



# Progression of Skills and Knowledge in French



## SKILLS

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Skills</u></b>	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

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b><u>Knowledge</u></b>	<ul style="list-style-type: none"> <li>• Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunction</li> <li>• 1<sup>st</sup> and 2<sup>nd</sup> person pronouns with a regular -er verb ending and 2 irregular high frequency verbs</li> <li>• Awareness that there are 2 groups of nouns in French</li> <li>• 2 forms of 'you' in French</li> <li>• Awareness that letters in French can make a different sound to English and silent letters are frequent</li> <li>• Awareness that French is spoken in other countries besides France</li> <li>• Some of the traditions of Christmas and New Year in France</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of gender of nouns</li> <li>• Formation of a question with rising intonation</li> <li>• Pattern of questions with question words</li> <li>• Better understanding of silent letters</li> <li>• Awareness of elision</li> <li>• Rules for making nouns plural</li> <li>• Formation of 1<sup>st</sup> and 2<sup>nd</sup> person singular of 2 irregular high frequency verbs</li> <li>• Partitive in plural</li> <li>• Making a sentence say not</li> <li>• Position of colour adjectives in a sentence</li> <li>• Some French speaking countries in Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Rules of agreement of adjectives in the singular and plural</li> <li>• Position of majority of adjectives in a sentence</li> <li>• Concept of liaison</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular and 3<sup>rd</sup> person plural of an irregular high frequency verb</li> <li>• Development of understanding of formation of questions</li> <li>• 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person singular pronouns and 3<sup>rd</sup> person plural pronouns and verb conjugation for regular -er verbs and an irregular high frequency verb</li> <li>• Formation of the definite article</li> <li>• Traditional songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Formal use of 'you' with regular and irregular high frequency verbs</li> <li>• Formation of a relative clause</li> <li>• Consolidation of grammatical knowledge from Years 3 to 5</li> </ul>

