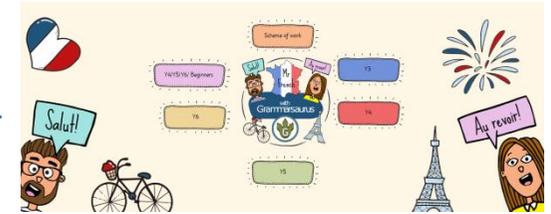


Skills Progression: French



At Stanburn Primary School we follow the French scheme, 'Mr French', for our weekly language lessons. Below is an outline of the progression of skills for French across Key Stage 2:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Knowledge: (National Curriculum Coverage)</p> 	<p>The teaching of MfL begins in KS2. There is no coverage for KS1.</p>		<p><u>KS2</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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. 			
<p>Listening</p>	-		<p>A child working at the year group standard will be able to:</p> <ul style="list-style-type: none"> understand a few familiar spoken words and phrases e.g: 	<p>A child working at the year group standard will be able to:</p> <ul style="list-style-type: none"> understand a range of familiar spoken phrases e.g: questions about: 	<p>A child working at the year group standard will be able to:</p> <ul style="list-style-type: none"> understand the main points from a short spoken passage made up of familiar language. 	<p>A child working at the year group standard will be able to:</p> <ul style="list-style-type: none"> understand the main points and some of the detail from a spoken passage made up of

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> - greetings - classroom instructions - a few words and phrases in a song or a rhyme - numbers 0-50 - months and days - family members <p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - understand a range of familiar spoken phrases e.g: - questions about: greetings, name, age, the date, favourite colour, birthday, brothers and sisters, - family description - someone's age - letters of the French alphabet - classroom instructions 	<p><i>greetings, name, age, the date, favourite colour, birthday, brothers and sisters,</i></p> <ul style="list-style-type: none"> - family description - someone's age - letters of the French alphabet - classroom instructions <p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - understand the main points from a short spoken passage made up of familiar language e.g: - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies 	<p>e.g:</p> <ul style="list-style-type: none"> - a short rhyme or song - the weather forecast - where people are in the house - someone's hobbies <p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - understand the main points and some of the detail from a spoken passage made up of familiar language in simple sentences e.g: - sentences about people's feelings - sentences describing people's nationality and where they live - sentences describing what transport I am using to travel 	<p>familiar language in simple sentences</p> <p>e.g:</p> <ul style="list-style-type: none"> - sentences about people's feelings - sentences describing people's nationality and where they live - sentences describing what transport I am using to travel <p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - understand the main points and opinions in spoken passages made up of familiar material from various contexts e.g: - children talking about their likes and dislikes - descriptions of people and what they are wearing - the time - directions - dialogue in a shop/café
Speaking	-		<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - say and repeat single 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - answer simple 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - ask and answer simple 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - take part in a simple

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>words and short simple phrases</p> <p>e.g:</p> <ul style="list-style-type: none"> - <i>greeting someone</i> - <i>saying: oui, non, s'il vous plait, merci</i> - <i>days of the week</i> - <i>numbers</i> - <i>months</i> - <i>colours</i> 	<p>questions and give basic information</p> <p>e.g:</p> <ul style="list-style-type: none"> - <i>saying what my name is</i> - <i>saying how I am feeling</i> - <i>spell my name</i> - <i>how old I am</i> - <i>favourite colour</i> - <i>saying the date</i> - <i>when my birthday is</i> - <i>whether I have siblings</i> 	<p>questions and talk about my interests</p> <p>e.g:</p> <ul style="list-style-type: none"> - <i>taking part in a dialogue about my hobbies, favourite school subjects and sports;</i> - <i>taking part in a survey about modes of transport to go to school</i> - <i>say if I have pets at home</i> - <i>taking part in a dialogue at the market to buy fruits and vegetables</i> 	<p>conversation and express opinions</p> <p>e.g:</p> <ul style="list-style-type: none"> - <i>say my nationality and where I live</i> - <i>take part in a dialogue at a supermarket</i> - <i>count euros and buy things</i>
			<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - answer simple questions and give basic information e.g: - <i>saying what my name is</i> - <i>saying how I am feeling</i> - <i>spell my name</i> - <i>how old I am</i> - <i>favourite colour</i> - <i>saying the date</i> - <i>when my birthday is</i> - <i>whether I have siblings</i> 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - ask and answer simple questions and talk about my interests e.g: - <i>taking part in a dialogue about my hobbies, favourite school subjects and sports;</i> - <i>taking part in a survey about modes of transport to go to</i> 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - take part in a simple conversation and express opinions e.g: - <i>say my nationality and where I live</i> - <i>take part in a dialogue at a supermarket</i> - <i>count euros and buy things</i> 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - give a short prepared talk to the class, on a topic of choice, including expressing opinions e.g: - <i>describing myself and what I wear</i> - <i>asking for and giving directions</i> - <i>describing my hobbies, favourite school subject</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<i>school</i> - <i>say if I have pets at home</i> - <i>taking part in a dialogue at the market to buy fruits and vegetables</i>		<i>and favourite sports</i> - <i>food I like or dislike</i> - <i>describing my family, where I live and my pets</i>
Reading			<u>A child working at the year group standard will be able to:</u> - recognise and read out a few familiar words and phrases e.g: - <i>from songs</i> - <i>labels on familiar objects</i> <u>A child working beyond the year group standard will be able to:</u> - understand and read out familiar written phrases e.g: - <i>simple phrases</i> - <i>questions</i> - <i>someone writing about their family</i> - <i>the date</i>	<u>A child working at the year group standard will be able to:</u> - can understand and read out familiar written phrases e.g: - <i>simple phrases</i> - <i>questions</i> - <i>someone writing about their family</i> - <i>the date</i> <u>A child working beyond the year group standard will be able to:</u> - understand the questions and main point(s) from a short written passage in clear printed script e.g: - <i>very simple part of a dialogue</i>	<u>A child working at the year group standard will be able to:</u> - understand the questions and main point(s) from a short written passage in clear printed script e.g: - <i>very simple part of a dialogue</i> <u>A child working beyond the year group standard will be able to:</u> - understand the main points and some of the detail from short written texts in familiar contexts e.g. - <i>two to three sentences of information about someone, directions to go somewhere...</i>	<u>A child working at the year group standard will be able to:</u> - understand the main points and some of the detail from short written texts in familiar contexts e.g. - <i>two to three sentences of information about someone, directions to go somewhere...</i> <u>A child working beyond the year group standard will be able to:</u> - understand the main points and opinions in written texts from various contexts e.g: - <i>a letter from a French penpal</i> - <i>a description of someone and what they are wearing</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						<ul style="list-style-type: none"> - a description of the way to go somewhere - a dialogue in a shop/cafe
Writing			<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write or copy simple words or symbols correctly e.g: - <i>greetings</i> - <i>numbers</i> - <i>days of the week</i> - <i>colours</i> 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - can write one short sentence to a model and fill in the words on a simple form e.g: - <i>personal information: name, age, birthday, brothers and sisters, favourite colour</i> 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write a few short sentences with support using expressions which they have already learnt write short sentences using reference materials e.g: - <i>describe where people/animals are in the house</i> - <i>describe things in the classroom</i> - <i>write how I travel to school</i> - <i>describe the weather conditions</i> - <i>write about hobbies, favourite sports and school subjects</i> 	<p><u>A child working at the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write a short text on a familiar topic, adapting language which they have already learnt e.g: - <i>two to three sentences describing my nationality, the country I live in and what mode of transport I use when I travel to different countries</i>
			<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write one short sentence to a model and fill in the words on 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write a few short sentences with support using expressions which 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write a short text on a familiar topic, adapting language which they 	<p><u>A child working beyond the year group standard will be able to:</u></p> <ul style="list-style-type: none"> - write a short text on a range of familiar topics, using simple sentences

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			a simple form e.g: - <i>personal information: name, age, birthday, brothers and sisters, favourite colour, greetings</i>	they have already learnt write short sentences using reference materials e.g: - <i>describe where people/animals are in the house</i> - <i>describe things in the classroom</i> - <i>write how I go to school</i> - <i>describe the weather conditions</i> - <i>write about hobbies, favourite sports and school subjects</i>	have already learnt e.g: - <i>two to three sentences describing my nationality, the country I live in and what mode of transport I use when I travel to different countries</i>	e.g: - <i>write paragraphs of three to four sentences about myself, about a picture</i> - <i>write a letter to French penpals</i> - <i>a dialogue in a shop/cafe</i>
Grammar Progression			<i>The Year 3 curriculum for French includes:</i> - Using "tu" in questions - Using "je" in answers - Using "J'ai" - Questions using « Comment... » (Comment tu t'appelles? Comment ça va? Comment ça s'est écrit?) - Questions using « Quel/Quelle... » (Quel âge as-tu?/Quelle couleur aimes-tu?/Quelle est ta couleur préférée?/	<i>The Year 4 curriculum for French includes:</i> Grammar concepts seen in Y3 - Plural (adding an "s" or "x") - Gender of nouns (female/male/plural) - Using indefinite articles (un/une/des) - Using definite articles (le/la/les/l') - Question using « Comment... ? » (Comment vas-tu à l'école?) - saying 'by' (en/à)	<i>The Year 5 curriculum for French includes:</i> Grammar concepts seen in Y3 and Y4 - Je suis + adjectives (gender) - Il/Elle est + adjectives - Questions using « Comment... » (Comment tu te sens?) - J'ai mal + à la/au/aux + body part - J'ai + illness - Il est + adjectives - Il a + number + body parts - Using orders	<i>The Year 6 curriculum for French includes:</i> Grammar concepts seen in Y3, Y4 and Y5 - Il est + number + heure(s) - Questions using « Quelle... » (Quelle heure est-il?/Quelle profession voudrais-tu faire?) - Question using « Qu'est-ce que ... » (Qu'est-ce que tu fais le matin/l'après-midi/le soir?/Qu'est-ce que tu portes?/

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Quelle est la date aujourd'hui?/Quelle est la date de ton anniversaire?)</p> <ul style="list-style-type: none"> - Question using « Qu'est ce que ... » (Qu'est ce que c'est?) - Using like/dislike (J'aime/Je n'aime pas) <ul style="list-style-type: none"> •Using coordinating conjunctions (et/ mais) •J'aime /Je n'aime pas + le + colour - Gender of nouns (female/male) - Using indefinite articles (un/une) - Using she eats/has (Elle mange/a) - Using numbers in a sentence - Plural (adding an "s") - Question using « As-tu...? » or « Tu as... ?» (As-tu des frères et sœurs?) - possessive adjectives : « my » (mon/ma/mes) - Using negation « Je n'ai pas » - Using « il y a... » 	<ul style="list-style-type: none"> - Using I like/I love/I dislike/I hate (J'aime/J'adore/Je n'aime pas/Je déteste) - J'aime + verb - J'aime + le/la/l' + sport/school subject - Using verbs: I live/I go/I eat/I drink/I play (J'habite/Je vais/Je mange/Je bois/ Je joue) - saying 'in' (dans, en, à la) - the partitive article (du/de la/de l'/des) - Question using « As-tu...? » or « Tu as... ?» (Tu as des animaux? As-tu un stylo?) - Question using « Où... ? » (Où habites-tu?/Où est... ?) - Questions using « Quel/Quelle/ Quelles... » (Quelle est ta matière préférée?/Quelles matières aimes-tu?/Quel est ton sport préféré?/Quels sports aimes-tu?/Quels sont tes loisirs?/Quel temps fait-il aujourd'hui?/Quel temps fait-il à (city)?/Quel est ton fruit 	<p>(prenez/mettez/ restez)</p> <ul style="list-style-type: none"> - saying 'in' (en, au, aux) - J'habite + à/ en/ au/ aux + <ul style="list-style-type: none"> - cities/countries - Question using « Où ... » (Où habites-tu?/Où vas-tu en vacances?) - Questions using « Quelle/ Quel... » (Quelle est ta nationalité ?/Quel est ton numéro de téléphone?) - Je vais à/en/au/aux + cities/countries/contines - Saying by/on (en/à) - Je suis + nationality (with correct gender) - Je parle + (language) - Question using « Combien... » (Combien ça coûte?) - J'ai + number + euros - J'achète + un/une/du/des + food - J'aime /J'adore/Je n'aime pas/Je déteste + le/les + food 	<ul style="list-style-type: none"> - Qu'est-ce qu'il/elle porte?/Qu'est-ce qu'il y a dans ta ville?) - Using different routine verbs with "I" - Using time connectives (ensuite/après/ et/puis/à/vers) - Question « Tu es comment (physiquement)?» - Je suis/Il est/Elle est + adjectives - J'ai/Il a/Elle a + les cheveux + adjectives - J'ai/Il a/Elle a + les yeux + colours - Je suis/Il est/Elle est (adjective) - Je m'appelle/Il s'appelle/ Elle s'appelle + name - Je/Il/Elle porte + un/une/des + clothes + colours - Using clothes and adjectives of colours accordingly - Questions using « Où... » (Où est la gare?) - negative using "ne...pas" - Je voudrais +

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<ul style="list-style-type: none"> préfééré?) - Saying « It's » for the weather (Il fait/ il y a) - Question using « Qu'est-ce que ... » (Qu'est-ce que tu manges/bois?) - saying 'in/at' (en/ à) - Question using « Tu » (Tu joues d'un instrument? Tu aimes...?) - Je joue du/de la + (instrument) - Using « kg » 		<ul style="list-style-type: none"> un/une/des/de l' + food/drink - Je voudrais être + (profession). - Mon père/Ma mère/Il/Elle est (profession).