



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

Primary French Progression Map



French Progression Map

National Curriculum Programmes of Study				
	Year 3	Year 4	Year 5	Year 6
	<i>Pupils should be taught to:</i>			
Listening	<ul style="list-style-type: none"> 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. 			
Speaking	<ul style="list-style-type: none"> 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. 			
Reading	<ul style="list-style-type: none"> 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. 			
Writing	<ul style="list-style-type: none"> 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. 			
Grammar	<ul style="list-style-type: none"> 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. 			



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	Appreciate and actively participate in traditional short stories & fairy tales.	Appreciate short stories & fairy tales and start to understand some of the familiar words in what we hear.	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively & for longer. Understand more of what we hear even when some of the language may be unfamiliar by using learnt decoding skills.	Listen to longer text and more authentic MFL material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught
Speaking	Learn to repeat and reproduce the language I hear with accurate pronunciation.	Learn to articulate key words introduced in the lesson and understand their meaning.	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask & answer questions based on the language covered and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications.
Reading	Be able to identify written versions of the words I hear.	Be able to identify the written version of a wider range of the words I hear.	Read familiar words and short phrases accurately by applying knowledge from 'Phonics & Pronunciation Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1-3'.	Be able to tackle unknown language by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries
Writing	Consolidate letter formation skills by copying words in the foreign language from a model.	Start to reproduce nouns and determiners/articles from a model.	Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day inc subjects, time & opinions.
Grammar	Start to understand that foreign languages can have different structures to English.	Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English.	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.



Star Long Term Planning: Half Termly Units

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit	<p>Salutations Children learn the vocabulary to greet others eg “bonjour”, “ça va?” etc</p>	<p>Salutations, Colours and Numbers Pupils recall and revise their Year 1 learning, focused on common greetings, colour vocabulary and numbers 1-10</p>	<p>I'm Learning French The children will learn basic facts about the countries, numbers 1-10, colours and be able to ask and answer, “ça va?” and “comment tu t-appelles?” Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>Presenting Myself Learning how to talk and ask questions about who they are, how old they are, where they live and where they are from. Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>Do You Have A Pet? Learning the nouns and articles for eight common pets. Learning how to, in French, tell somebody if they have or do not have a pet, ask somebody if they have a pet, tell somebody what their pet is called and how old it is. Languagenut supplementary resources 1 Languagenut supplementary resources 2</p>	<p>Healthy Lifestyles Name and recognise in French ten foods and drinks that are considered good for your health. Name and recognise ten foods and drinks that are considered bad for your health. Say what activities they do to keep in shape during the week. Say in general what they do to keep a healthy life-style. Learn to make a healthy recipe in French. Languagenut supplementary resources Languagenut supplementary resources 2</p>
Unit	<p>Numbers and Colours Children learn the vocabulary for common colours and numbers 1-10</p>	<p>In my Town Pupils learn to use vocabulary related to common places found within towns.</p>	<p>Animals The children will learn 10 nouns and articles for common animals. Introduction of “je suis...” (I am...). Languagenut supplementary resources 1 Languagenut supplementary resources 2</p>	<p>My Family Learning nouns and articles for members of the family. Children will be able to tell someone the members and their ages for a family (factual or fictitious). Continuing working with numbers (reaching 100) to enable them to say the age of various family members. Understand the concept of possessives (“mon”, “ma” and “mes”) in relation to family members. Languagenut supplementary resources</p>	<p>What Is the Date? Repeat and recognise the months of the year in French. Ask when somebody has a birthday and say when they have their birthday. Say the date in French. Create a French calendar. Recognise key dates in the French calendar.</p>	<p>At School Say what subjects they like and dislike at school. Tell the time in French. Create a French timetable for school. Use the verb ‘aller’ in French to say what time they go to school. Languagenut supplementary resources</p>
Unit	<p>Transport Children learn to use vocabulary for popular modes of transport.</p>	<p>Minibeasts Children learn to use vocabulary for some common minibeasts.</p>	<p>Musical Instruments Names of 10 musical instruments and their associated article. Introduction of, “je joue...” (I play...) Languagenut supplementary resources</p>	<p>My home Learn and spell 10 nouns and articles of rooms. Say whether they live in a house or an apartment, “J’habite...” (“I live...”) and say where it is. Use the negative structure “Chez moi il n’y a pas de...” (“in my house there is no ...”). Languagenut supplementary resources Languagenut supplementary resources 2</p>	<p>The Weather Repeat and recognize the vocabulary for weather in French. Ask what the weather is like today. Say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols. Languagenut supplementary resources</p>	<p>The Weekend Ask what the time is in French. Tell the time accurately in French. Learn how to say what they do at the weekend in French. Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend. Languagenut supplementary resources 2</p>



Star Long Term Planning: Half Termly Units

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Unit	<p><u>Nursery Rhymes</u> Children learn to recall and remember a small selection of popular nursery rhymes.</p>	<p><u>Seasons</u> Children learn to talk about the four seasons.</p>	<p><u>Little Red Riding Hood</u> Developing listening skills in French as well as using cognates to develop understanding of story vocabulary. Vocabulary for parts of the body.</p>	<p><u>At the Café</u> Learning nouns and articles for a variety of foods and drinks. Learning how to order a selection of foods and drinks from a French menu. Learning how to order breakfast items, order typical French snacks, and ask for the bill in French. Languagenut supplementary resources</p>	<p><u>Habitats</u> Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.</p>	<p><u>Me in The World</u> Learn about the many countries in the Francophone world. About different festivals (religious and non-religious) around the world. That we are different and yet all the same. That we can all help to protect our planet. How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).</p>
Unit	<p><u>In the Jungle</u> Children learn to use vocabulary for some common jungle animals.</p>	<p><u>Superheroes</u> Children review their knowledge of common colours and use high frequency verbs to describe themselves and superheroes.</p>	<p><u>I Can...</u> Introduction to the verb "pouvoir" in the form of "je peux" (I can). Introduction to 10 everyday activities (talking, eating, dancing etc.).</p>	<p><u>The Classroom</u> Learning key vocabulary required in the classroom eg classroom instructions and classroom stationery. Learning how to say what they do have and do not have in their pencil case. Languagenut supplementary resources</p>	<p><u>Clothes</u> Repeat and recognize the vocabulary for a variety of clothes in French. Use the appropriate genders and articles for these clothes. Describe what they and other people are wearing. Use the verb PORTER in French. Say what they would wear in different weather. Languagenut supplementary resources</p>	<p><u>World War 2</u> Group/order unknown vocabulary to help decode texts in French. Improve listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter</p>
Unit	<p><u>Under the Sea</u> Children learn to use vocabulary for some common sea creatures.</p>	<p><u>Fruits</u> Children learn to use vocabulary for some common fruits.</p>	<p><u>Vegetables</u> The children will learn 10 nouns and articles for common vegetables. Intro to '1 kilo de...'. ('1 kilo of..'), "Je voudrais ..." ("I would like...") and the use of the conjunction 'et' ('and') to list the vegetables. Languagenut supplementary resources</p>	<p><u>Goldilocks</u> Developing listening skills in French as well as using cognates to develop understanding of the vocabulary presented in the story. Writing their own versions of the story following a structured storyboard approach.</p>	<p><u>The Olympics</u> Learn key facts in French of the history of the Olympics. Learn key facts in French about the modern Olympic games. Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French. Say the nouns in French for key sports in the current Olympic games. Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play. Understand the concept of de la, de l' and du when they say they play a sport in French.</p>	<p><u>The Planets</u> Name and recognise the planets in French on a solar system map. Spell at least five of the planets in French. Learn and talk about interesting facts about the planets. Explain the rules of adjectival agreement clearly in French and apply when using colours to describe objects.</p>