

## Moorlands French Progression of Skills

National Curriculum Guidance

Language Detective Skills

Speaking and Pronunciation

Listening

Reading and Writing

Grammar

Intercultural Understanding

Overview of progression:

YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>In Year 3, children will be able to use simple greetings and respond to basic conversational questions. They will learn single words in French, discussing phonics and pronunciation and will begin to develop a basic geographical understanding of France and its capital city, Paris. French learning will be conducted through games, songs and simple listening, reading and writing activities.</p>	<p>In Year 4, children will consolidate their learning of single words and begin to use these in simple sentences. They will consider decoding strategies and continue to learn and recognise French phonics. Children will begin to develop their grammatical knowledge, through understanding of gender of nouns, adjectival placement, use of the negative and they will start to use bilingual dictionaries.</p>	<p>In Year 5, children will begin to manipulate the language they have learnt up to this point, and add in new vocabulary to create extended sentences and short paragraphs in writing and speaking. They will develop their grammatical knowledge of pronouns, verbs, agreement of adjectives and will learn about the francophone world.</p>	<p>In Year 6, children will use real-life communication opportunities to bring together their French learning to both write and read in French. They will learn to talk in more details about themselves, their home lives and where they live, using a growing range of words and structures. Children will be able to discuss their understanding of the language and recall the language learnt in Key Stage 2.</p>

**Speaking and Pronunciation**

<i>National Curriculum</i>	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</b>	<p>Ask and answer simple questions</p> <p>Form simple statements</p> <p>Begin to converse with purpose</p>	<p>Ask and answer simple questions, giving personal information</p> <p>Form simple statements, including use of the negative</p> <p>Begin to form opinion phrases</p> <p>Develop confidence in simple conversations</p>	<p>Form a question to ask for information</p> <p>Take an active role in discussions.</p> <p>Present information in extended sentences</p> <p>Demonstrate a growing vocabulary.</p>	<p>Develop extended sentences</p> <p>Engage in conversation with confidence</p> <p>Be understood with little difficulty.</p>
<b>Speak in sentences, using familiar vocabulary, phrases (and simple writing).</b>	<p>Use very short phrases to give information</p>	<p>Use short phrases to give information</p> <p>Use a model to form a spoken sentence</p> <p>Speak in full sentences using known vocabulary</p>	<p>Rehearse extended sentences orally</p> <p>Develop confidence when speaking in full sentences using known vocabulary</p> <p>Express opinions with confidence</p>	<p>Present to the class in French.</p> <p>Express opinions with confidence about a range of topics</p> <p>Use a range of vocabulary in extended sentences.</p>
<b>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</b>	<p>Repeat single words accurately</p> <p>Listen and repeat key phonemes with care</p>	<p>Repeat short phrases accurately</p> <p>Listen and repeat key phonemes with care</p> <p>Compare sounds and spelling patterns with English</p>	<p>Pronounce words showing a knowledge of sound.</p> <p>Use intonation to differentiate between statements and questions</p> <p>Make realistic attempts at pronunciation of new vocabulary</p> <p>Listen and repeat key phonemes with care</p>	<p>Continue to develop realistic attempts at pronunciation of new vocabulary</p> <p>Speak and read aloud with increasing confidence and fluency</p> <p>Be able to discuss pronunciation rules or patterns from known vocabulary</p>
<b>Present ideas and information orally to a range of audiences.</b>		<p>Introducing self to a partner with simple phrases</p>	<p>Rehearse and perform a short presentation</p> <p>Adapt a story and retell to the class</p>	<p>Give a presentation drawing upon learning from a number of previous topics, including use of opinions.</p> <p>Show confidence in reading out loud.</p>
<b>Describe people, places and things and actions orally</b>	<p>Use single words to describe an object</p>	<p>Use adjectives to describe nouns</p> <p>Begin to understand the correct placement of adjectives</p> <p>Use number to describe objects</p>	<p>Choose appropriate adjectives to describe a noun</p> <p>Begin to use adjectives with correct placement and agreement</p>	<p>Recognise and use a range of descriptive phrases</p>

**Listening**

<i>National Curriculum</i>	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Listen attentively to spoken language and show understanding by joining in and responding.</b></p>	<p>Listen, understand and respond to single words</p> <p>Begin to follow simple verbal instructions in French</p> <p>Listen and follow a simple song including some unfamiliar language</p>	<p>Listen, understand and respond to single words and short phrases</p> <p>Follow verbal instructions in French</p> <p>Respond to objects or images with a single word or short phrase</p> <p>Using language detective skills to decode vocabulary</p> <p>Listen and follow a song or text including some unfamiliar language</p>	<p>Listen and select information</p> <p>Listen and gist information from an extended text using language detective skills</p> <p>Listen and follow the sequence of a story, song or text including some unfamiliar language</p> <p>Begin to understand the main points of a spoken passage.</p>	<p>Understand directional language</p> <p>Begin to recognise differences in tenses.</p> <p>Understand the main points and opinions in spoken French</p>
<p><b>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</b></p>	<p>Listen and identify key words in rhymes and songs and join in</p> <p>Begin to identify vowel sounds and combinations</p>	<p>Listen and identify key words in rhymes and songs and join in</p> <p>Develop understanding of vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listen to songs, joining in and noticing sound patterns</p> <p>Begin to predict spellings using phonic knowledge</p> <p>Match unknown written words to new spoken words</p>	<p>Recognise and discuss sounds in a word</p> <p>Recall and perform a song or rhyme</p> <p>Listen and follow stories, songs or texts in French</p>

**Reading and Writing**

<i>National Curriculum</i>	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Read carefully and show understanding of words, phrases and simple writing.</b>	<p>Read some familiar words</p> <p>Begin to spot known phonemes and graphemes in written words</p>	<p>Recognise and read some familiar words and short written phrases</p> <p>Notice and discuss cognates and language detective strategies</p> <p>Begin to try to use phonic knowledge to read words in French</p>	<p>Use a range of language detective strategies to decode new vocabulary</p> <p>Read and understand the main points in short written texts.</p>	<p>Make increasingly accurate attempts to read unfamiliar words and phrases</p> <p>Read and use language detective skills to consider meaning</p> <p>Read and understand the main points and some detail in short texts.</p>
<b>Appreciate stories, songs, poems and rhymes in the language.</b>	<p>Read aloud some words from simple songs</p>	<p>Read aloud some words from simple songs and rhymes</p> <p>Follow a short text or rhyme, listening and reading at the same time</p>	<p>Read and follow a short text</p>	<p>Read and respond to an extract from a story, an e-mail or song</p> <p>Read short authentic texts for enjoyment or information</p>
<b>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</b>	<p>Use word banks and teaching materials to revise learnt vocabulary</p>	<p>Begin to develop dictionary skills - becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words</p> <p>Identify cognates and near cognates</p> <p>Use word banks to find the meanings of words.</p>	<p>Continue to develop dictionary skills to find the meaning of unknown words and check the spelling of unfamiliar words</p> <p>Use contextual clues and cognates/near cognates to gist the meaning of a simple text</p>	<p>Confidently use a bilingual dictionary to find meanings, check spellings and to select alternative vocabulary for sentence building</p> <p>Make imaginative and adventurous word choices.</p> <p>Gist information from an extended text</p>
<b>Write phrases from memory, and adapt these to create new sentences to express ideas clearly.</b>	<p>Copy everyday words correctly</p>	<p>Recall and write simple words from memory</p> <p>Select and write short words and phrases</p>	<p>Use existing knowledge of vocabulary and phrases to create new sentences</p> <p>Complete a gapped text with key words.</p>	<p>Complete a gapped text with key words and phrases</p> <p>Choose words, phrases and sentences to write with interest and accuracy</p>
<b>Use familiar vocabulary in phrases and simple writing.</b>	<p>Experiment with simple writing, copying with accuracy</p>	<p>Make short phrases or sentences using word cards</p> <p>Write short phrases used in everyday conversations correctly.</p>	<p>Write a short text using word and phrase cards to model and/or scaffold.</p> <p>Write with spelling that is readily understandable.</p>	<p>Construct a short text on a familiar topic</p> <p>Convey meaning in a short text.</p>

<b>Describe people, places, things and actions in writing.</b>	Copy adjectives with accuracy Label images with simple adjectives	Recognise and use adjectives of colour and size  Begin to use correct placement when writing sentences with adjectives  Select words to complete short sentences.  Write one or two short sentences.	Use adapted phrases to describe an object or person  Use different adjectives, with correct positioning and agreement  Express personal responses.	Use a range of descriptive phrases  Begin to recognise and use verbs in different tenses
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**Grammar**

<i>National Curriculum</i>	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>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 to build sentences and how these differ from or are similar to English.</b></p>	<p>Begin to notice the difference between the “je” and “tu” form of a verb</p> <p>Begin to understand that nouns in French have a gender</p>	<p>Begin to recognise gender of nouns</p> <p>Identify plurals of nouns</p> <p>Recognise and begin to use adjectives, considering placement relative to noun</p> <p>Notice the difference between the “je” and “tu” form of a verb</p> <p>Notice and begin to use the negative form</p> <p>Begin to use simple prepositions</p> <p>Use a variety of verbs in the present tense with “je”</p> <p>Make comparisons between the word order in French and English</p>	<p>Recognise and use the possessive adjective ‘my’ and pronouns he/she/it</p> <p>Recognise and use the negative form</p> <p>Use the correct definite and indefinite article depending on gender and number, including “des”</p> <p>Apply placement and agreement rules for adjectives</p> <p>Begin to understand that verbs have patterns</p> <p>Recognise and apply verb endings for present regular ‘er’ verbs</p> <p>Explore verbs in infinitive form</p> <p>Begin to identify word classes within a sentence</p>	<p>Accurately apply placement and agreement rules for adjectives</p> <p>Recognise and begin to use some verbs in near future tense using <b>aller</b></p> <p>Recognise and apply verb endings for present regular ‘er’ verbs</p> <p>Discuss and use some high frequency irregular verbs (to have, to be, to go, <b>faire</b> ‘to make/do’)</p> <p>Develop understand differences in word order between French and English</p> <p>Begin to identify word classes within a sentence</p>
<p><b>Feminine and masculine forms: Nouns</b> (including articles, pronouns and plural formation)</p>	<p>Begin to understand that every French noun is either masculine or feminine</p>	<p>Understand that every French noun is either masculine or feminine</p> <p>Know that the gender affects the indefinite article <b>un</b> or <b>une</b></p> <p>Know that feminine nouns often (but not always) end in e</p> <p>Know that when we turn the statement <b>j’ai un/une</b> into a negative, then we change the article from <b>un/une</b> to <b>de</b></p> <p>Begin to understand that if a word is plural, we use <b>des</b>, not <b>un/une</b></p>	<p>Know whether to use the pronouns <b>il</b> or <b>elle</b></p> <p>Know that <b>de</b> translates as ‘of’ or ‘some’ and changes when coupled with <b>le</b> or <b>les</b> to become <b>du</b> or <b>des</b></p>	<p>Know that when using <b>à</b> and then the direct article <b>à + le = au</b></p> <p>Know that different prepositions are used to say going <b>to</b> a country (<b>en, au, aux</b>)</p> <p>Know a range of prepositions to describe the position of objects</p> <p>Know when using the prepositions <b>à côté de, près de</b> or <b>loin de</b>, the <b>de</b> may change if followed by <b>le</b> or <b>les</b>: de+le = <b>du</b>, de + les = <b>des</b></p>

		<p>Know that when talking about a specific noun in French we use the definite article <b>le/la/les</b></p> <p>Know that we can find the gender of a noun by looking it up in the dictionary</p>		
<p><b>Feminine and masculine forms:</b> <b>Adjectives</b> (position and agreement)</p>		<p>Know that adjectives of size are positioned in front of the noun</p> <p>Know that colour adjectives go after the noun in French</p>	<p>Know that if the noun is plural then the adjective describing it also becomes plural and that adjectives change if they describe a feminine noun and that this is called adjectival agreement</p> <p>Begin to realise that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine</p> <p>Know that the feminine and masculine form of some adjectives can sound quite different e.g. <b>heureux/heureuse</b></p> <p>Know that some adjectives do <i>not</i> change when describing a feminine noun (<b>orange, marron</b>)</p> <p>Know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. <b>jaune / rose</b>)</p> <p>Know that, in French, the possessive adjective 'my' must agree with the gender of the noun</p> <p>Know that when a singular noun begins with a vowel, the possessive adjective <b>ma</b> is difficult to pronounce, so <b>mon</b> is used</p> <p>Know that there are usually four forms of an adjective.</p>	<p>Know that when stand-alone adjectives are used, such as when saying <b>c'est amusant</b>, we always use the singular masculine</p>

<p><b>Verbs (including conjugation and negation)</b></p>	<p>Accurately copy pronunciation of verbs using “je” and “tu” in simple questions and answers.</p>	<p>Know that placing ne and pas around a verb makes the verb negative</p> <p>Be able to use the present tense of some learnt verbs in the “je” and “tu” form</p> <p>Understand that instructions use verbs in a different form (vous)</p>	<p>Know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation</p> <p>Understand that French verbs take different forms.</p> <p>Know that the infinitive is the basic form of a verb</p> <p>Know that there are three different endings for French verbs in the infinitive form: -er, -ir and -re</p> <p>Know that the ending of regular -er verbs changes to go with the subject pronoun.</p> <p>Discuss and begin to recognise how some verbs do not follow regular patterns, (<b>avoir</b> and <b>être</b>)</p> <p>Begin to understand how to conjugate the verbs <b>avoir</b> and <b>être</b></p> <p>Know that the way verbs change to match the pronoun is called conjugation</p>	<p>Know each part of the verb <b>aller - to go</b>, depending on the pronoun</p> <p>Know that the near future tense is formed by using the present tense of the verb <b>aller +</b> the infinitive</p> <p>Begin to distinguish between the present and the near future tense</p>
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<p><b>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</b></p>	<p>Begin to hear how tone of voice can indicate a question</p> <p>Look at a cedilla and discuss how it changes the pronunciation of the c from a hard to a soft sound</p>	<p>Know that we can use connectives such as <b>et</b> and <b>mais</b> to join clauses</p> <p>Know that most nouns become plural by adding an 's' at the end</p> <p>Understand that I can use a model sentence as a guide for building other sentences</p> <p>Know that tone of voice can indicate a question</p> <p>Know that a cognate is a word that is the same in French and English</p> <p>Know that a near-cognate is a word that is similar but not identical in French and English</p> <p>Understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text</p> <p>Know that sentences can be structured differently in French and English</p> <p>Know that when building 2 digit numbers in French, we say 'twenty and one' or <b>vingt-et-un</b></p>	<p>Know some language detective strategies</p> <p>Know that I can use <b>il y a</b> to mean 'there is' or 'there are'</p> <p>Know that the word order is often different in French compared to English</p> <p>Know that there are clues in the words for numbers up to 100</p> <p>Know that some American and English words are borrowed by the French such as <b>le hot-dog and le hamburger</b></p>	<p>Know that I can use <b>parce que</b> to extend my sentence</p> <p>Know that the French use guillemets &lt;&lt; &gt;&gt; in the same way that the speech marks are used in English</p> <p>Use knowledge of grammar to enhance or change the meanings of sentences.</p>
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## Intercultural Understanding

YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Skills:	Knowledge:	Skills:	Knowledge:	Skills:	Knowledge:	Skills:	Knowledge:
<p>Recognise that different languages are spoken in the community/world</p> <p>Show awareness of the capital and identify some key cultural landmarks</p>	<p>Know the names of some Parisian landmarks</p>	<p>Recognise cultural similarities and differences between customs and traditions in France and England</p> <p>Compare schools and celebrations between France and the UK</p>	<p>Know some similarities and differences between French and English schools</p> <p>Know some French festivals that happen throughout the year</p> <p>Know the names and locations of some of the cities in France</p> <p>Know some 'treasures' that make up the national identity of France</p>	<p>Recognise and use the Euro currency</p> <p>Identify and locate other countries in the world where French is spoken</p> <p>Compare geographical features and climates of different French-speaking countries</p> <p>Learn about sporting events in France.</p>	<p>Know that in French there are formal and informal greetings and when it is appropriate to use each one</p> <p>Know that the currency used in France is Euros and recognise some of the notes and coins</p> <p>Know the names and locations of some French speaking countries around the world</p> <p>To describe in some detail some aspects of countries or communities where the language is spoken.</p> <p>Know some 'treasures' that form the national identity of some French-speaking countries</p> <p>Make comparisons between life in France and French-speaking countries and the UK.</p>	<p>Compare shops and towns in France and UK</p> <p>Ask questions and make insightful commentary on cultural differences, including some understanding of stereotype</p> <p>Use real-life communication to learn about life and culture in France</p>	<p>Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</p> <p>Compare lifestyles with French children of a similar age.</p>