



### Lower KS2 Progressions of Skills-French

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Could you survive the stone age?	Do you know where your food comes from?	How hard was it to invade Britain?0	How is a river formed?	What did the Mayan people achieve?	Why did people live near volcanoes?
Global Goals	9. Industry, Innovation and infrastructure	16. Peace, Justice and Strong Intuitions	13. Climate Action 15. Life on Land 14. Life below water	11 Sustainable Cities and Communities	12. Responsible consumption and production	8. Decent Work and Economic Growth.
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect	Democracy	Rule of Law
Enrichment opportunities						
Topic	French greetings	French adjectives of colour, size and shape	Playground games Number and age	In the classroom	Bon Appetit	Shopping for French food
Knowledge						
Phonics	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). Phonics</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). Phonics</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some letters carry accents and that</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u. To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). Phonics</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau. To recognise that some</p>	<p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To know that 'h' at the start of a word in French is not pronounced.</p>	<p>The key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English). The sounds that are created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, ui, eau, en, ez, et. That some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â. Key word patterns and spellings.</p>



	<p>that these change the sound of those letters: ç, è, ù, é à..</p> <p>To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p>	<p>these change the sound of those letters: ç, è, ù, é à..</p> <p>To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p>	<p>end of t'appelles and pas are silent, as is the d in grand.</p>	<p>letters carry accents and that these change the sound of those letters: ç, è, ù, é à..</p>		
Grammar	<p>To know that the pronoun ça means 'it'</p> <p>To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.</p> <p>To know that accents in French can change the sound</p>	<p>To understand that every French noun is either masculine or feminine. Grammar</p> <p>To know that the gender affects the form of the indefinite article un or une</p> <p>To know that most adjectives are placed</p>	<p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p>	<p>To understand that every French noun is either masculine or feminine. Grammar</p> <p>To know that the gender affects the form of the indefinite article un or une.</p> <p>To know that feminine</p>	<p>To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern:</p>	<p>That every French noun is either masculine or feminine. That the gender affects the form of the indefinite article un or une. That feminine nouns often (but not always) end in 'e'. That the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. The equivalents for the word</p>



	of a letter.	<p>after the noun in French. Grammar</p> <p>To know that adjectives of size such as petit and grand are placed before the noun.</p> <p>To know that c'est means "it is" and is used to describe what something is.</p> <p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter.</p>		<p>nouns often (but not always) end in 'e' .</p> <p>To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux.</p> <p>To know that the pronoun ça means 'it'.</p>	<p>subject + verb + object.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. That I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. That je/j', and tu and vous are subject pronouns. That c'est means "it is" and is used to describe what something is. How to form the first, second and/or third person of the verbs avoir (to have) and être (to be). That we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. That some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. That accents in French can change the sound of a letter. That basic sentence structure English and French have the same pattern: subject + verb + object. That in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>
Cultural Understanding	To know that in French there are formal and	Showing awareness of the capital city and	To know some playground games	Discussing similarities and differences between	Ordering typical French food and drink. To know	To name some famous paintings by French



	informal greetings	identifying some key cultural landmarks and works of art such as L'escargot by Matisse.  To name some famous paintings by French artists.	played in France.	customs and traditions in France and the UK.	that in French there is a formal and informal version of the word for 'you', and when to use which one. To know that the currency used in France is euros and to recognise some of the notes and coins. To know that orders are typically taken at the table in France.	artists.
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**Skills**

Language comprehension  Listening and reading	Listening and responding to single words and short Phrases.  Beginning to notice common spelling patterns. Recognising some familiar French words in written form	Listening and responding to single words and short phrases. Language comprehension (Listening and reading)  Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns Reading aloud some words from simple songs, stories and rhymes  Recognising some familiar French words in written form. Beginning to understand and notice cognates and near	Listening and responding to single words and short phrases. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Using visual clues to make predictions about the meaning of unfamiliar vocabulary.	Listening and responding to single words and short phrases.  Beginning to notice common spelling patterns. Recognising some familiar French words in written form.  Beginning to understand and notice cognates and near Cognates  Using visual clues to make predictions about the meaning of unfamiliar vocabulary	Listening and responding to full sentences. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.	Listening and responding to single words, short phrases and full sentences. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using
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		<p>cognates. Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary,</p>				<p>visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary.</p>
<p>Language production Speaking and writing</p>	<p>Asking and/or answering simple questions. Practising speaking with a partner. Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs. Listening and repeating key phonemes with care.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases.</p> <p>Experimenting with simple writing, copying with accuracy.</p>	<p>Asking and/or answering simple questions</p> <p>Practising speaking with a partner. Using short phrases to give information</p> <p>Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>	<p>Asking and/or answering simple questions. Using short phrases to give information. Recognising and repeating phrases from familiar rhymes and songs. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Experimenting with simple writing, copying with accuracy.</p>	<p>Asking and/or answering simple questions. Language production (Speaking and writing)</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p> <p>Using short phrases to give information. Recognise and repeat phrases from familiar rhymes and songs.</p> <p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how</p>	<p>Recognising and answering simple questions which involve giving personal information. Beginning to form opinion phrases. Using a variety of conversational phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p>	<p>Using short phrases to give information. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Rehearsing and performing a short role-play, song or story. Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.</p>



				<p>intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p> <p>Introducing self to a partner with simple phrases.</p>		
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