



### Upper KS2 Progressions of Skills-French

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
French	What did the Greeks do for us?	30.5.23 question TBC	Why do natural resources matter?	Why did the Mayan civilisation decline so quickly?	Can you generate, Design, Create? (DT)	What does the census tell us about our local area?
Global Goals	9. Industry, Innovation and infrastructure	16. Peace, Justice and Strong Intentions	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	Portraits - describing in French	Meet my French family		Clothes - getting dressed in France	French weather	Exploring the French-speaking world
Knowledge						
Phonics	To know that 'h' at the start of a word in French is not pronounced.	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç).		To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.	To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. To recognise and begin to predict key word patterns and spellings.	To apply changes in sound caused by accents when speaking, especially the acute accent (é), grave accent (è) and cedilla (ç). To know that a change in voice intonation can indicate when a question is being asked.
Grammar	To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents. To know that the same verb is not		To know the equivalents for the word 'the' in French: le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a		To know that I can compare nouns by placing plus/moins and que around the adjective of comparison.



	<p>adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions to link phrases such as et/mais. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change</p>	<p>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 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. To know that there is no possessive apostrophe in French. To say 'my father' s sister' in French would be the sister of my father: la sœur de mon père. To understand that words in French and English will not always have a direct equivalent in the other language.</p>		<p>noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.); heureux – heureuse. To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe. To know that the endings of verbs change according to the subject. To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment. To know that in a bilingual dictionary abbreviations give us grammatical information</p>		
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	<p>in feminine or plural forms: marron, orange. To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc.) – violette (fem.); blanc (masc.) – blanche (fem.), heureux-heureuse. To know that the endings of verbs change according to the subject. To know how to form the first, second and third person of the verbs avoir (to have) and être (to be). To know that we can use conjunctions, such as et/mais, to link phrases. To know that the verbs avoir and être are used to describe appearance and personality. To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>			<p>about nouns and other words in French.</p>		
<p>Cultural Understanding</p>					<p>Comparing the weather between France and the UK. To know that in France the temperature is measured in Celsius.</p>	<p>Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. To be able to name French-speaking countries and recognise the flags of those countries. To be able to explain how climate</p>



						varies in some French-speaking countries.
Skills						
Language comprehension  Listening and reading	Listening and responding to full sentences. Beginning to notice common spelling patterns. Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and 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 contextual clues and cues to gist and make predictions about meanings.	Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.		Listening and responding to full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. 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. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Listening and noticing rhyming words when joining in with songs. Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words when written in a short phrase.	Listening and selecting information from short audio passages to give an appropriate response. Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.
Language production  Speaking and writing	Recognising and answering simple questions that involve giving personal information. Using a model to form a spoken sentence. Listening and	Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and		Beginning to form opinion phrases. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling	Beginning to adapt phrases from a rhyme/song. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns	Forming a question in order to ask for information. Beginning to use conversational phrases for purposeful dialogue. Rehearsing and recycling extended



	<p>repeating key phonemes with care. Recognising how intonation and gesture are used to differentiate between statements and questions. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Selecting and writing short words and phrases. Making short phrases or sentences using word cards. Using different adjectives, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.</p>	<p>reading aloud with increasing confidence and fluency. Adapting model sentences to express different ideas 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. Using adjectives with correct placement and agreement.</p>		<p>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. Rehearsing and performing a short role-play or song. Selecting and writing short words and phrases.</p>	<p>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. Selecting and writing short words and phrases.</p>	<p>sentences orally. Speaking in full sentences using known vocabulary. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing 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. Using adjectives with correct placement and agreement.</p>
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