French progressive curriculum

Key Stage Two Progression					
	NC Objectives	Year 3	Year 4	Year 5	Year 6
Speaking	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* Present ideas and information orally to a range of audiences* Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied	• I can say a greeting and a farewell in French. • I can ask and answer the question 'How are you?' • I can say 'my name is' and ask 'what is your name?' in French. • I can say some numbers between 0 and 10. • I can say some colours in French. • I can say some colours linked to fireworks. • I can say some days of the week. • I can say which animal I have. • I can tell someone what my favourite animal is. • I can say and write some numbers between 1 and 20. • I can ask and answer "How old are you?" • I can take part in a simple dialogue about myself, using familiar questions and answers. • I can understand and use Easter vocabulary. • I can say some fruit and vegetable nouns. • I can ask politely for fruits and vegetables. • I can join in with a story about going on a picnic. • I can create my own picnic story. • I can use the verb phrase "I live in…" • I can ask the question "Where do you live?" and answer with "I live in…" in French. • I can participate a simple conversation.	• I can ask and answer several questions about myself. • I can recall and say classroom commands. • I can say some numbers between 0 and 20. • I can say names of rooms in a school. • I can say and write nouns for classroom objects. • I can say some places in town. • I can ask "Where is…?" and answer with "Here is…" • I can say nouns for parts of the body. • I can say and use colours to describe an alien. • I can join in and create a body scan sequence. • I can join in and create a yoga sequence in French. • I can name items of clothing in. • I can take part in a roleplay at the doctors. • I can understand and say some weather phrases. • I can give a weather forecast. • I can take part in a survey about favourite ice creams. • I can say which ice cream I like and dislike. • I can take part in an ice cream van role play.	• I can begin to answer the question 'How are you?' in more detail. • I can say an extended sentence about how I'm feeling. • I can say some important things about myself and somebody else. • I can say if I like or dislike a school subject. • I can give my opinion about school subjects. • I can ask for an entrance ticket. • I can give some simple directions around the city. • I can say a description of the city. • I can buy a souvenir and ask for a price. • I can name some fruits and vegetables. • I can take part in a survey about favourite fruits and vegetables. • I can count in 10s up to 100 in French. • I can ask for, and give the price for, a fruit or vegetable. • I can take part in a simple shopping dialogue at the market. • I can name items of clothing in French. • I can say adjectives of colour to describe clothes. • I can describe an outfit including colours. • I can ask and answer several questions about myself. • I can use adjectives to describe planets. • I can say what items I take to the beach. • I can create a spoken advert about visiting the seaside.	• I can recall phrases to talk about myself and my feelings. • I can understand and use adjectives to talk about my personality. • I can recall how to describe eye and hair colour. • I can understand and sing along with the 'Rocket song'. • I can describe a house in French. • I can use adjectives to describe rooms in the house. • I can use prepositions to say where things are. • I can talk about sports I like and dislike. • I can describe a sport using simple sentences. • I can talk about funfair rides I like and dislike. • I can talk about my daily routine. • I can describe a typical day at the funfair. • I can say several sentences about myself in French.
How PLN achieves this…	Speak with increasing confidence Speak with increasing fluency Speak with increasing spontaneity Communicating what they want to say asking questions Communicating what they want to say , including through discussion	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker. Ask and answer pre-learned questions mostly from memory and begin to interact in practised and predictable classroom scenarios.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately with 2-3 secure dialogue exchanges. Can produce short pre-prepared phrases on a familiar topic.	Can ask and answer simple questions on several topics and can express opinions using models and substituting individual words. Can produce some short phrases independently (without written support) within a familiar topic, with good punctuation. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can take part in a simple conversation and can express simple opinions with generally accurate pronunciation (to a sympathetic native speaker). Can ask and answer questions on a few familiar topics, including expressing opinions. Begins to use more complex sentences with some support.
Listening	Listen attentively to spoken language and show understanding by joining in and responding	• I can ask and answer the question 'How are you?' • I can recognise animal nouns in the plural. • I can listen to and join in a story about animals.	• I can ask and answer several questions about myself. • I can understand more nouns of shops in French. • I can understand some nouns for family members.	• I can understand some adjectives to describe my feelings. • I can understand some facts about the capital city of France. • I can understand some simple directions around the city.	• I can understand new nouns and use them to play a game. • I can understand and remember some sports nouns in French. • I can understand a description of a typical day at the funfair.

	Appreciate stories, songs, poems and rhymes in the language Understand basic grammar appropriate to the language being studied	• I can take part in a simple dialogue about myself, using familiar questions and answers. • I can recognise some fruit and vegetable nouns. • I can recognise fruit and vegetable nouns in the plural form. • I can understand and enjoy a story about fruits and vegetables. • I can listen to a story about going on a picnic. • I can listen to, understand and name some picnic food and drinks. • I can create a simple conversation.	• I can understand and say some parts of the face. • I can understand simple sentences using numbers and parts of the face. • I can recognise some jungle animal nouns in French. • I can listen and join in with a story about jungle animals. • I can take part in a survey about favourite ice creams.	• I can recognise vocabulary related to carnival outfits. • I can recognise and use familiar vocabulary. • I can understand persuasive sentences about visiting the seaside.	
How PLN achieves this…	Understand and respond to spoken language Understand and respond to spoken language from authentic sources Communicating what they want to say continually improving accuracy of pronunciation and intonation.	Can understand a few familiar spoken words and phrases, including some classroom language and praise words. Can follow along and repeat some key words from a song, rhyme or poem. Can identify some letter sounds in another language.	Can understand a range of basic spoken phrases and questions and is able to listen for specific words and phrases. Join in with a familiar story, song, rhyme or poem using gesture, key words or phrases. Use a string of letter sounds to help decipher new words.	Can understand the main points and some detail from a series of spoken sentences and questions. May require some repetition and to be spoken slowly and clearly. Join in with/parts of a familiar story, song, rhyme or poem when listening to the source material. Listen to and apply knowledge of letter sounds to help understand more complex new words or phrases.	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language. Produce mostly from memory familiar parts of known stories, songs, rhymes and poems. Listen to and apply knowledge of letter sounds to help understand new phrases or short sentences.
Reading	Read carefully and show understanding of words, phrases and simple writing Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Understand basic grammar appropriate to the language being studied	• I can read and remember days of the week in French. • I can read and understand some months of the year. • I can read dates in French. • I can read and understand some animal nouns in French. • I can recognise animal nouns in the plural. • I can understand and use Easter vocabulary. • I can read some fruit and vegetable nouns. • I can recognise fruit and vegetable nouns in the plural form.	• I can read some numbers between 0 and 20. • I can read and remember days and months in French. • I can use classroom commands to programme a robot. • I can read some nouns for family members. • I can read some jungle animal nouns in French.	• I can read and count in 10s up to 100 in French. • I can understand and use simple recipe instructions. • I can identify parts of the verb “to wear” in French. • I can recognise vocabulary related to carnival outfits. • I can understand a description of a carnival outfit. • I can read and understand a story about planets.	• I can read and understand a text about my personality and physical appearance. • I can read and understand descriptive sentences. • I can identify parts of the verb ‘jouer’ (to play) • I can understand a description of a sport using simple sentences. • I can understand how to tell the time in French. • I can recognise vocabulary in a description of a typical day at the funfair. • I can understand a text in French covering a variety of topics.
How PLN achieves this…	Understand and respond to written language from authentic sources Discover and develop an appreciation of a range of writing in the language studied	Can recognise and read out a few familiar words and short phrases. Can use visual aids context to follow the gist of a short text. Can begin to use word lists/mats to locate specific words.	Can read and understand simple written phrases and simple sentences. Can match sounds to familiar written words. Can identify text type from contextual cues and few familiar words whilst starting to use prior knowledge to work out meaning. Can use a word list/mats confidently to locate specific words and check spellings. Beginning to use a bilingual dictionary.	Can read and understand the main point(s) from a short text made up of short sentences based on a familiar topic. Can apply phonic knowledge to find, understand and/or produce spoken and written words. Can spot new words introduced into short sentences made up of familiar material and use prior knowledge to help decipher their meaning. Can appreciate how to use bilingual dictionaries and start using it independently.	Can read and understand the main points and simple opinions of a longer written passage based on a familiar topic including familiar language. Can work out the meaning of some new words introduced into a text made up of mainly familiar material and use prior knowledge to help decipher their meaning. Can independently use a bilingual dictionary to access unfamiliar language.
Writing	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly	• I can write a greeting and a farewell in French. • I can remember and write some numbers between 0 and 10.	• I can write names of rooms in a school. • I can write nouns for classroom objects. • I can write my own fireworks poem. • I can write some places in town.	• I can give my opinion about school subjects. • I can write a description of the city. • I can use adjectives of colour to describe clothes.	• I can write a text about my personality and physical appearance. • I can create a story. • I can create extended sentences about sports including an opinion.

	Describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied	• I can write some colours linked to fireworks. • I can write some days of the week. • I can write dates in French. • I can use a model to write a simple story about animals. • I can say and write some numbers between 1 and 20. • I can write a polite request. • I can create my own Hungry Giant story.	• I can write some personal information about a family member. • I can write some simple sentences to describe an alien. • I can write a description of an alien including numbers and colours. • I can write a sentence to describe a jungle animal. • I can create my own jungle explorer's story.	• I can fill out an ID card. • I can create a poster about an imaginary planet. • I can create a leaflet about visiting the seaside. • I can create extended sentences about the seaside. • I can write several sentences about the seaside.	• I can create extended sentences about funfair rides.
	Can write at varying length, for different purposes and audiences… Can write using the variety of grammatical structures that they have learnt…exposure over a period of four years of language learning Core focus per year=	Can write some single words from memory with plausible spelling. Can copy words and short phrases accurately. Can substitute one element in a model simple phrase or sentence to make writing personal. For example change a colour/animal.	Can write simple words and short phrases from memory with understandable spelling. Can write words and phrases accurately with support tools such as word lists/mats. Can substitute a selection of elements in a model simple phrase or sentence to create a new sentence.	Can write words, phrases and short simple sentences from memory with understandable spelling based on a familiar topic. Can write sentences accurately using a model for support. Can use a short text as a model for a short piece of independent writing on a familiar topic using word lists, maps and dictionaries for support and accuracy.	Can write a short simple text from memory using simple sentences with understandable spelling based on a familiar topic. Can write a few simple and possible complex sentences accurately using a model for support. Can use a text as a model for a short piece of independent writing on familiar topics using word lists, maps and dictionaries for support and accuracy.

Phonics Map

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Y3	A new start 'oi' au revoir noir trois	Calendar and celebrations 'di' 'é' dimanche décembre jeudi février	Animals I like and don't like 'ch' chien chat cheval	Carnival and using numbers 'qu' quatorze quinze	Fruits and vegetables, 'on' melon concombre	Going on a picnic 'ique' pique-nique
Y4	Welcome to school 'eau' ciseaux bureau	My town, your town 'ez' 'ou' regardez boucherie chantez boulangerie	Family tree and faces 'ille' 'eux' famille cheveux yeux	Face and body parts 'ou' bouche genou bougez	Feeling unwell/Jungle animals 'inge' singe	The weather/ Ice creams 'ille' 'ais' vanille Je voudrais
Y5	Talking about us/school subjects 'ais' anglais français	Time in the city 'oo' zoo	Healthy eating, going to market 'ai' J'ai Je n'ai pas	Clothes 'chau' chaussures chaussettes	Out of this world 'eil' soleil	Going to the seaside 'er' s'allonger manger sauter
Y6	Revisiting me/Telling the	Homes and houses 'ui' 'ains'	Playing and enjoying sport 'anse' 'tion'	Funfair and favourites 'on'	Café culture 'au'	Performance Time 'j'

	time/Everyday life 'ante' soizante quarante cinquante	cuisine bains	danse natation	maison bonbons montagnes	pain au chocolat chaud	Je Bonjour Recap of appropriate sounds