

## French Progression of Skills (2023-24)

	<b>KNOWLEDGE TAUGHT</b>	<b>SKILLS TAUGHT</b> Oracy and literacy	<b>Language Learning Strategies, Grammar and Knowledge about Language this year</b>
<b>YEAR 3</b>	<p>Introduction to <b>Physical French Phonics</b> scheme (Sue Cave)</p> <p>Personal information</p> <p>Greetings</p> <p>Colours</p> <p>Numbers</p> <p>Understanding some grammatical terminology in French</p> <p>Question words</p> <p>Pencil case items</p> <p>Verbs: je/tu forms</p> <p>Christmas traditions / Epiphany festival</p> <p>Easter</p>	<p>Recognising and responding to single words and short phrases.</p> <p>Accurate copying of new vocabulary including accents.</p> <p>Accurate copying of spoken language.</p> <p>Using knowledge about letter sounds and blends to aid pronunciation.</p> <p>Asking and answering simple questions.</p> <p>Introduction to the bilingual dictionary</p> <p>Understanding that French is taught in many countries other than France</p> <p><i>Introduction to strategies to memorise new vocabulary.</i></p>	<p>Key sounds to identify and recognize: a/au/e + 2 cons./e in 1 syllable/eu/g/j/g before e/i/ou/r/u</p> <p>Silent letter rules</p> <p>Recognising subject pronouns je/tu combined with some verbs</p> <p>Introduction to gender of nouns</p> <p>Recognizing and understanding some verbs in the imperative.</p> <p>Recognising the formal and informal forms of “you”</p> <p>Construction of simple sentence with voici / et</p> <p>Cognates</p> <p>Accents – their function</p> <p><i>Stories – rhymes-songs to aid learning and memorization (examples : Toutes les couleurs, Bonjour ça va, Silence Pere Noel, Roule Galette, 2 petits oiseaux, Je veux manger, Dans ma trousse j’ai... Meunier, tu dors...)</i></p> <p><i>Finger Rhymes – Monsieur Pouce, Voici ma main, Menuier Tu dors...</i></p>

<p><b>YEAR 4</b></p>	<p>Parts of the body  Colour and size adjectives  Sport and leisure  The weather  Clothes  Christmas: culture and language</p> <p><i>(continuing to consolidate grammatical knowledge gained from Y3)</i></p>	<p>Identifying key words in spoken/sung text.  Using good pronunciation based upon knowledge about phonics.  Identifying key points in a short text.  Adapting a text / model sentences by substituting nouns, adjectives and set phrases.  Writing a short text independently using a sentence grid.</p> <p><i>Using simple strategies to say and write some words from memory.</i></p>	<p>Developing knowledge of verb “avoir” (to have)  Using colour adjectives and making agreements with feminine and plural nouns.  Word order in sentences according to word groups.  Understanding gender and plural agreements between nouns and adjectives  Understanding what a cognate is and how we can use them.  Varying use of qualifiers – très (very) assez (quite) un peu (a little)  Stories, rhymes, songs to aid memorization and understanding: examples:  <i>Story :Va-t-en Grand Monstre Vert, Songs : Une patate, Savez vous planter les choux, Deux petits oiseaux (with weekly variations).</i></p>
<p><b>YEAR 5</b></p>	<p>At the café and food  Music  At the beach  Space</p> <p><i>(continuing to consolidate grammatical knowledge gained from Y3 and Y4).</i></p>	<p>Giving and justifying opinions.  Positive and negative expressions.  Using transactional vocabulary when at the café  Expanding sentences effectively with emphasis words and a range of conjunctions.  Writing creatively using a poetry frame.  Writing fiction and non fiction texts based upon space using French reference materials.  Performing a short piece to an audience, some from memory.</p> <p><i>Applying strategies to speak and write from memory. Reflect upon strategies that they find most useful and effective.</i></p>	<p>Identifying word groups in an unseen text using clues such as articles and position in a sentence.  Using aussi que and plus que for comparison  Using car c’est (because it is...)  Using words for emphasis -très, trop, assez  Using conjunctions  Making gender agreements  Using ne pas to make a sentence negative.  Understanding the difference between cognates and faux amis  <i>Songs – Bon Appetit, On écrit sur les Murs (Kids United). Je suis le musicien</i></p>

<p><b>YEAR 6</b></p>	<p>Where I live (town and local area)          Transactional vocabulary relevant to trip to France (March)          WW2</p> <p>Transition Project ( preparation for secondary school)</p> <p><i>(continuing to consolidate grammatical knowledge gained from Y3, 4 and 5).</i></p>	<p>Using prepositions followed by à and de.          Expressing positive and negative opinions and preferences.</p> <p>Understanding information in long spoken and written texts.          Applying a different historical and geographical context to a known topic.          Spontaneous group speaking activities using a range of learned expressions; listening attentively and responding appropriately (focus – trip to France)          Avoir, être, aimer, habiter.          Adapting and performing a song/short text for an audience from memory.          Writing independently on a topic using a writing frame as a prompt.</p> <p><b>Applying successful strategies to speak and write from memory including dictation.</b></p>	<p>Developing a bank of fronted adverbials to use at the start of sentences          Prepositions followed by à and de with le/la/les/l'</p> <p>À mon avis/ je pense que          Recognising and using commonly used verbs in 1<sup>st</sup> 2<sup>nd</sup> and 3<sup>rd</sup> person          Learn how to conjugate common verbs          Recognising cognates, using prior knowledge and using context to decode longer texts.          Using aimer + infinitive          Cognates and faux amis          Using il y a          Negative expressions ne...pas          Recognising patterns in words from different languages.</p> <p><b>Songs: Quand je vais a l'école</b></p>
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**Notes: Physical French Phonics** to be gradually rolled out to all the Year groups (starting with Year 3 this academic year, then they will continue with it next academic year etc).

Where language / a grammar point is **NEW** to a year group, after this year it will be highlighted in red (to emphasize what is new content and what is being revisited)