



French Progression of Skills, Knowledge and Vocabulary Map 2023-2024

Communication and Language	Foundation Stage					
	<p>EYFS Statutory Educational Programme: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	Foundation Stage 1 Structures, Significance, Appreciation			Foundation Stage 2 Structures, Significance, Appreciation		
	Listen to the French spoken language. Listen to songs and rhymes in French. Begin to respond to simple greetings such as hello and goodbye.			Listen to the French spoken language. Begin to join in with familiar French songs and rhymes. Listen to music that was written by French composers. Begin to recall basic French vocabulary in the everyday environment, for example, greetings, colours and numbers.		
Key Vocabulary	French, France, country, language, music, composer, greetings, bonjour, au revoir, merci, s’il vous plait..., number names to ten un-dix..., colours blanc, rouge, vert...					
Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Listen to the French spoken language. Explore patterns and sounds of language through songs and rhymes. Use everyday greetings in context. <i>Know and join in with familiar French songs and rhymes.</i>	Listen and show understanding through songs and rhymes using everyday language and greetings. <i>Know and join in with familiar French songs and rhymes.</i> Use everyday greetings in context. Begin to recognise some numbers and colours when they hear them.	Listen and respond to simple conversations. Understand and respond to a few familiar spoken words and phrases E.g. the teacher’s instructions and simple questions. <i>Know the nouns, (first: singular masculine beginning with consonant, then feminine singular).</i> <i>Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir,</i> <i>Know numbers in and out of sequence up to 20.</i>	Understand a range of familiar spoken phrases. <i>Know the nouns, (first: singular masculine beginning with consonant, then feminine singular).</i> <i>Know the adjectives e.g. Bleu, rouge, jaune, vert, rose, noir, gris, blanc, brun,</i> Know numbers in and out of sequence to 30. Recognise familiar words in sentences.	Understand the main points from a short spoken passage made up of familiar language in simple sentences. Follow multi step instructions. <i>Know, understand and respond to a range of familiar spoken words and short phrases.</i> Show understanding of known verbs and adverbs. <i>Know and identify known adjectives in feminine and masculine form.</i> <i>Know and identify days and months, numbers up to 60, wider range of nouns.</i>	Understand and respond to spoken and written language from a variety of authentic sources. Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme. <i>Know, understand and respond to a range of familiar spoken words and short phrases.</i> Show understanding of known verbs and adverbs. <i>Know and identify known adjectives in feminine and masculine form.</i> Know and identify days and months, numbers up to 100, wider range of nouns.



Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
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Speaking	<p>Join in with basic French vocabulary in the everyday environment e.g. Numbers 1-10 Greetings</p> <p>Begin to join in and respond to spoken language through songs and rhymes.</p> <p>Begin to respond to simple greetings.</p> <p>Begin to say basic French vocabulary appropriate to Key Stage 1 including number names, colours, days of the week, names of animals and some food and drink.</p>	<p>Recognise and recall vocabulary in the everyday environment including: - Numbers 1-10 Colours Greetings Days of the week</p> <p>Respond and engage to songs and rhymes.</p> <p>Begin to engage in basic conversation E.g. greetings.</p> <p>Respond to simple greetings.</p>	<p>Say and repeat single words and short simple phrases. E.g. How are you? Ca va? Voici un chat. Here is a cat.</p> <p>Name and describe people, a place, an object.</p> <p>Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.</p> <p>Know how to say short sentences using known nouns and adjectives. (Colours)</p>	<p>Ask and answer simple questions and give basic information by speaking in sentences.</p> <p>Have a short conversation, saying 3 to 4 things.</p> <p>Know and be able to repeat familiar words, phrases and rhymes with accurate pronunciation and intonation.</p> <p>Know how to say short sentence using known nouns and adjectives. (Colours and rule exceptions e.g. grande, petit)</p>	<p>Ask and answer simple questions and talk about their interests.</p> <p>Hold a simple conversation with at least 4 exchanges.</p> <p>Use a negative to answer questions.</p> <p>Developing accurate pronunciation and intonation.</p> <p>Know the basic language structures to be able to speak in sentences.</p>	<p>Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.</p> <p>Use knowledge of grammar correctly.</p> <p>Know the basic language structures to be able to speak in sentences.</p>
<p>Assessment and Indicators</p> <p>Listening and Speaking</p>	<p>Listen and respond to simple French songs</p>	<p>Know some simple French songs by engaging and singing along.</p> <p>Recognise and say a few French words e.g. numbers 1-5 and simple greetings.</p>	<p>Can understand and respond to a few familiar words and phrases, spoken slowly and clearly e.g. greetings, colours, numbers, nouns.</p> <p>Can ask and answer simple pre-learned questions from memory: Ask: How are you? What's your name?</p> <p>Answer: What colour is this? How many? Can use words for 'a/an/one' accurately (eg un stylo/ une gomme).</p> <p>Can say a short sentence using known nouns e.g. Voici un chat, un lapin et un cadeau.</p>	<p>Understand and respond to a growing range of familiar spoken words and phrases e.g. numbers to 60, chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon.</p> <p>Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase e.g. J'ai un crayon vert et une règle rouge.</p> <p>Ask and answer a wider range of questions from memory. Où est la baleine? Que fait la coccinelle? Qu'est-ce qu'il fait? Est-ce que le canard tricote? Où va le lion?</p> <p>Know a range of foods e.g. le céleri, le concombre, les carottes, les olives, les radis, les tomates</p>	<p>Understand and respond to a growing range of familiar spoken words and phrases e.g. numbers to 60, chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon.</p> <p>Make longer sentences including a verb, one or more adjectives, a conjunction and an adverbial phrase.</p> <p>Ask and answer a wider range of questions from memory. Où est la baleine? Que fait la coccinelle? Qu'est-ce qu'il fait? Est-ce que le canard tricote? Où va le lion?</p> <p>Know a range of foods e.g. le céleri, le concombre, les carottes, les olives, les radis, les tomates</p>	<p>Know and say numbers to 100.</p> <p>Express opinions and respond to those of others eg agree (moi aussi) or ask why they have this opinion: pourquoi?</p> <p>Use complex sentences, Je n'aime pas les maths parce que c'est difficile.</p> <p>Take part in a short conversation using a range of familiar questions and responses, including describing family members.</p> <p>Supported by a speaking frame, create complex sentences including a relative pronoun, 'qui' (who) eg Ma soeur, qui a les yeux bleus, s'appelle Sophie.</p> <p>Use the conjunction 'parce-que' to give reasons for our opinions eg</p>



				<p>Be able to express opinion about something e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux, Zut alors! Mince alors! Mais enfin! Ça alors!</p> <p>Use verb paradigms (conjugations for I, you, he/she) e.g. faire – je fais, tu fais, il fait, elle fait.</p> <p>Use pronouns moi, toi, lui, elle.</p> <p>Can understand and respond to a range of familiar spoken words and short phrases e.g. longer instructions and known verbs and adverbs, (marchez, courez, mangez, sautez, lentement, vite)</p> <p>Can hear known phonemes in a word and suggest another word with the same phoneme/grapheme eg eau, cadeau, chapeau; or different grapheme eg stlyo.</p> <p>Can ask and answer a wider range of questions from memory. Qu'est-ce que c'est? Qui est-ce?</p> <p>Can use a negative to answer questions. C'est un papillon? Non, c'est une souris.</p> <p>Can use familiar adverbial phrases e.g. Il y a une baleine bleue dans le sac.</p> <p>Developing accurate pronunciation and intonation Silent s at end of words eg dans, pas,</p>	<p>Be able to express opinion about something e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux, Zut alors! Mince alors! Mais enfin! Ça alors!</p> <p>Use verb paradigms (conjugations for I, you, he/she) e.g. faire – je fais, tu fais, il fait, elle fait Use pronouns moi, toi, lui, elle.</p> <p>Ask and answer questions about telling the time e.g. Quelle heure est-il ? Il est une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, dix heures, neuf heures, onze heures... et demie. Il est midi, il est minuit... et demi.</p>	<p>J'aime le français, parce que c'est util. Pronounce known words confidently; apply known rules and GPCs to unknown words.</p>
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				<p>des cochons, cinq chiens.</p> <p>Know that single masculine nouns use “un” for a/an/one and “le” for the, while feminine nouns use une and la.</p> <p>Begin to notice that verbs must agree with the subject e.g. Sauter (to jump) becomes il/elle saute (he/she jumps) Danser: il/elle danse.</p>		
Year Group Connected Concepts	Key Stage 1 Structures, Significance, Appreciation		Lower Key Stage 2 Structures, Significance, Appreciation		Upper Key Stage 2 Structures, Significance, Appreciation	
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Reading			<p>Can recognise and read out a few familiar words and phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Understand the gist of stories and songs, using visual cues and context to support.</p> <p>Know and apply known sound /spelling patterns in reading.</p>	<p>Understand and read out familiar written phrases.</p> <p>Understand some familiar written words and short phrases.</p> <p>Understand the gist of stories and songs, using visual cues and context to support.</p> <p>Know and apply known sound /spelling patterns in reading.</p>	<p>Understand the main points and some of the detail from short written texts or passages in clear printed script.</p> <p>Understand a short story or factual text to be able to note the main points.</p> <p>Know that accurate pronunciation and intonation is needed so that others can understand when they are reading aloud or using familiar words and phrases.</p>	<p>Understand the main points and opinions in written texts from various contexts.</p> <p>Understand a short story or factual text to be able to note the main points.</p> <p>Know that accurate pronunciation and intonation is needed so that others can understand when they are reading aloud or using familiar words and phrases.</p>
Assessment and Indicators Reading			<p>Can understand some familiar written words and short phrases.</p> <p>Can apply known sound/spelling patterns in reading.</p>	<p>Can match pictures to descriptions e.g. La baleine est grande et verte.</p> <p>Begin to notice that verbs must agree with the subject e.g. Sauter (to jump) becomes il/elle saute (he/she jumps) Danser : il/elle danse.</p> <p>Know that single masculine nouns use “un” for a/an/one and “le” for the, while feminine nouns use une and la.</p>	<p>Use verb paradigms (conjugations for I, you, he/she) e.g. faire – je fais, tu fais, il fait, elle fait.</p> <p>Use pronouns moi, toi, lui, elle</p> <p>Use a French-English bi-lingual dictionary Read French phonemes, then words containing the phonemes, short phrases and sentences.</p>	<p>Supported by a speaking frame, create complex sentences including a relative pronoun, ‘qui’ (who) eg Ma soeur, qui a les yeux bleus, s’appelle Sophie.</p> <p>Answer specific questions about a short text made up of short sentences containing familiar language on a familiar topic e.g.a French child’s day at school.</p> <p>Spot new words introduced into text containing familiar</p>



						<p>material and guess the meaning of new words based on context and surrounding words.</p> <p>Know that some adjectives (opposites) go before the noun in a French sentence e.g. Ma petite sœur.</p> <p>Conjugate common forms of high frequency verbs - être (to be): je suis, tu es, il/elle est and avoir (to have): j'ai, tu as, il/elle a.</p>
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Writing			<p>Can write or copy simple words, symbols or sentences correctly.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Know how to substitute one noun with another and apply the correct indefinite article</p> <p>Know that sentences begin with a capital letter and end with a full stop in French as in English.</p> <p>Know that days and months do not need a capital letter unless at start of sentence / on calendar.</p> <p>Know how to use correct indefinite articles in the singular with masculine and feminine nouns.</p>	<p>Write one or two short sentences to a model and fill in the words on a simple form.</p> <p>Know how to write words from memory with plausible spelling.</p> <p>Know how to substitute one noun with another and apply the correct indefinite article</p> <p>Know that sentences begin with a capital letter and end with a full stop in French as in English.</p> <p>Know that days and months do not need a capital letter unless at start of sentence / on calendar.</p> <p>Know how to use correct indefinite articles in the singular with masculine and feminine nouns.</p>	<p>Write a few short sentences with support using expressions which they have clearly learnt.</p> <p>Write a short text on a familiar topic, adapting language which they have already learnt.</p> <p>Understands adjectival agreement for masculine and feminine nouns.</p> <p>Know how to use indefinite and definite articles with singular nouns.</p> <p>Know and begin to notice that verbs must agree with the subject.</p>	<p>Write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.</p> <p>Understands adjectival agreement for masculine and feminine nouns.</p> <p>Know how to use indefinite and definite articles with singular nouns.</p> <p>Know and begin to notice that verbs must agree with the subject.</p>
Assessment and Indicators Writing			<p>Can write a sentence from memory using visual prompts or mime from partner e.g. Voici une gomme et un stylo. Can use words for 'a/an/one' accurately</p>	<p>Can write phrases from memory, with plausible spelling and correct word order e.g. Dans le sac il y a un grand lion jaune et une petite souris grise.</p>	<p>Create sentences with nouns, verbs, adjectives, adverbs and conjunctions. Write French phonemes, then words containing the phonemes, short phrases and sentences.</p>	<p>Write a short, simple text from memory based on one familiar topic with reasonable spelling. Eg Write about the school week – favourite days, subjects etc</p>



			(eg un stylo/ une gomme).			Adapt a model to write new sentences using the same structure but changing the noun, adjective or verb. e.g. Ma mère, qui a les cheveux noirs, s'appelle Marie. (given structure) Mon père, qui a les yeux bleus, habite à Bredbury. (adapted form)
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Intercultural Understanding	<p>Listen to French music.</p> <p>Watch dances from different cultures.</p> <p>Talk about some celebrations that are special for me</p>	<p>Look at French paintings (e.g. Matisse) and listen to French music (e.g. Debussy) or a French singer.</p> <p>Listen to welcomes in different languages.</p> <p>Talk about some celebrations that are special for me and for other people – make community links where possible.</p> <p>Talk about celebrations that are special for me and begin to look at a French festival e.g. compare Easter celebrations</p>	<p>Learn and perform a French dance and song e.g. Jean petit qui danse.</p> <p>Recognise some paintings by Monet and Renoir and music composed by Debussy.</p> <p>Learn about other cultures and languages spoken by children in school.</p> <p>Locate country/countries where the language is spoken.</p> <p>Compare traditions and cultures from traditional British festivals with other cultures.</p>	<p>Listen to a variety of French music.</p> <p>Observe and discuss a range of paintings by French artists.</p> <p>Perform traditional French dances.</p> <p>Learn about festivals and celebrations in different cultures.</p> <p>Learn about ways of travelling to France and other French speaking countries</p> <p>Know about some aspects of everyday life in France and compare them to their own by listening and responding to French-speaking children.</p>	<p>Identify a range of paintings by Gauguin, Pissarro;</p> <p>Listen to French pop music whilst performing a dance routine.</p> <p>Watch a French DVD with audio and subtitles.</p> <p>Recognise and discuss some of the differences between people across different cultures.</p> <p>Learn about traditional French recipes, sample French food in a social setting.</p> <p>Prepare a short sketch or presentation on a familiar topic.</p> <p>Make contact with the country/countries where French is spoken-</p> <p>PENPAL links with school in Montpellier.</p>	<p>Sing French and British folk songs; perform French and British folk dances.</p> <p>Watch and listen to French plays and DVD's, and begin to perform small parts of a known play.</p> <p>Speak with knowledge about the history of France and know about the French national day, Bastille Day.</p> <p>Participate in a cultural celebration, and reflect on how learning languages can help to improve understanding across cultures.</p> <p>Present written and spoken information about many aspects of culture.</p>
Key Vocabulary	<p>Numbers to 10 zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix..</p> <p>Greetings Bonjour, salut.</p>	<p>Greetings Bonjour, salut., au revoir, Je m'appelle, merci.</p> <p>Numbers to 10 zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix..</p> <p>Colours Rouge, bleu, jaune, vert.</p>	<p>Numbers to 30 e.g. zéro, un, deux, trois, quatre, cinq, six... onze, douze, dix-sept... vingt, vingt et un... trente, trente et un.</p> <p>Greetings Bonjour! Bonjour + name Bonjour, monsieur / madame /</p>	<p>Numbers to 30 e.g. zéro, un, deux, trois, quatre, cinq, six... onze, douze, dix-sept, vingt, vingt et un, trente.</p> <p>Questions, answers and sentence building e.g. Qui est-ce? C'est + name, Ce n'est pas + name, Dans</p>	<p>Numbers to 60 e.g. quarante, quarante et un, cinquante, cinquante et un.</p> <p>Masculine nouns e.g. un canard, un chameau, un cheval, un crocodile, un dauphin, un escargot, un lapin, un loup, un merle, un</p>	<p>Numbers to 100 e.g. soixante et un, soixante-deux -soixante-dix. quatre-vingt-dix-neuf, cent.</p> <p>Masculine nouns e.g. un abricot, un bison, un cerf, un chapeau, un château, un citron, un corbeau, un</p>



		<p>Days of Week Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche.</p> <p>mademoiselle Comment t'appelles-tu? Joyeux Noël!</p> <p>Classroom phrases e.g. asseyez-vous, regardez</p> <p>Adjectives (colours) e.g. bleu, gris, jaune, rouge, vert.</p> <p>Vocabulary for sentence building Voici, et, un, une Qu'est-ce que c'est? Je mets.</p> <p>Verbs e.g. Courez, marchez, marchez sur la pointe des pieds, sautez.</p> <p>Adverbs e.g. Lentement, vite.</p> <p>Masculine and feminine nouns e.g. bonhomme de neige, le Père Noël, un renne, un chat, un chien, un cadeau, un sapin un pinceau, un feutre, un crayon, un stylo, une gomme, une règle, un tee-shirt, un pantalon, un pull, un chapeau.</p> <p>Days of the week lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche aujourd'hui, c'est ... hier, c'était ... demain, ce sera...</p> <p>Taking the register présent, présente</p> <p>Punctuation/ spelling e.g. ouvrez les guillemets fermez les guillemet, Comment ça s'écrit?</p>	<p>le sac, il y a... et...</p> <p>Combien de cochons y a-t-il? Il y a cinq cochons Quelle est la date aujourd'hui? C'est le + date. Qui + verb</p> <p>Further adjectives e.g. blanc, brun, noir, orange, rose.</p> <p>Adjectives that precede the noun e.g. Petit, grand.</p> <p>Masculine nouns e.g. un âne, un avion, un caméléon, un cochon, un éléphant, un furet, un lion, un mouton, un ours, un papillon, un perroquet Feminine nouns e.g. une abeille, une araignée, une baleine, une chenille, une grenouille, une libellule, une panthère, une perruche, une poule, une souris Verbs e.g. danser, sauter, voler, nager.</p> <p>Months janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre ce mois-ci, c'est... le mois dernier, c'était... le mois prochain, ce sera...</p> <p>Definite article le, la, l', les</p> <p>Sentence starters e.g. Chez moi Dans ma chambre Dans mon placard.</p> <p>Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours.</p>	<p>poisson, un renard, un robot, un singe, un zèbre.</p> <p>Feminine nouns e.g. une biche, une chèvre, une coccinelle, une étoile, une fourmi, une pie, une tortue, une vache.</p> <p>French food e.g. aioli, tapenade, rillettes de saumon, pâté de canard au poivre vert, bonbons au miel, galettes bretonnes, nougat de Montelimar, sirop de fruits.</p> <p>Healthy food e.g. le céleri, le concombre, les carottes, les olives, les radis, les tomates.</p> <p>Expression opinion e.g. j'aime, je n'aime pas + noun, c'est (très) bon, c'est délicieux.</p> <p>Expressions of annoyance, disbelief, joy, e.g. Zut alors! Mince alors! Mais enfin! Ça alors! Tu rigoles! C'est pas vrai! C'est pas possible! Non ! Tu plaisantes ! Tu rigoles ! Ce n'est pas sérieux ! Incroyable!</p> <p>Adjectives that precede the noun e.g. Jeune, joli.</p> <p>Adverbs of place/ sentence starters e.g. chez moi, dans le jardin, dans le poirier, dans le garage, dans le salon, dans la piscine, dans la cuisine.</p> <p>Adverbs of time/ frequency aujourd'hui, maintenant, souvent, quelquefois, à + time on the clock.</p>	<p>crabe, un crapaud, un dauphin, un drapeau, un écureuil, un pigeon, un garçon, un géranium, un guépard, un hanneton, un hérisson, un héron, un hibou, un kangourou, un koala, un marteau, un moineau, un poney, un requin, un seau, un serpent, un scorpion, un taureau, un train, un wapiti</p> <p>Feminine nouns e.g. une autruche, une cerise, une cigale, une fleur, une fraise, une gazelle, une girafe, une groseille, une guêpe, une hirondelle, une myrtille, une orange, une prune, une puce, une taupe, une tortue.</p> <p>Verbs in the infinitive form : siffler ronfler se cacher se promener lire dormir.</p> <p>Conjugated forms in the présent (present tense): il/elle siffle ; ils/elles sifflent il/elle ronfle ; ils/elles ronflent il/elle se cache ; ils/elles se cachent il/elle se promène ; ils/elles se promènent il/elle lit ; ils/elles lisent il/elle dort ; ils/elles dorment.</p> <p>Conjugated forms in the imparfait (imperfect tense) e.g. il/elle sifflait; ils/elles sifflaient il/elle ronflait ; ils/elles ronflaient il/elle se cache; ils/elles se cachaient il/elle se promenait; ils/elles se promenaient il/elle lisait; ils/elles lisaient il/elle dormait; ils/elles dormaient.</p> <p>Conjugated forms in the passé composé (perfect</p>
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