



Article 28:
Article 29:

You have the right to a good quality education.
Your education should help you to use and develop your talents and abilities.



FRENCH Curriculum Progression

	LISTENING	SPEAKING	READING	WRITING	INTERCULTURAL UNDERSTANDING	SCHEMA - CONNECTIONS	MASTERY
Y1	Understand a few familiar spoken words and phrases – e.g. - Greetings - Feelings - Numbers 1-12 - Colours - Animals - A few words in a song	Say and/or repeat a few words and short simple phrases – e.g. - expressing feelings - numbers up to 12 - weather Imitate correct pronunciation with some success.	Begin to read out a few familiar words- e.g. - from a rhyme or a song (lyrics) - colours - animals Use visual clues to help with reading.	Begin to copy simple words and/or missing letters correctly – e.g. - numbers - body parts - animals	Understand that some people speak a different language to my own, and have different traditions. Identify some of the different languages spoken at home in my class.	Bonjour/au revoir Ca va? Un, deux trois... dix Bleu, rouge, vert, noir... Un lion, un lapin, un mouton... <i>At home, we speak 3 languages. What languages do you speak at home?</i>	Demonstrate excellent memory when taking part in role plays, and remember the vocabulary even a few weeks after it has been taught. Write/spell a few French words from memory.



Y2	Understand a range of familiar spoken words and phrases – e.g. - Classroom commands - Days - Numbers 1-20 - Fruit - Simple opinions - Some phrases in a song	Say and/or repeat a range of words and short sentences – e.g. - expressing feelings - expressing simple opinions Imitate correct pronunciation with some success.	Begin to read out and understand a few familiar words and short sentences– e.g. - from a rhyme or a song (lyrics) - expressing opinions on animals/food Use visual clues to help with reading.	Write or copy simple words and/or missing letters correctly – e.g. - personal information such as age - fruit - classroom commands	Appreciate the diversity of languages spoken within the class/school. Identify the country or some of the countries where people speak French. Identify some typical French traditions.	Bonjour/au revoir Comment ca va? Un, deux trois... vingt Debout, assis, silence... un crocodile vert <i>Can you think of a country where people speak French?</i>	Demonstrate excellent memory when taking part in role plays, such as saying how old they are and expressing feelings, even a few weeks after it has been taught. Show strong curiosity when discussing other languages spoken at home as well as some French traditions.
Y3	Understand a range of familiar spoken words and phrases – e.g. - More classroom commands - Numbers 1-31 - the date - Some phrases in a poem	Say and/or repeat a range of words and short sentences – e.g. - expressing feelings and some opinions - say/pronounce the French alphabet - say a French poem - describe rainforest animals Know how to pronounce most single letter sounds. Imitate correct pronunciation with some success.	Recognise and read out a range of familiar words or short sentences – e.g. - from stories, rhymes, songs - classroom commands Use visual clues to help with reading.	Write or copy short sentences correctly – e.g. - personal information - in my pencil case... - numbers 1-31 Select appropriate words to complete short sentences. Begin to spell some commonly used words correctly from memory. Understand some grammatical concepts, e.g. French nouns have a gender.	Understand and respect that there are people and places in the world around me that are different to where I live, and have different traditions.. Identify the different languages spoken at home in my class. Talk about similarities and differences of traditions between different cultures.	Un, deux trois... trente-et-un Ouvrez/fermez les cahiers Dans ma trousse, il y a J'adore les fraises/pommes... <i>Can you show me England on the map? France? In which other countries do people speak French -in Europe? And in the rest of the world?</i>	Demonstrate excellent memory when taking part in role plays, and pronouncing French words with growing confidence. Show strong curiosity when discussing some French traditions or other cultures. Observe well and start spelling some of the French words taught from memory.



Y4	Understand a range of familiar spoken sentences- e.g. - concerning myself and my family - phrases in a song or conversation - somebody's date of birth	Answer simple questions and give basic information - e.g. - about the weather - brothers and sisters - pets Know how to pronounce most single letter sounds. Show an awareness of sound patterns. Begin to understand how accents change letter sounds.	Read out and understand some familiar written phrases - e.g. - someone writing about their family/pets - from a story book Begin to read out and understand a range of whole sentences.	Write short sentences from a model and change the information so it is relevant to them. Begin to write a few sentences from memory, giving personal information about themselves and their family. Understand more grammatical concepts, e.g. genders, singular/plural, negative form.	Recognise France on a map of Europe/the world. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.	J'ai huit ans. J'ai deux frères et une sœur. Mon anniversaire, c'est le... J'ai un chien marron. <i>Can you think of a French tradition that is celebrated differently in the UK?</i> <i>How many French-speaking countries can you name?</i>	Observe well and spell accurately and from memory many of the words taught: family members, months, weather... Demonstrate excellent memory when taking part in role plays, saying what their birthday is or talking about their family without using their book for help. Show strong curiosity when discussing differences between traditions in France and other countries.
Y5	Understand the main points from a spoken passage made up of familiar language - e.g. - people saying what they like to eat or talking about their hobbies - a rhyme or a song on a familiar topic (food, sport)	Ask and answer a range of questions- e.g. - taking part in a role play about ordering food - talking to a friend about hobbies - Express opinions about a range of topics - Perform a role play at the doctor's (saying what is wrong with them) Understand how accents change letter sounds.	Read out and understand the main points from a short written text about food, hobbies, and daily routine. Match sound to print by reading aloud familiar words and phrases. Use a book or glossary to find out the meanings of new words.	Spell some commonly used words correctly, e.g. body parts.. Write a few short sentences without support using already learnt vocabulary, and a few longer sentences with support, e.g. write a paragraph describing a monster. Understand more grammatical concepts, eg. noun genders, verb endings...	Recognise France on a map of Europe/the world. Respect and understand cultural diversity. Identify similarities and differences between countries, especially in terms of food and sports.	Le petit déjeuner Du pain, du beurre, de la confiture, un croissant... Je voudrais... J'aime le foot, le rugby, le tennis, le badminton... J'adore chanter, lire, regarder la télé... <i>Do you know of any typical French food?</i> <i>Do you know of any sport that is very popular in France?</i>	Demonstrate excellent memory when discussing preferences on food or sports and hobbies, such as what they eat/drink for breakfast and expressing opinions without using their book for help. Use rich vocabulary to discuss some French traditions, and to compare the differences between French and UK/other traditions, in terms of food or sports.



Y6	Understand the main points and some of the detail from a short spoken passage – e.g. • people giving information about where they live • people talking about school (opinions, lesson times...) • children describing their daily routine. • a weather forecast	Take part in a simple conversation, expressing opinions about a range of topics (Where I live, my town, my daily routine). Understand how accents change letter sounds. Can substitute items of vocabulary to vary questions or statements. Pronunciation is becoming more accurate and intonation is being developed.	Read out and understand the main points and some of the detail from a short written text, eg. children expressing opinions about the school subjects they learn or a weather forecast. Begin to read more independently.	Write a paragraph on a familiar topic, adapting language already learnt – e.g. • where I live • school • daily routine • the time Spell commonly used words correctly. Growing understanding of grammar (gender of nouns, some verb endings, word order, negative form....)	Talk about celebrations they have experienced and compare. Know about similar celebrations in other cultures. Discuss and present information about a particular country's culture. Demonstrate understanding of and respect cultural diversity.	Ou habites-tu? J'habite... dans une maison, un appartement... Il y a un salon, deux chambres... Il n'y a pas de jardin Le matin, je me lave à huit heures. <i>Can you think of any differences between schools in France and the UK?</i> <i>How come there are so many French-speaking countries in the world?</i>	Demonstrate excellent memory when discussing where they live in French, being able to include a lot of vocabulary such as type of accommodation, rooms, opinions, connectives.
KS3	Understand the main points and some of the details from longer spoken passages, including opinions.	Take part in longer conversations, providing information about themselves and their family/friends, expressing opinions and justifying them.	Read out and understand the main points and some of the details from written texts on a variety of topics, e.g. school, hobbies, family...	Write a paragraph/longer text on a range of topics. Remember the spelling of most French words learned. Develop understanding of grammar: gender of nouns, verb endings, personal pronouns. Start learning a range of verb tenses.			