



French Progression of Skills



Basic Skills			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> • Greet each other • Say their own names and ask other students theirs. • Explain how they are, and ask each other how they are. • Have a basic conversation: greetings, introductions and say how they are. • Recognise and repeat alphabet sounds • Recognise the days of the week and months of the year. • Recognise colours • Recognise vocabulary for pets in the target language. Extension - use colours to describe the pets they have. • Understand, remember and recognise key phonic sounds. 	<ul style="list-style-type: none"> • Recognise numbers 1-10/1-31 • Recognise numbers 32 100. • Say how old they are. • Say how old other people are. • Recognise the days of the week and months of the year. • Use the months of the year and numbers to explain when other people's birthdays are (his/her). • Understand, remember and recognise key phonic sounds. 		



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Family			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> • Recognise and say vocabulary for family members. • Use the verb 'I have' to describe the members of their family. • Use the verb 'I have' with recapped pets vocabulary. • Use 'I have' + recapped numbers to say how many brothers/ sisters etc they have. . • Listen to a piece of text about family members and be able to pick out key words and phrases • Cumulate knowledge learnt to complete and describe a family tree. • Include possessive adjectives in writing. • Understand, remember and recognise new key phonic sounds. 	<ul style="list-style-type: none"> • Recall and say vocabulary for family members • Use the verb 'I have' to describe family members. • Produce a piece of writing which includes 'I have', to describe their family and pets. • • Read and understand some familiar sentences about family members • Write some simple sentences about family members. • Use the negative 'I don't have' to describe pets. • Use 'there is / are' with numbers to describe family. • Use 'there is / there are' to describe pets, adults and children. • Understand, remember and recognise new key phonic sounds 	<ul style="list-style-type: none"> • Recall and use verbs 'There is' and 'I have' for family members • Recall and use the negatives 'There is not' and 'I don't have' • Recognise and use conjunctions and, but and also. • Listen to and read a piece of text and identify short sentences about family members. • Write some compound sentences (using conjunctions and negatives) • Understand, remember and recognise new key phonic sounds 	<ul style="list-style-type: none"> • Recognise and recall questions and begin to answer them (name, age, birthday and family) • Understand questions and respond confidently in conversations (speaking task) • Write a short dialogue using familiar language. • Understand, remember and recognise new key phonic sounds



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Descriptions			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none">• Understand vocabulary to describe their hair and eyes.• Revisit the verb 'I have' to explain what their hair and eyes are like.• Understand vocabulary to describe their height and size.• Use the verb 'I am' to describe their height and size.• Say and understand vocabulary to describe their personalities.• Use the verb 'I am' and 'I am not' to describe their personalities.• Use new verbs and vocabulary to create sentences explaining what they look like and what their personalities are like.• Recognise descriptions in listening and reading activities.	<ul style="list-style-type: none">• Recall and say key vocabulary to describe personality.• Use 3rd person present tense 'He is / She is'• Use 3rd person present tense (He is / She is) to describe family members• Recall vocabulary for physical descriptions using 'I have'• Use the 3rd person present tense (He has / she has) for physical descriptions• Use the 3rd person present tense (He has / she has) to describe how family members look• Listen to and read a piece of text and identify key vocabulary and phrases about descriptions.• Write some simple sentences to describe a monster• Understand, remember and recognise new key phonic sounds	<ul style="list-style-type: none">• Recall and say key vocabulary to describe personality – including 1 st and 3rd person present tense of the verb 'To be' and negatives.• Use extended adjectives and begin to understand adjectival agreement.• Listen to and read a piece of text and identify short sentences about descriptions.• Understand, remember and recognise new key phonic sounds in the target language.• Use dictionaries to support writing.	<ul style="list-style-type: none">• Recall physical descriptions using I have, he has, and she has.• Recall vocabulary and grammatical structures when writing.• Begin to write a short paragraph about descriptions (My Hero).• Apply a range of linguistic knowledge to create written pieces that can be understood.• Present work with pronunciation that is clear and can be understood.



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Where I live			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> • Say 'I live in' + name of town • Say and understand vocabulary for places in a town. • Use the verb 'There is / There are' for places in a town. • Use the negative (There isn't / There aren't) for places in a town. • Understand, remember and recognise new key phonic sounds in the target language. • Recall and use vocabulary to design a town. 	<ul style="list-style-type: none"> • Recall short phrases 'I live in', places in town and 'there is/ there are'. • Recognise and use extended vocabulary. • Recall 'there is/ there isn't' with extended vocabulary. • Use adjectives to describe a town – 'it is'. • Recognise and begin to use quantifiers / intensifiers. • Say and understand vocabulary for town descriptions using 'it is not'. • Recall and use conjunctions for compound sentences. • Listen to and read a piece of text and identify short sentences. • Prepare a short speaking task – using photo as a stimulus. • Present a speaking task with reasonable pronunciation – based on photo. • Begin to write a short paragraph (based on photo presentation task). • Understand, remember and recognise new key phonic sounds 	<ul style="list-style-type: none"> • Recall and use vocabulary 'I live in', places in a town and adjectives. • Recognise and use positive and negative opinions. • Recognise and use conjunction 'because it is' • Recognise and use extended positive and negative adjectives. • Read and understand the main points in a short text (positive and negative opinions). • Recognise and use the conditional tense 'I would like' and 'It would be'. • Begin to write a short text from memory – 'Do you like your town?' • Understand, remember and recognise new key phonic sounds



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Cultural			
Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> • Have a knowledge and understanding of how Easter is celebrated in a country where French is spoken. 	<ul style="list-style-type: none"> • Have a knowledge and understanding of how Christmas is celebrated in a country where French is spoken. • Have a knowledge of other countries which speak French 	<ul style="list-style-type: none"> • Have a knowledge and understanding of how Easter is celebrated in a country where French is spoken. • Have a knowledge of places of interest within France. 	<ul style="list-style-type: none"> • Have a knowledge and understanding of how Christmas is celebrated in a country where French is spoken. • Have a knowledge and understanding of famous people / events from France.