

# FRENCH

## Skills Progression



**At Oakfield, we revisit a series of topics, in increasing depth, over 4 years (following the Rising Stars progression framework). As pupils develop their skills and understanding of French grammar, we lay the foundations for further foreign language teaching at key stage 3 (for even if some pupils change to Spanish or German, their knowledge re: gender, adjectival agreement, the conjugation of verbs etc. is most useful). At Oakfield we aim to give pupils a smooth transition to KS3, enabling them to enjoy learning languages for life.**

### By the end of Key Stage 2, pupils should be taught to:

- 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: feminine and masculine 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.

	Year 3	Year 4	Year 5	Year 6
<b>Topics Studied</b>	1.1 Moi 1.2 Jeux et chansons 1.3 Portraits 1.4 Les quatre amis	2.1 On y va! 2.2 L'argent de poche 2.3 Raconte-moi une histoire 2.4 Vive le sport	3.1 Bon appétit, bonne santé 3.2 Je suis le musicien 3.3 En route pour l'école 3.4 Les Planètes	4.1 Notre école 4.2 Notre monde 4.3 Monter un café 4.4 Quoi de neuf
<b>Knowledge:</b>	<p>Awareness of two groups of nouns in French (masculine and feminine)</p> <p>Begin to recognise 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. je danse, tu sautes, il galope, elle court) as well as être and avoir ( J'ai, tu as, il est/ elle a)</p> <p>Appreciate that words and letters in French can have a different sound or pronunciation to English</p> <p>Recognise plural nouns</p> <p>Know that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including festivals and games</p>	<p>Understanding and identification of the gender of nouns. For example: using the article when reading; using a dictionary where m = masculine and f = feminine</p> <p>Recognise and use 1st, 2nd and 3rd person singular pronouns (je, tu, il/elle) with regular verbs such as jouer, manger and habiter as well as high frequency irregular verbs like être, avoir, aller and faire. For example: je joue, je vais, tu manges?, il habite, elle a</p> <p>Making sentences negative (J'aime becomes Je n'aime pas; il pleut becomes il ne pleut pas)</p> <p>Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: un manteau bleu but une écharpe bleue; un éléphant grand but une tortue grande</p> <p>Express a positive and negative opinion (J'aime, J'adore, Je n'aime pas, Je déteste, Je préfère)</p> <p>Partitive in singular and plural (du/des, au/aux)</p> <p>Conjunctions et, mais and quand</p> <p>Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. bateau becomes bateaux</p>	<p>Rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: La Lune est petite; Le Soleil est grand; les planètes chaudes; les couleurs sombre</p> <p>Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (jouer, tourner, aimer, traverser, s'appeler) and high frequency irregular verbs (être, avoir, aller). For example: je tourne à droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont</p> <p>Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural</p> <p>Position of adjectives in a sentence (including grand/petit before the noun). For example: une petite planète bleue; les grands nuages blancs</p> <p>Giving positive and negative reasoned opinions, e.g. J'aime ça parce que c'est... Je n'aime pas ça parce que ce n'est pas....</p> <p>Formation of the indefinite and definite article, e.g. un/une/des, le/la/les – plurals are the same whatever the gender.</p>	<p>Comparing things using plus and moins + adjective</p> <p>Awareness of three verb groups – er, –ir and –re and the role of the infinitive</p> <p>Conjugation of regular –er verbs and two high frequency verbs, i.e. être and aller in the present tense</p> <p>Use of the infinitive with Je veux and J'aime</p> <p>Comparing the past and present using il y avait / il y a and il/elle est / il/elle était</p> <p>Prepositions of place</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Consolidation of all grammatical knowledge from Books 1– 3</p> <p>Knowledge of the geography of some Francophone countries including climate, terrain and fauna</p>

		<p>Instructions to vous, e.g. Regardez! Venez ici!</p> <p>Awareness that French is spoken in countries other than France</p> <p>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography</p>	<p>Sequencing and frequency adverbs, e.g. après ça, ensuite, et puis, souvent, tous les jours</p> <p>Awareness and use of tu and vous</p> <p>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</p>	
Skills:	<p>Listen, read and show understanding of single words</p> <p>Understand and answer a familiar question, e.g. Comment tu t'appelles ?, Tu aimes...?, Tu as...?</p> <p>Write and say a short sentence using familiar single words and a connective with (and sometimes without) support</p> <p>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words</p> <p>Suggest and use strategies to memorise vocabulary and structures</p> <p>Find the meaning of a word in a word list and a bilingual dictionary</p> <p>Join in with songs, rhymes and stories by using actions and words</p>	<p>Listen, read and show understanding of short phrases</p> <p>Ask and answer several familiar questions, e.g. Quelle est la date?, Qu'est-ce que tu fais?, Où habites-tu?</p> <p>Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</p> <p>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>Translate words using a bilingual dictionary</p> <p>Join in with the words of familiar songs, rhymes and stories, some from memory</p>	<p>Listen, read and show understanding of more complex familiar phrases and sentences</p> <p>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac?, Tu joues du saxophone ou de la batterie?</p> <p>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</p> <p>Read aloud familiar sentences with increasingly accurate pronunciation and intonation</p> <p>Suggest and use strategies to memorise vocabulary including making connections with other languages</p> <p>Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Follow a longer text, e.g. a rhyme or story</p>	<p>Listen, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words</p> <p>Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency</p> <p>Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary</p> <p>Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation</p> <p>Decode unfamiliar text using language skills, context and/or a bilingual dictionary</p> <p>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number</p> <p>Read aloud with fluency</p>

