



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
Vocabulary	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, Bonne Année, un renne, un bonhomme de neige, un cadeau, un sapin, un traîneau, le père Noël Numbers – 0-12 Pencil case items: un stylo, un crayon, une règle, une gomme Masculine animals: un furet, un caméléon, un papillon, un mouton, un cochon General: Voici/Et Je m'appelle, Comment t'appelles-tu?, Comment tu t'appelles? S'il vous plaît, Merci	General: J'ai/Tu as C'est Ce n'est pas Qui est-ce? Pencil case items: 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 Days of the week: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche. Numbers: 11-20 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, or, argent 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 Parts of body of animal: une corne, une patte, une queue, des ailes Adjectives to describe animals: féroce, timide Family members: Un frère, un demi-frère, une sœur, une demi-sœur Hair, eyes and colour: Les cheveux marrons, roux, blonds, noirs, frisés, raides, courts, longs Les yeux bleus, verts, marron, gris Adjectives for character: Drôle, intelligent, fort

	Oui, Non Qu'est-ce que c'est? C'est Ce n'est pas Voyelle/Consonne		Verbs S'appeler Avoir/Être Aimer Je, Tu, Vous, Il, Elle, Ils, Elles 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
Grammar	Introduction to verbs, nouns, adjectives Gender of nouns – masculine Imperative – er Pronouns – je/tu Formal use of vous Plural form of nouns Position of colour adjectives Negative sentence – ne...pas	Gender of nouns Plural nouns 1st and 2nd person – avoir 1st and 2nd person – mettre Negative - ne.. Pas 3rd person singular être Position of colour adjective	Indefinite article – a Position of colour adjectives and size adjectives Negative – ne...pas Definite article – the Gender of nouns Singular and plural nouns Agreement of adjectives in singular, plural, masculine and feminine Avoir – 3 rd person singular ER verbs – 3 rd person singular and plural.
Stories/rhymes/songs	Stories Toutes les couleurs Silence Père Noël Par une sombre nuit de tempête Songs/Rhymes Voici ma main Monsieur Pouce 2 petits oiseaux Numbers 1 to 12 Une souris verte	Stories Je m'habille et je te croquet Par une sombre nuit de tempête 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	Stories Qui conduit? Va- t'en grand monstre vert Songs/Rhymes Le, la song Mon monstre a Une patate Couleurs – Arc-en-ciel Que fait ma main?
Culture	French speaking countries	Eiffel Tower	French handwriting style

	of the world	French speaking countries in Europe	Bastille Day
	Oakmere Year B	Linmere Year B	Blakemere Year B
Vocabulary	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. Numbers: 0-12 Masculine animals: un chien, un chat, un lapin, un perroquet, un poisson. General: De quelle couleur est-ce? C'est 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? Voici/Et Items of clothing: Un chapeau, un tee-shirt, un pantalon, un pull, une culotte. Je mets/Tu mets	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. General: Tu/Vous Qu'est-ce que c'est? C'est un Ce sont des Petit/Grand Je suis/Je ne suis pas 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 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.	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 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. General: C'est/Ce n'est pas 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.

		J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	
Grammar	Introduction to nouns and adjectives An introduction to the gender of nouns – masculine and feminine Pronouns – je/tu Plural form of nouns Indefinite article Position of colour adjectives Negative sentence – ne ... pas + de	Gender of nouns Position of colour adjectives 1st/2nd/3rd person singular and 3rd person plural – être Plural nouns Position of adjectives of size Agreement of adjectives in singular and plural with nouns and pronouns Definite article Imperative – er verbs – vous form 1st, 2nd, 3rd person singular and plural – er verbs Negative – ne..pas + de Pronouns – 1st and 2nd person singular, 3rd person singular and plural.	Definite article and indefinite article Gender of nouns Position of colour adjective Agreement of adjectives in masculine and feminine, singular and plural Partitive article – some 1st and 2nd person -er verbs Singular and plural nouns Negative - ne..pas + de
Stories/rhymes/songs	Stories Toutes les couleurs Silence Père Noël L'automne arrive Roule galette Je m'habille et je te croque Pourquoi? 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	Stories Va t'en grand monstre vert Bon appétit Monsieur Lapin Qui conduit? Pourquoi? 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	Stories Bon appétit Monsieur Lapin Une histoire sombre, très sombre Rhymes/Songs Une souris verte De quelle couleur est-ce? Les jours de la semaine Quelle est la date de ton anniversaire?

	J'aime la galette		
Culture	Christmas French speaking countries of Europe	Epiphany French speaking countries in the world	Bastille Day 14 th July or sporting event (World cup/Olympics)

Skill focus	Year 3	Year 4	Year 5	Year 6
Listening	*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.	*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.	*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.	*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	*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.	*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.	*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.	*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	*Recognise some familiar words and phrases in written form. *Read some familiar words aloud using mostly accurate pronunciation.	*Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately. *Follow the written version of a text he/she is listening to.	*Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. *Learn a song or poem using the written text for support.	*Read aloud and understand a short text containing unfamiliar words, using accurate punctuation. *Attempt to read a range of texts independently, using different strategies to make meaning.

	* Learn and remember new words encountered in reading.	* Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.	* 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.	* Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.
Writing	* 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.	* 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.	* 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.	* 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	* 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	* 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.	* 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.	* 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.