Bonjour!

French

Progression of knowledge and skills

Condensed

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Introduction

This document gives an overview of the skills covered in each strand and how they develop across the year groups.

We have also provided an overview of the knowledge progression for the strands which are more knowledge-based: **Grammar** and **Intercultural understanding.**

Our key documents are regularly updated to reflect changes to content on our website. This version was created on 15.04.22. Please check here for the latest version.

Related resources:

To see the skills and knowledge covered in each unit, then please see our French key skills and knowledge by unit.

For those following our standard curriculum please see the alternative Progression of skills and knowledge document **here**.

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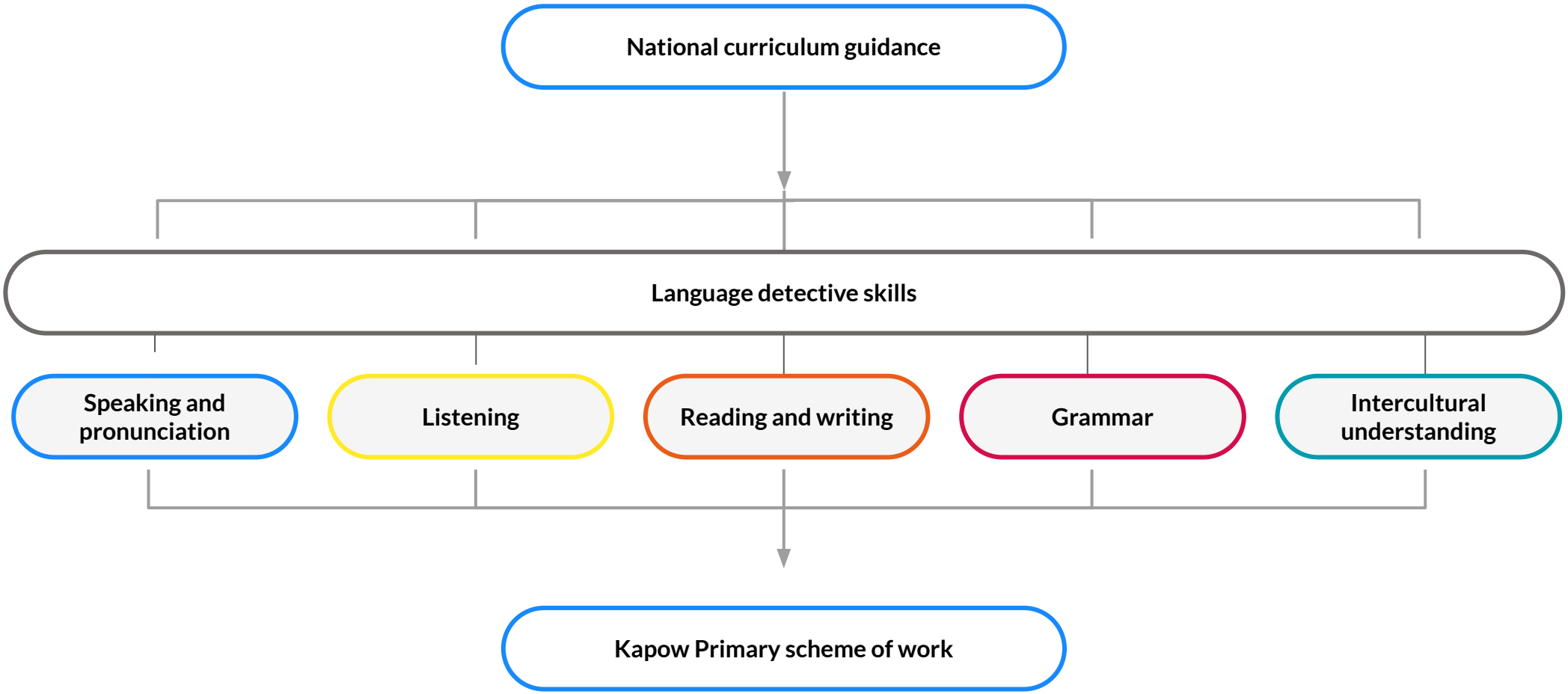
How is the French scheme of work organised?

From the National Curriculum guidance we have identified 6 strands which run throughout our scheme of work.



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Speaking and pronunciation

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Asking and/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Beginning to use conversational phrases for purposeful dialogue	Forming a question in order to ask for information Presenting factual information in extended sentences including justification	Developing extended sentences to justify a fact or opinion Planning, asking and answering extended questions Engaging in conversation and transactional language
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	Using short phrases to give information Beginning to adapt phrases from a rhyme/song	Using a model to form a spoken sentence Speaking in full sentences using known vocabulary	Rehearsing and recycling extended sentences orally Planning and presenting a short descriptive text	Planning and presenting a short text Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Repeating short phrases accurately, including liaison of final consonant before vowel Listening and repeating key phonemes with care	Comparing sounds and spelling patterns with English Listening and repeating further key phonemes with care	Using intonation and gesture to differentiate between statements and questions Making realistic attempts at pronunciation of new, vocabulary Listening and repeating key phonemes with care applying pronunciation rules	Discussing strategies for remembering and applying pronunciation rules Speaking and reading aloud with increasing confidence and fluency Comparing and applying pronunciation rules or patterns from known vocabulary
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases	Rehearsing and performing a short presentation	Adapting a story and retelling to the class	Giving a presentation drawing upon learning from a number of previous topics
Describe people, places and things and actions orally	Recognising and using adjectives	Choosing appropriate adjectives from a wider range of adjectives	Using adjectives with correct placement and agreement	Recognising and using a wide range of descriptive phrases

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National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases Following verbal instructions in French Responding to objects or images with a phrase or other verbal response	Identifying items by colour and other adjectives Listening and selecting information Using language detective skills to decode vocabulary	Listening and gisting information from an extended text using language detective skills such as cognates Listening and following the sequence of a story, song or text including some unfamiliar language	Using prepositions to indicate the location of objects relative to something Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school Recognising present and near future tense sentences (using aller + infinitive)
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and identifying key words in rhymes and songs and joining in Beginning to identify vowel sounds and combinations Listening and noticing rhyming words	Listening to songs, joining in with songs and noticing sound patterns Noticing and beginning to predict key word patterns and spelling patterns	Matching unknown written words to new spoken words Recognising blends of sounds and selecting words to recognise common spelling patterns	Recalling and performing an extended song or rhyme Listening to stories, songs or texts in French

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National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to. an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently 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 Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses

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National Curriculum	Year 3	Year 4	Year 5	Year 6
Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.	Beginning to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns Recognising adjectives and placement relative to the noun Beginning to understand that verbs have patterns Noticing the negative form	Using indefinite article in the plural form Recognising and using possessive adjective 'my' and pronouns he/she/it Recognising and beginning to apply rules for placement and agreement of adjectives Recognising and using the negative form Using prepositions Making comparisons of word order in French and English	Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some' Applying placement and agreement rules for adjectives Recognising and applying verb endings for present regular 'er' verbs Exploring verbs in infinitive form Learning and using some high frequency irregular verbs e.g. to have, to be, to go Using comparative language	Accurately applying placement and agreement rules for adjectives Recognising and beginning to form some verbs in near future tense using **aller** Recognising and applying verb endings for present regular 'er' verbs Learning and using some common irregular verbs, e.g. **faire** 'to make/do' Understanding how word order differs between French and English Identifying word classes within a sentence

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National Curriculum	Year 3	Year 4
Feminine and masculine forms: **Nouns** (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article **un** or **une** To know that feminine nouns often (but not always) end in e To know that when we turn the statement **j'ai un/une** ('I have a…') into a negative **je n'ai pas de** ('I don't have a…') then we change the article from **un/une** to **de** To know that if a word is plural, we cannot use **un** or **une** and instead use **des** (some) To know that when talking about a specific noun in French we use the definite article **le** (m.) **la** (f.) **l'** (m./f. before a vowel) or **les** (m./f. plural) 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	To know whether to use the pronouns **il** or **elle (he or she)** when describing what someone is wearing
Feminine and masculine forms: **Adjectives** (position and agreement)	To know that adjectives of size are positioned in front of the noun in French e.g. **un grand cercle** To know that adjectives of colour are positioned after the noun in French e.g. **un cercle bleu**	To know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement To know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine To know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural To know that the feminine and masculine form of some adjectives can sound quite different e.g. **vert/verte heureux/heureuse** To know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use **mon** (m.), **ma** (f.) and **mes** (pl.) To know that some adjectives do *not* change when describing a feminine noun (**orange, marron, à pois**) To know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. **jaune / rose**

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National Curriculum	Year 3	Year 4
Verbs (including conjugation and negation)	To know that placing ne and pas around a verb makes the verb negative	To know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	To know that we can use connectives such as **et** (and) and **mais** (but) to join clauses To know that most nouns in French become plural by adding an 's' at the end, as in English To know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'a' is usually used when you are not getting into a form of transport e.g. 'a vélo' (a bicycle) To understand that I can use a model sentence as a guide for building other sentences To know that tone of voice can indicate a question To know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound To know that a cognate is a word that is the same in both French and English e.g. u**n triangle** To know that a near-cognate is a word that is very similar but not identical in French and English e.g. **un cercle** To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French To know that sentences are often structured differently in French and English To know that, in French, a space is needed before and after ? and !	To know that some American and English words are borrowed by the French such as **le hot-dog and le hamburger** To know that when building 2 digit numbers in French, we say 'twenty and one' or **vingt-et-un**

National Curriculum	Year 5	Year 6
Feminine and masculine forms: **Nouns** (including articles, pronouns and plural formation)	To know that **de** translates as 'of' or 'some' and know that it changes when coupled with **le** to become **du** (not **de le**) and when coupled with **les** to become **des** (not **de les**)	To know that different prepositions are used to say going **to** a country: **en if** the country is feminine singular (**en France**) **au** if the country is masculine singular (**au Canada**) **aux if** the country is plural (**aux États-Unis d'Amérique**) To know a range of prepositions to describe the position of objects When using the prepositions **à côté de**, **près de** or **loin de**, the **de** may change if followed by **le** or **les**: de+le = **du**, de + les = **des**
Feminine and masculine forms: **Adjectives** (position and agreement)	To know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine To revise that adjectives of size go before the noun and adjectives of colour go after the noun To know that when a singular noun begins with a vowel, the possessive adjective **ma** is difficult to pronounce, so **mon** is used (e.g. **mon ami / mon amie)**	To know that when standalone adjectives are used, such as when saying **c'est amusant**, we always use the singular masculine

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National Curriculum	Year 5	Year 6
Verbs **(including conjugation and negation)**	To understand that French verbs take different forms. To know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run') To know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re To know that the ending of regular -er verbs changes to go with the subject pronoun. To know that some verbs do not follow regular patterns, such as **avoir** (to have) and ê**tre** (to be) To know how to conjugate the verbs **avoir** (to have) and ê**tre** (to be)	To know that we use the verb jouer (to play) with some sports and faire (to make) with other sports To know that the way verbs change to match the pronoun is called conjugation To know each part of the verb **aller - to go,** depending on the pronoun To know that the near future tense is formed by using the present tense of the verb **aller +** the infinitive, eg **je vais manger** - I am going to eat To know how to distinguish between the present and the near future tense
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	To know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help To know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say **Le père de ma mère** (the father of my mother) To know that the word order is sometimes different in French compared to English To know that there are clues in the words for the multiples of 10, eg **cinq**uante - 50 To know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg soixante-dix (70), soixante-onze, soixante-douze To know that the word for 80 means 'four twenties' - **quatre-vingts**, and numbers up to 100 are built by continuing to count on from quatre-vingt, e.g. **quatre-vingt-neuf** (89) **quatre-vingt-dix** (90), **quatre-vingt-onze** (91) To know that the French use guillemets << >> in the same way that the speech marks are used in English	To understand that existing written sentences in French can be adapted To know that when standalone adjectives are used, such as when saying **c'est amusant**, we always use the singular masculine

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Intercultural understanding

Year 3		Year 4		Year 6	
Skills	**Knowledge**	**Skills**	**Knowledge**	**Skills**	**Knowledge**
Showing awareness of the capital and identifying some key cultural landmarks Recognising cultural similarities and differences between customs and traditions in France and England	To know that in French there are formal and informal greetings and when it is appropriate to use each one To know the names of some Parisian landmarks To know some French playground games To know that there are French speaking countries around the world *(NB This skill is not covered if following our condensed curriculum)*	Comparing schools and celebrations between France and the UK Comparing shops and high streets of France and UK Recognising and using the Euro currency Identifying some French-speaking countries	To know some similarities and differences between French and English schools To know some French festivals that happen throughout the year To know some similarities and differences between French and English birthday celebrations To know that the abbreviation R.S.V.P, which is often used in English stands for '**Répondez s'il vous plaît**' which translates as 'Reply, if you please' To know that the currency used in France is Euros and to recognise some of the notes and coins To know that the Louvre is a famous French art gallery	Learning about France's sporting culture and events Asking question and making insightful commentary on cultural differences, including some understanding of stereotype	To know the French word for countries around the world To know that the Tour de France is a world famous cycling race that takes place in France each year To know that pétanque is a popular French game sometimes known as boules To know different ways to travel to and around France

Please note that this strand is not covered in Year 5 if you follow our Condensed curriculum.

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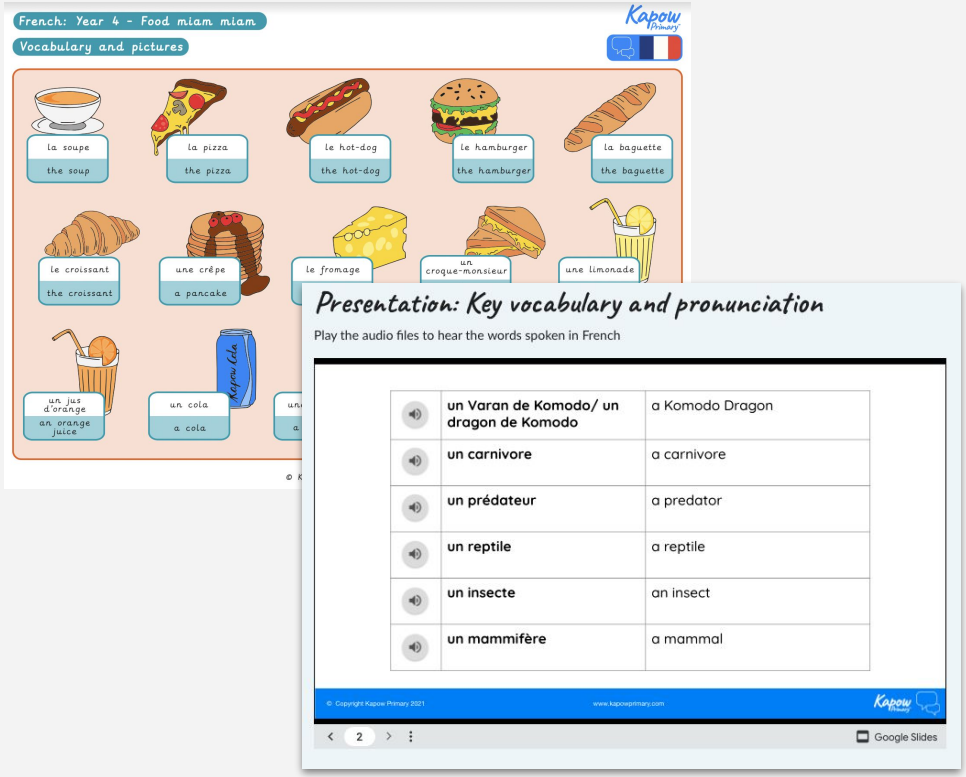
Unlike other curriculum subjects, the word 'vocabulary' in language learning refers to the building blocks of the subject itself rather than a simple list of relevant vocabulary. In other words, whereas vocabulary in other subjects helps develop a framework glossary of understanding, in French the vocabulary grows into more of a dictionary of knowledge chunks.

But language learning does not necessarily progress simply because our vocabulary widens. In our lessons, vocabulary is taught discretely, but always with the aim of moving from simple recall of a word to a deeper understanding of how it is used in the context of sentence structure and grammar. Individual items of vocabulary need to be understood, learned, recalled, re-encountered and recycled in different topics and in different sentence forms as our learners progress in their understanding of language and grammar. A full explanation of **Progression of grammar** can be found on slides 8-11.



To support vocabulary learning, key vocabulary lists and pronunciation guidance can be found at the end of the **Teacher notes** for each lesson. A useful reference tool and support for both teacher and pupils learning in the classroom are the eye-catching and practical **Knowledge Organisers** for each unit. These can be printed to create individual vocabulary mats or for keyword displays. These include core vocabulary, sentence structures and details of the main grammar points to be delivered.