



Pirbright Village Primary School

Progression of Knowledge & Skills in FRENCH

Subject Intent	<p>In French, we are curious about and positive towards becoming life-long language learners. We ensure we are secondary ready by learning the five skills: reading, writing, speaking, listening and grammar; expressing our opinions and developing our intonation and expression. We build resilience and confidence and develop a deeper understanding of other cultures and the world around us. We raise aspirations by opening opportunities for work and travel. We enhance problem-solving skills along with thinking laterally and working collaboratively. At PVPS, children begin to learn French in the EYFS and it continues through to Year 6. To support the delivery of French, we use Language Angels (online resource) throughout the school. www.languageangels.com/schools/</p>
National Curriculum KS2	
<p>Children will be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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 • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally and in writing • 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, for instance, to build sentences; and how these differ from or are similar to English. 	
Progression of Skills	
EYFS	<ul style="list-style-type: none"> • I can listen to, appreciate and actively participate in traditional short stories, fairy tales and songs. • I can repeat and reproduce the language I hear with accurate pronunciation. • I can identify written versions of the words I hear. • I can use my letter formation skills to copy words from a model. • I can begin to understand that foreign languages can have different structures to English.
KS1	<ul style="list-style-type: none"> • I can listen to, engage with and appreciate short stories, fairy tales and songs. • I can understand some of the familiar words in what I hear. • I can articulate key words introduced in the lesson and understand their meaning.

	<ul style="list-style-type: none"> • I can identify the written version of a wider range of the words I hear. • I can reproduce nouns and determiners/articles from a model. • I can begin to understand that foreign languages can have different structures to English.
Year 3	<ul style="list-style-type: none"> • I can listen to and enjoy short stories, nursery rhymes & songs. • I can recognise familiar words and short phrases covered in the units taught. • I can communicate with others using simple words and short phrases covered in the units. • I can read familiar words and short phrases accurately (using phonics). • I can understand the meaning in English of short words I read. • I can write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. • I can begin to understand the concept of noun gender and the use of articles. • I can use the first-person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'.
Year 4	<ul style="list-style-type: none"> • I can listen to longer passages and understand more of what I hear by picking out key words and phrases. • I can communicate with others with improved confidence and accuracy. • I can ask and answer simple questions and use a negative reply if and when required. • I can read aloud short pieces of text (using phonics). • I can understand most of what I read linked to the topic. • I can write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. • I can understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). • I can begin to understand the simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'.
Year 5	<ul style="list-style-type: none"> • I can listen more attentively and for longer. • I can understand more of what I hear even when some of the language may be unfamiliar by using decoding skills. • I can communicate on a wider range of topics and themes. • I can remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. • I can understand longer passages & start to decode meaning of unknown words (using phonics, similar & familiar words). • I can write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. • I can manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. • I can use and recognise the terminology of articles (EG: definite, indefinite and partitive). • I can better understand the rules of adjectival agreement and possessive adjectives, full verb conjugation (EG: 'I wear...', 'he/she wears...' and also describe clothes in terms of colour EG: 'My blue coat'.
Year 6	<ul style="list-style-type: none"> • I can listen to longer texts and more authentic foreign language material. Learn to pick out similar and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. • I can recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions & justifications where appropriate. • I can understand unknown language with increased accuracy by applying knowledge previously learnt (phonics).

- I can decode unknown language using a French dictionary.
- I can write a piece of text using known language & adapt models to show an understanding of the grammar covered.
- I can use conjugated verbs, connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.
- I can use gender and nouns, the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).
- I can use a wider range of connectives/conjunctions and I am more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.

EYFS

Autumn	Spring		Summer	
Greetings	Colours & Numbers	Under the Sea	The Circus	In the Jungle
<ul style="list-style-type: none"> • Say 'hi', 'hello' and their name. • Ask how somebody is feeling and give a reply. • Say 'goodbye' and 'see you later'. 	<ul style="list-style-type: none"> • Name and recognise up to 10 colours. • Count from 1-10. 	<ul style="list-style-type: none"> • Recognise 7 sea creatures. • Recall a short phrase for each. • Listen to and join in a sea creature song. 	<ul style="list-style-type: none"> • Recognise 7 circus acts. • Recall a short phrase for each. • Listen to and join in a circus song. 	<ul style="list-style-type: none"> • Recognise up to 7 jungle animals. • Recall a short phrase for each. • Listen to and join in a jungle animal song.

Year 1

Autumn	Spring		Summer	
My Dream House	In My Town	Superheroes	Minibeasts	Lili & Teddy Bear
<ul style="list-style-type: none"> • Recognise and recall 7 rooms of the house. • Spell some of these nouns with their correct indefinite article/determiner. • To build a sentence using the structure 'il y a'. 	<ul style="list-style-type: none"> • Recognise and recall 7 places in town. • Spell some with correct articles. • Use 'il y a' to build simple sentences. 	<ul style="list-style-type: none"> • Recognise and recall 6 colours. • Use key verbs (e.g. name, have, live, be, can). • Describe themselves as a superhero. 	<ul style="list-style-type: none"> • Recognise 7 minibeasts with correct articles and pronunciation. • Recall how to say hello and goodbye. • Follow instructions and listen to a story. 	<ul style="list-style-type: none"> • Recognise 5 key words from the story. • Use basic phrases (hello, name, yes/no). • Listen and sequence the story.

Year 2

Autumn	Spring		Summer	
Seasons	Shapes	Animals	Instruments	I Am Able... I Know How...
<ul style="list-style-type: none"> • Recognise, recall and remember the 4 seasons. • Recognise, recall and remember a short phrase for each season. • Say which season is their favourite. 	<ul style="list-style-type: none"> • Recognise and name 10 shapes, and begin to spell some of them. • Understand that nouns use articles, focusing on 'un' and 'une'. • Learn or revise numbers 1-5. 	<ul style="list-style-type: none"> • Recognise, recall, and spell 10 animals with correct articles. • Understand that articles have multiple forms in French. • Use 'je suis' confidently. 	<ul style="list-style-type: none"> • Recognise and spell 10 instruments with correct articles. • Understand definite articles, including the plural form. • Use 'je joue' to say and write what instrument they play. 	<ul style="list-style-type: none"> • Recognise and spell 10 action verbs. • Use them with 'je peux' and 'je ne peux pas'. • Build longer sentences using 'et' and 'mais'.

Year 3					
Autumn		Spring		Summer	
Phonics 1	I Am Learning French	Fruits	Ice-Creams	Presenting Myself	Goldilocks
<ul style="list-style-type: none"> Use a selection of the key phonemes to facilitate accurate and authentic pronunciation. 	<ul style="list-style-type: none"> Locate France on a map and recall at least one Francophone country, using basic cultural awareness. Use key greetings and ask/answer simple questions (e.g., name and how you are). Count to 10 and read, write, say, and recognise 10 colours. 	<ul style="list-style-type: none"> Name and recognise 10 fruits, and attempt to spell some of them. Ask others if they like a particular fruit. Say which fruits they like and dislike. 	<ul style="list-style-type: none"> Name and recognise 10 different flavours. Use 'je voudrais' to ask for an ice cream. Say which flavour they would like and whether they want a cone or a tub. 	<ul style="list-style-type: none"> Use basic greetings and ask/answer questions about name, feelings and age. Recall numbers 1–10 and count from 11–20. Ask and answer where someone lives, and express nationality with basic gender agreement. 	<ul style="list-style-type: none"> Listen to a story and understand and remember new language. Use picture cards and strategies to improve memory of words and phrases. Develop thinking skills and attempt to spell new words.
Year 4					
Autumn		Spring		Summer	
Phonics 2	What is the weather?	Family	Habitats	In the Classroom	At the Tea Room At the Café At the Restaurant
<ul style="list-style-type: none"> Use a selection of the key phonemes to facilitate accurate and authentic pronunciation. 	<ul style="list-style-type: none"> Recognise and use vocabulary for weather, asking and saying what the weather is like. Create a French weather map. Describe the weather in different regions of France using a map and symbols. 	<ul style="list-style-type: none"> Use nouns and articles for family members, including moving from 'the' to the possessive 'my'. Ask and answer questions about siblings and introduce family members using 'il/elle s'appelle'. Use numbers to describe the ages of family members. 	<ul style="list-style-type: none"> Tell somebody the key elements that animals and plants need to survive in their habitat. Tell somebody examples of the most common habitats for plants and animals and give a named example for each. Tell somebody which animals and plants live in these different habitats. 	<ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case. 	<ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.

Year 5					
Autumn		Spring		Summer	
Phonics 3	The Planets	My Home	The Date	Clothes	Olympics
<ul style="list-style-type: none"> Use a selection of the key phonemes to facilitate accurate and authentic pronunciation. 	<ul style="list-style-type: none"> Name and label a map of the Solar System, describing it using correct adjectival agreement. Use conjunctions and intensifiers to extend descriptions, and ask questions to interview an astronaut. Answer questions to present themselves as an astronaut, using adjectival agreement to describe their character. 	<ul style="list-style-type: none"> Say whether they live in a house or an apartment and where it is located. Recognise, recall, and attempt to spell up to ten rooms in the house with correct articles. Ask and answer questions about rooms in a home and create a longer spoken or written passage using familiar language (e.g. name and age). 	<ul style="list-style-type: none"> Recognise and recall the days of the week and months of the year. Recognise and use numbers 1–31. Ask and answer questions about the date and birthdays. 	<ul style="list-style-type: none"> Recognise and use vocabulary for a variety of clothes with correct genders and articles. Use the verb porter to say what they wear in different situations. Describe clothes (including colour and agreement) and use possessives with increasing accuracy. 	<ul style="list-style-type: none"> Listen to longer passages about the Olympic Games and develop strategies (e.g. cognates and key words) to understand texts. Recall and use vocabulary for 10 Olympic sports with correct articles. Form positive and negative sentences using faire and understand gender in relation to male and female Olympians.
Year 6					
Autumn		Spring		Summer	
Phonics 4	World War II	At School	Me in the World	Healthy Lifestyles	The Weekend
<ul style="list-style-type: none"> Use a selection of the key phonemes to facilitate accurate and authentic pronunciation. 	<ul style="list-style-type: none"> Develop strategies to decode texts and improve listening and reading skills. Name countries and languages involved in WWII and describe differences between city and country life. Integrate new and prior language to write a letter. 	<ul style="list-style-type: none"> Recognise and use vocabulary for school subjects. Say what subjects they like and dislike, and explain why. Tell the time (on the hour) and say when they study different subjects. 	<ul style="list-style-type: none"> Learn about countries in the Francophone world and different global festivals. Understand cultural similarities and differences, and the importance of protecting the planet. Use "à" for cities and "en/au/aux" for countries when talking about where people live. 	<ul style="list-style-type: none"> Recognise and name healthy and unhealthy foods and drinks. Describe activities they do to keep fit and maintain a healthy lifestyle. Learn to make a simple healthy recipe. 	<ul style="list-style-type: none"> Ask for and tell the time accurately. Talk about what they do at the weekend using connectives. Present a short account of weekend activities, including what they do and at what time.