



Progression grid for FRENCH

French – Topic Overview					
NC Key Area	EYFS and KS1	Y3	Y4	Y5	Y6
Autumn		<p><u>Greetings/ All about Me</u></p> <p>To greet and say goodbye to someone To ask someone’s name & say your own To ask how someone is & respond to same question To count numbers 1-20 To ask someone their age and respond</p>	<p><u>Weather</u></p> <p>To talk about the weather To know the seasons To recognise items of clothing To say which item of clothing matches the weather To know numbers 31 -100</p>	<p><u>School</u></p> <p>To name the rooms around school To name the subjects To name items in your pencil case To know the time (o’clock and half past) To say which is your favourite subject and why To say which is your least favourite subject and why</p>	<p><u>Town</u></p> <p>To name the places in the town To learn directions To use prepositions to say where something in the town is Compare a French town to your home town</p>
Spring		<p><u>Celebrations</u></p> <p>To recognise some letters of the alphabet To recognise & repeat classroom instructions To know numbers 21- 31 To know the days of the week To know the months To be able to say when your birthday is and ask when is it your birthday To talk about festivals & dates</p>	<p><u>Animals</u></p> <p>To identify animals and pets To describe animals using adjectives To say where an animal lives (habitat)</p>	<p><u>France</u></p> <p>To understand about French culture To know the names of some towns in France To locate French towns on a map To know about French celebrations To know how people travel around France Transport</p>	<p><u>The Planets</u></p> <p>To name the planets To describe the planets To be able to talk/write about planets using names, size, description, distance etc</p>
Summer		<p><u>Body</u></p> <p>To identify colours & describe an object’s colour To identify the names of some body parts To describe a monster using colours and body parts</p>	<p><u>Sport</u></p> <p>To talk about which sports you like and why To say what you think of different sports To talk about sports you take part in</p>	<p><u>Holidays</u></p> <p>To ask & say were you’re going on holiday To express opinions about holidays To talk about what you’re going to do on holiday To talk about holiday plans</p>	<p><u>Café</u></p> <p>To name food To say whether you like/dislike the food To ask politely for something. To ask how much something costs</p>

					To order food and drink in a café (role-play)
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- Vocabulary to be continuously revisited throughout year and in later year groups
- Year Six will complete a Café experience in which to practise their French in a “real” setting (role-play).
- Opportunities to learn about and discuss festivals such as Christmas and Easter will also feature throughout the year for all KS2 children.
- In the summer, all ks2 to take part in a celebration day to celebrate Bastille (July) with a variety of activities

French – Learning Progression

NC Key Area Speaking	EYFS and KS1	Y3 children can;	Y4 children can;	Y5 children can;	Y6 children can;
Explore the patterns and sounds of language through songs and rhymes and link spelling, sound and meaning of words	•listen to and begin to copy French rhymes	•listen and identify specific words in songs and rhymes and demonstrate understanding;	•listen and identify rhyming words and specific sounds in songs and rhymes;	•listen and show understanding of simple sentences containing familiar words through physical response	•read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.
Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.		•recognise a familiar question and respond with a simple rehearsed response e.g. To ask someone’s name & say your own •ask and answer a simple and familiar question with a response e.g. Cava?	•express simple opinions such as likes, dislikes and preferences •ask and answer at least two simple and familiar questions with a response.	•engage in a short conversation using a range of simple, familiar questions •ask and answer more complex questions with a scaffold of responses	•express a wider range of opinions and begin to provide simple justification •converse briefly without prompts.

<p>Children speak in sentences, using familiar vocabulary, phrases and basic language structure.</p>	<ul style="list-style-type: none"> begin to repeat common French words e.g. bonjour 	<ul style="list-style-type: none"> name objects and actions and may link words with a simple conjunction use familiar vocabulary to say a short sentence using a language scaffold 	<ul style="list-style-type: none"> speak about everyday activities and interests say a longer sentence using familiar language 	<ul style="list-style-type: none"> refer to recent experiences or future plans use familiar vocabulary to say several longer sentences using a language scaffold 	<ul style="list-style-type: none"> refer to everyday activities and interests, recent experiences and future plans vary language and produce extended responses.
<p>Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.</p>		<ul style="list-style-type: none"> pronounce the French alphabet identify individual sounds in words and pronounce accurately when modelled start to recognise the sound of some letter strings in familiar words and pronounce when modelled 	<ul style="list-style-type: none"> adapt intonation to ask questions or give instructions show awareness of accents, elisions and silent letters begin to pronounce words accordingly 	<ul style="list-style-type: none"> pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words 	<ul style="list-style-type: none"> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage
<p>Present ideas and information orally to a range of audiences</p>		<ul style="list-style-type: none"> name nouns and present a simple rehearsed statement to a partner present simple rehearsed statements about themselves, objects and people to a partner 	<ul style="list-style-type: none"> present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people 	<ul style="list-style-type: none"> manipulate familiar language to present ideas and information, using prompts, to a partner or a small group of people 	<ul style="list-style-type: none"> present a range of ideas and information, without prompts, to a partner or a group of people
<p>NC Key Area Listening</p>	<p>EYFS and KS1</p>	<p>Y3 children can;</p>	<p>Y4 children can;</p>	<p>Y5 children can;</p>	<p>Y6 children can;</p>
<p>Children listen attentively to spoken language and show understanding by joining in and responding.</p>	<ul style="list-style-type: none"> listen to familiar French rhymes and simple stories ie fairy tales begin to hear 	<ul style="list-style-type: none"> repeat modelled words listen to a word and match it to picture or the written form 	<ul style="list-style-type: none"> listen and show understanding of single words through physical response 	<ul style="list-style-type: none"> listen and show understanding of simple sentences containing familiar words through physical response 	<ul style="list-style-type: none"> listen and understand the main points and some detail from short, spoken material in French



	common French words e.g. bonjour				
Appreciate stories, songs, poems and rhymes in the language	Begin to appreciate stories, songs, poems and rhymes in the language	<ul style="list-style-type: none"> • Appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> •listen and identify specific phrases in songs and rhymes and demonstrate understanding 	<ul style="list-style-type: none"> •follow the text of familiar songs and rhymes, identifying the meaning of words 	<ul style="list-style-type: none"> •read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling •Read familiar stories and join in with storytelling
NC Key Area Reading	EYFS and KS1	Y3 children can;	Y4 children can;	Y5 children can;	Y6 children can;
Read carefully and show understanding of words, phrases and simple writing		<ul style="list-style-type: none"> •read and show understanding of familiar single words 	<ul style="list-style-type: none"> •read and show understanding of simple phrases and sentences containing familiar words 	<ul style="list-style-type: none"> •read and show understanding of simple sentences containing familiar and some unfamiliar language •read and understand the main points from short, written material 	<ul style="list-style-type: none"> •read and understand the main points and some detail from short, written material.
NC Key Area Writing	EYFS and KS1	Y3 children can;	Y4 children can;	Y5 children can;	Y6 children can;
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary		<ul style="list-style-type: none"> •use strategies for memorisation of vocabulary •make links with English or known language to work out the meaning of new words 	<ul style="list-style-type: none"> •use context to predict the meaning of new words •begin to use a bilingual dictionary to find the meaning of individual words in French and English 	<ul style="list-style-type: none"> •use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context) •use a bilingual dictionary to identify the word class 	<ul style="list-style-type: none"> •use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English

<p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>		<ul style="list-style-type: none"> •write single familiar words from memory with understandable accuracy 	<ul style="list-style-type: none"> •write familiar short phrases from memory with understandable accuracy •replace familiar vocabulary in short phrases written from memory to create new short phrases 	<ul style="list-style-type: none"> •write simple sentences from memory using familiar language •replace familiar vocabulary in longer phrases written from memory to create new longer phrases 	<ul style="list-style-type: none"> •write several sentences from memory with familiar language with understandable accuracy •replace vocabulary in sentences written from memory to create new sentences with understandable accuracy
<p>Describe people, places, things and actions orally* and in writing</p>		<ul style="list-style-type: none"> •copy simple familiar words to describe people, places, things and actions using a model •write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> •write one or two simple sentences that may contain an adjective to describe people, places, things and actions 	<ul style="list-style-type: none"> •write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold 	<ul style="list-style-type: none"> •manipulate familiar language to describe people, places, things and actions, maybe using a dictionary •use a wider range of descriptive language in their descriptions of people, places, things and actions
<p>NC Key Area Grammar</p>	<p>EYFS and KS1</p>	<p>Y3 children can;</p>	<p>Y4 children can;</p>	<p>Y5 children can;</p>	<p>Y6 children can;</p>
<p>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.</p>		<ul style="list-style-type: none"> •show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English •name the gender of some nouns • use the correct form of some regular and high frequency verbs in the present tense with first and second person •name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular; •use a simple negative form (ne... pas); 	<ul style="list-style-type: none"> •say how to make the plural form of nouns •show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use •recognise and use the first person possessive adjectives (mon, ma, mes) 	<ul style="list-style-type: none"> •recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase •conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement •use the third person singular and plural of the verb ‘être’ in the present tense •demonstrate understanding of gender and number of nouns and use appropriate determiners •recognise and use the first and third person singular possessive 	<ul style="list-style-type: none"> •identify word classes •name and use a range of conjunctions to create compound sentences •demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement •recognise and use the simple future tense of a high frequency verb; compare with English; •recognise and use a range of prepositions



				adjectives (mon, ma, mes, son, sa, ses) •follow a pattern to conjugate a regular verb in the present tense	•name all subject pronouns and use to conjugate a high frequency verb in the present tense; •choose the correct tense of a verb
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