



Languages- French Skills and Knowledge Progression

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<p>J'apprends le français(I Am Learning French)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can find France on a map of the world. I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. I can say numbers 1-10 clearly in French and I can now spell some of these numbers. I can say ten key colours in French, and I can now spell some of these colours. <p>Skills</p> <p>Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to always look for cognates first (such as bleu for blue) and associating words and phrases to images to help.</p>		<p>Les saisons (Seasons)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can name/spell all four seasons in French from memory, with high accuracy and with the correct article/determiner. I can say/write a short phrase on each season from memory in French with high accuracy. I can say/write which is my favourite season from memory in French and give a reason why using the conjunctions 'et' and 'car'. <p>Skills</p> <p>Learning to listen to French and starting to become more familiar with the different phonics/pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language, including conjunctions so that we can say and write at least one short phrase on our favourite season.</p>		<p>Quel temps fait-il ? (What Is the Weather?)</p> <p>Knowledge</p> <ul style="list-style-type: none"> I can repeat all the weather vocabulary presented to me in class from memory with accurate pronunciation and spell some of these phrases correctly without help. I can ask what the weather is in French and reply to this question without hesitation. I can read a simple French weather map. I am able to work on my own. <p>Skills</p> <p>To learn how to describe the weather in French using nine key phrases. Using this new knowledge to read and understand a French weather map.</p>	

<p>Year 4</p>	<p>Je me présente(Presenting Myself)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can repeat all my personal details in French, and ask for the same information back, without help in any shape or form. • I can say numbers 1-20 clearly in French and I can now spell some of these numbers. • I can tell you my nationality and explain how the pronunciation changes if I am a girl or boy. <p>Skills</p> <p>To work towards holding a simple conversation with a partner, asking the question as well as being able to answer it. Being able to present ourselves in French. Saying what we are called, how old we are, where we live and our nationality.</p>	<p>Ma famille(My Family)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can remember all the language covered in the 'Presenting Myself' unit, without help in any way shape or form. • I can talk about either my own or a fictional family in French clearly. I can say what relation they are to me, if I am an only child or, if not, the siblings I have, how old they are and what they are called. • I am able to manipulate the verb 's'appeler' (to be called) in order to talk about what other family members are called. • I can count from 1-70 in French unaided and recognise the numbers out of sequence. I can use this knowledge to say how old various family members are. • I understand how the verb 'avoir' (I have) is used to express age and that describing age in French cannot be directly translated from English. I am also able to conjugate this verb in third person singular and plural to be able to say how old other family members are. <p>Skills</p> <p>We will learn to talk and write with more accuracy, fluency, and confidence on the topic of family. We will move from only using the 'I' form of a verb to the 'he/she form'. We will increase our knowledge of how the French language works by understanding better the role of different words in a sentence. We will be reminded that nouns have</p>	<p>As-tu un animal ?(Do You Have a Pet?)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can repeat and recognise all eight pets and their gender in French. I can possibly even spell all of these words unaided with good accuracy. • I can ask somebody if they have or do not have a particular pet and give this information back from memory. • I can also tell you the name of my pet from memory using a full sentence in French. • I can improve my spoken and written French by using the conjunctions <i>et</i> ("and") or <i>mais</i> ("but"). <p>Skills</p> <p>To work on creating longer, accurate yet authentic pieces of spoken and written French using the connectives et and mais. Incorporating the personal details previously learnt with our new knowledge. Moving to phrase level and creating extended sentences.</p>
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<p>Year 5</p>	<p>Au salon de thé(At the Tea Room)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can repeat, remember, and attempt to spell most if not all of the items typically offered in a French salon de thé with their correct article/determiner. • I can change a singular noun to a plural noun in French. • I can ask for items I would like to eat and items I would like to drink in a salon de thé with high accuracy and confidence in French. <p>Skills</p> <p>To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. Also improving oral work by learning to ask more questions in French and creating more personalised responses.</p>	<p>Les vêtements(Clothes)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can repeat all the clothes vocabulary presented to me in class from memory with accurate pronunciation and spell most, if not all of these words, correctly without help. I can also tell you if the article/determiner is un, une or des with high accuracy. • I can say what I am wearing, and possibly what my friend is wearing as I am now more familiar with the verb PORTER. • I can tell you what I wear, possibly what my friend wears in different weather/situations. • I can describe clothing by colour and understand the concept of adjectival agreement. • I am confident using the possessive adjectives MON, MA and MES and can do so with high accuracy. <p>Skills</p> <p>To learn 21 nouns for clothes with their appropriate article. To explore the patterns in regular -er verb conjugation to enable us to say</p>	<p>À l'école(At School)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can repeat all the vocabulary presented to me in class from memory for school subjects with accurate pronunciation. I can spell most, if not all of these words, correctly without help. I can also use the correct article. • I can say which subjects I like and dislike at school. • I can say why I like/dislike certain school subjects. • I can tell you what time I have subjects at school. <p>Skills</p> <p>To be able to provide positive and negative opinions and justifications to questions on school subjects and learn that these opinions and justifications are transferable language and can be used in other topics, not just as responses to questions asked in the school topic. Learning how to extend our sentences, making them longer and more interesting.</p>

		what we and possibly somebody else is wearing. To start to apply the rules connected to adjectival agreement correctly when describing items of clothing by colour creating more interesting, extended sentences.	
Year 6	<p>Chez Moi (My Home)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can say and write whether I live in a house or an apartment. • I can say and write where my house or apartment is based using the choices given. • I can repeat and recognise all ten rooms of the house with their gender in French. I can possibly even spell all of these words unaided with good accuracy. • I can ask somebody what rooms they have or do not have in their home and also answer this question back from memory including a negative reply. • I can integrate this new language into previously learnt language and say and write a longer passage about my home plus incorporating some of my personal details. <p>Skills</p> <p>To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use</p>	<p>La Seconde Guerre mondiale(World War 2)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can now order a group of unknown words and decode most of the meaning in a piece of French text. • I have learnt a range of strategies to improve my reading and listening skills in French. • I can name most of the countries and languages involved in WW2 and label a map in French. • I can give you an account of what city life was like compared to country life during the war. • I am able to write a simple letter in French using all the knowledge I have learnt in this unit. <p>Skills</p> <p>To be able to learn effective strategies that will help to decode and understand better unfamiliar vocabulary. Language learning strategies that are transferable and not limited to the language covered in this unit.</p>	<p>Le week-end(The Weekend)</p> <p>Knowledge</p> <ul style="list-style-type: none"> • I can ask what the time is in French and also tell the time accurately, including using quarter past, half past and quarter to. • I have learnt a range of phrases from memory in French to talk about the activities that I do at the weekend. • I am able to highlight the verb in these sentences. • I can give you an account from memory of what I do at the weekend and at what time, now integrating connectives into my work. <p>Skills</p> <p>To be able to say and write what activities you do at the weekend, at what time you do them but also whether you like them or not. This unit will also encourage us to link our ideas together using more conjunctions and to create longer and more interesting replies as we will also try to include an opinion.</p>

	accurately previous language from memory alongside our new knowledge.		
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