

French Progression and scheme of work

National Curriculum aims:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Year 3

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
|-----------|---|--|--|---|
| Greetings | Bonjour! - Hello (formal) Salut! - Hello (informal) Au revoir- goodbye ça va? - how are you? ça va bien- I am well ça va mal- I am not well Comme ç <i>à</i> , comme ç <i>a</i> - so, so Et vous?- And you (formal) Et toi?- And you (informal) | Use all phrases- asking and answering, linking together to hold a mini (question- answer response) conversation. | Read the phrases and be able to translate from the written form. | Be able to write: Bonjour Salut ça va <i>Ensure accurate use of accents</i> |
| Alphabet | Link for pronunciation | Say alphabet by rote, pronouncing sounds correctly | Use knowledge of pronunciation of alphabet to make grapheme/ phoneme correspondence in French. | Be able to write letters down from dictation. |
| Numbers | Zero, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. | Say numbers to 20 by rote, pronouncing numbers correctly. | Be able to say numbers in French | Be able to write numbers down from dictation. |

| | | | | |
|---------|--|---|--|---|
| | https://www.bbc.co.uk/bitesize/topics/zpy8q6f/resources/1 | | corresponding to written form. Read numbers as words 0-20 | Write numbers as words 0- 10 and beyond if possible |
| Colours | Bleu – blue Rouge- red Rose- pink Jaune- yellow Brun- brown Noir- black Blanc- white Vert- green Violet- purple https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/z634kmn | Say colours as individual words listed in vocab | Read words in French, and say in French. Be able to translate into English. | Write colour words in French as individual words. |
| Name | Je m'appelle- I am called Comment t'appelles tu?- what is your name (informal) Comment t'appellez vous?- what is your name (formal) https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/zgnwr2p | Use all phrases- asking and answering, linking together to hold a mini conversation. Begin to link to greetings, so that length of conversation extends. | Read given phrases being taught. Be able to translate what has been read into English. | Write a simple sentence- Je m' appelle... |
| Age | J'ai ___ ans – I am _ years old Quelle age as tu?- How old are you (informal) Quelle age avez vous?- How old are you (formal) https://www.bbc.co.uk/bitesize/topics/zicbrj6/articles/zgnwr2p | Use all phrases- asking and answering, linking together to hold a mini conversation. Begin to link to greetings, and name, so that length of conversation extends. | Read given phrases being taught. Be able to translate what has been read into English. | Write a simple sentence J'ai _ ans ... |

| | | | | |
|------------------------------|--|---|--|--|
| Facial features | <p>Les yeux- eyes Les yeux bleus- blue eyes Les cheveux- hair Les cheveux longs- long hair Les cheveux courts- short hair Les cheveux boucle- curly hair Les oreilles- ears La bouche- mouth ('s' is added to adjective when body part is plural).</p> | Use simple phrases, extend to use adjectives to describe facial feature. | Read phrases in French (note silent letters) translate key vocab eg curly, short etc | Write simple labels for face. (not whole phrases needed) |
| Body parts (other than face) | <p>Les bras- arms Les jambes- legs Les pieds- feet La tete- head Les mains- hands Les doigts- fingers Le nez- nose Le visage- face https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/zdxwcmn</p> | Say body parts- remember plural/ singular- fem/ masc | Read body parts in French and translate | Write simple labels for body. (ensure masc/fem/ plural agreements) |
| Family members | <p>Ma mere- my mother Maman- mum Mon pere- my father Papa- dad Ma tante- my aunt Mon oncle- my uncle Ma grandmere- my grandma Mon grandpere- my grandfather Ma soeur- my sister Mon frere- my brother Grand(e); petit(e) – big/ little Voici- here is Il- he Elle- she https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/zcqsxbk</p> | <p>Identify family members by saying correct phrase. <i>Attention needed to correct use of masculine and feminine terms</i></p> <p><i>Use of ma/ mon or une/un</i></p> <p>Begin to use voici to introduce members of family and link to il/ elle to further explain names/ ages etc Eg voici ma tante. Elle s'appelle Angela.</p> | Be able to read the family members in French and translate | Be able to write family members as simple labels. <i>Attention needed to masculine and feminine terms</i> |

| | |
|--------------------------------|---|
| Cultural teaching about France | Learn the French flag, the position of the country, the capital city, famous landmarks. |
|--------------------------------|---|

Year 4

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
|--------------------|--|---|---|---|
| Review of learning | Ensure vocab and key phrases from year 3 are secured. | | | |
| Days of the week | Lundi- Monday Mardi- Tuesday Mercredi- Wednesday Jeudi- Thursday Vendredi- Friday Samedi- Saturday Dimanche- Sunday La semaine- week https://www.bbc.co.uk/bitesize/guides/z8byvcw/revision/1 | Be able to say days of the week by rote | Be able to read the days and translate into English | Be able to write the days of the week. Emphasis needed that despite being a proper noun in English, capital letters are not used when written in French. NB no capital letters |
| Months of year | Janvier- January Fevrier- February Mars- March Avril- April Mai- May Juin- June Juillet- July Aout- August Septembre- September | Be able to say months of the year and use them in sentences when stating birthday date. | Be able to translate into English. Pronunciation when reading to develop. | Be able to copy with correct spelling from a word bank. NB no capital letters |

| | | | | |
|----------|---|---|--|---|
| | <p>Octobre- October Novembre- November Decembre- December Le mois- month https://www.bbc.co.uk/bitesize/guides/z8byvcw/revision/1</p> | | | |
| Seasons | <p>L' automne- autumn L' hiver- winter Printemps- spring L' été- summer Saison- season L'annee- year https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/zcskbtq</p> | Be able to say seasons of the year. | Be able to translate into English. Pronunciation when reading to develop. | Be able to copy with correct spelling from a word bank. NB no capital letters |
| Weather | <p>Le temps- the weather Quel temps fait- il?- what's the weather like? Il neige- it's snowing Il pleu- it's raining Il fait beau- it's beautiful/ fine Il fait froid- it's cold Il fait chaud- it's hot Il y a du vent- it's windy Il y a du soleil- it's sunny https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/zcskbtq</p> | Be able to say all weather types. | Read words in French, and say in French. Be able to translate into English. | Write colour words in French as individual words. |
| Clothing | <p>Les vetements- clothes. Coat- un manteau Dress- une robe t- shirt- un t-shirt jumper- un pull shorts- Des shorts trousers- Un pantalon skirt- une jupe socks- des chaussettes shoes- des chaussures boots- des bots</p> | <p>Be able to name each item of clothing</p> <p>Be able to use an adjective of colour to describe the piece of clothing. Eg I am wearing a green skirt.</p> <p>Could also extend to link to previous learning eg. I</p> | Be able to read the words in French and translate into English | Label clothing with use of word banks. Write simple sentences to say what you are wearing (using word banks. |

| | | | | |
|--------------------------------|--|--|---|--|
| | <p>hat- un chapeau Je porte ____ - I wear ____ Qu'est ce que tu portes?- What are you wearing? NB plurals and gender must agree- eg if adding a colour.</p> <p>Eg a green skirt- une jupe verte- 'e' is added to the end of 'vert' to make this feminine and agree with 'jupe' being feminine.</p> <p>May need the conjunction 'because' if justifying a piece of clothing- parce que https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/z474bdm</p> | <p>am wearing a coat because it is cold- Je porte un manteau parce que il fait froid.</p> | | |
| Birthdays | <p>J'ai ____ ans- I am ____ years old Quel age as tu?- how old are you (informal) Bonne anniversaire- happy birthday C'est quand, ton anniversaire- when is your birthday (informal) Quelle est la date de ton anniversaire- what's the date of your birthday (informal) Mon anniversaire est le ____ (number) ____ (month)- my birthday is the ____ of ____ https://www.bbc.co.uk/bitesize/topics/zjx947h/articles/zhryxyc</p> | <p>Be able to say how old you are Be able to say happy birthday Be able to say when your birthday is combined with correct number (date) and month</p> | <p>Read given phrases being taught. Be able to translate what has been read into English.</p> | <p>Use word/ sentence banks to write/ answer questions related to birthday.</p> |
| Where you live | <p>Où habites tu?- where do you live J' habite à Maidstone- I live in Maidstone J'habite dans une maison- I live in a house J'habite dans un appartement- I live in a flat J'habite dans une ferme- I live in a farm</p> | <p>Know and say different places to live. Be able to say these into the sentences</p> | <p>Read given phrases being taught. Be able to translate what has been read into English.</p> | <p>Be able to write labels for places where you could live. Use word banks to support writing.</p> |
| Cultural teaching about France | <p>Learn the French traditions- Paques, Noel, mardi gras, Bastille Day, foods and delicacies- French phrases and vocab will be learned from this too. https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zfmg4xs</p> | | | |

Year 5

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
|--------------------|--|---|---|---|
| Review of learning | Ensure vocab and key phrases from year 3 and 4 are secured. Be able to listen to French phrases and simple conversation based on Year 3/ 4 learning and complete simple translation, pulling out key points spoken. | | | |
| Time | <p>Quelle heure est-il?- what time is it? Il est _____ heures Et quart- quarter past Moins quart- quarter to Et demi- half past Minuit -mid night Midi- midday Matin- morning Apres midi- afternoon Soir/ soiree- evening Aujourd'hui- today Demain- tomorrow Hier- yesterday La semaine prochaine- next week ('e' on end because week is feminine) Le mois prochain- next month (no 'e' on end because it's masculine) L'annee prochaine- next year https://www.bbc.co.uk/bitesize/guides/zsmq7ty/revision/1</p> | <p>Be able to ask and say what the time is- O'clock times accurately. Should start to have a go at quarter to, quarter past, half past: Il est trois heures et demi- it is half past three. Il est trois heures et quart- it is quarter past three. Il est trois heures moins le quart- it is quarter to three</p> | <p>Be able to read phrases related to time and translate.</p> | <p>Using a word bank be able to write phrases of time. <i>NB "s' on the end of heures if plural hours.</i></p> |

| | | | | |
|---------------------------|---|--|---|---|
| <p>Rooms in the house</p> | <p>La piece- room Les pieces de la maison- rooms of the house La chambre- bedroom La cuisine- kitchen Le jardin- the garden La salle de bains- bathroom La cave- cellar La salle a manger- dining room Le salon- living room https://www.frenchlearner.com/vocabulary/rooms/</p> | <p>Be able to say rooms of the house in French- remember gender agreement.</p> | <p>Be able to read and translate in to English.</p> | <p>Be able to label rooms of the house. NB gender agreement.</p> |
| <p>Hobbies/ sports</p> | <p>Qu'est-ce que tu aimes faire comme loisirs- what do you like to do as a hobby? J'aime- I like J'adore- I love Chanter- sing Danser- dance Desiner- draw Ecouter de la musique- listen to music Jouer- play Nager- swim Regarder la television- watch tele Equitation- horse riding</p> <p>Instruments are: jouer de Sports- faire du sport</p> <p>If using 'I like' or 'I love' then use the infinitive of the verb eg: I like to swim- j'aime nager https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zpj4xs</p> | <p>Be able to say hobbies and put these into sentences</p> | <p>Read words/ phrases in French, and say in French. Be able to translate into English.</p> | <p>Awareness of verb agreements when writing, with support Je- e Tu- es Il/elle- e Nous- ons Vous- ez Ils/ells- ent</p> |
| <p>Animals/ pets</p> | <p>Quels animaux as- tu? What pets do you have? (NB 's' on end of quel because animals is plural) J'ai.....- I have</p> | <p>Say animal names and pet phrases.</p> | <p>Read animal names and pet phrases. Translate into English.</p> | <p>Write animal names and pet phrases. When writing adjectival sentences word banks</p> |

| | | | | |
|--------------------------------|---|--|--|---|
| | Il/ elle a.....- he/she has Un lapin- rabbit Une souris- a mouse Une chat- a cat Un chien- a dog Un cheval- a horse Petit/ petite- small Grand/ grande- big https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/z78wihv | Should link in some adjectives of colour/ size but these should agree with gender. NB noun before adjective of colour. eg une souris noire. For size, adjective then noun- une petite souris. To combine: une petite souris noire. | | may be needed/ sentence structure reminders/ gender agreements. |
| Cultural teaching about France | Know and understand what Bastille day is and how it is celebrated Research and find out about sports linked with France- in particular Tour de France. May also want to look at famous French sports people, eg Thierry Henry, Paul Pogba etc. | | | |

Year 6

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
|--------------------|---|------------------------------|---|---|
| Review of learning | Ensure vocab and key phrases from year 5. | | | |
| Verbs | <u>Etre- to be</u> Je suis- I am Tu es- you are (informal) Il/elle/on est- he/she/one is Nous sommes- we are Vous etes – you are (formal/ plural) Ils/ ells sont- they are <u>Avoir- to have</u> J' ai – I have Tu as- you have (informal) Il/elle/ on a- he/she/one has Nous avons- we have | Be able to say verbs by rote | Be able to read given verbs and translate | Be able to spell verb agreements correctly on own and also within writing where verbs are used. |

| | | | | |
|--|---|--|--|--|
| | Vous avez- you have (formal/ plural) Ils/ ells ont- they have | | | |
| Conjunctions/ useful words to enrich speech/ writing | Et- and Aussi- too/ as well Parce que- because Donc- therefore Avec- with | Be able to apply when speaking to link verbal sentences together | Recognise when reading and translate | Be able to use in writing when linking simple sentences |
| Negatives | Ne _____ pas.- not n' _____ pas. not Jamais- never Pas- not Rien- none Non- no | Be able to say and use negatives in French, Remember verb is inserted between ne _____ pas. Je ne chante pas- I do not sing. Je chante jamais- I never sing. NB sentence structure. | Be able to read and translate negatives in French. Apply in range of circumstances. | Be able to write simple negatives linked to other topics already taught eg hobbies. |
| WIDER SKILLS | | Be able to verbally link sentences together using agreeing conjunctions. Build fluency in speech. | Begin to translate short French stories/ texts because of key vocab already taught. Begin to use knowledge of French phonetics and words already seen to have a go at reading unfamiliar French words. | Be able to extend writing further to form short paragraphs. Improve spelling. |
| | | Be able to translate/ develop vocab needed to translate/ write by using a bilingual dictionary/ device. | | |
| Cultural teaching about France | Research key French artists and musicians. | | | |