



Upper KS2 Progressions of Skills-French

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	How did the Tudor change the monarchy?	What keeps you alive?	Evolution or inheritance/	What is life like in the alps?	What's the matter?	How did WW2 shape Britian?
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 sport and the olympics	In my french house	SATS	French music celebrations	Verbs in a French Week	Visiting a french town
Knowledge						
Phonics	To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.			To know that a change in voice intonation can indicate when a question is being asked. To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ? To know that an understanding of different sounds in	To know that a change in voice intonation can indicate when a question is being asked.	That an understanding of different sounds in French can help when attempting to pronounce new vocabulary.



				French can help when attempting to pronounce new vocabulary.		
Grammar	<p>To know whether to use the pronouns il – he, or elle – she, when describing someone. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To know that venir de + the</p>	<p>How to identify cognates and near cognates. How to change the definite articles le/la – the, to un/une – a/an. How the ending of a regular verb, habiter – to live, changes in the first, second, and third person singular forms.</p>		<p>To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim or y: il n'y a pas de bus. To know how to conjugate the verbs aller, jouer and faire. To know that we use the verb jouer (to play) with some sports/activities and faire (to do) with other sports/activities. To know that parce que and/or car (because) can be used to extend a sentence and give a justification.</p>	<p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated. To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb avoir (to have) is used, not the verb to be as in English. To know that ne is contracted to n' when followed by a vowel: je n'aime pas courir.</p>	<p>Partitive articles describe where something is placed, e.g. le livre est à côté du stylo. A range of prepositions to describe the position of objects. Conjugation means the way verbs change to match the pronoun. Some verbs do not follow regular patterns, including avoir – to have, and aller – to go. For regular verbs, the formal imperative form of the verb is formed by removing the pronoun vous and keeping just the vous form of the verb e.g. tournez – turn. That parce que – because, can be used to extend a sentence and give a justification.</p>



	<p>infinitive of the second verb indicates a recent action: je viens de finir – I have just finished, or a place of origin. To know that we use the verb jouer – to play, with some sports and faire – to do, with other sports. To know that parce que and/or car(because) can be used to extend a sentence and give a justification.</p>					
Cultural Understanding	<p>To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate varies in some French-speaking countries.</p> <p>Playing the traditional French game of la pétanque. Researching information about the Paris 2024 Olympic Games.</p>			To know some French-speaking countries and recognise the flags of those countries.		
Skills						
Language comprehension Listening and reading	<p>Listening and inferring information from audio passages using language detective skills. Reading short authentic texts for enjoyment or information. Identifying</p>	<p>Using a range of language detective strategies to decode new vocabulary. Identifying key information in a written text. Extracting key</p>		<p>Listening and inferring information from audio passages using language detective skills. Reading and using language detective skills to assess meaning including context, text</p>	<p>Listening and selecting information from short audio passages to give an appropriate response. Reading and responding to a range of authentic texts. Identifying key</p>	<p>Listening and gisting information from an extended audio passage using language detective skills. Reading short authentic texts for enjoyment or information. Identifying</p>



	<p>and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.</p>	<p>information from a passage spoken at near normal speed.</p>		<p>type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary.</p>	<p>information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.</p>	<p>and extracting key information in a range of authentic texts. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.</p>
<p>Language production Speaking and</p>	<p>Planning, asking and answering questions. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Modifying, expressing and comparing opinions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and</p>	<p>Adapting model sentences about houses to create new ones. Using adapted phrases to describe where objects are. Using relevant vocabulary to describe different types of houses and rooms in French. Asking and answer questions in French. Using a writing frame to respond to a letter in French. Writing in descriptive paragraphs. Extending</p>		<p>Planning, asking and answering questions. Beginning to use conversational phrases for purposeful dialogue. Developing extended sentences to justify a fact or opinion. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Modifying, expressing and comparing opinions.</p>	<p>Speaking in full sentences using known vocabulary. Recognising key phonemes in an unfamiliar context, applying pronunciation rules. Using intonation and gesture to differentiate between statements and questions. Formulating their own strategies to remember and apply pronunciation rules. Speaking and reading aloud with increasing</p>	<p>Planning, asking and answering extended questions. Developing extended sentences to justify a fact or opinion. Engaging in conversation and transactional language. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Using existing knowledge of</p>



	<p>reading aloud with increasing confidence and fluency. Using intonation and gesture to differentiate between statements and questions. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place. Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive words and phrases independently.</p>	<p>detail by reusing previously learned language such as adjectives and colours.</p>		<p>Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency.</p>	<p>confidence and fluency. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Using adapted phrases to describe an object, person or place.</p>	<p>vocabulary and phrases to create new sentences. Constructing a short text on a familiar topic. Using a wide range of descriptive phrases.</p>
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