



Progression Plan for French

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	See: Foundations of early French (below)	See: Foundations of early French (below)	<p>Autumn 1: Pay attention to phonemes based on: numbers to 5</p> <p>Autumn 2: Pay attention to phonemes based on: greetings</p> <p>Spring 1: Pay attention to phonemes based on: days of the week</p> <p>Spring 2: Pay attention to phonemes based on: farm animals</p> <p>Summer 1: Pay attention to phonemes based on: listen & respond to story</p> <p>Summer 2: Pay attention to phonemes based on: song, 'Frère Jacques'</p>	<p>Autumn 1: Pay attention to phonemes based on: greetings and numbers (1-10)</p> <p>Autumn 2: Key listen out activity based on: greetings-register, days of the week/ weekend</p> <p>Spring 1: Pay attention to phonemes based on: Revise farm animals & learn pets</p> <p>Spring 2: Pay attention to phonemes based on: months of the year/ numbers to 31, today's date</p> <p>Summer 1 Pay attention to phonemes based on: popular foods, naming foods</p> <p>Summer 2: Pay attention to phonemes based on: Parts of the body/ song. le/ la</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à..</p> <p>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.</p> <p>To know that consonants at the</p>	<p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p>	<p>To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>	<p>To know a range of ways to ask questions in French using 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 ?</p> <p>To know that an understanding of different sounds in French</p>



					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.			
Grammar	See: Foundations of early French	See: Foundations of early French	<p>Autumn 1: Exploration of recognising and answering a question</p> <p>Autumn 2: Exploration of recognising and understanding simple commands. Asking a question</p> <p>Spring 1: Exploration of recognising nouns</p> <p>Spring 2: Exploration of recognising nouns. Simple big/ little</p> <p>Summer 1: Exploration of nouns. Exploration of</p>	<p>Autumn 1: Exploration of: nouns. Exploration of: practising a polite response</p> <p>Autumn 2: Exploration of recognising nouns</p> <p>Spring 1: Exploration of: nouns. Recognising and using "I have"</p> <p>Spring 2: Exploration of: asking and answering a question</p> <p>Summer 1: Exploration of nouns. Using "there is/ are"</p> <p>Summer 2:</p>	<p>To understand that every French noun is either masculine or feminine.</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine nouns often (but not always) end in 'e'.</p> <p>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.</p>	<p>To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some': un, une, des.</p> <p>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.</p> <p>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:</p>	<p>To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents.</p> <p>To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune.</p> <p>To know that adjectives must agree with the gender and number of the noun being described.</p> <p>To know that I can compare nouns by placing plus/</p>	<p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone.</p> <p>To know that partitive articles describe where something is placed: le livre est à côté du stylo.</p> <p>To know a range of prepositions to describe the position of objects.</p> <p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns,</p>



			<p>recognising and answering a question</p> <p>Summer 2: Exploration of recognising and answering a question</p>	<p>Exploration of: recognising and using "I have"</p>	<p>To know that the pronoun ça means 'it'.</p> <p>To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux.</p>	<p>rouge; that some do not change in feminine <i>or</i> plural forms: marron, orange.</p> <p>To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse.</p> <p>To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe.</p> <p>To know that the endings of verbs change according to the subject.</p> <p>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</p>	<p>moins and que around the adjective of comparison.</p> <p>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.</p> <p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <p>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</p>	<p>including avoir (to have), être (to be) and aller (to go).</p> <p>To conjugate the verbs aller, jouer and faire.</p> <p>To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports</p> <p>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).</p>
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						<p>conjunctions to link phrases, such as et/mais.</p> <p>To know that 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.</p> <p>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.</p> <p>To know that months, seasons and days of the week in French are not capitalised unless</p>	<p>used, not the verb <i>to be</i> as in English.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p> <p>To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: la soeur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les</p>	
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						<p>used at the beginning of a sentence. To know that basic sentence structures in 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.</p>	<p>chips - crisps, les baskets - trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	
<p>Language Comprehension (listening and reading)</p>	<p>See: Foundations of early French</p>	<p>See: Foundations of early French</p>	<p>Listening: Can understand a few familiar spoken words and phrases</p> <p>Reading: Can recognise and read out a few familiar words e.g. rouge</p>	<p>Listening: Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases</p> <p>Reading: Can understand simple written labels, e.g. Bonjour, le chein</p>	<p>Listening and responding to single words and short phrases.</p> <p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns.</p>	<p>Listening and responding to full sentences.</p> <p>Listening and noticing rhyming words when joining in with songs.</p> <p>Beginning to notice common spelling patterns. Following a short text or rhyme,</p>	<p>Listening and selecting information from short audio passages to give an appropriate response.</p> <p>Independently identifying rhyming words and spelling patterns when joining in with songs.</p>	<p>Listening and gisting information from an extended audio passage using language detective skills.</p> <p>Independently identifying rhyming words and spelling patterns when joining in with songs.</p>



					<p>Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form.</p> <p>Beginning to understand and notice cognates and near cognates.</p> <p>Becoming familiar with format, layout and simple use of a bilingual dictionary.</p> <p>Using visual clues to make predictions about the meaning of unfamiliar vocabulary,</p>	<p>listening and reading at the same time.</p> <p>Recognising some familiar French words when written in a short phrase.</p> <p>Identifying and discussing cognates and beginning to explore various language detective strategies.</p> <p>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</p>	<p>Beginning to predict spelling patterns.</p> <p>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.</p> <p>Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words.</p> <p>Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p>	<p>Covered in Year 5</p> <p>Beginning to predict spelling patterns.</p> <p>Reading short authentic texts for enjoyment or information.</p> <p>Identifying and extracting key information in a range of authentic texts.</p> <p>Using a bilingual dictionary to select alternative vocabulary for independent sentence building.</p> <p>Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p>
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<p>Language Production (Speaking and writing)</p>	<p>See: Foundations of early French</p>	<p>See: Foundations of early French</p>	<p>Sound Spelling: Can repeat specific target phonemes</p> <p>Speaking: Can say/ repeat a few short words and phrases and would be understood by a native speaker</p> <p>Writing: Can label a picture (copy correct word)</p>	<p>Sound Spelling: Can pronounce familiar words and some new words accurately</p> <p>Speaking: Can ask a simple question. Can answer a simple question. Able to give basic information. Can pronounce familiar words and some new words accurately</p> <p>Writing: Can copy some familiar written words and short phrases</p>	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative. Practising speaking with a partner.</p> <p>Using short phrases to give information.</p> <p>Recognise and repeat phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases. Using a variety of conversational phrases.</p> <p>Using a model to form a spoken sentence.</p> <p>Beginning to adapt phrases from a rhyme/song.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for</p>	<p>Forming a question in order to ask for information.</p> <p>Presenting factual information in extended sentences including justification.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p> <p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p>	<p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language.</p> <p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p> <p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules.</p>
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					<p>remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.</p> <p>Introducing self to a partner with simple phrases.</p> <p>Recalling and writing simple words from memory.</p> <p>Experimenting with simple writing, copying with accuracy.</p> <p>Recognising and using adjectives of colour and size.</p>	<p>remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.</p> <p>Rehearsing and performing a short role-play or song.</p> <p>Selecting and writing short words and phrases.</p> <p>Making short phrases or sentences using word cards.</p> <p>Using different adjectives, with correct positioning and agreement.</p> <p>Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency.</p> <p>Creating and presenting a dialogue or role-play.</p> <p>Adapting model sentences to express different ideas.</p> <p>Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place.</p> <p>Using adjectives with correct placement and agreement.</p>	<p>Speaking and reading aloud with increasing confidence and fluency.</p> <p>Giving a presentation drawing upon learning from a number of previous topics.</p> <p>Using existing knowledge of vocabulary and phrases to create new sentences.</p> <p>Constructing a short text on a familiar topic.</p> <p>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.</p>
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<p>Cultural Awareness</p>	<p>See: Foundations of early French</p>	<p>See: Foundations of early French</p>	<p>Discuss where we live and the concept of the world consisting of continents and 'countries'.</p> <p>Locate France on a globe and map</p> <p>Learn people in certain countries speak French</p> <p>Compare Union Jack. and French flag</p> <p>What do the children know about France? Create a Fact File about France</p> <p>Compare wild animals found in UK and France</p>	<p>Discuss different parts of France: North, South etc Compare to countries making up G.B.</p> <p>Compare familiar food in U.K. compared to typical French food.</p> <p>Listen to famous French musical composers</p> <p>Compare currency in France compared to UK</p> <p>Name famous landmarks: Notre Dame and Eiffel Tower</p> <p>Find facts about the Alps and Seine.</p> <p>Name three things France is famous for.</p>	<p>Discussing similarities and differences between customs and traditions in France and the UK.</p> <p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as L'escargot by Matisse.</p> <p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To know the names and locations of some of the cities in France.</p> <p>To name some famous paintings by French artists. To know that French is spoken in different countries around the world.</p>	<p>Discovering French festivals and their traditions.</p> <p>Comparing the weather between France and the UK</p> <p>Ordering typical French food and drink. Creating a song in French for a famous song contest.</p> <p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that in France the temperature is measured in Celsius.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in</p>	<p>Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries.</p> <p>To be able to name French-speaking countries and recognise the flags of those countries.</p> <p>To be able to explain how climate varies in some French-speaking countries.</p>	<p>Playing the traditional French game of la pétanque.</p> <p>Researching information about the French cycle race la Tour de France.</p> <p>Comparing sporting activities in France and the UK. To know the rules for playing French boules.</p> <p>To know how the maillot jaune is awarded during the Tour de France race.</p> <p>To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.</p>
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					To identify some French-speaking countries.	France. To know that the Eurovision song contest is an annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.		
Foundations of early French	<p><u>Understanding of the World:</u> Other cultures and languages. Greetings including other languages (including Makaton)</p> <p>To participate in our whole school French day.</p> <p>To study one French artist in the year.</p> <p><u>Listening and Speaking:</u> Learn a French song. Understand in some other countries people speak French.</p>	<p><u>Understanding of the World:</u> Other cultures and languages. Greetings including other languages (including Makaton). French Artists: G. Seurat and H. Matisse</p> <p>To participate in our whole school French day.</p> <p><u>Listening and Speaking:</u> Bonjour, Salut and Merci</p> <p>Learn French songs. Understand in some other countries people speak French.</p>	<p>Autumn 1: How can I greet people? Able to greet someone. Able to respond to a greeting. Count 1-5</p> <p>Autumn 2: How can I greet people? Able to greet someone. Able to respond to a greeting.</p> <p>Spring 1: Numbers and Colours Count 1-10. Name four colours</p> <p>Spring 2: Animals Name 4 colours</p>	<p>Autumn 1: Greetings and Numbers Recap how to greet someone. Recap how to respond to a greeting. Recap counting to 10</p> <p>Autumn 2: Days of the week Able to say what day of the week it is. Learn 'le weekend'.</p> <p>Spring 1: Pets Learn names of familiar pets and revise farm animals. 'There is, there are x.'</p> <p>Spring 2: Months of the year</p>				



		<p>To participate in our whole school French day.</p> <p>Drawing Club- JE M'HABILLE ET... JE TE CROQUE</p>	<p>Name farm animals</p> <p>Summer 1: Listen to a French story</p> <p>Summer 2: Song To listen to and learn a French song such as 'Frère Jacques'.</p>	<p>Numbers to 31. Able to state birthday month. Learn day/ number/ month through daily discussion of today's date. Quelle est la date aujourd'hui?</p> <p>Summer 1: Popular Food Able to name popular food such as: croissants, chocolate etc</p> <p>Summer 2: Parts of the body Learn body parts through song, 'Head, Shoulders, Knees and Toes'</p>				
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