



Knowledge and Skills Progression

Subject Area: Modern Foreign Languages (French)

Key stage 2 National Curriculum Expectations

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;
- 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.

Knowledge and skills	EYFS	KS1 Skills	LKS2 Skills	UKS2 Skills
Listening and speaking	Understanding the World – People Culture and Communities ELG: Know some similarities and differences between different religious and cultural communities in	Children will be introduced to spoken languages (Italian, Spanish, Chinese, German and French) each half term and begin to show an understanding by repeating basic words.	Children will: <ul style="list-style-type: none">• repeat modelled words and short phrases;• listen and show understanding of single words and short phrases through physical response;• recognise a familiar question and respond with a simple rehearsed response;	Children will: <ul style="list-style-type: none">• listen and show understanding of simple sentences containing familiar words through physical response;• listen and understand the main points from short, spoken material in French;• engage in a short conversation using a range of

	<p>this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • Repeat a few words • Listen to new words 	<ul style="list-style-type: none"> • ask and answer a simple and familiar question • express simple opinions; likes, dislikes, preferences; • ask and answer at least two simple questions • name objects and actions, link with a simple connective; • use familiar vocabulary to say a short sentence • speak about everyday activities and interests; • identify individual sounds in words and pronounce accurately when modelled; • start to recognise the sound of some letter strings in familiar words and pronounce when modelled; • adapt intonation to ask questions or give instructions; • show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. • present simple rehearsed statements about themselves, objects and people to a partner or small group • say simple familiar words to describe people, places, things and actions using a model; • say one or two short sentences that may contain an adjective to describe people, places, things and actions. 	<p>simple, familiar questions;</p> <ul style="list-style-type: none"> • ask and answer more complex questions • express a wider range of opinions • say a longer sentence using familiar language; • use familiar vocabulary to say several longer sentences • speak about everyday activities and interests, recent experiences and future plans; • pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words; • start to predict the pronunciation of unfamiliar words • adapt intonation, for example to mark questions and exclamations. • use familiar language to present ideas and information in simple sentences to a partner or a group of people. • say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; • manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; • use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading and writing		<p>Children will be introduced to single words in different languages (Italian, Spanish, Chinese, German and French) each half term and begin to show an understanding of basic words.</p>	<p>Children can:</p> <ul style="list-style-type: none"> • read and show understanding of familiar single words; • read and show understanding of simple phrases and sentences containing familiar words • use strategies for memorisation of vocabulary; • make links with English or known language to work out the meaning of new words; • use context to predict the meaning of new words; • begin to use a bilingual dictionary to find the meaning of individual words in French and English. • identify individual sounds in words and 	<p>Children can:</p> <ul style="list-style-type: none"> • read and show understanding of simple sentences containing familiar and some unfamiliar language; • read and understand the main points and some detail from short, written material. • use a range of strategies to determine the meaning of new words • use a bilingual dictionary to identify the word class; use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English. • read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules; • appreciate the impact of accents and elisions on sound and apply increasingly confidently when

			<p>pronounce accurately when modelled;</p> <ul style="list-style-type: none"> start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled; adapt intonation to ask questions; show awareness of accents, elisions and silent letters; begin to pronounce words accordingly. write single familiar words and phrases from memory with understandable accuracy; replace familiar vocabulary in short phrases written from memory to create new short phrases. copy simple familiar words to describe people, places, things and actions using a model; write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold; write one or two simple sentences that may contain an adjective to describe people, places, things and actions. 	<p>pronouncing words;</p> <ul style="list-style-type: none"> start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules; adapt intonation for example to mark questions and exclamations in a short, written passage. write a simple sentences from memory using familiar language with understandable accuracy; replace vocabulary in sentences written from memory to create new sentences with understandable accuracy. write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold; manipulate familiar language to describe people, places, things and actions, maybe using a dictionary; use a wider range of descriptive language in their descriptions of people, places, things and actions.
Stories, songs and rhymes		<p>Children will be introduced to languages through;</p> <ul style="list-style-type: none"> songs, rhymes and familiar stories. 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify specific word and phrases in songs and rhymes and demonstrate understanding; join in with actions to accompany familiar songs, stories and rhymes; join in with words of a song or storytelling. 	<p>Children can:</p> <ul style="list-style-type: none"> listen and identify rhyming words and specific sounds in songs and rhymes; follow the text of familiar songs and rhymes, identifying the meaning of words; read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling. follow and understand parts of the text of a familiar song or story and sing or read aloud;
Grammar		N/A	<p>Children will:</p> <ul style="list-style-type: none"> show awareness of word classes – nouns, adjectives, verbs and connectives name the gender of noun (masculine and feminine) recognise partitive articles (le, la l', les) name the first, second and third person singular subject pronouns; 'je (j')', tu, il, elle, on' in the singular, and 'nous, vous, ils, elles' in the plural use a simple negative form (ne... pas); recognise and use the first person possessive 	<p>Children can:</p> <ul style="list-style-type: none"> identify word classes; demonstrate understanding of gender and number of nouns and use appropriate determiners; explain and apply the rules of position and agreement of adjectives name and use a range of conjunctions to create compound sentences; use some adverbs; demonstrate the use of first, second and third

			<p>adjectives (mon, ma, mes);</p> <ul style="list-style-type: none"> conjugate a high frequency verb (aller – to go) in the present tense use simple prepositions in their sentences; use the third person singular and plural of the verb 'être' in the present tense. 	<p>person singular pronouns with some regular and high frequency verbs in present tense</p> <ul style="list-style-type: none"> explain and use elision; state the differences and similarities with English; recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses); recognise and use a range of prepositions; name subject pronouns and use to conjugate a high frequency verb in the present tense; follow a pattern to conjugate a regular verb in the present tense;
Intercultural understanding		<p>Children will be able to explain some similarities and differences between different countries, drawing on what has been introduced in class.</p> <ul style="list-style-type: none"> Explain a few similarities and differences between life in this country and life in other countries e.g. different language, food, music and attractions. 	<p>Children will:</p> <ul style="list-style-type: none"> Understand and respect that there are people and places in the world that are different to where we live and play. They will discuss celebrations in France and know about aspects of daily life that are different to their own. 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about, discuss and present information about a France's culture. They will understand how symbols, objects and pictures can represent France. Begin to understand certain historical events and celebrations in France They can explain that the daily life in France is similar and different to their own.

Vocabulary

<p>Key vocabulary</p>	<p>In Italian, Spanish, Chinese, German and French children will be introduced to;</p> <p>Greetings: Hello, goodbye, thank you</p> <p>Numbers: 1-5</p>	<p>In French;;</p> <p>Greetings: bonjour, au revoir, salut, merci, sil vous plait,</p> <p>Numbers: un, deux, trois, quatre cinq, six, sept, huit, neuf, dix</p> <p>Colours; rouge, bleu, jaune, orange, vert, blanc, noir</p> <p>About me: la tête, les épaules, les genoux, les pieds, les yeux, courez, sautez, marchez, un pull, une chemise, une jupe, un pantalon, un tee-shirt.</p> <p>Family: Moi, ma (f)/mon (m)/mes (pl), frère, sœur, mere, père, parents, grand-mère, grand-père, cousin (m)/cousine (f), famille</p> <p>Town: J'habite, il y a, qu'est-ce que c'est? un magasin, un musée, une boulangerie, une piscine, un supermarché, un cinéma, un café, un parc, un marché, rue, avenue, mon adresse. à vélo, en voiture, en autobus, tournez, marchez, à gauche, à droite, tout droit, aller, je vais, tu vas, il/elle va</p> <p>Food: je voudrais... , avez vous..., oui j'ai..., non j'ai nai pas..., la fromagerie, la boucherie, la boulangerie, la patisserie, merci, voila, j'ai faim, s'il vous plaît,</p> <p>Travel: le Royaume-Uni, l'Angleterre, l'Écosse, le Pays de Galles, l'Equator, nord, sud, l'Europe,</p> <p>School: une école, écoutez, asseyez-vous, répétez, rangez vos chaises</p> <p>Time: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, heure, heures et demie, et quart, moins le quart,</p> <p>Hobbies: j'aime beaucoup, j'aime, j'aime un peu, je n'aime pas</p>	<p>In French;;</p> <p>Greetings: bonjour, au revoir, salut, bonsoir, bonne nuit, a toute l'heure, merci, sil vous plait,</p> <p>Numbers: un, deux, trois, quatre cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent,</p> <p>Colours; rouge, rose, bleu, jaune, orange, vert, blanc, noir, gris, marron, violet</p> <p>About me: la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, un bouche, un nez, les mins, les pieds, courez, sautez, marchez, un pull, une chemise, une jupe, un pantalon, un tee-shirt. une robe, un manteau</p> <p>Family: Qui est-ce? Moi, ma (f)/mon (m)/mes (pl), frère, sœur, mere, père, parents, grand-mère, grand-père, tante, oncle, cousin (m)/cousine (f), nièce, neveu,, famille</p> <p>Town: J'habite, il y a, qu'est-ce que c'est? un magasin, une église, un musée, une boulangerie, une eglise, un bibliothèque, une piscine, une pâtisserie, un supermarché, un cinéma, un café, un parc, un marché, rue, avenue, mon adresse, à vélo, en voiture, en autobus, à pied, tournez, marchez, à gauche, à droite, tout droit, a première. la deuxième, la troisième, aller, je vais, tu vas, il/elle va</p> <p>Food: je voudrais... , avez vous..., oui j'ai..., non j'ai nai pas..., la fromagerie, la boucherie, la boulangerie, la patisserie, j'ai faim, s'il vous plaît, Merci, voilà, Qu'est-ce que tu aimes? Qu'est-ce qu'il mange? grand, petit, grande, petite</p> <p>Travel: le Royaume-Uni, l'Angleterre, l'Écosse, le Pays de Galles, l'Equator, nord, sud, l'Europe, l'Afrique, l'Antarctique, l'Asie, l'Australasie, l'Amerique du Nord, l'Amerique du Sud, les continents</p> <p>School: une école, écoutez, asseyez-vous, répétez, rangez vos chaises, rangez vos affaires, regardez moi,</p> <p>Time: lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, Janvier, février, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre, heure, heures et demie, et quart, moins le quart, cinq, dix, quinze, vingt, vingt-cinq, trente, trente-cinq, quarante, quarante-cinq, cinquante, cinquante-cinq, soixante</p> <p>Hobbies: j'aime beaucoup, j'aime, j'aime un peu, je n'aime pas</p>
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