



French Progression of Knowledge and Skills



KS2 National Curriculum

- 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 6 Progression of Knowledge and Skills

Speaking	• Engage in short scripted conversations • Express opinions in short conversations • Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence
Listening	• Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary • Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary • Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling
Reading	• Use a dictionary to understand the definition of unknown words • Practice reading longer texts aloud, containing taught phrases and vocabulary • Present ideas and information orally to an audience
Writing	• Present ideas and information in writing to an audience • Adapt taught phrases to create new sentences • To write a series of extended sentences

Key vocab: près de, à côté de, devant, derrière, entre...et..., loin de, la Ville, la boulangerie, la pâtisserie, la boucherie, la magasin, la supermarché, l'église, le parc, la poste, l'hôpital, le café, le restaurant, 'habite tu habites, il/elle/on habite, nous habitons, vous habitez, ils/elles habitant, les yeux bleus/gris/marron/verts les cheveux blonds, les cheveux bruns, les cheveux noirs, les cheveux roux, les cheveux courts, les cheveux longs, les cheveux mi-longs, les cheveux frisés, petit (petite), grand (grande), de taille moyenne, actif (active), bavard(e), gourmand(e), marrant(e), paresseux (paresseuse), sportif (sportive), sympa, timide, anglais, le dessin, le français, la géographie, l'histoire, l'informatique, les maths, la musique, le sport les sciences, amusant, difficile, ennuyeux, facile, intéressant, ma matière préférée, assez, très, trop, un peu, le prof est, sévère, à sept heures. à sept heures et quart, à sept heures et demie, à huit heures moins le quart le matin, l'après midi, le soir, La routine du matin, je me brosse les dents, je me douche, je m'habille, je me lave, je me lève, je me réveille, je prends le petit déjeuner, je vais au collège, la routine du soir, je me couche, je fais mes devoirs, je fais du vélo, je fais la vaisselle, je mange, je prends le goûter, je regarde la télé, je rentre à la maison, au badminton, au basket, au hockey sur glace, au tennis, au volley, au foot, au cricket, au rugby.

Assessment End Points Year 6

Knowledge	Skills
• I know key vocabulary associated with time and routines. • I know key vocabulary to describe my hobbies.	• I can listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary. • I can express opinions in short conversations. • I can read longer texts aloud, containing taught phrases and vocabulary. • I can write a series of extended sentences.