes/Songs Savez-vous planter les choux? Mon Ane Une souris verte Léon le caméléon Des amies sages Alouette Petit ballon Il court le furet Trois petits chats Valentine's poem</p> | <p>Stories Bon appétit Monsieur Lapin Une histoire sombre, très sombre</p> <p>Rhymes/Songs Une souris verte De quelle couleur est-ce? Les jours de la semaine Quelle est la date de ton anniversaire?</p> |
| <p>Culture</p> | <p>Christmas French speaking countries of Europe</p> | <p>Epiphany French speaking countries in the world</p> | <p>14th July</p> |