**French Whole School Progression of Knowledge**

**Cycle B**

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| **YEAR THREE** | | | | | |
| **Context** | **The classroom** | **The fruits** | | **Pets and farm animals** | |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 10)  Greetings  Classroom instructions  Classroom items  Un jour à l’école en France | Colours/numbers (to 15)  Greetings  Fruits  Baking ingredients  La tarte aux pommes | | Colours/numbers (to 20)  Greetings  Pets  Farm animals  Sizes  Le château de Versailles | |
| **Key Questions** | Can I greet people according to the time of the day and their gender?  Can I count to 10 in French orally?  Can I show by an action I understand some classroom instructions?  Can I create a rap song about classroom instructions with a group?  Can I say some words for classroom items in French?  Can I read the classroom items in a short sentence?  Do I know that a noun in French can be masculine or feminine? | Can I greet people according to the time of the day and their gender?  Can I say please and thank you in French?  Can I count to 15 in French orally?  Can I say some words for fruits in French?  Can I count fruits in French using “Il y a”?  Can I write the names of the fruits in French?  Can I read the fruits in a short sentence?  Can I say what la tarte aux pommes is? | | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I count to 20 in French orally?  Can I say some words for pets and farm animals in French?  Can I read these words in short sentences?  Can I count the pets and the farm animals using “Il y a?”  Can I describe the animals using the appropriate adjectives?  Can I remember some facts about le château de Versailles? | |
| **Listening** | Join in with actions to a song, story or poem and say some words. | Join in with actions to a song, story or poem and say some words. | | Join in with actions to a song, story or poem and say some words. | |
| **Speaking** | Can answer most questions confidently  (e.g. greetings) | Pronounce familiar words showing a knowledge of sound patterns.  Uses ‘it is’ and ‘there is’ to form simple sentences. | | Can answer most questions confidently  (e.g. greetings, how you are today)  Pronounce familiar words showing a knowledge of sound patterns.  Uses ‘it is’ and ‘there is’ to form simple sentences. | |
| **Reading** | Reads out loud everyday words and phrases. | Can make links to phonics and  pronounce familiar words well, and some unfamiliar words, when prompted by the teacher. | | Reads out loud everyday words and phrases. | |
| **Writing** | Write or copy everyday words correctly.  Substitutes and adapts noun-adjective collocations in simple sentences. e.g. days of the week. | Writes some known words and short phrases from memory with  understandable spelling. | | Writes some known words and short  phrases from memory with  understandable spelling. | |
| **Grammar** |  | Can repeat nouns with correct indefinite article when modelled by the teacher retains the correct gender of a few nouns.  Shows awareness of plural nouns. | | I can identify the adjective and the noun in short phrases.  Can recall ‘and’ and use it when  prompted. | |
| **YEAR FOUR** | | | | | |
| **Context** | **The classroom** | **The fruits** | | **Pets and farm animals** | |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 15)  Greetings  Classroom instructions  Classroom items  Un jour à l’école en France | Colours/numbers (to 20)  Greetings  Fruits  Baking ingredients  La tarte aux pommes | | Colours/numbers (to 30)  Greetings  Pets  Farm animals  Sizes  Le château de Versailles | |
| **Key Questions** | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I count to 15 in French orally?  Can I say the days of the week in order?  Can I say the days before and after a given day?  Can I read the days of the week in a short sentence?  Can I write the day of the week in a short sentence?  Can I say what is the weather like?  Can I write what is the weather like? | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I use please and thank you in class in French?  Can I count to 20 in French orally?  Can I say words for fruits in French?  Can I ask a question using “Combien”?  Can I count fruits in French using “Il y a”?  Can I write the names of the French fruits in a short sentence?  Can I say some of the ingredients of la tarte aux pommes in French? | | Can I greet people according to the time of the day and their gender?  Can I ask people how they are?  Can I use please and thank you in class in French?  Can I count to 30 in French orally?  Can I say the words for pets and wild animals in French?  Can I read these words in short text?  Can I say my preference?  Can I say if a word is masculine or feminine?  Can I count the pets and the farm animals using “Il y a?”  Can I describe the animals using the appropriate adjectives?  Can I tell the story of Le château de Versailles ? | |
| **Listening** | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | | Says/sings short familiar rhymes or songs from memory listens and recognises the meaning of simple sentences. | |
| **Speaking** | Asks and answers a few familiar  questions with little support (in pairs). | Pronounce familiar and unknown words showing a knowledge pf sound patterns.  Speaks in simple sentences, including nouns and adjectives. | | Speaks in simple sentences, including nouns and adjectives. | |
| **Reading** | Reads out loud everyday words, phrases and sentences. | Reads familiar words with good  pronunciation and expression. | | Understands some new words  introduced into familiar text, especially but not exclusively if they are cognates. | |
| **Writing** | Write or copy everyday words or phrases correctly.  Writes some simple sentences with  nouns and adjectives, which may / may not be placed correctly. | Uses a model including words and short phrases to create new versions (e.g. writing the sequence of the days of the week) | | Writes some simple sentences with  nouns and adjectives, which may / may not be placed correctly. | |
| **Grammar** | I can use the adjective and the noun in short phrases. | Uses singular and plural nouns  correctly.  Can recall ‘and’ and ‘but’ and use it when prompted. | | When prompted to notice, can identify the meaning of ‘a / some ‘and ‘the’ within simple sentences.  Uses singular and plural nouns  correctly. | |
| **YEAR FIVE** | | | | | |
| **Context** | **Me and my family** | **Food** | | **Body parts** | |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 30)  Greetings  French first names  Family members  French speaking countries (La Francophonie) | Colours/numbers (to 40)  Greetings  French breakfast  At the café  Euros (money)  The story of the croissant | | Colours/numbers (to 50)  Greetings  Body parts  At the doctors  Le château de Versailles/The French revolution | |
| **Key Questions** | Can I greet people using common phrases?  Can I ask people to repeat?  Can I count in French to 30?  Can I introduce myself (name and age)?  Can I ask someone about name and age?  Can I understand the classroom instructions in French?  Can I recognise some of the French first names?  Can I say and read the names of the family members in French?  Can I say and read the names of the family members in French?  Can I recognise a masculine and a feminine noun using the possessive determinant?  Can I write a sentence using “et” in French?  Can I translate orally and in writing short sentences from French to English?  Do I know some of the French speaking countries in the world? | Can I greet people using common phrases?  Can I introduce myself (name and age)?  Can I ask someone about name and age?  Can I ask people to repeat? Can I say that I don’t understand?  Can I count in French to 40?  Can I understand the classroom instructions in French?  Can I say and read the names of the breakfast in French?  Can I recognise a masculine and a feminine noun using the definite determiner (including l’)?  Can I say from memory and write a simple familiar sentence about breakfast in French?  Can I say my favourite food in French?  Can I talk about my preference?  Can I read a short conversation with expression ordering food in a café?  Can I say “I don’t know” in French?  Can I ask for food in a café in French?  Can I translate orally and in writing short sentences from French to English?  Can I remember 3 facts about the story of the croissant?  Do I know the currency in France? | | Can I greet people using common phrases?  Can I introduce myself (name, age and country)?  Can I ask someone about name, age and country?  Can I ask people to repeat? Can I say that I don’t understand?  Can I count in French to 50?  Can I say the body parts in French?  Can I say and read the names of the body parts in French?  Can I say where it is hurting?  Can I recognise a masculine and a feminine noun using the definite determiner (including l’)?  Can I start to recognise the plural?  Can I use an adjective to describe the size of the body parts?  Can I translate orally and in writing short sentences from French to English?  Can I remember 3 facts about the French revolution and le château de Versailles? | |
| **Listening** | Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language. | Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language. | | Joins in readily with simple songs and stories, showing the ability to remember language listens and understands the meaning of complex sentences made up of familiar language. | |
| **Speaking** | Asks and answers a variety of questions with support.  Expresses likes and dislikes, some  opinions (I like, I don’t like, I prefer, I hate).  Asks for help and repeats. | Speaks using some complex sentences e.g. noun, adjectives, and verbs.  Asks for help and repeats. | | Speaks using some complex sentences e.g. noun, adjectives, and verbs.  Asks for help and repeats. | |
| **Reading** | Reads aloud confidently familiar words observing particular pronunciation rules with expression (e.g. silent letters, accent/stress markers etc.) and some unknown cognates. | Read and understand the main point in short written texts. | | knows 1) the parts of the dictionary 2) what the codes (nf, nm etc.) mean is confident with alphabetical order can find the meanings of new words | |
| **Writing** | Write some short sentences saying what he or she does (uses 1st and 2nd person). | Adapts a range of simple and complex sentences to create new sentences. | | Write a few short sentences about themselves. | |
| **Grammar** | Uses the most familiar nouns with correct gender article, although may still confuse definite and indefinite use.  To conjugate key verbs. | Uses the most familiar nouns with correct gender article, although may still confuse definite and indefinite use. | | Uses the most familiar nouns with correct gender article, although may still confuse definite and indefinite use.  Be aware that adjectives change according to gender and number sometimes uses adjectives correctly, often when prompted. | |
| **YEAR SIX** | | | | | |
| **Context** | **Me and my family** | | **Food** | | **Body parts** |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 40)  Greetings  French first names  Family members  French speaking countries (La Francophonie) | | Colours/numbers (to 60)  Greetings  French breakfast  At the café  Euros (money)  The story of the croissant | | Colours/numbers (to 100)  Greetings  Body parts  At the doctors  Le château de Versailles/The French revolution |
| **Key Questions** | Can I greet people using common phrases?  Can I ask people to repeat? Can I ask for help when I don’t understand?  Can I count in French to 40?  Can I introduce myself (name and age)?  Can I ask someone about name and age using ‘tu’ and ‘vous’?  Do I know some first names for girls and for boys in French?  Can I say the family members in French?  Can I say, read and write the names of the family members in French?  Can I recognise a masculine and a feminine noun using the possessive determinant singular and plural?  Can I say, read and write a complex sentence about my family using “et” and “mais”?  Can I translate orally and in writing short sentences from French to English and from English to French?  Do I know some of the French speaking countries in the world?  Do I know the currency in France? | | Can I greet people using common phrases?  Can I introduce myself (name and age)?  Can I ask someone about name and age?  Can I ask people to repeat? Can I say that I don’t understand?  Can I count in French to 60?  Can I say the classroom instructions in French?  Can I say, read and write the names of the breakfast in French?  Can I recognise a masculine and a feminine noun using the definite and indefinite determiner singular and plural? (including l’)  Can I say my favourite food in French? Can I talk about other people favourite food?  Can I talk about my preference? About other people’s preference?  Can I say from memory and write a short conversation about ordering breakfast in a café in French?  Can I make up a short conversation in French?  Can I say “I don’t know” in French?  Can I order food in a café?  Can I translate orally and in writing short texts from French to English and from English to French?  Can I remember 5 facts about story of the croissant?  Do I know all the notes and coins in Euro? | | Can I greet people using common phrases?  Can I introduce myself (name, age and country)?  Can I ask someone about name, age and country?  Can I ask people to repeat? Can I say that I don’t understand?  Can I count in French to 100?  Can I say the classroom instructions in French?  Can I say, read and write the names of the body parts in French?  Can I say where it is hurting?  Can I recognise a masculine and a feminine noun using the definite and indefinite determiner? (including l’)  Can I recognise the plural of a noun and an adjective?  Can I use an adjective to describe the size and the colours of the body parts?  Can I translate orally and in writing short texts from French to English and from English to French?  Can I remember 5 facts about the French revolution and le château de Versailles? |
| **Listening** | Listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information. | | Listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information. | | Listens to and understands complex sentences in passages of a few sentences, answering questions or identifying key information. |
| **Speaking** | Engages in short conversations using familiar languages.  Expresses likes and dislikes, some opinions and reasons and asks ‘do you like’ and ‘why do you / don’t you like?’ signals a problem, asks for help and gives additional details when asked e.g. can you help me? | | Engages in short conversations using familiar languages. | | Engages in short conversations using familiar languages.  Says complex sentences, using ‘because’. |
| **Reading** | Pronounces some unfamiliar words in a sentence using phonic knowledge with expression. | | Read and understand the main point and some of the details in short written texts. | | Uses a dictionary to research new nouns and adjectives and use them actively in sentences with some success. |
| **Writing** | Writes some complex sentences using a language scaffold with support if necessary. | | Uses a model paragraph to produce a new paragraph with good accuracy. | | Write a short text about themselves. |
| **Grammar** | Uses the nouns with correct gender article.  To conjugate key verbs and make them negative. | | Uses the nouns with correct gender article. | | Uses the nouns with correct gender article.  Demonstrates improved use of adjective position and some correct use of gender agreement. |