

Camps Hill Primary School - French Curriculum Progression

Topics across the Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn				Greetings Numbers 1-12 Core Phonics & vowel sounds Pencil case items	Numbers 1-31 Dates, months Birthdays Christmas	5x table Time Food and drink	Weather Geography: key features, bordering countries, flags, compass points.
Spring				Animals Colours	Shapes Prepositions Face and body parts	Sports	Local area – town landmarks French festivals
Summer				Food (The Very Hungry Caterpillar) Ordering food from a cafe Days of the week	Family members and pets Adjectives for hair and eyes	Music genres Musical instruments	Revision and consolidation Focus areas: holidays, clothes, going to a café, buying ice creams

EYFS	Year 3	Year 4	Year 5	Year 6
Pupils will: - Know that different languages are spoken by people - Know that there is a range of languages that are spoken in our school - Begin to understand that some of the words we use; originate from other places/cultures - Begin to use some vocabulary from different places in rhymes/songs/register answers and as part of their curriculum learning.	National Curriculum: 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 (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.			

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Listening (Includes Phonics and Pronunciation)	- Respond confidently to greetings, register, classroom instructions, phonics - Listen carefully and apply phonics knowledge to songs, poems and spelling prediction activities	- Ask / answer confidently questions about birthdays, ages, dates, time, times tables and simple calculations - Develop phonics knowledge and confidence through songs and rhymes about Christmas, birthdays and other occasions - Phonics recall of numbers to 31	- Understand and respond to a specific range of classroom instructions - Understand essential likes / dislikes relating to food and sports - Understand and respond to movement instructions - Anticipate with some accuracy the spelling of new words they hear, by applying their phonics knowledge	- Understand a range of spoken opinions heard in sentences and short texts. - Respond to spoken language by ordering cards, identifying positive/negative opinions and by picking out details from short texts
Speaking (includes Pronunciation)	- Answer questions with a short, simple phrase (name, greetings, age). Focus: <i>As-tu (have you?)</i> questions - Signal a problem in English or French (<i>aide-moi</i>) - Use the "to have" and "to be" verb forms to create simple sentences. - Use gestures confidently to reinforce simple punctuation, i.e. capital letter, comma and full stop. - Describe animals with colours - Choral re-telling of stories	- Ask / answer questions about birthdays, ages, dates, times. Focus: <i>What? When?</i> questions - Use: <i>"In my opinion", "I think that"</i> - Signal a problem in French: <i>aide-moi (help me), ou-est (where is?) qu'est-ce que c'est (what is?)</i> - Use sentence structure relating to time and date; stating when events start and finish - Describe pictures / paintings in terms of shapes and their position - Describe hair / eyes of self and others	- Ask / answers questions about times, meals, food, sports and music. Focus: <i>What? When? Why?</i> questions . - Signal a problem and ask for help, giving detail using a range of sentence stems: <i>je n'est comprends pas (I don't understand), ou-est? (where is?) qu'est-ce que c'est? (what is?)</i> - Express opinions in sentences; giving preferences and reasons for opinions - Describe actions: eating / drinking at different times, playing sports and instruments	- Ask / answers questions on a variety to topics, giving opinions and reasons for answer - Signal a problem and ask for appropriate help, giving detail (combining two or more stems) - Express opinions in sentences; giving preferences and reasons for opinions. - Use the 3rd person of key verbs to say what other people do. - Describe the key geographical features of France - Describe where things are - Describe where you live - Describe what you wear.
Reading	- Match sound to text with familiar words, read familiar words with good pronunciation, identify rhyming words, decode words in simple sentences ("find the word for" activities), identify if simple FL phrases are true or false - Join in confidently with the classroom song and rhymes - Confident use of phonic key sounds to read aloud familiar words within short texts – more able learners will already start to apply phonic links when reading new words aloud - Enjoy stories, rhymes and songs	- Read and understand details on birthday invitations, diary entries and list of things to do (to prepare for a party) - Read numbers and add questioning intonation - Read and understand vocabulary relating to birthday and festive celebrations - Follow simple instructions	- Read short texts and answer questions to show understanding - Pronounce sports (including cognates) using correct sounds - Dictionary skills: - 1) Know the parts of the dictionary 2) Know what the codes (nf, nm etc) mean 3) Be confident with alphabetical order 4) Find the meanings of new words	- Complete gap-fill activities, cloze activities with adjectival agreement, identify the odd one out - Pronounce place names when reading aloud from text or from a map - To read a text using knowledge of phonics. - adjectives of reasons to support opinions, using <i>parce que</i> to provide reasons, language for countries, locations, directions - Use a dictionary to research new nouns and adjectives and use them actively in sentences with some degree of accuracy

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Writing	- Write simple phrases using <i>j'ai</i> and <i>je suis</i> - Write individual words for snacks on food plates for display from memory - Substitute and adapt noun-adjective collocations in simple sentences. e.g. using Brown Bear story to change colour – animal combinations in sentences with <i>J'ai un/une</i> - Include simple connectives <i>et</i> (and) and <i>mais</i> (but). More able may begin to use <i>aussi</i> (also) - Describe animals with colours	- Write simple sentences using correct grammatical structure with reasonable accuracy e.g. adjective after noun for colour and facial feature - Write 'My birthday is on the ... of ...' from memory with accurate spelling - Create birthday and Christmas cards, plan and write party invitations including time / date /, making plans for a party – to do list - using <i>je vais</i> + verbs, time exercise - Describe pictures / paintings in terms of colour, shapes and their position - Describe emotions - Describing hair / eyes of self and others - Describe house and home	- Write longer sentences referencing time and frequency (focus: sport and music) - Adapt short text about someone else's sports / free time to write a short text about own free time - Describe actions: Write a fitness diary, saying what you eat for each meal and what exercise you do on different days (from memory)	- Construct longer sentences from memory using vocabulary taught across Years 3-6. - Write a holiday postcard, adapting a model - Write a short text about where you live - Create a conversation about yourself - Express opinions and giving reasons from memory - Describe places and compare locations from memory
Grammar	- Focus on active use of indefinite articles in the singular with masculine and feminine nouns – (exposure to definite articles and plural indefinites) - Form plural nouns - Use <i>j'ai, je n'ai pas de, c'est, ce sont</i> - Use simple connectives <i>et</i> (and) and <i>mais</i> (but). More able may begin to use <i>aussi</i> (also).	- Focus on active use of indefinite articles in singular and plural and definite articles in both singular and plural - Use of plural nouns - Learn adjectival positioning and adjectival agreement (active use of regular singular forms) - Use adjectives (agreement and position) with more confidence - Create greater variety of sentences using the key verb forms from Y3. Use <i>il y a / il n'y a pas de and c'est / ce n'est pas</i> - Retell story with 3rd person ER verbs (non-explicit focus) Use future tense (<i>je vais</i> + infinitive verb), infinitives	- Focus on active use of definite articles with verbs of like / dislike. Know when to omit the definite article when talking about what you eat and drink. Know how to use the definite article with the verbs <i>jouer au/ à la</i> and <i>faire du/de la</i> - Agree adjectives in reasons after <i>parce que c'est/ce sont</i>, remembering to match number and gender. - Use all persons <i>manger/boire</i>; use all persons <i>faire/jouer</i>, use <i>j'aime + manger/boire/ jouer/ faire</i> - Use days of the week (<i>les lundis</i>, etc.)	- Accurate gender and article use, singular and plural (not with 100% consistency but the rules are known and understood). - Some irregular plurals learnt. - Agree adjectives in reasons after <i>parce que c'est / ce sont</i>, remembering to match number and gender. - Use the verbs <i>être</i> and <i>aller</i>

Glossary of terms

Qualifiers Words added to other words to modify its meaning - e.g. *very*

Conjugation The order of words
The conjugation of key verbs such as *I will go...*

Definite article A signal that a noun is known to the reader
I saw the dog at the park

Indefinite article A signal that a noun is not known to the reader
I saw a dog at the park