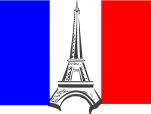
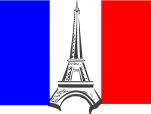
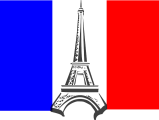
**Progression of Skills and Knowledge in French**

**SKILLS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills** | Listen, read and show understanding of single words | Listen, read and show understanding of short phrases in texts as well as songs and rhymes | Listen, read and show understanding of more complex familiar phrases and sentences in texts | Listen, read and show understanding of more complex sentences using familiar and unfamiliar words |
| Recognise a familiar question and respond | Ask and answer several simple and familiar questions | Ask and answer more complex familiar questions | Engage in a short conversation using familiar questions and express opinions |
| Write and say a sentence with single familiar words and a connective with support and confident to attempt it without | Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the same without support | Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support | Write and say a more complex sentence to describe people, places and things manipulating language with a bi-lingual dictionary as well as be confident to do the same  without support |
| Recognise some letter strings and pronounce them in familiar words | Read aloud short familiar sentences using knowledge of  phonics | Read aloud more complex  familiar sentences using knowledge of phonics | Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge |
| Use strategies for memorising  vocabulary |  |  |  |
| Find the meaning of word in a bi-lingual dictionary | Use a bi-lingual dictionary to find the meaning or translation of a word | Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs | Decode an unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary |
| Join in with the actions of familiar songs, stories and rhymes | Join in with the words of familiar songs, stories and rhymes sometimes from memory | Follow the text of a familiar rhyme, song or story and identify the meaning of the words | Read aloud the text of familiar songs, rhymes and stories |

**KNOWLEDGE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Knowledge** | * Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction * 1st and 2nd person pronouns with a regular -er verb ending and 2 irregular high frequency verbs * Awareness that there are 2 groups of nouns in French * 2 forms of ‘you’ in French * Awareness that letters in French can make a different sound to English and silent letters are frequent * Awareness that French is spoken in other countries besides France * Some of the traditions of Christmas and New Year in France | * Concept of gender of nouns * Formation of a question with rising intonation * Pattern of questions with question words * Better understanding of silent letters * Awareness of elision * Rules for making nouns plural * Formation of 1st and 2nd person singular of 2 irregular high frequency verbs * Partitive in plural * Making a sentence say not * Position of colour adjectives in a sentence * Some French speaking countries in Europe | * Rules of agreement of adjectives in the singular and plural * Position of majority of adjectives in a sentence * Concept of liaison * 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb * Development of understanding of formation of questions * 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb * Formation of the definite article * Traditional songs and rhymes | * Formal use of ‘you’ with regular and irregular high frequency verbs * Formation of a relative clause * Consolidation of grammatical knowledge from Years 3 to 5 |

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