



**Over St. John's CE Primary School**

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

**Progression of knowledge and skills in French**

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

			<p>Verbs for animal activity: nager, voler, sauter, manger, chaser, marcher, habiter</p> <p>Habitats: la savanne, la forêt tropicale, le desert, la mer, les fermes, les rivières, les arbres, les lacs</p> <p>Parts of body of animal: une corne, une patte, une queue, des ailes</p> <p>Adjectives to describe animals: féroce timide</p>
<b>Phonics/grapheme</b>	<p>Introduction to sounds of language c before i/et/i/j/oi/on/ou</p> <p>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 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/</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>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/</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 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</p>
<b>Stories/rhymes/songs</b>	<p><b>Stories</b></p> <p>Toutes les couleurs Silence Père Noël Par une sombre nuit de tempête</p> <p><b>Songs/Rhymes</b></p> <p>Voici ma main Monsieur Pouce 2 petits oiseaux Numbers 1 to 12 Une souris verte</p>	<p><b>Stories</b></p> <p>Je m’habille et je te croquet Par une sombre nuit de tempête</p> <p><b>Songs/Rhymes</b></p> <p>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><b>Stories</b></p> <p>Qui conduit? Va- t’en grand monstre vert</p> <p><b>Songs/Rhymes</b></p> <p>Le, la song Mon monstre a Une patate Couleurs – Arc-en-ciel Que fait ma main?</p>
<b>Culture</b>	French speaking countries of the world	Eiffel Tower French speaking countries in Europe	

	Oakmere Year B	Linmere Year B	Blakemere Year B
<b>Vocabulary</b>	<p>Greetings - Bonjour, Monsieur, Madame, Au revoir</p> <p>Expressions for feelings: ça va, ça va bien, comme-ci comme-ça, ça ne va pas, ça va mal.</p> <p>Colours: rose, orange, violet, noir, brun, blanc.</p> <p>Christmas nouns: une étoile, une galette, une couronne, une boule, une guirlande, une bûche de Noël.</p> <p>Voici/Et</p> <p>Numbers 0-12</p> <p>Masculine animals: un chien, un chat, un lapin, un perroquet, un poisson.</p> <p>De quelle couleur est-ce? C'est J'ai/Tu as?/Je n'ai pas de</p> <p>Qu'est-ce que c'est? C'est Ce n'est pas ça va? Comment ça va?</p> <p>Items of clothing: Un chapeau, un tee-shirt, un pantalon, un pull, une culotte.</p> <p>Je mets/Tu mets</p>	<p>Tu/Vous</p> <p>Qu'est-ce que c'est? C'est un</p> <p>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.</p> <p>Feminine animal nouns: une panthère, une libellule, une souris, une perruche, une chenille, une abeille, une grenouille, une araignée, une baleine.</p> <p>Ce sont des</p> <p>Petit/Grand</p> <p>Je suis/Je ne suis pas</p> <p>Tu es</p> <p>Assez/très</p> <p>Il y a /Qu'est-ce qu'il y a?</p> <p>Dans le sac/ le jardin/ placard/la boîte</p> <p>Le, la, l', les</p> <p>Mon, ma, mes</p> <p>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.</p> <p>Pets: un cheval, un poisson, un lapin, un cochon d'Inde, un hamster, une tortue, je n'ai pas d'animal.</p> <p>Family members: un frère, une soeur, un demi-frère, une demi-soeur, je n'ai pas de frères ou de soeurs.</p> <p>J'ai/Je n'ai pas de/Tu as</p> <p>Je veux</p> <p>S'appeler</p> <p>Aimer</p> <p>Qui</p> <p>Mais</p>	<p>Colour adjectives: rouge, bleu/bleue, vert/verte, jaune, gris/grise, noir/noire, blanc/blanche, brun/brune, orange.</p> <p>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.</p> <p>Numbers 1-31</p> <p>C'est/Ce n'est pas</p> <p>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 chocolat, la confiture, les vers, les mouches, le plancton, les limaces.</p> <p>Je/Tu</p> <p>Du/de la/de l'/des</p> <p>Days of week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p>Months of the year - janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre.</p> <p>Objects: un château, une porte, un bois, un rideau, une salle, une souris, un escalier, un couloir, une boîte, une armoire.</p> <p>Size adjectives: grand/grande, petit/petite.</p>
<b>Phonics/grapheme</b>	Introduction to sounds of language	Silent letter rules	Silent letters

	<p>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>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>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>
<b>Stories/rhymes/songs</b>	<p><b>Stories</b>  Toutes les couleurs  Silence Père Noël  L’automne arrive  Roule galette  Je m’habille et je te croque  Pourquoi?</p> <p><b>Rhymes/Songs</b>  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><b>Stories</b>  Va t’en grand monstre vert  Bon appétit Monsieur Lapin Qui conduit?  Pourquoi?</p> <p><b>Rhymes/Songs</b>  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><b>Stories</b>  Bon appétit Monsieur Lapin  Une histoire sombre, très sombre</p> <p><b>Rhymes/Songs</b>  Une souris verte  De quelle couleur est-ce?  Les jours de la semaine  Quelle est la date de ton anniversaire?</p>
<b>Culture</b>	<p>Christmas  French speaking countries of Europe</p>	<p>Epiphany  French speaking countries in the world</p>	<p>14<sup>th</sup> July</p>

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

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