

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/ 4 Cycle B

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
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| 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>i</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> |
| 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/zjcbrij6/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.... |
| 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. |

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| | https://www.bbc.co.uk/bitesize/articles/zd4w7yc | | corresponding to written form. Read numbers as words 0-20 | Write numbers as words 0- 10 and beyond if possible |
| 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/zicbri6/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 ... |
| Days of the week | Lundi- Monday Mardi- Tuesday Mecredi- Wednesday Jeudi- Thursday Vendredi- Friday Samedi- Saturday Dimanche- Sunday La semaine- week https://www.bbc.co.uk/bitesize/articles/zhryxyc | 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 Octobre- October Novembre- November | 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 |

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| | Decembre- December Le mois- month https://www.bbc.co.uk/bitesize/articles/zhryxyc | | | |
| Birthdays | 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 | 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 | Read given phrases being taught. Be able to translate what has been read into English. | Use word/ sentence banks to write/ answer questions related to birthday. |
| Cultural teaching about France | Learn the French flag, the position of the country, the capital city, famous landmarks. | | | |

Year 3/ 4 CYCLE A

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
|---------------------------|----------------------------|--|--|---|
| 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. |
| Revise greetings | See above | | | |
| Revise months of the Year | See above | | | |

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| 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/zcskbqt</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/zcskbqt</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 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>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 am wearing a coat because it is cold- Je porte un manteau parce que il fait froid.</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). |

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| | <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</p> <p>https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/z474bdm</p> | | | |
| Colours | <p>Bleu – blue Rouge- red Rose- pink Jaune- yellow Brun- brown Noir- black Blanc- white Vert- green Violet- purple</p> <p>https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/z634kmm</p> | 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. |
| 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</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) |

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| | https://www.bbc.co.uk/bitesize/topics/zjcbri6/articles/zdxwcmn | | | |
| Cultural teaching about France | 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/zfmq4xs | | | |

Year 5/6 Cycle A

T1 Revise numbers and Time

T2 Family members/ where you live

T3 rooms in house

T4 animals and pets

T5 hobbies

T6 cultural

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
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| Review of learning | Revise numbers. | | | |
| Time | 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 | 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: | Be able to read phrases related to time and translate. | Using a word bank be able to write phrases of time. <i>NB "s' on the end of heures if plural hours.</i> |

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| | <p>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/articles/z3348hv#zpb9dp3</p> | <p>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> | | |
| 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> |
| 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> | Know and say different places to live. Be able to say these into the sentences | Read given phrases being taught. Be able to translate what has been read into English. | Be able to write labels for places where you could live. Use word banks to support writing. |

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| <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 translate/ develop vocab needed to translate/ write by using a bilingual dictionary/ device.</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>Animals/ pets</p> | <p>Quels animeaux as- tu? What pets do you have? (NB 's' on end of quel because animals is plural) J'ai.....- I have 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</p> | <p>Say animal names and pet phrases. 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.</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 may be needed/ sentence structure reminders/ gender agreements.</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>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> |

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| | <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/zicbri6/articles/zpiq4xs</p> | | | |
| Cultural teaching about France | <p>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.</p> | | | |

Year 5/6 Cycle B

T1- revise weather, seasons and clothing

T2 conjunctions which can be used with T1 revision knowledge eg I wear a coat because it is cold.

T3 food and likes/ dislikes

T4 food- ordering at a restaurant.

T5- clear

T6- culture

| Topic | Vocabulary/ phrases to use | Speaking expectation | Reading expectation | Writing expectation |
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| Review of learning | | | | |
| Review Seasons, weather, clothing | | | | |
| Conjunctions/ useful words to enrich speech/ writing | <p>Et- and Aussi- too/ as well Parce que- because Donc- therefore Avec- with</p> | <p>Be able to apply when speaking to link verbal sentences together</p> | <p>Recognise when reading and translate</p> | <p>Be able to use in writing when linking simple sentences</p> |

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| | | Link back to weather- I wear a coat because it is cold. It is sunny but cold. etc | | |
| Food- likes and dislikes | <p>Je n'aime pas....- I do not like J'aime...- I like Qu'est-ce que tu aimes manger?- what do you like to eat? Déjeuner- lunch Petit- déjeuner- breakfast Dîner- dinner</p> <p>Delicieuse (fem) (must agree with noun ie. item of food) Delicieux (masc)</p> <p>Du (m) / de la (f) / des (pl)- some</p> <p>Sandwich- sandwich Du/ le Jambon- ham Du/ le beurre- butter Du/ le pain- bread Des/Les pâtes- pasta De la viande- meat Le yaourt- yoghurt Du/ le lait</p> <p>La pomme de terre- potato Des/ les Pommes- frites- chips Des/les Chips- crisps La pomme- apple L'orange- orange La banana- banana La confiture- jam Des/ Les carottes- carrots</p> | <p>Know that 'the' is le/la</p> <p>Know that some is: du, de la, des (depending on masc, fem, plural).</p> <p>Be able to ask what someone likes to eat and also be able to answer this. Could also use conjunctions- eg I like bread because it is delicious 'j'aime manger du pain parce que c'est délicieux.</p> <p>Children should remember that the adjective- delicious- should agree with the noun's gender.</p> | Be able to translate the set sentences into English as well as vocab words. | <p>Be able to write a simple list of food</p> <p>Be able to write a simple conversation using sentences and vocab in left column.</p> |

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| | <p>Les fruits- fruit Des/ les legumes- vegetables Le poulet- chicken La salade- salad</p> <p>Children can learn other foods of their choosing to add to the vocabulary.</p> | | | |
| Food-ordering at a restaurant | <p>Qu'est-ce que tu veux?- what would you like (informal) Qu'est-ce que vous voulez? What would you like (formal) Je voudrais.... I would like</p> <p>Comme- for</p> <p>Entrée- starter Dessert- dessert Plat principal- main course</p> | <p>Children should be able to place a food order using set sentences and also food vocab from previous learning. Children should be able to ask other what they would like to eat.</p> <p>They may also be able to use conjunctions and adjectives to justify their food choices, using prior learning.</p> | <p>Children should be able to translate a simple conversation from French to English which uses the set sentences and food vocab already learned.</p> | <p>Children should be able to write some simple words and phrases eg make a simple food menu.</p> <p>They should be able to write some simple sentences (from the set sentences) with correct spelling.</p> |
| Cultural teaching about France | Research key French artists and musicians. | | | |