



Lower Key Stage 2 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.

Speaking	• Answer simple questions and give basic information • Pronounce unfamiliar words with increasing accuracy. • Repeating and responding to key words and phrases. • Predict, say and spell new language. • Select and present information to other people. • Ask and answer questions with a rehearsed response using appropriate intonation. • Use common phrases. • Use description words e.g. colours, size. • Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.
Listening	• Understand a range of familiar spoken phrases. • Listen carefully and pronounce unfamiliar words with increasing accuracy. • Listen carefully, repeating and responding to key words and phrases. • Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action). • I can explore the patterns and sounds of language through songs and rhymes. • Say a simple rhyme from memory; join in with words of a song or storytelling. • Pick out known words in an 'authentic' conversation.
Reading	• Begin to recognise written vocabulary/ single words • Recognise written vocabulary/ single words. • Understand and read out familiar written phrases. • Use a bilingual dictionary to develop my vocabulary around a given topic. • Begin to recognise simple written phrases. • Recognise simple written phrases begin to show understanding of more complex written phrases.
Writing	• Copy simple vocabulary • Attempt to write taught vocabulary (single words) from memory. • Attempt to write simple, short taught phrases from memory • Write simple, short taught phrases from memory • Write simple, short taught sentences from memory • Fill in the words on a simple form. • Use familiar sounds and spellings to help me recognise and learn new language. • Predict, say and spell new language. • Attempt to write simple, short taught phrases from memory.

Cycle A (Formerly Year 4) Progression of Knowledge and Skills

Around Town	• Recognise vocabulary for places. • Say new vocabulary. • Use the masculine or feminine form. • Use prepositions. • Use a dictionary to find my own vocabulary. • Improve my pronunciation. • Perform my sentences to my peers. • Improve my sentences with additional vocabulary.
Family	• Recognise vocabulary for family members • Practise and rehearse vocabulary. • Use the correct agreement for adjectives. • Speak and write using accurate sentence structure. • Ask and answer questions. • Improve my pronunciation. • Perform my sentences to my peers. • Edit my sentences.
School	• Practise and rehearse vocabulary. • Use a dictionary to find my own vocabulary. • Improve my pronunciation. • Perform my sentences to my peers. • Rewrite my sentences with additional vocabulary.
Food	• Recognise vocabulary for fruit. • Recognise vocabulary for vegetables. • Use the masculine or feminine form. • Use present tense. • Speak and write the accurate sentence structure. • Use a dictionary to find my own vocabulary. • Improve my pronunciation. • Perform my sentences to my peers. • Improve my sentences with additional vocabulary.
Time	• Recognise vocabulary for days of the week. • Recognise vocabulary for months of the year. • Practise and rehearse vocabulary. • Ask and answer questions • Use the correct agreement for adjectives. • Speak and write the accurate sentence structure. • Use a dictionary to find my own vocabulary. • Improve my pronunciation. • Perform my sentences to my peers. • Create my own sentences with researched vocabulary.
Weather	• Recognise vocabulary for weather. • Recognise vocabulary for seasons. • Practise and rehearse vocabulary. • Speak and write the accurate sentence structure. • Develop my conversation skills. • Extend my sentences. • Improve my pronunciation. • Perform my sentences to my peers.

Key vocab:

Je voudrais, s'il vous plaît, merci, Les Fruits, une fraise, une poire, une framboise, une orange, une cerise, une pomme, une banane, une pêche, un citron, un ananas, Les Légumes, un oignon, un chou-fleur, un céleri, un carotte, un poivron, un chou, un brocoli, un potiron, une pomme de terre, des

champignons.lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre. Il fait chaud, Il fait froid, Il y a du vent, Il y a du brouillard, Il y a du soleil, Il y a des orages
 Il neige, Il pleut. En printemps, en été, en automne, en hiver. dans ma ville, il y a. La boulangerie, la pâtisserie, la boucherie, la magasin, la supermarché, l'église, le parc, la poste, l'hôpital, le café, le restaurant. un/ mon demi-frère, un/ mon frère, un/ mon grand-père, un / mon oncle, un / mon père, une / ma demi-sœur, une / ma grand-mère, une / ma mère, une / ma sœur, une / ma tante, une / ma famille, des/ mes parents, des/ mes grands-parents.

Cycle B (Formerly Year 3) Progression of Knowledge and Skills

Greetings	• Write accurate sentences. • Use a word bank to support my language learning. • Ask and answer questions. • Improve my pronunciation. • Perform my sentences to my peers. • Recognise vocabulary for greetings • Know why second languages are important. • Say new vocabulary.
About Me	• Improve my pronunciation. • Perform my sentences to my peers. • Use the correct agreement for adjectives. • Speak and write the accurate sentence structure. • Develop my understanding of masculine and feminine words. • Recognise vocabulary for colours. • Recognise vocabulary for animals. • Practise and rehearse vocabulary. •
School	• Improve my pronunciation. • Perform my sentences to my pee • Use the masculine or feminine form for nouns. • Use the correct agreement for adjectives. • Speak and write the accurate sentence structure. • Recognise vocabulary for school items. • Recognise vocabulary for colours. • Practise and rehearse vocabulary.
Food	• Improve my pronunciation. • Perform my sentences to my peers. • Improve my sentences with additional vocabulary. • Use the masculine or feminine form. • Speak and write using accurate sentence structures. • Use sentence starters to give my opinion. • Develop my dictionary skills. • Recognise vocabulary for fruit. • Recognise vocabulary for vegetables • Say new vocabulary.
Time	• Improve my pronunciation. • Perform my sentences to my peers. • Use accurate vocabulary. • Speak and write using accurate sentence structures. • Develop my conversation skills • Recognise vocabulary for days. • Recognise vocabulary for months. • Practise and rehearse vocabulary.
Family	• Improve my pronunciation.

	• Perform my sentences to my peers. • Edit my sentences. • Use the correct agreement for adjectives. • Speak and write using accurate sentence structure. • Ask and answer questions. • Recognise vocabulary for family members • Practise and rehearse vocabulary.
Key vocab: Les Fruits, une/les fraise, une/les poire, une/les frambois, une/les orange, une/les cerise, une/les pomme, une/les banana, une/les pêche, un/les citron, un/les ananas, Les Légumes, un/les oignon, un/les chou-fleur, un/les céleri, un/les carotte, un/les poivron, un/les chou, un/les brocoli, un/les potiron, un/les champignons, une/les pomme de terre, J'adore, J'aime, Je n'aime pas, Je déteste. Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt et un, vingt-deux, trente, trente et un. J'ai, Je n'ai pas, Tu as, As-tu, un/ mon frère, un/ mon grand-père, un / mon père, une / ma grand-mère, une / ma mère, une / ma sœur, une / ma famille, Je suis, fils unique (m), fille unique (f), il s'appelle, elle s'appelle. blanc (m) / blanche (f) bleu (m) / bleue (f), gris (m) / grise (f), jaune, marron, noir (m) / noire (f), orange, rose, rouge, vert (m) / verte (f), Ma couleur préférée est, J'ai un animal (des animaux), une araignée, un chat, un cheval (des chevaux), un chien, un cochon d'Inde, un hamster, un lapin, un oiseau (des oiseaux), un poisson, un serpent, une souris, une tortue, Je n'ai pas d'animal. Dans ma class, il y a, une chaise, une fenêtre, une porte, une table, une règle, un professeur, un tableau blanc, un crayon, un livre, un stylo, des crayons, des livres, des règles, C'est le crayon de Luc.	

Year 3 Assessment End Points

Knowledge	Skills
• I know and recognise a familiar question and respond with a simple rehearsed response.	• I can listen and respond to instructions. • I can begin to recognise written phrases. • I can attempt to write taught vocabulary (single words) from memory.

Year 4 Assessment End Points

Knowledge	Skills
• I know a range of familiar spoken phrases.	• I can ask and answer questions with a rehearsed response using appropriate intonation. • I can understand and read out familiar written phrases. • I can write simple, short, taught phrases from memory.