



French Curriculum & Progression of Skills Overview

	Autumn	Spring	Summer
Year 3/4 Year A	Core Unit 1 and 2	Animals Sport	Food My Town
Year 3/4 Year B	Core Unit 3	My Home Describing People	At School The Body
Year 5/6 Year A	Hobbies Seasons	Eating Out A Weekend with Friends	A School Trip In France
Year 5/6 Year B	Family On Holiday	The Environment Actions	The Future Jobs

Skills progression - French

Pupils are taught the knowledge, understanding and skills needed to engage in the process of listening, speaking, reading and writing in French. Below are the skills and end points for each phase.

	Year 1/2	Year 3/4	Year 5/6
Listening	<p>I can listen to a song, rhyme or story. I can understand some simple words. I can join in with a song, rhyme or story. I can understand some simple words and phrases. I can understand some simple instructions and follow them.</p> <p>(Ongoing throughout each term to build on basic vocabulary)</p>	<p>I can understand some simple words and phrases. (Aut 1/2 A) (Aut 1/2 B) I can understand some simple instructions and follow them. (Aut 1/2 A) (Sum 2 A) I can identify phonemes which are the same as, or different from, English phonemes. (Sum 1 A) (Sum 1 B) I can listen and respond to songs and rhymes. (Aut 1 B) I can recognise a question. (Aut 1/2 A) I can understand simple questions and respond to them. (Aut 1/2 A) (Aut 1/2 B) I can recognise negatives. (Aut 1/2 A) I can recognise whether nouns are singular or plural, based on the article le, la, l' or les. (Aut 1/2 B) (Sum 1 B) I can recognise some basic French adjectives. (Spr 1 A) I can recognise familiar words and phrases in a spoken story or rhyme. (Spr 1 B) I can identify the gender of the noun from its article in spoken French. (Spr 2 A) I can recognise who is being spoken about in a sentence from the pronoun used. (Spr 2 B) I can recognise that the structure of some French sentences differs from English. (Spr 2 B)</p>	<p>I can understand the main points from a short spoken passage, story or poem that contains some unfamiliar language. (Spr 1 A) (Aut 2 B) I can understand the difference between le/la and un/une in spoken French. (Spr 1 B) I can recognise and understand the difference between mon/ma/mes. (Sum 1 A) I can understand the main points and some of the detail from a short spoken passage, story or poem, including more complex phrases and sentences. (Aut 2 A) (Spr 2 A) (Sum 2 A)</p>



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<p>Speaking</p>	<p>I can repeat simple words. I can respond with a correct word. I can repeat simple words and phrases. I can respond with a correct word or phrase. I can respond to a simple instruction.</p> <p>(Ongoing throughout each term to build on basic vocabulary)</p>	<p>I can repeat simple words and phrases. (Aut 1/2 A) I can join in with simple songs and rhymes. (Aut 1/2 B) I can answer questions to give basic information using simple words and phrases. (Aut 1/2 A) (Spr 1 A) I can say that I don't understand or ask for a question to be repeated. (Spr 1 A) I can ask for help using polite language. (Spr 1 A) I can ask and answer simple questions using short sentences. (Sum 1 A) (Sum 1 B) I can say simple words, phrases and sentences from memory with accurate pronunciation. (Spr 1 A) (Aut 1/2 B) I can prepare and recite a few familiar sentences to my teacher. (Sum 1 A) I can give a spoken response to a simple written question. (Sum 1 A) I can introduce myself, giving my name and age, using short sentences. (Aut 1/2 A) I can use some numbers, colours and simple describing words in spoken sentences. (Spr 1 A) (Spr 1 B) I can talk about myself using some common verbs in the first person singular form. (Aut 1/2 A) (Sum 1 A) I can ask for simple opinions, and give my own, e.g. likes and dislikes. (Sum 1 A) (Spr 2 A) I can say several sentences from memory with accurate pronunciation. (Spr 1 B) I can prepare and present a set of simple instructions to a group for them to follow. (Sum 2 A) I can recite a simple rhyme/song from memory. (Sum 2 B) I can say a few sentences to describe where I live. (Sum 2 A) (Spr 1 B) I can say a few sentences about the things I do, including simple likes and dislikes. (Spr 2 A) (Spr 1 B) I can give short descriptions of other people. (Spr 2 B) I can use the correct article, most of the time, to match the gender of the noun. (Sum 2 B) I can describe things using simple adjectives. (Sum 2 B) I can use simple sentences where the structure or word order differs from English. (Spr 1 B)</p>	<p>I can join in with a short, continuous conversation, including giving simple opinions. (Aut 1 A) (Aut 2 A) (Spr 1 A) (Aut 2 B) I can adapt familiar sentences by changing a few words. (Spr 1 A) (Aut 2 B) I can prepare a short talk on a familiar subject and present it clearly and confidently. (Sum 2 A) (Aut 2 B) I can sing familiar songs clearly and confidently, with accurate pronunciation. (Sum 1 A) I can describe what other people do or like doing. (Spr 1 A) (Spr 1 B) (Spr 2 B) I can prepare and present a short talk about a person, place or thing. (Aut 2 B) I can use le/la or un/une appropriately. (Spr 1 B) I can use the third person singular form of the present tense to describe what others are doing. (Spr 1 A) (Spr 1 B) (Spr 2 B) I can use the second person singular form of present tense to ask questions. (Aut 1 A) (Sum 2 A) I can use what I have learnt about the structure of French sentences to build new ones using the model. (Aut 2 A) (Sum 1 A) (Aut 2 B) (Spr 2 B) I can join in with a longer continuous conversation including longer sentences and more complex opinions. (Aut 2 A) (Spr 2 A) (Sum 1 A) I can use familiar words and sentence structures to construct new sentences. (Aut 1 B) I can use a range of spoken language confidently, using correct pronunciation and intonation. (Sum 2 A) I can develop a simple sketch or role play and perform it to my class. (Spr 2 A) (Spr 1 B) (Sum 1 B) I can use French articles accurately. (Spr 1 B) (Sum 2 B) I can recognise whether to use vous or tu. (Spr 1 A) (Aut 1 B) I can talk about what I am going to do in the future tense. (Sum 1 B) I can talk about what I have done using the past tense. (Spr 2 A) (Aut 1 B) (Spr 2 B)</p>
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<p>Reading</p>	<p>I can read a single word. I can find words I recognise. I know the meaning of words I recognise. I can read single words/ a short phrase. I can find words and phrases I recognise. I know the meaning of the words/phrases I recognise.</p> <p>(Ongoing throughout each term to build on basic vocabulary)</p>	<p>I can read and pronounce the most common letters and letter strings in French. (Sum 1 A) (Sum 1 B) I can read and pronounce familiar written words and phrases accurately, using my knowledge of French phonics. (Sum 1 A) I can understand familiar written phrases and simple sentences and respond to them. (Aut 1/2 A) I can read a simple rhyme or poem in chorus. (Spr 1 A) I can recognise whether nouns are singular or plural. (Aut 1/2 B) I can follow and understand a familiar written text, reading and listening at the same time. (Sum 1 B) I can read a simple rhyme, song or story aloud to my class. (Sum 2 A) I can use a bilingual dictionary to look up the meaning in English of unfamiliar words in French. (Spr 2 A) I can use a bilingual dictionary to find the French translation of English words. (Spr 2 A)</p>	<p>I can read and pronounce unfamiliar written words and phrases accurately using my knowledge of French phonics. (Aut 2 B) I can understand the main points from a short written text which contains some unfamiliar language. (Aut 1 A) (Aut 2 A) (Spr 1 A) I can read aloud a short story containing familiar language clearly and with expression. (Aut 1 A) I can understand the difference between le/la and un/une. (Spr 1 B) I can recognise the meaning of ma/mon and mes. (Sum 1 A) I can recognise that some nouns have irregular plurals. (Aut 1 A) (Spr 1 B) I can recognise that adjectives' endings often change to match the noun they are describing. (Aut 2 A) I can understand the main points and some of the detail from a short written text which contains some unfamiliar language. (Aut 2 A) (Spr 2 A) (Sum 2 A) I can recognise the vous/ils/elles forms of some common verbs in the present tense. (Aut 1 B) I can recognise that some verbs are irregular. (Spr 2 B) I can understand the basic meanings of 'on' in French. (Aut 2 A) (Sum 2 A) I can identify the future tense. (Sum 1 A) (Sum 1 B) (Sum 2 B) I can identify the past tense of some common verbs. (Spr 2 B)</p>
<p>Writing</p>	<p>I can copy a single word. I can copy single words/short phrases.</p> <p>(No formal recording – focus on building basic vocabulary)</p>	<p>I can write short, simple responses to spoken language using familiar words. (Spr 1 A) I can give a written response to a simple written question. (Spr 1 A) I can write some familiar words from memory. (Sum 1 A) I can write some singular nouns with the correct article. (Sum 1 B) I can write responses to spoken language using short phrases and simple sentences. (Spr 1 B)</p>	<p>I can express my opinions using complex sentences. (Aut 1 A) (Sum 1 A) I can write several sentences from memory. (Spr 1 A) I can adapt familiar written sentences by changing a few words. (Aut 1 A) (Aut 2 B) I can write several sentences from memory to describe what other people do or like doing. (Spr 1 A) (Spr 2 B) I can write several sentences from memory to describe a person, place or thing. (Spr 1 B) I can use the correct article to match the gender of the noun. (Aut 1 A)</p>



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		<p><i>I can express my opinions using short sentences.</i> (Spr 2 A)</p> <p><i>I can show understanding by writing sentences or phrases which summarise some of the content of stories, poems and rhymes.</i> (Spr 2 B)</p> <p><i>I can write some phrases and simple sentences from memory.</i> (Spr 2 B)</p> <p><i>I can complete a written sentence by adding letters, words and phrases.</i> (Sum 2 A)</p> <p><i>I can write a few simple sentences about myself, where I live and about the things I do, from memory.</i> (Sum 2 A) (Spr 1 B)</p> <p><i>I can write a few simple sentences about other people, including my friends and family, from memory.</i> (Spr 2 B)</p> <p><i>I can use the correct article, most of the time, to match the gender to the noun.</i> (Sum 2 B)</p> <p><i>I can use a model to write sentences in the first person.</i> (Spr 2 A)</p> <p><i>I can write the correct form of some common verbs in the first person, present tense.</i> (Spr 2 A)</p>	<p>I can write the correct form of some common verbs in the third person singular. (Spr 1 A)</p> <p>I can use some simple sentence structures that differ from English in my writing. (Aut 2 A) (Aut 2 B) (Spr 1 B)</p> <p><i>I can use familiar words and sentence structures to write new sentences.</i> (Spr 2 A)</p> <p><i>I can write a short passage from memory, including longer or more complex sentences.</i> (Sum 2 B)</p> <p><i>I can construct a short text to describe a place, person or thing using more complex sentences.</i> (Spr 1 B) (Sum 2 B)</p> <p><i>I can use French articles accurately.</i> (Sum 2 B)</p> <p><i>I can write some regular French nouns in the singular and plural forms.</i> (Spr 1 B) (Sum 2 B)</p> <p><i>I can write the correct forms of simple adjectives with a noun, using an example sentence.</i> (Aut 2 A) (Sum 1 B)</p> <p><i>I can write the correct form of some irregular verbs in the first and third person singular.</i> (Spr 2 B) (Sum 2 B)</p> <p><i>I can write simple sentences using the future tense, with help.</i> (Sum 1 B)</p> <p><i>I can write simple sentences using the past tense, with help.</i> (Spr 2 A) (Sum 2 A) (Aut 1 B)</p> <p><i>I can use the rules I know about building sentences in French to create new sentences using different vocabulary.</i> (Spr 2 B)</p>
<p>Global Understanding</p>	<p>I understand that other languages are spoken in this country and around the world.</p> <p>I know a country where French is spoken.</p> <p><i>I can name other languages.</i></p> <p><i>I know that people can speak more than one language.</i></p>	<p>I understand where a language is spoken across the world.</p> <p>I know reasons why people may speak more than one language.</p> <p>I have explored some similarities and differences in the daily life of other cultures.</p> <p><i>I am beginning to explore the reasons for a multilingual society.</i></p> <p><i>I am starting to compare cultures.</i></p> <p><i>I know why there are cultural differences.</i></p>	<p>I understand why different languages are spoken in Britain.</p> <p>I can compare and contrast aspects of life with my own.</p> <p>I question what a global citizen is.</p> <p><i>I can explain what a multilingual society is and why it exists.</i></p> <p><i>I can express opinions on aspects of my own and others' cultures.</i></p> <p><i>I know why I am a global citizen.</i></p>



We all love, learn and grow together.



Saughall All Saints C of E Primary School

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