Bonjour!

French

Mixed-age: Progression of knowledge, skills and vocabulary

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Introduction

This document gives an overview of the key knowledge covered in each knowledge strand of our French scheme of work (**Phonics**, **Vocabulary** and **Grammar**) and how this builds across the year groups.

Progression in Vocabulary section - coming soon!

For **Vocabulary** we have made the decision to focus on French vocabulary structures and key vocabulary on this document, rather than listing all the vocabulary used in a unit. This is because it is the structures which are progressive and able to be used in different contexts and therefore are more valuable for children to retain. Where we feel that the 'topic vocabulary' is particularly important for pupils to retain we have added this on in **blue**, but at times it may be that they only retain relevant vocabulary for themselves (e.g. food they love/strongly dislike; family members from their own families etc.)

It also shows how we would expect pupils to progress in their application of this knowledge when dealing with **Language comprehension** and **Language production** in order to meet the end of key stage attainment targets set out in the National curriculum.

Please see our *French: Long-term plan—mixed-age* for more information about the design of our French curriculum.

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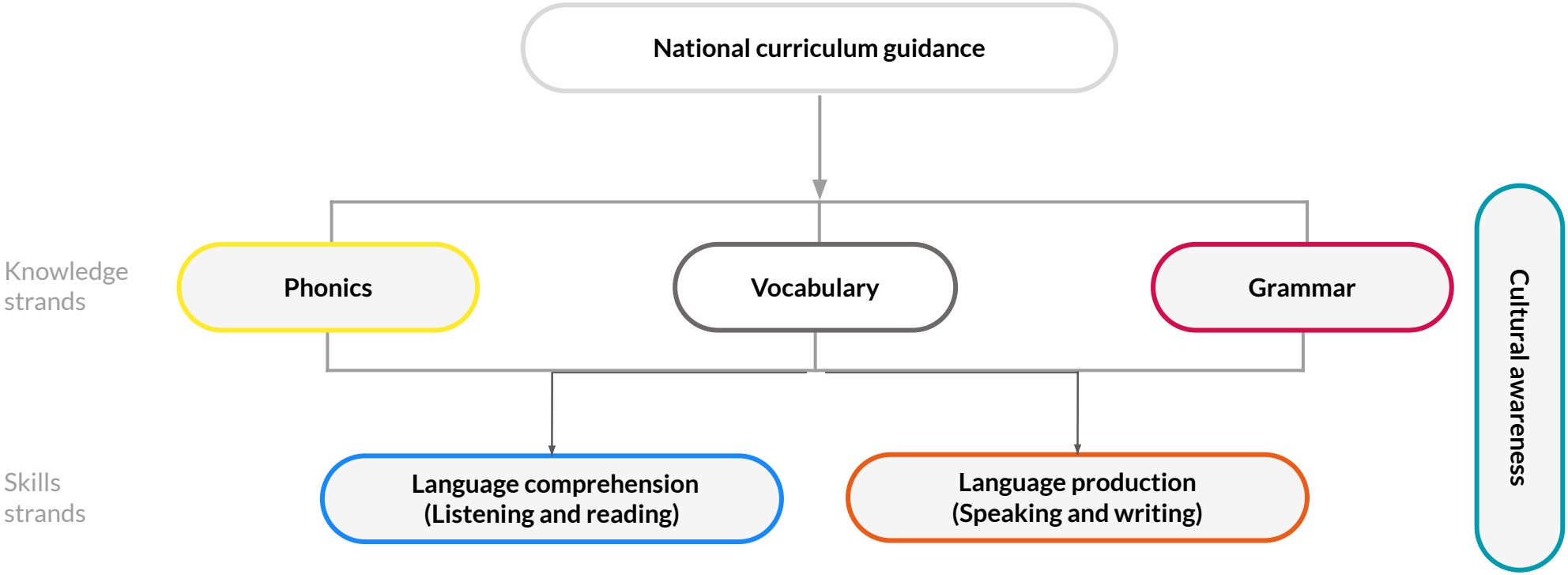
How is the French scheme of work organised?

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



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National Curriculum	Year 3/4	Year 5/6
Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.	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). To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, ui, eau**, **en, ez**, **et.** To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é à, â** 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. 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. To recognise and begin to predict key word patterns and spellings. To know that 'h' at the start of a word in French is not pronounced.	To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent **é**, grave accent **è** and **ç** cedilla. 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 French can help when attempting to pronounce new vocabulary.

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	Year 3/4	Year 5/6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Comparative adjectives Metaphor Compound nouns Compound sentences Infinitive Conjugation Future tense Irregular verbs Second verb infinitive Partitive articles
Feminine and masculine forms: **Nouns** (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article **un** or **une.** To know that feminine nouns often (but not always) end in '**e**' . 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 the pronoun **ça** means 'it'. To know that the pronoun **y** means 'there'. To know that the preposition **à** can be contracted with a definite article to indicate a place: **au/à la/aux.** 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 noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	To know that there are compound nouns in French e.g. **mon grand-père,** **mes grand-parents**. To know whether to use the pronouns **il** 'he' or **elle** 'she' when describing someone.
Feminine and masculine forms: **Adjectives** (position and agreement)	To know that most adjectives are placed after the noun in French. To know that adjectives of size such as **petit** and **grand** are placed before the noun. 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 adjectives must agree with the gender and number of the noun being described. To know that I can compare nouns by placing **plus/ moins** and **que** around the adjective of comparison. To know that partitive articles describe where something is placed: le livre est **à côté du** stylo. To know a range of prepositions to describe the position of objects or places.

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	Year 3/4	Year 5/6
Verbs (including conjugation and negation)	To know that there are high frequency verbs **s'appeler, avoir , être** and **aller** which are used to formulate and answer questions. To know that **je/j', tu** and **vous** are subject pronouns. To know that **c'est** means ''it is' and is used to describe what something is. To know that **il y a** is used to say 'there is/are.' To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas.** To know that the verb **aimer** is used to express an opinion, including with the negative form **ne ... pas.** To know that the endings of verbs change according to the subject. To know how to form the first, second and/or third person of the verbs **avoir (**to have) and **être** (to be).	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. J'**ai** dix ans - I <u>am</u> ten years old. Il **a** faim - He <u>is</u> hungry. To know that some verbs are irregular. 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 know how to form the first, second and third person of the verbs **avoir (**to have) and **être** (to be). To conjugate the verbs **aller**, **jouer** and **faire**. To know that we use the verb **jouer** (to play) with some sports and **faire** (to do) with other sports. To know that, for regular verbs, the formal imperative verb (**tu**) is formed by removing the **pronoun** vous and just keeping the -ez form of the verb e.g. tournez ! To know that **venir de** + the infinitive of the second verb indicates a recent action: **je viens de finir** - I have just finished, or a place of origin.

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	Year 3/4	Year 5/6
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	To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as **et** (and), **mais** (but) and **puis** (then) to join phrases/clauses. 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. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that asic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.	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 the English language contains some words borrowed from the French language, but that these may have different meanings: **les chips** - crisps, les **baskets**- trainers. To know that **en** is usually used as a preposition when the mode of transport is something you get into e.g. **en voiture** whereas **à** is usually used when you are not getting into a form of transport e.g. **à pied** which means 'on foot'. To understand that words in French and English will not always have a direct equivalent in the other language. To know that **parce que** and/or **car** (because) can be used to extend a sentence and give a justification.

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Language comprehension (Listening & reading)

National Curriculum	Year 3/4	Year 5/6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words, short phrases and full sentences.	Listening and inferring information from audio passages using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.	Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes. Following a short text or rhyme, listening and reading at the same time.	Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies.	Identifying 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.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues and cues to gist and make predictions about meanings.	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.

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National Curriculum	Year 3/4	Year 5/6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	Forming simple statements with information including the negative. Practising speaking with a partner. Recognising, asking, and answering simple questions. Beginning to form opinion phrases. Using a variety of conversational phrases.	Beginning to use conversational phrases for purposeful dialogue. Planning, asking and answering questions. Developing extended sentences to justify a fact or opinion.
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	Using short phrases to give information. Recognising, repeating and adapting phrases from rhymes and songs. Using a model to form a spoken sentence.	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.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	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. Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy.	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 confidence and fluency.
Present ideas and information orally to a range of audiences.	Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play, song or story.	Creating and presenting a dialogue or role-play. Giving a presentation drawing upon learning from a number of previous topics.

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National Curriculum	Year 3/4	Year 5/6
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Selecting and writing simple words and short phrases, some from memory.	Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	Making short phrases or sentences using word cards, knowledge organisers and cloze exercises.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. 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.

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Cultural awareness

Year 3/4		Year 5/6	
Skills	**Knowledge**	**Skills**	**Knowledge**
Discussing similarities and differences between customs and traditions in France and the UK. Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as **L'escargot** by Matisse. Discovering French festivals and their traditions. Ordering typical French food and/or drink.	To know that in French there are formal and informal greetings. To know some playground games played in France. To know the names and locations of some of the cities in France. To name some famous paintings by French artists. To know 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.	Identifying key geographical features of countries in the French-speaking world. Analysing climate data for some French-speaking countries. Playing the traditional French game of la pétanque. Comparing sporting activities in France and the UK.	To know that French is spoken in different countries around the world. 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. To know the rules for playing French bowls. To know informal and formal terms of address in France.

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Version history

This page shows recent updates to the documents.

Date	Update
30.08.23	This document has been extensively revised to reflect the change in structure of our languages curriculum, with an increased focus on developing progression of knowledge in phonics, vocabulary and grammar.
11.01.23	Updated to reflect changes to the Cultural awareness strand (p.16) and to reflect the newly published units.