

# FRENCH SKILLS PROGRESSION



## St. Michael's Church of England Primary School

Carlisle Road, Dalston, Carlisle, Cumbria CA5 7LN • Tel: 01228 711544 • Headteacher: Mrs L Smith

Our school values: *Respect • Kindness • Challenge • Forgiveness • Perseverance*

| Skill            | Year 3  | Year 4  | Year 5   | Year 6  |
|------------------|---|---|--|---|
| <b>Listening</b> | <p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>   | <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</p> <p>Pick out known words in an 'authentic' conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>   | <p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> | <p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>                                 |
| Skill            | Year 3  | Year 4  | Year 5   | Year 6  |
| <b>Speaking</b>  | <p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> | <p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.</p> | <p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>   | <p>Engage in short scripted conversations.</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p> |

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|                |   |   |   |  |
|----------------|---|---|---|--|
|                | Children can, with support, substitute one element in a simple phrase to vary the meaning.  |   | Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.  | sentences from one familiar topic with reasonable spelling.  |
| <b>Skill</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Reading</b> | <p>Begin to recognise written vocabulary/ single words.</p> <p>Begin to recognise written phrases.</p>  | <p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p> | <p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic.</p> <p>Read short passages and pull answer questions on what they have read.</p> | <p>Practice reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p> |
| <b>Skill</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Grammar</b> | <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p> | <p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>          | <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>   | <p>Can use high-frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>   |

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| Year 3  |   |  |  |  |  |
|---|---|--|--|--|--|
| Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
| <ul style="list-style-type: none"> <li>- learn how to greet your teacher and other adults</li> <li>- learn how to greet a friend</li> <li>- learn how to say goodbye</li> <li>- learn how to ask someone for his or her name and be able to tell them yours</li> <li>- learn that consonants on the ends of words are silent</li> <li>- find out what a noun and a proper noun are</li> <li>- be able to locate Paris on a map</li> <li>- be able to spell <i>Paris</i></li> <li>- understand and respond to some classroom instructions</li> <li>- be able to ask how something is spelt</li> <li>- find out about a French sound (the phoneme [y]) and be able to identify it when you hear it and when you see its grapheme 'u'</li> <li>- understand and respond to some more classroom instructions</li> <li>- learn how to say the</li> </ul> | <ul style="list-style-type: none"> <li>- learn how to name the UK, Great-Britain and the four countries in the UK</li> <li>- be able to identify those countries on a map</li> <li>- find out more about nouns and proper nouns</li> <li>- learn how to say the numbers 4, 5 and 6</li> <li>- be able to spell the names of countries in the UK</li> <li>- get acquainted with a bilingual dictionary</li> <li>- learn how to sort out words alphabetically by their first letter</li> <li>- learn how to say the number 0 and be able to identify the numbers 0 to 6 when you hear them</li> <li>- learn how to name the capital cities in the UK</li> <li>- be able to work out in which order these words can be found in a dictionary</li> <li>- be able to say what something is using <i>C'est + noun</i>. (It is/this is + noun.)</li> <li>- be able to understand and answer questions</li> </ul> | <ul style="list-style-type: none"> <li>- find out what a conjunction is</li> <li>- learn how to use the conjunction <i>ou</i> (<i>or</i>) to link two words together</li> <li>- be able to understand and ask questions using <i>C'est + noun?</i> (<i>Is this + noun?</i>), coupled with the conjunction <i>ou</i></li> <li>- understand and respond to some more classroom instructions</li> <li>- find out about new Paris landmarks and learn how to name them</li> <li>- find out about vowels and consonants in French, English and Welsh</li> <li>- find out about the ligature 'œ' and be able to identify it</li> </ul> | <ul style="list-style-type: none"> <li>- find out about new Paris landmarks and learn how to name them</li> <li>- find out what an adverb and a verb are and how they are used to construct sentences</li> <li>- learn how to use the adverbial phrase <i>à Paris,...</i> (<i>in Paris,...</i>) + the verb <i>il y a</i> (<i>there is/there are</i>) to talk about what <u>there is</u> in Paris</li> <li>- be able to use a template to create spoken sentences about what landmarks there are in Paris</li> <li>- find out about new Paris landmarks and learn how to name them</li> </ul> | <ul style="list-style-type: none"> <li>- learn how to ask someone how old they are</li> <li>- learn how to say how old you are</li> <li>- find out about the circumflex accent</li> <li>- learn how to ask someone where they live</li> <li>- learn how to say where you live</li> <li>- be able to use a speaking frame to ask and answer a variety of everyday questions</li> <li>- find out about Belfast landmarks and learn how to name them</li> <li>- be able to use a speaking frame to talk about what landmarks there are in Belfast</li> <li>- find out about Cardiff landmarks and learn how to name them</li> <li>- be able to use a</li> </ul> | <ul style="list-style-type: none"> <li>- find out about London landmarks and learn how to name them</li> <li>- be able to use a speaking frame to talk about what landmarks there are in London</li> <li>- find out about the acute accent on the letter 'é' and the different ways of writing the phoneme [e]</li> <li>- be able to use a speaking frame to talk about what landmarks there are in Paris</li> <li>- find out about the definite articles <b>le, la l' and les</b> (the in English) as in <i>le Louvre</i> or <i>la Tour Eiffel</i></li> <li>- be able to recall vocabulary by identifying its image</li> <li>- develop language learning skills:</li> </ul> |

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|--|--|--|---|---|--|
| <p>numbers 1.2 and 3</p> <ul style="list-style-type: none"> <li>- find out about a French sound (the phoneme [ʒ]) and be able to identify it when you hear it and when you see some of its matching graphemes</li> <li>- be able to identify France on a map of Europe</li> <li>- be able to identify some Paris landmarks and learn how to name them</li> </ul> | <p>about capital cities using <i>Quelle est la capitale de...</i> (What is the capital of...?) and <i>C'est + noun</i>.</p> <ul style="list-style-type: none"> <li>- be able to use the response words <i>Oui (Yes)</i> and <i>Non (No)</i></li> <li>- be able to understand questions using <i>C'est + noun?</i></li> <li>- understand the importance of intonation</li> <li>- be able to answer questions using <i>Oui</i> or <i>Non</i>, coupled with <i>c'est + noun</i>.</li> </ul> | <p>when you see and hear it</p> <ul style="list-style-type: none"> <li>- find out about strategies to develop accurate pronunciation</li> <li>- find out about strategies to memorise vocabulary</li> <li>- learn how to give a number label in written and spoken form</li> <li>- be able to ask questions in pairs using number labels and answer those questions correctly using <i>Oui</i> or <i>Non</i></li> <li>- learn how to say the numbers 7, 8, 9 and 10</li> <li>- be able to ask and answer questions in pairs using number labels, <i>C'est</i> and the conjunction <i>ou</i></li> <li>- check your knowledge of numbers 0 to 10</li> <li>- check your knowledge of Paris monuments</li> </ul> | <ul style="list-style-type: none"> <li>- learn how to say the numbers 11 and 12</li> <li>- learn about the conjunction <i>et (and)</i> and how it is used to link two words together</li> <li>- be able to follow a speaking frame to form sentences describing two things that there are in Paris, using <i>A Paris, il y a ... et ...</i></li> <li>- learn about the use of a comma in combination with the conjunction <i>et</i> to link more than two words together</li> <li>- be able to form sentences to talk about more than two things that there are in Paris, using an adverbial opener, a verb, at least three nouns and a conjunction</li> <li>- learn about the adverb <i>aussi (also)</i> and how it is used in a sentence</li> </ul> | <p>speaking frame to talk about what landmarks there are in Cardiff</p> <ul style="list-style-type: none"> <li>- find out more about the circumflex accent</li> <li>- find out about Edinburgh landmarks and learn how to name them</li> <li>- be able to use a speaking frame to talk about what landmarks there are in Edinburgh</li> </ul> | <ul style="list-style-type: none"> <li>- listening and reading</li> <li>- reading aloud</li> <li>- speaking from memory</li> <li>- be able to describe a place orally</li> </ul> |
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|--|--|---|---|--|--|
|  |  | <ul style="list-style-type: none"><li>- check your ability to ask questions, combining the use of <i>C'est</i>, the conjunction <i>ou</i>, some proper nouns and the right intonation</li></ul> | <ul style="list-style-type: none"><li>- check your ability to create sentences using adverbs, a verb, nouns and a conjunction</li></ul> |  |  |
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| Year 4  |   |   |   |   |  |
|---|---|---|---|---|--|
| Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
| <ul style="list-style-type: none"> <li>- revise how to greet and say goodbye to your teacher, other adults and children</li> <li>- learn how to name 8 common nouns</li> <li>- revise the definition of a noun, learn the differences between a proper noun and a common noun</li> <li>- revise names for parts of the UK</li> <li>- become familiar with the spellings of 8 nouns</li> <li>- learn how to read the new words</li> <li>- find out about determiners and the indefinite article</li> <li>- identify a word when you hear it being spelt out</li> <li>- understand and respond to questions that</li> </ul> | <ul style="list-style-type: none"> <li>- learn how to pronounce a noun and indefinite article when the noun begins with a vowel</li> <li>- find out about the concept of liaison in pronunciation</li> <li>- learn about the exception to the rule about the silent final consonant: <i>un ours</i></li> <li>- learn how to construct spoken sentences with more than one noun</li> <li>- be able to apply knowledge of a conjunction</li> <li>- understand the role of intonation in speech and punctuation in writing</li> <li>- learn how to construct a simple sentence in writing using a</li> </ul> | <ul style="list-style-type: none"> <li>- find out what a cognate is</li> <li>- be able to understand simple spoken or written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions</li> <li>- be able to create simple spoken or written sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions</li> <li>- be able to apply punctuation correctly in written sentences</li> <li>- further explore English-French cognates</li> <li>- be introduced to some ordinary feminine nouns</li> <li>- be introduced to the indefinite article <i>une</i> that is</li> </ul> | <ul style="list-style-type: none"> <li>- focus on the pronunciation of certain nouns</li> <li>- recognise nouns by hearing the word being spelt</li> <li>- be able to spell certain words in French</li> <li>- learn what a homophone is</li> <li>- recognise certain homophones in English and French</li> <li>- revise noun and adjective word order in French</li> <li>- learn that a French adjective must agree with the gender of the noun it is describing</li> <li>- learn how to modify an adjective so that it agrees with a feminine noun</li> <li>- identify sound changes in some adjectives when they agree with a</li> </ul> | <ul style="list-style-type: none"> <li>- ask questions using <i>Où est ...?</i></li> <li>- understand which form of the definite article to use with nouns, eg <i>le furet, la coccinelle, l'araignée</i></li> <li>- learn about the subject pronouns <i>il</i> and <i>elle</i></li> <li>- talk about favourite animals</li> <li>- revise all 4 forms of the definite article: <i>le, la, l', les</i></li> <li>- learn a plural verb form: <i>sont</i></li> <li>- talk about likes and dislikes using <i>j'aime</i> and <i>je n'aime pas</i></li> <li>- understand the function of the negative adverb – <i>ne...pas</i></li> <li>- learn the plural indefinite article <i>des</i></li> <li>- participate in conversations</li> </ul> | <ul style="list-style-type: none"> <li>- say whether I live in a house or a flat</li> <li>- learn some nouns that can be found in a garden</li> <li>- learn about possessive adjectives</li> <li>- learn to create another negative statement using the negative adverb <i>ne...pas</i></li> <li>- learn that in a negative statement, the indefinite article (<i>un, une, des</i>) is replaced by <i>de/d'</i></li> <li>- practise making compound sentences using the conjunctions <i>ou</i> and <i>et</i></li> <li>- revise and practise questions and answers about</li> </ul> |

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|--|---|---|---|---|---|
| <p>include the conjunction <i>ou</i></p> <ul style="list-style-type: none"> <li>- revise phonemes from year 3</li> <li>- learn about the concept of liaison in spoken language</li> <li>- share knowledge about London from a map and from a discussion</li> <li>- play a game to practise using the numbers 0 – 12</li> <li>- learn about the function of an adverbial phrase of place, and how to use it as a sentence opener</li> <li>- learn that a fronted adverbial is usually followed by a comma</li> <li>- share knowledge about Paris from a map and through discussion</li> </ul> | <p>writing frame</p> <ul style="list-style-type: none"> <li>- find out about the concept of syntax when constructing meaningful sentences</li> <li>- compare syntax in English and French sentences</li> <li>- learn some colours and understand how they can be used as adjectives</li> <li>- understand that adjectives describe a noun</li> <li>- play a game to help memorise and recall vocabulary</li> <li>- be able to create spoken sentences including an adverbial opener, a verb, nouns, adjectives and conjunctions as appropriate</li> <li>- learn that the adjective usually precedes the noun in English but usually follows it in French</li> <li>- learn that a conjunction can</li> </ul> | <p>used with feminine nouns</p> <ul style="list-style-type: none"> <li>- be introduced to the concept of the grammatical gender of nouns</li> <li>- learn that the indefinite article must match the gender of the noun it describes, eg <i>un furet, une abeille</i></li> <li>- revise how to say how old I am</li> <li>- learn a new verb – <i>je vois</i> ( I can see)</li> <li>- revise what the function of a verb is in a sentence</li> <li>- learn what the function of a pronoun is in a sentence</li> <li>- develop spelling skills with a focus on colours</li> <li>- practise sequencing groups of words alphabetically, in order to further develop dictionary skills</li> <li>- identify the grapheme 'oi' in</li> </ul> | <p>feminine noun</p> <ul style="list-style-type: none"> <li>- practise pronunciation of feminine nouns and adjectives</li> <li>- be able to identify some question words in English and French</li> <li>- be able to identify a question by noticing if a sentence begins with a question word</li> <li>- learn a new adverbial phrase – <i>dans les bois</i></li> <li>- use speaking frames to construct spoken sentences including nouns of both genders and adjectives</li> <li>- revise what the function of an adverb is in a sentence</li> <li>- use a writing frame to create simple sentences using a fronted adverbial, a verb, a range of masculine and feminine</li> </ul> | <p>about which animals I like</p> <ul style="list-style-type: none"> <li>- ask and answer questions about how many things there are</li> <li>- use a numeral as a determiner</li> <li>- be introduced to the concept of elision in spoken language</li> <li>- understand how elision affects the spelling of words (use of the apostrophe to replace missing letters)</li> <li>- learn how to use the adverbial pronoun <i>en</i></li> <li>- practise talking about Paris with a growing bank of words</li> </ul> | <p>the 4 countries of the UK</p> <ul style="list-style-type: none"> <li>- revise and practise questions and answers about myself and where I live</li> <li>- participate in an activity that helps me to revise my work</li> <li>- develop and practise my skills in reading comprehension</li> <li>- develop and practise my skills in listening comprehension</li> <li>- to write about myself, my home and garden and where I live</li> <li>- to use a piece of text as a stimulus for creating my own piece of writing</li> </ul> |
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|--|---|--|---|--|--|
|  | <p>separate adjectives as well as nouns</p> <ul style="list-style-type: none"><li>- develop further the ability to describe Paris and its landmarks</li></ul> | <p>French and English words and know its English pronunciation and its French pronunciation</p> <ul style="list-style-type: none"><li>- develop further my knowledge of Paris and its landmarks and my ability to speak about them in French</li></ul> | <p>nouns and a range of colour adjectives</p> <ul style="list-style-type: none"><li>- apply the use of a conjunction as necessary</li><li>- understand and use punctuation correctly, eg capital letters, comma, full stop</li><li>- look at the work of my partner and offer constructive criticism with a suggestion for how to improve</li><li>- develop further my knowledge about Paris and its landmarks and my ability to speak about them in French</li></ul> |  |  |
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### Year 5

| Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|--|---|---|--|---|
| <ul style="list-style-type: none"> <li>- revise numbers 1-12</li> <li>- learn how to ask what time it is</li> <li>- learn how to say the time on the hour</li> <li>- revise names for parts of the UK</li> <li>- focus on spelling the numbers 1-12</li> <li>- practise sorting words into alphabetical order</li> <li>- be introduced to the names of 5 places found in a town</li> <li>- be introduced to key features and terminology of a bilingual dictionary</li> <li>- practise using spoken questions and answers about your name and what time it is</li> <li>- be introduced to a complex sentence in French</li> <li>- learn about the main clause and</li> </ul> | <ul style="list-style-type: none"> <li>- revise numbers 1-21</li> <li>- learn how to understand and tell the time on the half hour</li> <li>- understand agreement of adjective and nouns in time phrases</li> <li>- revise clock times on the hour and half hour</li> <li>- learn 2 adjectives of size – <i>petit</i> and <i>grand</i></li> <li>- learn that some adjectives precede the noun</li> <li>- create simple spoken sentences using the new adjectives</li> <li>- be introduced to numbers 22 to 39</li> <li>- be introduced to five more places found in a town</li> <li>- learn about compound words</li> <li>- learn to look at patterns in words</li> </ul> | <ul style="list-style-type: none"> <li>- be introduced to five more places found in a town (feminine nouns)</li> <li>- revise the concept of the grammatical gender of nouns</li> <li>- discover what an <i>arrondissement</i> is</li> <li>- learn to tell the time on quarter past the hour</li> <li>- practise understanding a range of clock times by listening or reading</li> <li>- learn about <i>La Poste</i> (the postal service) and <i>la SNCF</i> (national railways)</li> <li>- learn how to pronounce the names of some world cities: <i>Moscou, New York, Sydney, Tokyo</i></li> <li>- learn that the time in Moscow is 2 hours ahead of Paris</li> </ul> | <ul style="list-style-type: none"> <li>- revise information about where I live</li> <li>- learn the number 40</li> <li>- learn 5 more feminine nouns: places in town</li> <li>- use strategies to look for patterns I words and to help memorise numbers</li> <li>- learn about the time difference between Paris and Tokyo</li> <li>- revise the negative adverb <i>ne...pas</i>, and its elision before a vowel: <i>pas...d'</i></li> <li>- learn about the function of a subordinating conjunction</li> <li>- create spoken sentences consisting of a main clause, and a subordinate clause introduced by a subordinating conjunction, e.g.</li> </ul> | <ul style="list-style-type: none"> <li>- learn the number 50, and practise using numbers 1-50</li> <li>- learn how to ask where someone is going, and how to say where you are going</li> <li>- use the preposition <i>à</i> with the definite article <i>la : à la</i></li> <li>- revise the functions of a preposition, pronoun and verb</li> <li>- practise using numbers 1-50</li> <li>- use the preposition <i>à</i> with the definite article <i>le: au</i></li> <li>- learn how the preposition <i>à</i> and the definite article <i>le</i> must elide to form a new word, <i>au</i>.</li> <li>- be introduced to the 4<sup>th</sup> <i>arrondissement</i></li> </ul> | <ul style="list-style-type: none"> <li>- be introduced to verb phrases that describe leisure activities</li> <li>- learn about the infinitive form of the verb</li> <li>- learn to create “purpose clauses” to express what I am going to do.</li> <li>- use the structure <i>pour + infinitive</i></li> <li>- be introduced to the 5<sup>th</sup> <i>arrondissement</i> and its monuments</li> <li>- use the pronouns <i>il</i> and <i>elle</i> to create sentences about Julien and Nora</li> <li>- use conjugated verb forms to create sentences about Julien and Nora</li> <li>- use an adverbial phrase of time as a sentence opener, e.g. <i>à neuf heures</i>.</li> <li>- be introduced to the 7<sup>th</sup></li> </ul> |

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| <p>subordinate clauses</p> <ul style="list-style-type: none"> <li>- learn that there is a time difference between France and the UK</li> <li>- revise how to say your age</li> <li>- learn a new question form to ask what time it is</li> <li>- learn that questions can be formed using tone of voice, or inversion</li> <li>- practise writing some complex sentences</li> <li>- the time in Paris is the same throughout France; the time in London is the same throughout the UK</li> <li>- be introduced to the numbers 13-21</li> <li>- learn some words for units of time (e.g. <i>une seconde, une minute</i>)</li> </ul> | <p>to help with memorisation</p> <ul style="list-style-type: none"> <li>- revise the circumflex accent and the phoneme [Ë]</li> <li>- revise the spoken question and answer <i>Que vois-tu ? Je vois...</i></li> <li>- learn how to tell the time on quarter past the hour</li> <li>- learn how clock times are written using numbers, and compare this with English</li> <li>- revise numbers 20-39</li> <li>- consolidate prior learning by creating spoken sentences incorporating a main and a subordinate clause, adjectives of size, and a negative adverb</li> <li>- create some written sentences</li> </ul> | <ul style="list-style-type: none"> <li>- revise the agreement of an adjective with a feminine noun</li> <li>- practise using compound sentences with a coordinating conjunction</li> <li>- practise listening, speaking and writing clock times</li> <li>- practise using adjectives with feminine nouns in spoken sentences</li> <li>- learn about some mainline railway stations in Paris</li> <li>- create some written compound sentences</li> <li>- learn about ordinal numbers</li> <li>- learn about the 1<sup>er</sup> arrondissement</li> </ul> | <p><i>Quand il est trois heures à Paris, il est onze heures à Tokyo.</i></p> <ul style="list-style-type: none"> <li>- learn to tell the time to five minutes</li> <li>- practise writing the time to five minutes, in number form</li> <li>- learn about ordinal and cardinal numbers</li> <li>- revise the question <i>Tu as quel âge ?</i> and the answer <i>J'ai xx ans.</i></li> <li>- create spoken sentences consisting of two main (independent) clauses, linked by a co-ordinating conjunction, e.g. <i>À Jolieville, il y a un grand parc et une petite gare, mais il n'y a pas de château.</i></li> <li>- understand the function of a co-ordinating conjunction.</li> </ul> | <p>and its monuments.</p> <ul style="list-style-type: none"> <li>- use the preposition <i>à</i> with the definite article <i>l': à l'</i></li> <li>- practise speaking about the 2<sup>nd</sup> and 4<sup>th</sup> arrondissements</li> <li>- revise the use of the definite article and the concept of elision.</li> <li>- be introduced to the days of the week</li> <li>- use the preposition <i>à</i> with a clock time, to form an adverbial phrase of time</li> <li>- learn about the etymology of the days of the week</li> <li>- create complex spoken sentences on world clocks using the subordinating conjunction <i>quand</i></li> <li>- learn that the time in Sydney is 10 hours ahead of the time in Paris</li> </ul> | <p>arrondissement and its monuments</p> <ul style="list-style-type: none"> <li>- practice creating spoken sentences to say where I am going, and for what purpose</li> <li>- to use a diary template, to create sentences about Nora and Julien, to say where they are going and for what purpose</li> <li>- learn what a boulevard is</li> <li>- revise my favourite colour</li> <li>- create spoken and written sentences that include time, place and purpose</li> <li>- be introduced to the 16<sup>th</sup> arrondissement and its monuments</li> <li>- learn what <i>un immeuble</i> is</li> <li>- revise how to talk about what there is in the garden</li> <li>- practise simple conversations to</li> </ul> |
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# FRENCH SKILLS PROGRESSION



## St. Michael's Church of England Primary School

Carlisle Road, Dalston, Carlisle, Cumbria CA5 7LN • Tel: 01228 711544 • Headteacher: Mrs L Smith

Our school values: *Respect • Kindness • Challenge • Forgiveness • Perseverance*

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  |  | <ul style="list-style-type: none"><li>- use what I have learnt in order to speak about the town or village where I live.</li><li>- use what I have learnt in order to write about the town or village where I live.</li><li>- be introduced to some words and phrases to include in a written letter.</li></ul> | <ul style="list-style-type: none"><li>- practise using the preposition <i>à</i> to create adverbial phrases of time and place in sentences</li><li>- create some written sentences if time</li></ul> | <ul style="list-style-type: none"><li>- exchange personal information</li><li>- learn how to fill out a simple form giving personal information</li></ul> |
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| Year 6  |  |   |  |  |  |
|---|--|---|--|--|--|
| Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
| <ul style="list-style-type: none"> <li>- revise classroom language</li> <li>- learn to use the informal greeting <i>Salut!</i></li> <li>- learn how to ask someone how they are, and how to respond (informal language)</li> <li>- be introduced to <i>et toi ?</i> as a device for asking a question</li> <li>- learn about the cedilla, and how it affects pronunciation</li> <li>- revise numbers 1-31</li> <li>- learn the months of the year</li> <li>- learn about upper and lower case letters with months in English and French</li> <li>- practise spelling strategies</li> <li>- use rhymes to help remember the number of</li> </ul> | <ul style="list-style-type: none"> <li>- learn to name some typical classroom objects (masculine nouns)</li> <li>- ask and answer questions about classroom objects</li> <li>- practise dictionary skills by sorting words into alphabetical order</li> <li>- hear the letters of the French alphabet</li> <li>- learn that alphabetical knowledge is important for many types of reference materials</li> <li>- be introduced to la Fête de Saint Nicolas (Saint Nicholas's Day)</li> <li>- learn how to ask for, and give, something politely</li> <li>- revise the position of adjectives of colour (they follow the noun)</li> </ul> | <ul style="list-style-type: none"> <li>- learn to say how I come to school</li> <li>- learn to say at what time I arrive at school</li> <li>- revise the infinitive form of a verb</li> <li>- look at a verb paradigm to see how to conjugate a regular <i>-er</i> verb (<i>arriver</i>) and an irregular verb (<i>venir</i>) in the present tense</li> <li>- learn about the dates of 1 January, <i>le Jour de l'An</i>, and 6 January, <i>le Jour des Rois</i>, and how they are celebrated</li> <li>- learn how to talk about routine events and times during the school day</li> <li>- learn how to conjugate the irregular verb <i>aller</i> in the present tense</li> </ul> | <ul style="list-style-type: none"> <li>- be able to count up to 60</li> <li>- learn to introduce members of my family</li> <li>- understand the function of the possessive adjective (mon, ma, mes)</li> <li>- learn about the ligature <i>œ</i> (oe stuck together) in written French and English</li> <li>- learn about the date of 1 April, <i>le Poisson d'avril</i>, and how it is celebrated</li> <li>- practise using questions and answers about special dates</li> <li>- revise descriptive sentences about a typical town (Jolieville)</li> <li>- learn how to talk about where my parents work</li> <li>- learn how to conjugate the</li> </ul> | <ul style="list-style-type: none"> <li>- practise using questions and answers about special dates</li> <li>- learn how to describe myself (height, eye and hair colour) using spoken French</li> <li>- learn about May Day, <i>la Fête du Muguet</i>, and how it is celebrated</li> <li>- be able to count up to 70</li> <li>- write some sentences about my physical description</li> <li>- understand that an adjective must agree with the noun by gender and number, and this can mean changes in spelling and pronunciation</li> <li>- know that there are slight differences in the number systems of France, Belgium and Switzerland</li> </ul> | <ul style="list-style-type: none"> <li>- recall the names of Paris monuments, and be able to speak about them</li> <li>- learn how to ask and say where someone is</li> <li>- revise the function of a preposition and a pronoun</li> <li>- learn about the subject pronoun</li> <li>- learn about France's national day, <i>la Fête nationale, le quatorze juillet</i>, and how it is celebrated</li> <li>- be able to ask and answer questions about a wide range of special dates</li> <li>- revise how to say where I live in the UK and be able to say something about Edinburgh</li> <li>- learn to use a vocabulary sheet, to describe</li> </ul> |

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|   |  |   |  |  |   |
|---|--|---|--|--|---|
| <ul style="list-style-type: none"> <li>days in each month</li> <li>- practise using the question <i>et toi?</i> to ask a question based on a statement</li> <li>- practise using ordinal numbers to identify months of the year</li> <li>- revise how the circumflex accent is used</li> <li>- revise how to say your age, including using <i>et toi ?</i></li> <li>- learn how to write and say the date in English and French</li> <li>- learn how to ask the date of someone's birthday, and how to say the date of your birthday</li> <li>- revise the days of the week</li> <li>- practise writing the date</li> <li>- learn how to write the date in numerical form</li> <li>- learn about the origin of upper</li> </ul> | <ul style="list-style-type: none"> <li>- learn about formal and informal language, <i>s'il vous plaît, s'il te plaît</i></li> <li>- learn about the date of St. Nicholas's Day and how it is celebrated</li> <li>- learn about the date of Christmas Eve and how it is celebrated</li> <li>- create long spoken sentences about the classroom, using nouns and adjectives</li> <li>- learn to name some more typical classroom objects (feminine and plural nouns)</li> <li>- learn about the date of Christmas Day and how Christmas is celebrated</li> <li>- revise how nouns form their plural by adding 's'</li> <li>- learn that nouns ending in <i>-eau</i> form their plural by adding 's'</li> </ul> | <ul style="list-style-type: none"> <li>- be introduced to some information about primary schools in France</li> <li>- learn to ask and answer the question <i>Qu'est-ce que tu fais?</i></li> <li>- learn to describe what I do during break time at school</li> <li>- gain further experience of the question <i>tag et toi ?</i></li> <li>- learn to use the response phrase <i>Moi aussi.</i></li> <li>- gain further insight in how to conjugate regular -er verbs in the present tense: <i>manger, jouer, parler</i></li> <li>- be introduced to <i>le goûter</i> ( a break-time snack)</li> <li>- revise numbers 1-40</li> <li>- Talk about my favourite school subjects</li> </ul> | <p>present tense of a regular -er verb: <i>travailler</i></p> <ul style="list-style-type: none"> <li>- revise numbers 41-60</li> <li>- learn the names of 12 typical pets</li> <li>- revision of pronunciation point: when the final letter in a French word is a consonant, the consonant is almost always silent, e.g. <i>chat, souris, furet</i></li> <li>- revise numbers 1-12</li> <li>- use spoken questions and answers to talk about pets that I have</li> <li>- revise the negative adverb <i>ne...pas</i></li> <li>- revise the subject pronouns <i>il</i> and <i>elle</i>, and understand how they must match the gender of the noun they replace</li> <li>- learn about the pet passport and the risk of rabies</li> </ul> | <ul style="list-style-type: none"> <li>- revise how to say where I am going in the town</li> <li>- learn how to say what I like wearing</li> <li>- learn how to name several basic items of clothing</li> <li>- understand that in English, the indefinite article can often be omitted in the plural, but it can not be omitted in French.</li> <li>- revise birthdays</li> <li>- learn how to describe the weather</li> <li>- learn that <i>Météo-France</i> is the French national meteorological service</li> <li>- revise question and answers about how we come to school</li> <li>- learn how to make a complex sentence with a main clause saying what I like to wear, and a subordinate clause</li> </ul> | <ul style="list-style-type: none"> <li>activities that people do in their leisure time</li> <li>- learn about the popular French game of <i>boules</i>, and in particular, <i>pétanque</i></li> <li>- revise questions and answers about special dates</li> <li>- revise how to say where I live in the UK and be able to say something about Cardiff</li> <li>- revise how to say what I like doing using <i>aimer</i> + infinitive</li> <li>- learn to use a vocabulary sheet, to describe activities that I like doing in my leisure time</li> <li>- memorise the conjugated forms of the verb <i>aimer</i> in the present tense</li> <li>- revise how to say where I live in the UK and be able to say something about Belfast</li> </ul> |
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|-------------------------------|--|---|--|--|---|
| <p>and lower case letters</p> | <ul style="list-style-type: none"> <li>- understand that some nouns have irregular plural forms in English</li> <li>- create spoken and written sentences about the classroom, using a variety of nouns and adjectives</li> <li>- learn how to spell my name, and other familiar words, using French alphabet letters</li> <li>- learn how to say what my nationality is</li> <li>- learn how to say which languages are spoken in the UK, and if I can speak other languages</li> <li>- learn how to say a postal address</li> <li>- be introduced to the personal pronoun <i>on</i></li> </ul> | <ul style="list-style-type: none"> <li>- revise the definite articles <i>le, la, l'</i> and <i>les</i></li> <li>- revise numbers 41 to 50</li> <li>- talk about what I like doing in French lessons</li> <li>- read and understand the key points in a letter about school life</li> <li>- speak and write at length about my school life</li> <li>- be introduced to the present tense conjugated forms of <i>écrire, lire</i> and <i>faire</i></li> </ul> | <ul style="list-style-type: none"> <li>- learn to ask and answer questions about whether I have any brothers or sisters</li> <li>- understand statements about brothers and sisters, and their names</li> <li>- learn about the relative pronoun <i>qui</i></li> <li>- create some written compound sentences using the relative pronoun <i>qui</i></li> </ul> | <p>describing the weather</p> <ul style="list-style-type: none"> <li>- learn about the fashion industry in France, and be introduced to some of the leading names</li> </ul> | <ul style="list-style-type: none"> <li>- revise how to say what I am going to do using <i>aller</i> + infinitive</li> <li>- learn to use a vocabulary sheet, to describe activities that I am going to do in my leisure time</li> <li>- memorise the conjugated forms of the verb <i>aller</i> in the present tense</li> <li>- revise how to say where I live in the UK and be able to say something about London</li> <li>- consolidate prior learning by means of listening and reading comprehension, speaking and writing</li> <li>- learn about the UK parliament and the French <i>Assemblée Nationale</i></li> </ul> |
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