

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

French: Progression Document

Lydney C of E French Progression Document							
Vision	A caring Christian community where every child achieves a love of life and of learning						
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Units	N/A	N/A	N/A	French Greetings with puppets French adjectives of colour, size and shape French playground games – numbers and age In a French classroom French transport A circle of life in French.	Portraits – describing in French Clothes – getting dressed in French French numbers, calendars and birthdays French weather and the water cycle French food – miam miam! French and the Eurovision song contest	French monster pets Space exploration – in French Shopping in France French speaking world Verbs in a week Meet My French Family	French sport and the Olympics French football champions In my French house Planning a French holiday Visiting a town in France
Progression of skills							
	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	N/A	N/A	N/A	To become familiar with key phonemes represented by the following letters: a,	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau,	To consistently recognise and apply changes in sound caused by accents when	To know a range of ways to ask questions in French using

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

				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: ç, è, ù, é à, â To know that a ç 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 'ss' 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 m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.	speaking, especially acute accent é, grave accent è and ç cedilla. To know that a change in voice intonation can indicate when a question is being asked.	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.
Listening	N/A	N/A	N/A	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short	Listening and inferring information from an extended audio

				Listening and noticing rhyming words when joining in with songs.	Listening and noticing rhyming words when joining in with songs.	audio passages to give an appropriate response. Independently identifying rhyming words and spelling patterns when joining in with songs.	passage using language detective skills. Independently identifying rhyming words and spelling patterns when joining in with songs.
Speaking	N/A	N/A	N/A	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. Recognising and repeating 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	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	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	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

				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.	remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short Role-play or song.	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.	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.
Reading	N/A	N/A	N/A	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	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	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.	Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess

				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,	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.	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.	meaning including sentence structure. 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
Writing	N/A	N/A	N/A	Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.	Selecting and writing short words and phrases. Making short phrases or sentences using word cards and knowledge organisers. Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	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. Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place.	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.

Grammar	N/A	N/A	N/A	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article 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 'e'. 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 ça means 'it'. To know that the pronoun y means 'there'. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. To know that most adjectives are placed after the noun in French. To	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : 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	Adverb Comparative adjectives Metaphor Compound nouns Compound sentences To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that a simple metaphor requires two nouns and the verb 'to be' 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	Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that partitive articles describe where something is placed: le livre est à côté 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, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs
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				know that adjectives of size such as petit and grand are placed before the noun. To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that c'est means "it is" and is used to describe what something is. To know that il y a is used to say 'there is/are.' To know that placing ne...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	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 être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know the verbs avoir and être 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 ... pas. To know how avoir (to have) and être (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	that je contracts to j' 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. J'ai dix ans - I am ten years old. Il a faim - He is hungry. To know that some verbs are irregular. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. To know that there is no possessive apostrophe in French. To say 'my father's sister in French would be	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.
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				mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. 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	are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure 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.	the sister of my father: la sœur de mon père. 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.	
Vocabulary	N/A	N/A	N/A	<u>Autumn 1</u> <u>French greetings with puppets:</u> Je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir	<u>Autumn 1</u> <u>Portraits – Describing in French:</u> le jour la semaine hier demain aujourd'hui les mois je voudrais C'est quand ton anniversaire ? Mon anniversaire c'est le ... Quelle est la date aujourd'hui ? lundi mardi	<u>Autumn 1</u> <u>French Monster Pets:</u> de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural) il/elle habite il/elle mange Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil	<u>Autumn 1</u> <u>French sport and the Olympics:</u> faire marcher adorer détester aller à droite à gauche tout droit vite lentement C'est quel sport ? Tu aimes le sport ?

			c'est Comment tu t'appelles ? Ça va/Comment ça va ? <u>Autumn 2</u> <u>French adjectives of colour, size and shape:</u> grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle <u>Spring 1</u> <u>French playground games – numbers and age:</u> Combien ? Tu as quel âge ?	mercredi jeudi vendredi samedi Dimanche <u>Autumn 2</u> <u>Clothes – Getting Dressed in French:</u> un une des mon/ma/mes dans ma valise il y a Il/elle porte j'aime/je n'aime pas C'est de quelle couleur ? <u>Spring 1</u> <u>French numbers, calendars and birthdays:</u> le jour la semaine hier demain aujourd'hui les mois je voudrais	les oreilles la bouche les bras les dents le nez les jambes (fem.) <u>Autumn 2</u> <u>Space exploration – In French:</u> énorme minuscule fragile tranquille plus ... que moins ... que parce que loin/proche/près de <u>Spring 1</u> <u>Shopping in France:</u> du / de la / de l' / des bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer	<u>Autumn 2</u> <u>French Football champions:</u> une équipe un match de foot un joueur/joueuse de foot un supporter venir de je viens de il/elle vient de <u>Spring 1</u> <u>In My French house:</u> J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut
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			un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale <u>Spring 2</u> <u>In a French classroom:</u> écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j'ai...	C'est quand ton anniversaire ? Mon anniversaire c'est le ... Quelle est la date aujourd'hui ? lundi mardi mercredi jeudi vendredi samedi Dimanche <u>Spring 2</u> <u>French weather and the water cycle:</u> Quel temps fait-il aujourd'hui? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages dans le nord l'est le sud l'ouest Quel temps fait-il aujourd'hui?	Je vais au marché et j'achète... C'est combien ? il a faim il n'a pas faim il a tout mangé il reste au lit <u>Spring 2</u> <u>French speaking world:</u> j'ai trouvé les pas au nord au sud à l'est à l'ouest un pays <u>Summer 1</u> <u>Verbs in a week:</u> Nous Vous Ils/elles Avoir être chanter courir danser	sous devant derrière à côté du /de la / de l' / des Où est... ? Qu'est-ce que c'est ? C'est la salle à manger <u>Spring 2</u> <u>Planning a French holiday:</u> la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ?
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				je n'ai pas de... mais Tu as... ? <u>Summer 1</u> <u>French transport:</u> en/à je vais en/à ... puis Tu vas où ? Tu vas comment ? Il y a combien de ... ? Comment tu vas à l' école ? <u>Summer 2</u> <u>A circle of life in French:</u> le la l' qui habite dans mange où est ?	<u>Summer 1</u> <u>French food – Miam Miam!</u> le menu une boisson une entrée un plat principal l'addition s'il vous plaît ça fait ... le serveur / la serveuse un billet une pièce de monnaie Vous désirez ? <u>Summer 2</u> <u>French and the Eurovision song</u> <u>contest:</u> jouer du/de la/de l' je ne joue pas d'instrument je préfère je déteste Tu joues d'un instrument ? Quel genre de musique aimes-tu ?	dormir lire nager sauter habiter regarder écrire jouer <u>Summer 2</u> <u>Meet my French family:</u> j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique son anniversaire c'est le ... j'adore	<u>Summer 1</u> <u>Visiting a town in France:</u> un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite un billet pour Paris s'il vous plaît où est ... ? tu vas aller au/à la/à l' ... ? non, je ne vais pas aller au/à la/à l'...
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Spirituality	Our curriculum provides children with opportunities to explore the big questions in the world:
Possibilities	Our curriculum intends to raise children's aspirations and set high expectations for <u>ALL</u> pupils:
Well-Being	Our curriculum intends to raise self-esteem and self-confidence:
Belonging	Our curriculum intends to educate children about their place in the world
World Aware	Our curriculum intends to be based on a range of experiential opportunities to help them understand the world they live in: