

The Echelford Primary School - French Progression Document

Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding;
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words;
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help;
- speak in sentences, using familiar vocabulary, phrases and basic language structures;
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- present ideas and information orally to a range of audiences;
- read carefully and show understanding of words, phrases and simple writing;
- appreciate stories, songs, poems and rhymes in the language;
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary;
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly;
- describe people, animals, things and actions orally and in writing;
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Year 3	Year 4	Year 5	Year 6
Speaking and Pronunciation			
<p>Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner.</p> <p>Using short phrases to give information. Beginning to adapt phrases from a rhyme/song.</p> <p>Repeating short phrases accurately, including liaison of final consonant before vowel. Listening and repeating key phonemes with care.</p> <p>Introducing self to a partner with simple phrases.</p> <p>Recognising and using adjectives.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Using a model to form a spoken sentence.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care.</p> <p>Rehearsing and performing a short presentation.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Writing a short descriptive text.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Making realistic attempts at pronunciation of new vocabulary.</p> <p>Listening and repeating key phonemes with care applying pronunciation rules.</p> <p>Using adjectives with correct placement and agreement.</p> <p>Recognising and using a wide range of descriptive phrases.</p> <p>Introducing formal versus less formal questions.</p>	<p>Developing extended sentences to justify a fact or opinion.</p> <p>Planning, asking and answering extended questions.</p> <p>Engaging in conversation and transactional language.</p> <p>Planning and presenting a short text.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary.</p> <p>Conducting a survey.</p>
<p>Knowledge</p> <p><u>Greetings</u> Bonjour, Salut, Au revoir, A bientôt, , Comment tu t'appelles? Je m'appelle, Tu as quel âge? J'ai sept ans, j'ai sept ans et demi, j'ai presque huit ans, j'ai huit ans, tu habites où? J'habite à, Tu as des frères et soeurs?</p> <p><u>Saying how you are feeling</u> Comment ça va? ça va bien/très bien/super bien, ça ne va pas/pas du tout, je suis fatigué/très fatigué/ super</p>	<p>Knowledge</p> <p><u>Saying how you are feeling</u> Consolidation of learning from year 3 + j'ai mal au ventre, j'ai mal à la tête, j'ai mal à la gorge, j'ai envie de vomir</p> <p><u>Colours (consolidation)</u> J'aime le + colour Je n'aime pas le + colour et/mais/ni</p> <p><u>Animals</u> J'ai un/deux/trois.../J'avais Je n'ai pas d'animaux</p>	<p>Knowledge</p> <p><u>Birthday</u> Consolidation of numbers to 20 and learn vingt et un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente et un. Janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, Quelle est la date de ton anniversaire? C'est quand ton anniversaire? Mon anniversaire, c'est le...</p> <p><u>Describe yourself</u></p>	<p>Knowledge</p> <p><u>Sports</u> Je fais du foot, rugby, badminton, tennis, ping-pong, golf, ski, basket, judo, trampoline, tir à l'arc. Je fais de la danse, de la natation. Je fais de l'équitation. J'adore, j'aime, je n'aime pas, je déteste, je préfère.</p> <p><u>Clothes</u> Je porte une chemise, une cravate, une jupe, une robe, un pantalon, un pantalon de survêtement, un jean, un pull, un tee-shirt, des bottes, des chaussures, des chaussettes, des baskets + colours.</p>

<p>fatigué, j'ai faim, j'ai soif, j'ai chaud/très chaud/super chaud/trop chaud.</p> <p><u>Numbers to 6</u> un, deux, trois, quatre, cinq, six sept, huit neuf, dix, onze, douze</p> <p><u>Pencil case items</u> un crayon, un stylo, un tube de colle, un taille-crayon, un cahier, une règle, une gomme, une trousse, des ciseaux / Je voudrais, s'il te plaît, merci</p> <p><u>Christmas</u> le père Noël, une guirlande, une boule, un ange, un bonhomme de neige, une pomme de pin, un sapin, une étoile / Joyeux Noël / Bonne Année</p> <p><u>Days of the Week</u> lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, jour, semaine</p> <p><u>Fruits</u> une pastèque, une prune, une orange, une pomme, une fraise, une poire, une cerise, une banane, un ananas / Je voudrais, J'aime les</p> <p><u>The Very Hungry Caterpillar (consolidation)</u> du fromage, une glace, une sucette, une tarte aux cerises, une brioche, un cornichon, un saucisson, une saucisse, un gâteau, un petit oeuf, le soleil, la lune, une minuscule chenille, un cocon, un papillon, une belle feuille verte</p> <p><u>Colours</u> rouge, rose, bleu, violet, gris, noir, blanc, marron, jaune, orange / foncé, clair.</p>	<p>Je voudrais un chat, un chien, un cochon d'Inde, un lapin, un poisson, un serpent, une tortue, un cheval, un hamster, un cochon, un singe et/mais</p> <p><u>Face Parts</u> la tête, les yeux, l'oeil, le nez, la bouche, les oreilles, le cou, les dents</p> <p><u>Monsters</u> Mon monstre a, il a, elle a Consolidation of numbers, face parts (+corne) and colours. Using colours as adjectives and understanding plural and feminine agreements.</p> <p><u>Les salières</u> Consolidation of numbers and colours. How to ask someone to do something (imperative form): Fais un/deux/trois.. abdominaux Fais une/ deux/trois...pompes. Saute une/deux/trois... fois. Saute à la corde une/deux/trois... fois. Saute à cloche-pied une/deux/trois... fois. Fais un, deux, trois... squats. Fais un, deux, trois.... fentes. Fais un, deux, trois... sauts en étoile.</p> <p><u>Numbers to 20</u> Consolidation of numbers to 12 treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt</p>	<p>J'ai les yeux bleus, marron, verts, gris, noisette. J'ai les cheveux blonds, châains, noirs, bruns, roux, gris, blancs, longs, courts, mi-longs, frisés, raides, ondulés.</p> <p><u>Breakfast</u> Qu'est-ce que tu manges au petit déjeuner? Je mange un croissant, un pain au chocolat, du pain, du pain grillé, un fruit, des céréales, une gaufre, une crêpe, un oeuf sur le plat, des oeufs brouillés, une omelette, des saucisses, des haricots blancs à la sauce tomate. Je ne mange rien. En général / Quelquefois</p> <p><u>All about me</u> Consolidation of learning from year 3 and 4 + Qu'est-ce que tu aimes manger? Qu'est-ce que tu aimes comme couleurs? J'aime... Tu as peur de quoi? J'ai peur du noir, des fantômes, des zombies, des clowns, d'être seul, du vide, des requins, des crocodiles, des guêpes, des araignées, des insectes, des scorpions. Devine qui je suis.</p> <p><u>Fruits</u> Une framboise, une pêche, une mûre, un citron, un ananas, une banane, un kiwi C'est gros, c'est petit, c'est de taille moyenne, assez, très, c'est rond, c'est long, c'est oval, c'est en forme de Coeur, il y a des graines, il y a des pépins, il y a un noyau, c'est +colour</p> <p><u>Ice creams</u> Je voudrais une glace à la vanille, mangue, fraise, framboise, noix de coco, banane, à l'ananas, au chocolat noir/blanc/au lait, au citron. Ma glace préférée, c'est la glace à la/au/à l'...</p>	<p><u>Leisure activities</u> Je fais du sport, Je joue sur mon ordinateur, à la Playstation / Xbox, sur ma tablette, dehors. Je regarde la télé. Je lis. J'écoute de la musique. Je téléphone à mes copains / copines.</p> <p><u>Weather</u> Il fait beau. Il y a des nuages. Il pleut. Il y a du brouillard. Il neige. Il y a du vent. Il fait chaud. Il fait froid. Quand il fait beau, je ...</p> <p><u>Numbers to 100</u> Consolidation of numbers to 31. quarante, cinquante, soixante, soixante-dix, quatre-vingt, quatre-vingt-dix, cent.</p> <p><u>Opinions on French speaking songs</u> J'aime, j'adore, je n'aime pas, je déteste.</p>
<p>Listening</p>			

<p>Listening and responding to single words and short phrases. Following verbal instructions in French. Responding to objects or images with a word or a phrase.</p> <p>Listening and identifying key words in rhymes and songs and joining in. Beginning to identify vowel sounds and combinations of two or three vowels.</p>	<p>Identifying items by colour and other adjectives.</p> <p>Listening and selecting information Using language detective skills to decode vocabulary.</p> <p>Listening to songs, joining in with songs and noticing sound patterns. Noticing and beginning to predict key word patterns and spelling patterns.</p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates.</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language. Be able to identify what, how many and what colour or size, the sentence is about.</p> <p>Matching unknown written words to new spoken words.</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns.</p>	<p>Understanding how peers are feeling from a wide range of positive and negative feelings.</p> <p>Recognise a variety of questions and be able to understand the given answer.</p> <p>Recognising present and near future tense sentences (using aller + infinitive).</p> <p>Be able to identify a person from hearing the description of what they wear.</p>
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Reading and Writing

<p>Recognising some familiar words in written form.</p> <p>Reading aloud some words from simple songs, stories and rhymes.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>Recognising and using adjectives of colour and size.</p>	<p>Following a short text or rhyme, listening and reading at the same time</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards</p> <p>Using adapted phrases to describe an object, an animal or a person.</p>	<p>Using a range of language detective strategies to decode new vocabulary.</p> <p>Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Using contextual clues and cues to gist and make predictions about meanings.</p> <p>Gisting information from an extended text.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Writing a short text using a visual support on slide to model or scaffold.</p> <p>Using different adjectives, with correct positioning and agreement.</p>	<p>Making increasingly accurate attempts to read unfamiliar words and phrases.</p> <p>Reading and using language detective skills to assess meaning including sentence structure.</p> <p>Reading and responding to a descriptive text.</p> <p>Using a bilingual dictionary to select alternative vocabulary for sentence building.</p> <p>Choosing words, phrases and sentences and writing as a text or captions.</p> <p>Constructing a short text on a familiar topic.</p> <p>Using a wide range of descriptive phrases.</p> <p>Recognising and using verbs in different tenses.</p> <p>Identifying cognates and false friends.</p>
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Grammar

<p>Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p>	<p>Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it.</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives.</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'.</p> <p>Applying placement and agreement rules for adjectives.</p>	<p>Recognising and beginning to form some verbs in near future tense using aller.</p> <p>Learning and using some common irregular verbs, e.g. 'to make'.</p>
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<p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions</p> <p>Feminine and masculine forms:</p> <p>Nouns (including articles, pronouns and plural formation)</p> <p>To understand that every French noun is either masculine or feminine</p> <p>To know that the gender affects the form of the word un or une (the indefinite article)</p> <p>To know that feminine nouns often (but not always) end in e</p> <p>To know that when we turn the statement 'j'ai un/une ('I have a...') into a negative 'je n'ai pas de ('I don't have a...') then we change the article from un/une to de</p> <p>To know that if a word is plural, we cannot use un or une and instead use des (some).</p> <p>To know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural)</p> <p>To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator</p> <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <p>To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle</p>	<p>Recognising and using the negative form.</p> <p>Using prepositions.</p> <p>Making comparisons of word order in French and English.</p> <p>Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)</p> <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <p>To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement.</p> <p>To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine.</p> <p>To know that most adjectives go after the noun in French.</p> <p>To know that if the noun in a sentence is plural then the adjective describing it also becomes plural.</p> <p>To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte.</p> <p>To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.).</p> <p>To know that some adjectives do not change when describing a feminine noun (orange, marron).</p> <p>To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose).</p> <p>Verbs (including conjugation and</p>	<p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Feminine and masculine forms: Nouns (including articles, pronouns, prepositions and plural formation)</p> <p>To know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les)</p> <p>To know that when using à and then the direct article à + le = au (eg. une glace au citron)</p> <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <p>To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine.</p> <p>To revise that adjectives of size go before the noun and adjectives of colour go after the noun.</p> <p>Verbs (including conjugation and negation)</p> <p>To understand that French verbs take different forms.</p> <p>To know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)</p> <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>To know that I can use parce que (because) to extend my sentence and give a justification.</p> <p>To know some language detective strategies such as: recognising cognates and near</p>	<p>Understanding how word order differs between French and English.</p> <p>Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go.</p> <p>Feminine and masculine forms: Nouns (including articles, pronouns, prepositions and plural formation)</p> <p>To know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada).</p> <p>Feminine and masculine forms: Adjectives (position and agreement)</p> <p>Accurately applying placement and agreement rules for adjectives.</p> <p>Verbs (including conjugation and negation)</p> <p>Be able to turn an affirmative sentence into a negative sentence.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat</p> <p>To know how to distinguish between the present and the near future tense.</p> <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>To understand that existing written sentences in French can be adapted.</p> <p>To know that there are clues in the words for the multiples of 10, eg cinquante - 50</p> <p>To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze.</p> <p>To know that the word for 80 is built in a different way -</p>
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<p>To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu</p> <p>Verbs (including conjugation and negation)</p> <p>To know that placing ne and pas around a verb makes the verb negative</p> <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>To know that we can use connectives such as et (and) and mais (but) to join clauses</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English</p> <p>To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'a' is usually used when you are not getting into a form of transport e.g. 'a vélo' (a bicycle)</p> <p>To understand that I can use a model sentence as a guide for building other sentences</p> <p>To know that tone of voice can indicate a question</p> <p>To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound</p> <p>To know that a cognate is a word that is the same in both French and English e.g. un triangle</p> <p>To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle</p>	<p>negation) To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation.</p> <p>To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')</p> <p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p> <p>To know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning</p> <p>To know that sentences can be extended using et or mais.</p> <p>To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger.</p> <p>To know that the word order is sometimes different in French compared to English.</p>	<p>cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help.</p> <p>To know that I can use <i>il y a</i> to mean 'there is' or 'there are'.</p> <p>To know that the word order is sometimes different in French compared to English.</p>	<p>quatre-vingts, and numbers up to 100 are built by continuing to count on from quatre-vingt, eg quatre-vingt-neuf, quatre-vingt-dix, quatre-vingt-onze.</p>
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<p>To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French</p> <p>To know that sentences are often structured differently in French and English</p> <p>To know that, in French, a space is needed before and after ? and !</p>			
<p>Knowledge</p> <p>Conjunctions: et , mais, parce que Negative sentences Sentences starting with "I" in the present tense</p>	<p>Knowledge</p> <p>Consolidation of conjunctions et, mais, parce que Conjunction: ni Present tense: he has, she has: il a, elle a Past tense: I used to have: J'avais Adjectives: all colours, grand, petit Placing the colour after the noun it describes.</p>	<p>Knowledge</p> <p>Consolidation of conjunctions et, mais, ni, parce que Conjunction: ou negative sentences Use of colours as adjectives: understanding feminine and plural agreement.</p>	<p>Knowledge</p> <p>Consolidation of "parce que" and negatives sentences Consolidation of adverbs: très, super Various verbs in the present tense with "Je" Relative pronoun: quand Use of colours as adjectives: apply Regular use of the conjunctions "et, mais, ni, ou"</p>
<p>Intercultural Understanding</p>			

<p>Recognising that different languages are spoken in the community/world</p> <p>Showing awareness of the capital and identifying some key cultural landmarks.</p> <p>Recognising cultural similarities and differences between customs and traditions in France and England</p>	<p>Comparing schools and celebrations between France and the UK</p> <p>Identifying some French-speaking countries</p>	<p>Identifying and locating other countries in the world where French is spoken.</p>	<p>Learning about France's musical culture.</p> <p>Asking questions and making insightful commentary on cultural differences, including some understanding of stereotype</p>
<p>Knowledge</p> <p>To know that in French there are formal and informal greetings and when it is appropriate to use each one.</p> <p>To know the names of some Parisian landmarks.</p> <p>To know some French playground</p>	<p>Knowledge</p> <p>To know some similarities and differences between French and English schools</p> <p>To know some French festivals that happen throughout the year.</p> <p>To know the names and locations of some of the cities in France.</p>	<p>Knowledge</p> <p>To know that there are many countries where French is spoken in the world and be able to name some of these.</p> <p>Learn about the how French people celebrate April 1st.</p> <p>Learn about a French custom on May 1st.</p>	<p>Knowledge</p> <p>To know the French word for countries around the world.</p> <p>To know that the Tour de France is a world famous cycling race that takes place in France each year.</p> <p>Learn a few facts about the French revolution.</p> <p>Learn about sports that are popular in England and</p>

games.

To know that there are French speaking countries around the world.

To know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system.

To know different ways to travel to and around France.

To know some similarities and differences between French and English birthday celebrations.

unknown or rarely played in France. Learn about sports that are popular in France and rarely played in England.