

French Curriculum Progression



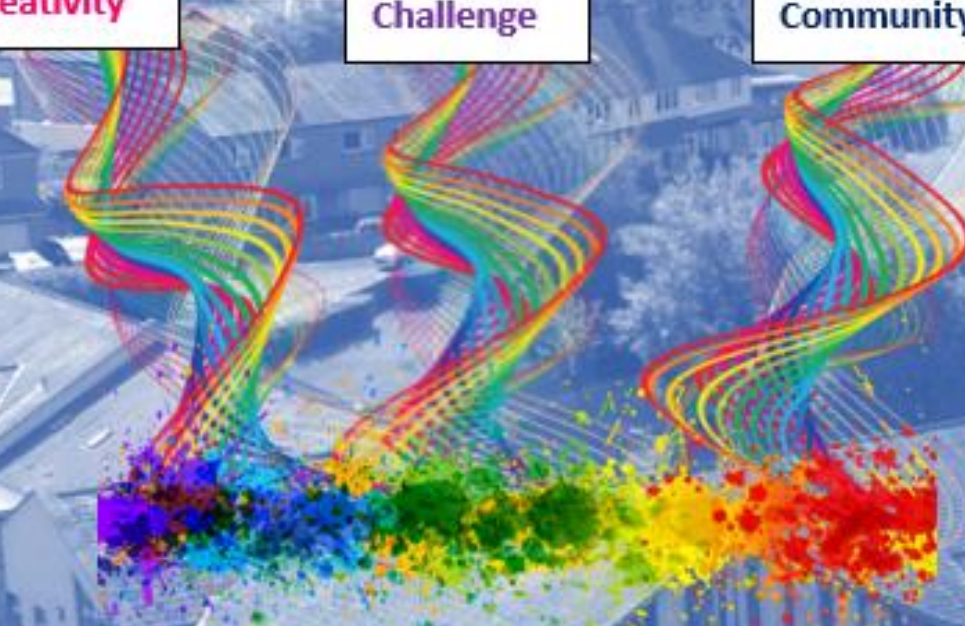
Creativity



Challenge



Community





Year 3 Progression in French

Unit 1 – Autumn Je parle français!	Unit 2 – Spring Je me présente	Unit 3 – Summer En Famille
Where is France? How do you get there? Capital city comparison Greetings Classroom commands Numbers 0-12 Classroom objects	Age Where you live Number 13-20 Days of the week Story: The Hungry Caterpillar Describing the weather Weather Rap Alphabet	Number 21-30 Describing members of the family Reading and writing a letter about my family Colours and preferences Asking and answering questions The Story of Sleeping Beauty

At the end of the Unit 1:

Most children will: understand and respond to simple classroom commands; use spoken French to meet and greet others; respond appropriately when register is called; begin to recognise, read and pronounce combinations of letters; words and phrases; understand numbers to 12

Challenge: write and say phrases from memory, with clear pronunciation and meaning; take the initiative in pair work and begin to use classroom language spontaneously; identify classroom objects, using the correct gender and using the infinitive article eg, une table, un ciseau

At the end of Unit 2

Most children will: understand and use set phrases to talk about themselves and ask other for simple personal information; understand numbers from 12 – 21, count and use numbers out of sequence; understand the days of the week and weather phrases; take part in a brief prepared task, using visual and other clues for support; begin to recognise and pronounce sound combinations of letters and certain words and set phrases; compare ways in which they and other people celebrate festivals.

Challenge: ask simple questions and write set phrases, using mainly memorised language (pronunciation and meaning clear); take part in brief prepared tasks.

At the end of Unit 3

Most children will: understand set phrases to talk about their family; count and understand 21 and 30; respond appropriately when asked the colour of items; begin to develop skills in communicating in French in pairs and groups; begin to use correct intonation in speaking activities.

Challenge: use visual cues to produce phrases, sentences and passages; begin to use aspects of grammar in new contexts; initiate conversations when working in French in pairs and groups.



Year 4 Progression in French

Unit 4 – Autumn Les Animaux	Unit 5- Spring Mon Anniversaire	Unit 6 – Summer Le Monde
Numbers 31-40 Names of Pets Revision of masculine and feminine Opinions about pets Revision of plurals of nouns Masculine and feminine adjectives Adjectives: colour, size and quality Writing a description of pets Stories: In the pet shop Reading and Writing and animal colour poem	Telling time Daily Routines ER verbs Reading and writing a letter about a typical day Numbers 41-60 Months of the year and festivals Dates and Birthdays Seasons and revision or weather Learning a weather poem and writing a verse Bastille Day	Countries surrounding France and the locations of French Towns Revision – J’habite à - + town en = country Questions words and forms Present Tense of verb <i>aller</i> (singular forms) Information about Paris Points on a compass Describing one’s home town Sending a postcard from a holiday destination

At the end of unit 4:

Most children will: understand and use the numbers 31-40; name and describe pets, understand masculine and feminine forms; describe and offer opinions about pets.; sing a song or poem from memory; Describe pets and objects using colour and write these in a poem

Challenge: In groups, provide a short description of pets using accurate language; speak about animals and pets within a scenario; spell vocabulary correctly.

At the end of unit 5:

Most children will: understand and use the numbers 41-60; understand the time on the hour, ask someone when their birthday is, and say when their own is; listen to a story and select key words and phrases from it.; sing a song or poem from memory; write a birthday greeting; devise and perform a short sketch, using structure learned in the unit.

Challenge: discuss a short description of the seasons in pairs using the language of months and weather; speak about a festival or season; spell vocabulary correctly.

At the end of Unit 6:

Most children will: identify and pronounce the names of some countries and towns correctly; know the points of a compass in French; sing a song from memory; describe Paris and write a simple postcard describing a holiday destination.

Challenge: Some children will use a greater depth of vocabulary; use questions more confidently in conversation and discuss locations in a group.



Year 5 Progression in French

Unit 7 – Autumn Moi et mon école	Unit 8- Spring Qu'est-ce que tu veux?	Unit 9 – Summer Les Sports
<p>Revision of numbers to 60 Telling the time; half past, quarter to and past; analogue and digital Revision of verbs for daily routines, er verb endings Conjunctions and adverbs of time, making longer sentences Learning names of school subjects and about school in France Preferences and opinions about school subjects Reading and writing letters about school Different types of transport</p>	<p>How to ask for snacks and drinks Understand and express likes and dislikes about drinks and snacks Learning how to shop using euros Have a conversation about ice cream How to buy different breads Making a shopping list and planning a party Follow instructions to make a recipe</p>	<p>Learning the parts of the body The present tense of avoir Write a description of a monster Learn about sports in France Give opinions of sports agreeing and disagreeing er singular verbs and plurals Reading and writing about sport Read stories using negatives.</p>

At the end of unit 7:

Most children will: understand and use the numbers to 60; ask and tell the time using analogue and digital clock: understand the French for school subjects that they study; state their favourite subject; sing a song; discuss what they like and dislike at school; discuss how they get to school.

Challenge: In groups, explanations for liking a subject; engage in a dialogue about school; discuss different French sports

At the end of unit 8:

Most children will: ask for different drinks, ice creams, breads and snacks; understand how to work out process in euros; sing a new song;

Challenge: express like and dislikes about food in a shop scenario; begin to follow a recipe in French; order food for a party and pay for it in a shopping scenario, incorporating previously learned vocabulary and phrases.

At the end of Unit 9:

Most children will: say what activities they like and dislike; recognise and respond to instruction about the body; begin to say phrases or sentences relating to sport and like/dislikes

Challenge: Some children will be able to read and write about sporting events, describe a person/character using body part vocabulary – with good pronunciation and intonation



Year 6 Progression in French

Unit 10 – Autumn Les Vêtements	Unit 11- Spring J'habite	Unit 12 – Summer Un pays francophone
<p>Learning the names of clothing Learning about fashion in France Revising adjectives of colour, size and quality and adjective agreement Describing clothes and expressing opinions of them The present tense of porter, using positive and negative statements Trying on and buying clothes in role play What to wear in different weather conditions</p>	<p>Discuss the vocabulary of different rooms in a house Explore prepositions expressing position Use common verbs when describing a house Ask questions and respond to describe homes Explore their fantasy home Engage in conversation about places in a town or village, asking directions Discuss areas of France and make a booklet</p>	<p>Create a passport with personal details Draw up a travel itinerary Compare Kirkby Lonsdale with another location Improve confidence in putting together sentences to hold a conversation in French, confidently and creatively.</p>

At the end of unit 10:

Most children will: describe the clothes they are wearing, or might wear in different conditions; describe the colour of articles of clothing; explore language in scenarios eg fashion show; explore the colour, price of clothing; begin to use the present tense of porter in first second and third person singular

Challenge: In pairs and groups, discuss preferences for clothing; show accurate extensions to descriptions, showing some attention to verb endings; show creativity and imagination drawing on previously vocabulary and sentences, applying these in scenarios.

At the end of unit 11:

Most children will: be able to describe their home with increasing detail, understand the key information in tourist guides in a French town, contribute to a guide in their area, using labels, descriptions, address strangers politely,

Challenge: use vocabulary and phrases imaginatively and confidently, with limited support from adults, exchange information about their house and their town orally and in written form exploring complex sentences. Watch a listen to videos about French towns and begin to comprehend spoken French and respond to this.

At the end of Unit 12:

Most children will: obtain and understand information about a francophone country, consolidate sentence structure orally and in written form, producing displays of work and beginning to hold conversations confidently in differing scenarios.

Challenge: Speak and write in French using grammatically accurate phrases, eg adjectival agreement, verb endings.

