**Y3 French Whole School Progression of Knowledge and Skills**

**Cycle A**

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| **YEAR THREE** | | | |
| **Context** | **Days of the week/Weather/Time** | **Holidays/Travelling** | **Wild animals/Bugs** |
| **Vocabulary/Significant Knowledge** | Colours/numbers (to 10)  Greetings  Days of the week  Time  Weather  French TV weather forecast | Colours/numbers (to 15)  Greetings  Transports  Holiday destination  Euro tunnel | Colours/numbers (to 20)  Greetings  Wild animals  Bugs  Sizes  Bastille day |
| **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 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 say what is the weather like? | 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 transport in French?  Can I count objects in French using “Il y a”?  Can I write the names of the French transports?  Can I remember some facts about the Eurotunnel? | 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 bugs and wild animals in French?  Can I read these words in short sentences?  Can I count the bugs and the wild animals using “Il y a?”  Can I describe the animals using the appropriate adjectives?  Can I remember some facts about Bastille day? |
| **Listening**  **Skills** | 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**  **Skills** | 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**  **Skills** | 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**  **Skills** | 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**  **Skills** |  | 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. |