French

Progression of Skills & Knowledge

Standard

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How is the French scheme of work organised?

Progression of Skills & knowledge

Phonics

Year 3

Knowledge

- To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
- To recognise that some letters carry accents and that these change the sound of those letters: Ã§, Ã¨, Ã¹, Ã© Ã .
- To know that a Ã§ cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft â€˜ssâ€™ sound.
- To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of mâ€™appelle; the s at the end of tâ€™appelles and pas are silent, as is the d in grand.

Year 4

Knowledge

- To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.
- To recognise and begin to predict key word patterns and spellings.
- To know that â€˜hâ€™ at the start of a word in French is not pronounced.

National curriculum - end of KS2

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 audience

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

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

Progression of Skills & knowledge

Phonics
Year 5
Knowledge • To apply changes in sound caused by accents when speaking, especially the acute accent (Ã©), grave accent (Ã¨) and cedilla (Ã§). • To know that a change in voice intonation can indicate when a question is being asked.
Year 6
Knowledge • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.

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Progression of Skills & knowledge

Grammar

Year 3

Knowledge

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article un or une.
- To know that feminine nouns often (but not always) end in â€˜eâ€™ .
- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.
- To know that the pronoun Ã§a means â€˜itâ€™.
- To know that when a preposition and a definite article are contracted this indicates a place: au/Ã la/aux.
- To know that most adjectives are placed after the noun in French.
- To know that adjectives of size such as petit and grand are placed before the noun.
- To know that there are high frequency verbs sâ€™appeler, avoir , Ãªtre and aller which are used to formulate and answer questions.
- To know that je/jâ€™, and tu are subject pronouns
- To know that câ€™est means â€˜â€˜it isâ€ and is used to describe what something is.
- To know that il y a is used to say â€˜there is/are.â€™
- To know that placing neâ€¦pas around the verb makes it negative: ne + verb + pas.
- To know that the word order is sometimes different in French compared to English.
- To know that we can use conjunctions such as et (and) and puis (then) to join clauses.
- To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas Ã is usually used when you are not getting into a form of transport e.g. Ã pied which means â€˜on footâ€™.
- To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.
- To know that accents in French can change the sound of a letter.

Year 4

Knowledge

- To know the equivalents for the word â€˜theâ€™ in French : le/la/lâ€™/les and â€˜a/an/someâ€™: un, une, des.
- 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.
- To know that the ending of an adjective changes depending on the gender and number of the noun it describes.
- To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.
- To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.
- To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.
- To know that the endings of verbs change according to the subject.
- To know how to form the first, second and third person of the verbs avoir (to have) and Ãªtre (to be).
- To know that we can use conjunctions to link phrases, such as et/mais.
- To know that the verbs avoir and Ãªtre are used to describe appearance and personality.
- To know the meaning of the verb porter (to wear) in the third person singular form : il/elle porte, and aimer in the third person plural form: ils aiment.
- To know that the verb aimer is used to express an opinion, including with the negative form ne â€¦ pas.
- To know how avoir (to have) and Ãªtre (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.
- To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.
- To know that basic sentence structures in English and French have the same pattern: subject + verb + object.
- To know that you can make a statement into a question simply by changing the intonation of your voice in French.
- To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.

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Progression of Skills & knowledge

Grammar

Year 5

Knowledge

- To know that there are compound nouns in French e.g. mon grand-pÃ¨re, mes grand-parents.
- To know that a simple metaphor requires two nouns and the verb â€˜to beâ€™ e.g: le soleil est un ballon jaune.
- To know that adjectives must agree with the gender and number of the noun being described.
- To know that I can compare nouns by placing plus/ moins and que around the adjective of comparison.
- To know that when making comparisons, the ending of the adjective may need to change depending on the gender and number of the noun it is describing.
- To know all subject pronouns in French and that je contracts to jâ€™ when the verb begins with a vowel.
- To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.
- To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English.
- To know that compound sentences join two simple sentences together using connectives such as et and mais.
- To know that ne is contracted to nâ€™ when followed by a vowel: je nâ€™ai pas faim.
- To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sÅ“ur de mon pÃ¨re.
- To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets - trainers.
- To understand that words in French and English will not always have a direct equivalent in the other language

Year 6

Knowledge

- To know whether to use the pronouns il â€˜heâ€™ or elle â€˜sheâ€™ when describing someone.
- To know that partitive articles describe where something is placed: le livre est Ã cÃ´tÃ© du stylo.
- To know a range of prepositions to describe the position of objects.
- To know that the way verbs change to match the pronoun is called conjugation.
- To know that some verbs do not follow regular patterns, including avoir (to have), Ãªtre (to be) and aller (to go).
- To conjugate the verbs aller, jouer and faire.
- To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports
- To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).
- To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin.
- To know that parce que (because) can be used to extend a sentence and give a justification.

National curriculum - end of KS2

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Progression of Skills & knowledge

Language comprehension (listening and reading)

Year 3

Skills

- Listening and responding to single words and short phrases.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.
- Beginning to understand and notice cognates and near cognates.
- Becoming familiar with format, layout and simple use of a bilingual dictionary.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary,

Year 4

Skills

- Listening and responding to full sentences.
- Listening and noticing rhyming words when joining in with songs.
- Beginning to notice common spelling patterns.
- Following a short text or rhyme, listening and reading at the same time.
- Recognising some familiar French words when written in a short phrase.
- Identifying and discussing cognates and beginning to explore various language detective strategies.
- Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using contextual clues and cues to gist and make predictions about meanings.

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Progression of Skills & knowledge

Language comprehension (listening and reading)

Year 5

Skills

- Listening and selecting information from short audio passages to give an appropriate response.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading and responding to a range of authentic texts.
- Identifying key information in simple writing.
- Using a range of language detective strategies to decode new vocabulary including context and text type.
- Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.
- Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.

Year 6

Skills

- Listening and gisting information from an extended audio passage using language detective skills.
- Independently identifying rhyming words and spelling patterns when joining in with songs.
- Beginning to predict spelling patterns.
- Reading short authentic texts for enjoyment or information.
- Identifying and extracting key information in a range of authentic texts.
- Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
- Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

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Progression of Skills & knowledge

Language production (speaking and writing)
Year 3
Skills • Asking and/or answering simple questions. • Forming simple statements with information including the negative. • Practising speaking with a partner. • Using short phrases to give information. • Recognise and repeat phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Recognising that sounds and spelling patterns can be different from English • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Recalling and writing simple words from memory • Experimenting with simple writing, copying with accuracy. • Recognising and using adjectives of colour and size
Year 4

Skills

- Recognising and answering simple questions which involve giving personal information.
- Beginning to form opinion phrases.
- Using a variety of conversational phrases.
- Using a model to form a spoken sentence
- Beginning to adapt phrases from a rhyme/song,
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Discussing strategies for remembering and applying pronunciation rules.
- Building confidence by repeating short phrases with increasing accuracy.
- Rehearsing and performing a short role-play or song.
- Selecting and writing short words and phrases.
- Making short phrases or sentences using word cards.
- Using different adjectives, with correct positioning and agreement.
- Choosing appropriate adjectives from a wider range of adjectives.

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Progression of Skills & knowledge

Language production (speaking and writing)
Year 5
Skills • Forming a question in order to ask for information • Presenting factual information in extended sentences including justification • Beginning to use conversational phrases for purposeful dialogue. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Creating and presenting a dialogue or role-play • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using adjectives with correct placement and agreement.
Year 6

Skills

- Planning, asking and answering extended questions.
- Developing extended sentences to justify a fact or opinion.
- Engaging in conversation and transactional language.
- Planning and giving a short oral presentation.
- Modifying, expressing and comparing opinions.
- Recognising key phonemes in an unfamiliar context, applying pronunciation rules.
- Using intonation and gesture to differentiate between statements and questions.
- Formulating their own strategies to remember and apply pronunciation rules.
- Speaking and reading aloud with increasing confidence and fluency.
- Giving a presentation drawing upon learning from a number of previous topics.
- Using existing knowledge of vocabulary and phrases to create new sentences.
- Constructing a short text on a familiar topic.
- Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.
- Using a wide range of descriptive phrases.

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Progression of Skills & knowledge

Cultural awareness	
Year 3	
Skills • Discussing similarities and differences between customs and traditions in France and the UK. • Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as Lâ€™escargot by Matisse.	Knowledge • To know that in French there are formal and informal greetings. • To know some playground games played in France. • To know the names and locations of some of the cities in France. • To name some famous paintings by French artists. • To know that French is spoken in different countries around the world. • To identify some French-speaking countries.
Year 4	
Skills • Discovering French festivals and their traditions. • Comparing the weather between France and the UK. • Ordering typical French food and drink. • Creating a song in French for a famous song contest.	Knowledge • To know that in French there is a formal and informal version of the word for â€˜youâ€™, and when to use which one. • To know that in France the temperature is measured in Celsius. • To know that the currency used in France is euros and to recognise some of the notes and coins. • To know that orders are typically taken at the table in France. • To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.

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Progression of Skills & knowledge

Cultural awareness	
Year 5	
Skills • Identifying key geographical features of countries in the French-speaking world. • Analysing climate data for some French-speaking countries.	Knowledge • To be able to name French-speaking countries and recognise the flags of those countries. • To be able to explain how climate varies in some French-speaking countries.
Year 6	
Skills • Playing the traditional French game of la pÃ©tanque. • Researching information about the French cycle race la Tour de France. • Comparing sporting activities in France and the UK.	Knowledge • To know the rules for playing French boules. • To know how the maillot jaune is awarded during the Tour de France race. • To know that football is immensely popular in France which is reflected in the support for the national team les Bleus,.

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