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| **French Progression** |
|  | **French Scheme** | **Autumn** | **Spring** | **Summer** |
|  | **National Curriculum Content**  | **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 Languages – key stage 2 3
* 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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| **Yea****r 3** | **French units** **1-4** | **Unit 1: Ourselves**Greetings, names, family, numbers 0-12, ages * Show that he/she recognises words and phrases by responding appropriately
* Follow simple instructions to link pictures or actions to language
* Repeat sentences heard and make simple adaptations to them
* Use mostly accurate pronunciation and speak clearly when addressing an audience
 | **Unit 2- Playground games**‘Farmers in the den’ Numbers 12-20**Unit 3- Birthday**Happy birthday, come to my party, birthday games. * When listening to stories, rhymes and songs join in with repeated sections
* Ask and answer simple questions
* Recognise some familiar words and phrases in written form
* Read some familiar words aloud

  | **Unit 4- Body parts and colours**Basic sentences in French. Le/laFeminine and masculine nouns* Use simple adjectives
* Learn and remember new words encountered in reading
* Write some simple words from memory
* Record descriptive sentences
* Recognise the main word classes
* Understand that nouns may have different genders
* Have basic understanding of the usual order of words in sentences
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| **Yea****r 4** | **French Scheme****units** **5-9** |  **Unit 5: Travel and weather** Where is French spoken? Weather, dates.Numbers 21- 30Presentation-Individual Weather forecast * Show understanding of a range of familiar spoken phrases
* Listen to and accurately repeat particular phonemes in songs and rhymes
* Ask and answer a range of questions on different topic areas
* Read a range of familiar written phrases and sentences
* Follow the written version of a text he/she is listening to
* Write words and short phrases from memory
 | **Unit 6- Likes and dislikes**introducing negative sentences **Unit 7- Sporting lives** Healthy eating food preferences* Notice the target language may contain different phonemes and that some similar sounds may be spelt differently to English
* Recognise a wider range of word classes
* Understand that adjectives may change form
* Recognise questions and negative sentences
 | **Unit 8- The Four Friends**Read and translate short story verb, adjective**Unit 9- Animals**Phonic focus, sounds, habitats, descriptionsEnglish -Adjectives, nouns v French-noun, adjective* Use familiar sentences as models, make varied adaptations to create new sentences
* Read aloud using accurate pronunciation
* Begin to work out the meaning of unfamiliar words within a familiar text using clues
* Use a range of adjectives to describe things in more detail
* Write descriptive sentences using a model but supplying words from memory
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| **Yea****r** **5** | **French Scheme****French units** **10-14** | **Unit 10- Journeys**Locality, directions.Read and understand a short description of a journey. Write instructions to follow a route/journey* Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language
* Take part in conversations and express simple opinions giving reasons
* Adapt known complex sentences to reflect a variation in meaning
* Create a short piece for presentation to an audience
* Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words
 | **Unit 11- Celebrations Sentence building**Food likes and dislikes. **Unit 12- Planets** Compound sentencesIntroducing the planets, describing them and distances from the sun.* Begin to use intonation to differentiate between sentence types
* Write phrases and some simple sentences from memory and write a short text such as an email with support from word/phrase bank
* Use a wide range of adjectives to describe people and things, and use different verbs to describe actions
* Know how to conjugate some high frequency verbs
* Understand how to make changes to an adjective in order for it to ‘agree’ with the relevant noun
* Adapt sentences to form negative sentences and begin to form questions
 | **Unit 13- Seasons**Months, weather, seasonal colours.Combine weather and seasons to make longer phrases.**UNIT 14- Bringing a picture to life**Writing detailed descriptions* Identify different ways to spell key sounds, and select the correct spelling of a familiar word
* Understand a short text containing mostly familiar language, using fairly accurate pronunciation
* Learn a song or poem using the written text for support
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| **Yea****r 6** | **French Scheme****French unit** **15-17** | **Unit 15** **Time**Telling the time in French spoken and written**Comparing School life** /**Places in Locality** Sentence building* Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard
* Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words
* Engage in longer conversations, asking for clarification where necessary
* Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic
* Have an awareness of similarities and differences
 |  **Unit 16****A guide for tourists**Produce a leaflet for tourists. Building vocab and sentence structure* Create his/her own sentences using knowledge of basic sentence structure
* Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words
* Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions
* Begin to use some adverbs
* Understand how to use some adverbs in sentences
 | **Unit 17****French menu/café**Use the language needed when ordering food- emphasis on pronunciation/intonation* Use pronunciation and intonation effectively to accurately express meaning and engage an audience
* Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation
* Attempt to read a range of texts independently using different strategies to make meaning
* Know how to conjugate a range of high frequency verbs
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