

French Progression of Skills – Laceby Stanford Primary Academy

KS2	Grammar	Listening & Reading	Speaking & Writing
Year 3	<ul style="list-style-type: none"> 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 most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'. To know that when a preposition and a definite article are contracted this indicates a place: au/à la/aux. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions. To know that je/j', and tu are subject pronouns. To know that c'est means "it is" and is used to describe what something is. To know that il y a is used to say 'there is/are.' To know that placing ne...pas around the verb makes it negative: ne + verb + pas. To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and) and puis (then) to join clauses. To know that en is usually used as a preposition when the mode of transport is something you get into e.g. en voiture whereas à is usually used when you are not getting into a form of transport e.g. à pied which means 'on foot'. 	<ul style="list-style-type: none"> Listening and responding to single words and short phrases. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary. 	<ul style="list-style-type: none"> Asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Recalling and writing simple words from memory. Experimenting with simple writing, copying with accuracy. Recognising and using adjectives of colour and size.

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	<ul style="list-style-type: none"> To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter. 		
Year 4	<ul style="list-style-type: none"> To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some' : un, une, des. 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 that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)-violette (fem); blanc(masc)-blanche(fem), heureux-heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know the verbs avoir and être are used to describe appearance and personality. To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. 	<ul style="list-style-type: none"> Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Following a short text or rhyme, listening and reading at the same time Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies. 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. 	<ul style="list-style-type: none"> Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short Role-play or song. Selecting and writing short words and phrases. Making short phrases or sentences using word cards and knowledge organisers. Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.

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	<ul style="list-style-type: none"> To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. 		
Year 5	<ul style="list-style-type: none"> To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that a simple metaphor requires two nouns and the verb 'to be' e.g: le soleil est un ballon jaune. To know that adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing plus/moins and que around the adjective of comparison. To know that when making comparisons the ending of the adjective may need to change depending on the gender and number of the noun it is describing. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb to be as in English. J'ai dix ans - I am ten years old. Il a faim - He is hungry. 	<ul style="list-style-type: none"> Listening and selecting information from short audio passages to give an appropriate response. Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns. Reading and responding to a range of authentic texts. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary 	<ul style="list-style-type: none"> Forming a question in order to ask for information. Presenting factual information in extended sentences including justification. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency. Creating and presenting a dialogue or role-play. Adapting model sentences to express different ideas. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing.

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	<ul style="list-style-type: none"> To know that some verbs are irregular. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim. To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la soeur de mon père. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers. To understand that words in French and English will not always have a direct equivalent in the other language. 		<ul style="list-style-type: none"> Using adapted phrases to describe an object, person or place.
Year 6	<ul style="list-style-type: none"> To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that partitive articles describe where something is placed: le livre est à côté du stylo. To know a range of prepositions to describe the position of objects. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports. To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tourne becomes tourne (turn). To know that venir de + the infinitive of the second verb indicates a recent action: je viens de finir - I have just finished, or a place of origin. To know that parce que (because) can be used to extend a sentence and give a justification. 	<ul style="list-style-type: none"> Listening and inferring information from an extended audio passage using language detective skills. Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary. 	<ul style="list-style-type: none"> Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing confidence and fluency Giving a presentation drawing upon learning from a number of previous topics. Using existing knowledge of vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Generating the correct form of an adjective that agrees with the singular or plural noun it is describing.

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			<ul style="list-style-type: none">• Using a wide range of descriptive phrases.
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