Chesham Bois CE School

Knowledge and Skills Progression

French

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. **EG**: 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. **EG**: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. **EG**: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. **EG**: A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. **EG**: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (**EG**: 'the', 'a' or 'some'). Introduce simple adjectival agreement (**EG**: adjectival agreement when describing nationality), the negative form and possessive adjectives. **EG**: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (**EG**: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (**EG**: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour **EG**: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (**EG**: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. **EG**: 'to go', 'to do', 'to have' and 'to be'.

Term/ Year Group	Year 3	Year 4	Year 5	Year 6
Autumn 1	**I'm Learning French** • Say colours and numbers 1-10. Role play on saying how you are and what your name is. • Listen to model role-plays and infer meaning. Numbers listening exercise. • Match colours to written form. Match written form of numbers to digits.	**Presenting Myself** • Perform role play with name, age, where they live and nationality. • Match sound to picture / word / phrase. Numbers 1-20. • Read role-plays and understand the content. • Nationalities and adjectival agreement based on gender.	**Seasons** • Recognise, recall and remember the 4 seasons in French. • Recognise, recall and remember a short phrase for each season in French. • Say which season is their favourite in French and attempt to say why using • the conjunctions 'et' and 'car'.	**At School** • Express an opinion on school subjects and class survey. • Telling the time in French. • Working with the verb 'aller'. • Creating a school timetable in French. • Definite articles with school subjects. First person singular of the verb 'to study'. Verb 'to go'. Adjectival agreement.
Autumn 2	**Animals** • Be able to say "I am..." plus an animal in foreign language by end of unit. • Match sound to animal picture / word / phrase. • Match word to animal picture / word / phrase in English. Introduction of gender via the indefinite article and first person singular of the verb 'to be'.	**Fruits and Vegetables** • Name and recognise up to 10 fruits in French. • Attempt to spell some of these nouns. • Ask somebody in French if they like a particular fruit. • Say what fruits they like and dislike. • Name and recognise up to 10 vegetables in French. • Attempt to spell some of these nouns (including the correct determiner/article). • Learn simple vocabulary to facilitate a role play about buying• vegetables from a market stall. • Say if they would like one kilo or a half kilo of a	**What is the date?** • Say months of the year. Say when your birthday is in target language. Birthday survey • Months listening exercise • Birthday reading exercise • Birthday diary worksheet	**Me in the World** • About the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use "à" (when talking about living in a city) and "en/au/aux" (when talking about living in a country).

		particular vegetable or selection of vegetables.		
Spring 1	**Instruments**	**Family** • Present orally on your / a family. • Match sounds to picture / word / phrase. • A written presentation based on a / your family. • Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called…	**Clothes** • Describe what you wear in terms of colour and say what you are packing in a suitcase to go on holiday. • Extended listening, reading and writing tasks. • Translation tasks. • Indefinite and partitive articles. The verb 'to wear' in full (present tense), colours, adjectival agreement and the possessive adjective 'my'.	**The Weekend** • Present orally on what they do at the weekend using connectives and time • Listening exercise on weekend activities • Reading exercise • Written presentations on what they do at the weekend using connectives and time • Using connectives to create extended and more sophisticated sentences in French. Formulating a range of opinions and justifications.
Spring 2	**I Am Able**	**At the Cafe** • Café role play • In listening, match sound to picture / word / phrase. • In reading, match word to picture / sound / phrase. • Create a menu with prices • 1st person singular 'I would like / have' when ordering food and drink.	**My Home** • Say where you live and name the rooms in your home that you have and do not have. • Challenging listening exercises. • Longer reading texts. • Longer written email task and authentic reading task. • First person singular of the verb "to live" and "to have". Full use of the negative "I do not have".	**Healthy Lifestyle** • Healthy lifestyle diary to facilitate oral presentation on healthy lifestyles. • Extended listening task. • Extended reading task. • Various worksheets including written diary exercise. • Quantitative article "some".
Summer 1	**Colours and Numbers** • First set of five colours introduced. • Second set of five colours introduced. • Consolidate the children's knowledge of all ten colours. • Numbers 1 to 5.	**Do you have a pet?** • Oral class survey / interview on pets. • In listening, match sound to picture / word / phrase. • In reading, match words to picture / sound / phrase.	**In the Classroom** • In speaking, 'What I have.. / don't have..' in my pencil case. • In listening, matching sound to picture / word / phrase. • In reading, match word to picture / sound	**World War II** • Present orally on life as an evacuee. • Extended listening task. • In reading, story reordering task. • Write a letter home on life as an evacuee in French. • Grouping French nouns,

	• Numbers 6 to 10. • Consolidate the children's knowledge of all ten numbers.	• Create pet ID card. • Gender and changing an indefinite article to a definite article.	/ phrase. • 'I have… / I don't have…' worksheets and extended written opportunity. • Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have…'	adjectives and verbs. • Introduction to past tense using 'I saw…'.
Summer 2	**Transport** • Learning how to talk, read and write about cars, planes, boats, buses, motorbikes, trains and lorries.	**The Weather** • Ask and answer what the weather is like today in French. Present as a weather forecaster. • Challenging weather listening exercise. • Weather reading exercise. • Create weather map and written weather report.	**The Romans** • Oral presentation of life as a Roman child. • Extended listening exercise. • In reading, story re-ordering exercises. • Written diary exercise of life as a Roman child. • "I am…" and negative "I am not…" exercises.	**Habitats** • Give some key facts in French about things that animals and plants need to survive in their various habitats. • Give examples in French of the most common habitats for particular plants and animals and give an example of where these habitats can be found. • Say in French what types of animals live in different habitats and what their particular adaptations are to best suit their environment. • Say in French what types of plants live in different habitats and what their particular adaptations are to best suit their environment.