Ickleford Primary School **Progression Map: French**

	Year 3	Year 4	Year 5	Year 6
Vocabulary	**Autumn 1**: je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est Comment tu t'appelles ? Ça va/Comment ça va ? **Autumn 2** grand petit rouge blue jaune vert blanc noir orange violet rose brun un cercle un carré un rectangle un triangle **Spring 1** Combien ? Tu as quel âge ? un deux trois quatre cinq six sept huit neuf	**Autumn 1** il/elle a les cheveux les yeux il/elle est poli(e) fort(e) travailleur/travailleuse sportif/sportive colour adjectives in masculine, feminine and plural forms **Autumn 2** un une des mon/ma/mes dans ma valise il y a il/elle porte j'aime/je n'aime pas C'est de quelle couleur ? Nouns for items of clothing **Spring 1** le jour la semaine hier demain aujourd'hui les mois je voudrais C'est quand ton anniversaire ? Mon anniversaire c'est le … Quelle est la date aujourd'hui ? lundi mardi mercredi jeudi vendredi samedi dimanche numbers 13-31 months of the year **Spring 2** Quel temps fait-il aujourd'hui? il fait beau il fait mauvais il fait chaud	**Autumn 1** de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural) il/elle habite il/elle mange Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.) colour adjectives in masculine, feminine and plural forms **Autumn 2** énorme minuscule fragile tranquille plus … que moins … que parce que loin/proche/près de names of planets **Spring 1** du / de la / de l' / des bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer Je vais au marché et j'achète… C'est combien ?	**Autumn 1** faire marcher adorer détester aller à droite à gauche tout droit vite lentement C'est quel sport ? Tu aimes le sport ? Nouns for sports **Autumn 2** une équipe un match de foot un joueur/joueuse de foot un supporteur venir de je viens de il/elle vient de **Spring 1** J'habite dans… un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l' / des Où est… ? Qu'est-ce que c'est ? c'est la salle à mange nouns for objects in a

	dix onze douze plus moins et font/égale **Spring 2** écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez levez-vous ! asseyez-vous ! dans mon sac j'ai… je n'ai pas de… mais Tu as… ? **Summer 1** le la l' qui habite dans mange où est ? **Summer 2** le menu une boisson une entrée un plat principal l'addition s'il vous plaît ça fait … le serveur / la serveuse un billet une pièce de monnaie Vous désirez ?	il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages dans le nord l'est le sud l''ouest Quel temps fait-il aujourd'hui? multiples of 10 **Summer 1** le menu une boisson une entrée un plat principal l'addition s'il vous plaît ça fait … le serveur / la serveuse un billet une pièce de monnaie Vous désirez ? Names of different shops and eateries nouns for foods and drinks **Summer 2** jouer du/de la/de l' je ne joue pas d'instrument je préfère je déteste Tu joues d'un instrument ? Quel genre de musique aimes-tu ? Names of instruments	il a faim il n'a pas faim il a tout mangé il reste au lit fruits and vegetables numbers 60-100 1000 **Spring 2** j'ai trouvé les pas au nord au sud à l'est à l'ouest un pays names of countries **Summer 1** nous vous ils/elles avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer **Summer 2** j'ai un frère j'ai une sœur je n'ai pas de je suis fils (masc)/fille (fem) unique son anniversaire c'est le … j'adore names of family members names of fruits	bedroom **Spring 2** la plage les montagnes il/elle va nous allons vous allez ils/elles vont Je vais aller au/en/aux rester faire Quand/où/pourquoi vas-tu en vacances ? En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ? Qu'est-ce qu'il y a dans ta valise ? **Summer 1** un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite un billet pour Paris s'il vous plaît où est … ? tu vas aller au/à la/à l'… ? non, je ne vais pas aller au/à la/à l'… nouns for transport and places in town

	Year 3	Year 4	Year 5	Year 6
Progression of Knowledge: Phonics	To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English). To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.	To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla. To know that a change in voice intonation can indicate when a question is being asked.	To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.
Progression of Knowledge: Grammar	**Terminology:** Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article **Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)** 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.	**Terminology:** Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular **Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)** 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.	**Terminology:** Adverb Comparative adjectives Metaphor Compound nouns Compound sentences **Feminine and masculine Forms: Nouns (including articles, pronouns and plural formation)** 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.	**Terminology:** Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles **Feminine and masculine Forms: Nouns (including articles, pronouns and plural formation)** To know whether to use the pronouns il 'he' or elle 'she' when describing someone. **Feminine and masculine forms: Adjectives (position and agreement)** To know that partitive articles describe where something is placed: le livre est à côté du stylo.

	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. **Feminine and masculine forms: Adjectives (position and agreement)** 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. **Verbs (including conjugation and negation)** 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 . **Key features and patterns of the language** 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'.	**Feminine and masculine forms: Adjectives (position and agreement)** 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. **Verbs (including conjugation and negation)** 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. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.	**Feminine and masculine forms: Adjectives (position and agreement)** 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. **Verbs (including conjugation and negation)** 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. 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. **Key features and patterns of the language** 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 sœur de mon père.	To know a range of prepositions to describe the position of objects. **Verbs (including conjugation and negation)** 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. tournes 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 **Key features and patterns of the language** To know that parce que (because) can be used to extend a sentence and give a justification.

	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.	**Key features and patterns of the language** 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.	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.	
Progression of Skills: Language Comprehension (Listening & Reading):	**Listening attentively to spoken language and showing understanding by joining in and responding.** To listen and respond to single words and short phrases. **Exploring the patterns and sounds of languages through songs and rhymes and linking to spelling, sound and meaning of words.** To listen to and notice rhyming words when joining in with songs. To begin to notice common spelling patterns. **Appreciating stories, songs, poems and rhymes in the language.** To read aloud some words from simple songs, stories and rhymes. **Reading carefully and showing understanding of words, phrases and simple writing.** To recognise some familiar French words in written form. To begin to understand and notice cognates and near cognates.	**Listening attentively to spoken language and showing understanding by joining in and responding.** To listen and respond to full sentences. **Exploring the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.** To listen and notice rhyming words when joining in with songs. To begin to notice common spelling patterns. **Appreciating stories, songs, poems and rhymes in the language.** To follow a short text or rhyme, listening and reading at the same time. **Reading carefully and show understanding of words, phrases and simple writing.** To recognise some familiar French words when written in a short phrase. To identify and discuss cognates and beginning to	**Listening attentively to spoken language and showing understanding by joining in and responding.** To listen and select information from short audio passages to give an appropriate response. **Exploring the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.** To independently identifying rhyming words and spelling patterns when joining in with songs. To begin to predict spelling patterns. **Appreciating stories, songs, poems and rhymes in the language.** To read and respond to a range of authentic texts. **Reading carefully and showing understanding of words, phrases and simple writing.** To identify key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.	**Listening attentively to spoken language and showing understanding by joining in and responding.** To listen to and infer information from an extended audio passage using language detective skills. **Exploring the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.** To independently identify rhyming words and spelling patterns when joining in with songs. To begin to predict spelling patterns **Appreciating stories, songs, poems and rhymes in the language.** To read short authentic texts for enjoyment or information. **Reading carefully and showing understanding of words, phrases and simple writing.** To identify and extract key information in a range of authentic texts.

	Broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary. To become familiar with format, layout and simple use of a bilingual dictionary. To use visual clues to make predictions about the meaning of unfamiliar vocabulary.	explore various language detective strategies. **Broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary.** To use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. To use contextual clues and cues to gist and make predictions about meanings.	**Broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary.** To confidently use a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. To use further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	To read and use language detective skills to assess meaning including sentence structure. **Broadening their vocabulary and developing their ability to understand new words that are introduced into familiar written material, including through using a dictionary.** To use a bilingual dictionary to select alternative vocabulary for independent sentence building. To use further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.
Progression of Skills: Language Production (Speaking & Writing)	**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** To ask and/or answer simple questions. To form simple statements with information including the negative. To practise speaking with a partner. **Speak in sentences, using familiar vocabulary, phrases and basic language structures.** To use short phrases to give information. To recognise and repeat phrases from familiar rhymes and songs. **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.** To listen and repeat key phonemes with care. To recognise that sounds and spelling patterns can be different from English. To recognise how intonation and gesture are used to differentiate between statements and questions.	**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** To recognise and answer simple questions which involve giving personal information. To begin to form opinion phrases. To use a variety of conversational phrases. **Speak in sentences, using familiar vocabulary, phrases and basic language structures.** To use a model to form a spoken sentence. To begin to adapt phrases from a rhyme/song. **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.** To listen and repeat key phonemes with care. To recognise that sounds and spelling patterns can be different from English. To recognise how intonation and gesture are used to differentiate between statements and questions. To discuss strategies for remembering and applying pronunciation rules.	**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** To form a question in order to ask for information. To present factual information in extended sentences including justification. To begin to use conversational phrases for purposeful dialogue. **Speak in sentences, using familiar vocabulary, phrases and basic language structures.** To rehearse and recycle extended sentences orally. To speak in full sentences using known vocabulary. **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.** To recognise key phonemes in an unfamiliar context, applying pronunciation rules. To use intonation and gesture to differentiate between statements and questions. To formulating their own strategies to remember and apply pronunciation rules.	**Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.** To plan, ask and answer extended questions. To develop extended sentences to justify a fact or opinion. To engage in conversation and transactional language. **Speak in sentences, using familiar vocabulary, phrases and basic language structures.** To plan and give a short oral presentation. To modify, express and compare opinions. **Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.** To recognise key phonemes in an unfamiliar context, applying pronunciation rules. To use intonation and gesture to differentiate between statements and questions.

	To discuss strategies for remembering and applying pronunciation rules. To build confidence by repeating short phrases with increasing accuracy. **Present ideas and information orally to a range of audiences.** To introduce self to a partner with simple phrases. **Write phrases from memory, and adapt these to create new sentences to express ideas clearly.** To recall and write simple words from memory. **Use familiar vocabulary in phrases and simple writing.** To experiment with simple writing, copying with accuracy. **Describe people, places and things and actions orally and in writing.** To recognise and use adjectives of colour and size.	To build confidence by repeating short phrases with increasing accuracy. **Present ideas and information orally to a range of audiences.** To rehears and perform a short Role-play or song. **Write phrases from memory, and adapt these to create new sentences to express ideas clearly.** To select and write short words and phrases. **Use familiar vocabulary in phrases and simple writing.** To make short phrases or sentences using word cards and knowledge organisers. **Describe people, places and things and actions orally and in writing.** To use different adjectives with a singular noun, with correct positioning and agreement. To choose appropriate adjectives from a wider range of adjectives**.**	To speak and read aloud with increasing confidence and fluency. **Present ideas and information orally to a range of audiences.** To create and present a dialogue or role-play. **Write phrases from memory, and adapt these to create new sentences to express ideas clearly.** To adapt model sentences to express different ideas. **Use familiar vocabulary in phrases and simple writing.** To write a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. **Describe people, places and things and actions orally and in writing.** To select the correct form of an adjective that agrees with the singular or plural noun it is describing. To use adapted phrases to describe an object, person or place.	To formulate their own strategies to remember and apply pronunciation rules. To speak and read aloud with increasing confidence and fluency. **Present ideas and information orally to a range of audiences.** To give a presentation drawing upon learning from a number of previous topics. **Write phrases from memory, and adapt these to create new sentences to express ideas clearly.** To use existing knowledge of vocabulary and phrases to create new sentences. **Use familiar vocabulary in phrases and simple writing.** To construct a short text on a familiar topic. **Describe people, places and things and actions orally and in writing.** To generate the correct form of an adjective that agrees with the singular or plural noun it is describing. To use a wide range of descriptive phrases.
Progression of Skills: Cultural Awareness	To discuss similarities and differences between customs and traditions in France and the UK. To show awareness of the capital city and identify some key cultural landmarks and works of art such as L'escargot by Matisse.	To discover French festivals and their traditions. To compare the weather between France and the UK. To order typical French food and drink.	To identifying key geographical features of countries in the French-speaking world. To analyse climate data for some French-speaking countries.	To play the traditional French game of la pétanque. To research information about the French cycle race la Tour de France. To compare sporting activities in France and the UK.

Progression of Knowledge: Cultural Awareness	To know that in French there are formal and informal greetings. To know some playground games played in France. To know the names and locations of some of the cities in France. To name some famous paintings by French artists. To know that French is spoken in different countries around the world. To identify some French-speaking countries.	To know that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that in France the temperature is measured in celsius. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France. To know that the Eurovision song contest in annual competition between countries in the euro area and that it was created to promote cooperation between countries after the Second World War.	To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.	To know the rules for playing French bowls. To know how the maillot jaune is awarded during the Tour de France race. To know that football is immensely popular in France which is reflected in the support for the national team les Bleus.