

# FRENCH PROGRESSION MAP



At Eppleton Academy Primary, we strive to level the playing field and raise the aspirations of all our children, which is why we place such high importance on learning a language. The children at Eppleton begin learning French upon entering Key Stage Two, where they partake in a progressive balance of listening, speaking, reading and writings; laying the foundation for Key Stage Three and the wider world in a fun and engaging way.

## National Curriculum:

### The national curriculum for languages aims to ensure that all pupils:

- 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.

### Subject Content

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication.

Year Group	National Curriculum	Skills	Sticky Knowledge/ End Points	Spelling/ Phonics	Vocabulary
Y3	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask</li> </ul>	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Can understand a few familiar spoken words and phrases.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Can recognise and read out a few familiar words and phrases.</li> </ul>	<p><b>Stage 1: Getting Started</b></p> <ul style="list-style-type: none"> <li>- Can say hello and goodbye.</li> <li>- Can try to write hello and goodbye.</li> <li>- Ask and answer a simple questions about feelings and name.</li> <li>- Say some numbers between 0 -10.</li> <li>- Try to write some numbers between 0-10.</li> <li>- Identify some silent letters in French words</li> <li>- Begin to identify sound spellings in French words.</li> </ul>	<p><b>Stage 1: Getting Started</b></p> <p>Silent letters: “s”, “t”, “p”</p> <p>Pronunciation of letters: “ç”, “é”, “h”</p> <p>Sound- spelling: “oi” /ix/ qu/ eu/ou</p>	<p><b>Colours</b></p> <p>bleu- blue, blanc-white, rouge-red, noir-black, jaune-yellow, vert -green, C’est de quelle couleur?- What colour is it?</p> <p><b>Greetings</b></p> <p>Salut – Hi, Bonjour – good morning/hello, Bonne après-midi – good afternoon, À bientôt – see you soon, Au revoir- good bye</p> <p>Çomment ça va?- how are you?, Ça va bien – I am feeling good, Ça va très bien – I am feeling really good, Ça va comme çi, comme ça- I am feeling okay, Ça va mal- I am not feeling good, Ça va très mal- I am feeling really bad, Comment t’appelles –tu?- What are you called?, Je m’appelle.... I am called.....</p> <p><b>Numbers</b></p> <p>zéro – 0, un – 1, deux- 2, trois – 3, quatre- 4, cinq – 5, six – 6, sept – 7, huit- 8, neuf – 9, dix- 10</p>



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<p>and answer questions; express opinions and respond to those of others; seek clarification and help*</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Can write or copy a few simple words or symbols as an emergent writer of the target language.</li> </ul>	<p><b>Stage 1: The Calendar &amp; Celebrations</b></p> <ul style="list-style-type: none"> <li>- Can remember how to pronounce some sounds in colours in French.</li> <li>- Can respond to a French classroom command.</li> <li>- Can understand and remember some days of the week.</li> <li>- Can understand and remember some months of the year.</li> <li>- Can remember some facts about a French Xmas.</li> </ul>	<p><b>Stage 1: The Calendar &amp; Celebrations</b></p> <p>Silent letters: “e”</p> <p>Pronunciation of letters: “i”</p> <p>Sound- spelling: “ou” /di/ eux/ ez</p>	<p><b>Days of The Week</b></p> <p>lundi – Monday, mardi- Tuesday, mercredi – Wednesday, jeudi- Thursday, vendredi- Friday, samedi – Saturday, dimanche- Sunday</p> <p>C’est quel jour aujourd’hui?- What day is it today?</p> <p><b>Months</b></p> <p>janvier- January, février- February, mars- March, avril- April, mai- May, juin- June, juillet- July, août- August, septembre – September, octobre – October, novembre – November, décembre - December</p> <p>C’est quand ton anniversaire?- When is your birthday?</p>
		<p><b>Stage 1: Animals I like &amp; Don’t Like</b></p> <ul style="list-style-type: none"> <li>- Can understand some animal nouns in French.</li> <li>- Can ask the question “What is it?” in French.</li> <li>- Can answer a question, using “It is “ = noun in French.</li> <li>- Can use and complete the phrase “My favourite animal is +noun”.</li> <li>- Can recognise some animal nouns in the plural.</li> <li>- Can use a model to write a sentence about animals.</li> </ul>	<p><b>Stage 1: Animals I like &amp; Don’t Like</b></p> <p>Silent letters: t/s</p> <p>Pronunciation of letters: “é”</p> <p>Sound- spelling: in/ou/oi/eau/est /qui/ch</p>	<p><b>Animals</b></p> <p>Un chat (a cat), Un chien (a dog), Un poisson (a fish), Un cheval (a horse), Un lapin (a rabbit), Un mouton (a sheep), Un serpent (a snake), Un oiseau (a bird), Une vache (a cow), Une souris (a mouse), J’aime .. – I like, Mon animal préféré est .... My favourite animal is....., Quel est ton animal préféré? – What is your favourite animal?</p>
		<p><b>Stage 1: Carnival Time</b></p> <ul style="list-style-type: none"> <li>- Can understand learn about French traditions and take part in a carnival celebration.</li> <li>- Can say and write some numbers between 1 and 15.</li> <li>- Can ask and answer the question “how old are you?” in French.</li> <li>- Can take part in a simple dialogue about myself using familiar questions and answers</li> <li>- Can read and write dates in French.</li> <li>- Can understand and use Easter related vocabulary.</li> </ul>	<p><b>Stage 1: Carnival Time</b></p> <p>Silent letters: t /s</p> <p>Pronunciation of letters: in/oi/ch/qu</p>	<p><b>Numbers</b></p> <p>onze- 11, douze- 12, treize- 13, quatorze- 14, quinze- 15, seize- 16, dix-sept -17, dix-huit- 18, dix-neuf- 19, vingt- 20</p> <p>Quel âge as-tu?- How old are you?</p> <p>J’ai .....ans – I am .... years old</p>

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	<ul style="list-style-type: none"> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> </ul>		<p><b><u>Stage 1: Fruit, Vegetables, The Hungry Giant Story</u></b></p> <ul style="list-style-type: none"> <li>- Can say and understand fruit/veg nouns.</li> <li>- Can recall numbers to 1-15 and count fruits.</li> <li>- Can understand, enjoy and join in with a story.</li> <li>- Can ask politely for an item in French.</li> <li>- Can play a board game and ask politely for an item.</li> <li>- Can write a sentence in French and use the conjunction, “and”.</li> </ul>	<p><b><u>Stage 1: Fruit, Vegetables, The Hungry Giant Story</u></b></p> <p>Silent letters: t /s</p> <p>Pronunciation of letters: Sound- spelling: omme/oi/ane/eu x/ou/ais</p>	<p><b>Fruits and Vegetables</b></p> <p>Une pomme –an apple, Une banane- a banana, Une pêche- a peach, Une grappe de raisin- a bunch of grapes, Une tomate- a tomato, Une carotte- a carrot, Une orange- an orange, Une poire- a pear, Un melon- a melon, Un concombre- a cucumber, Une tranche de pastèque – a slice of water melon Je voudrais- I would like... s’il vous plaît - please</p>
			<p><b><u>Stage 1: Going on a Picnic/ Aliens in France</u></b></p> <ul style="list-style-type: none"> <li>- Can name and label food and drink items to take on a picnic.</li> <li>- Can listen to ,read and understand a picnic story.</li> <li>- Can write phrases to build my own picnic story.</li> <li>- Can use the phrase “I live....”</li> <li>- Can ask the question “Where do you live?, and understand the answer.</li> </ul>	<p><b><u>Stage 1: Going on a Picnic/ Aliens in France</u></b></p> <p>Silent letters: e/s/t/h</p> <p>Sound- spelling: ch/ais/ite/où/j’h</p>	<p><b>Picnics</b></p> <p>Le pique-nique- the picnic, Un jus d’orange- an orange juice. Un sandwich- a sandwich, Une salade – a salad De l’eau- some water, Des chips- some crisps, Des fruits – some fruits, Le pré - the field , La rivière – the river, La colline – the hill, Le sable – the sand, La plage – the beach, Il y a ..... - there is ...../ there are .....</p> <p><b>Towns and cities:</b> Amiens, Fontainebleau, Chamonix, Clermont-Ferrand, Nice, Où habitez-tu? – Where do you live?, J’habite à ... – I live in...</p>
Y4		<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Can ask and answer simple questions and give basic information.</li> <li>- Can pronounce familiar words and some new words accurately.</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Can understand simple written phrases.</li> <li>- Can match sounds to familiar written words.</li> </ul>	<p><b><u>Stage 2: Welcome to School Super Learners</u></b></p> <ul style="list-style-type: none"> <li>- Can recall familiar greetings.</li> <li>- Can recall familiar feelings sentences.</li> <li>- Can recall all the numbers between 0-10 .</li> <li>- Can imitate and pronounce new language.</li> <li>- Can say/write accurately some numbers between 11-20.</li> <li>- Can recall all the days of week.</li> <li>- Can recall most of the months of year.</li> <li>- Can recognise or anticipate the meaning of some of - French nouns for rooms in school.</li> <li>- Can recognise or anticipate the meaning of some of French nouns for classroom items.</li> </ul>	<p><b><u>Stage 2: Welcome to School Super Learners</u></b></p> <p>Silent letters: “t”, “p”</p> <p>Pronunciation of letters: “x”, “é”, “h”</p> <p>Sound- spelling: ze /ngt/ ze/ ez/on</p>	<p><b>School Items</b></p> <p>la cour de récréation – the playground, la cantine – the dinner hall, la salle des profs – the staffroom, la salle informatique – the ICT room, les toilettes – the toilets, le bureau du directeur – the headteacher’s office (man), le bureau de la directrice – the headteacher’s office (woman), la salle de classe- the classroom, un sac à dos – the rucksack, un crayon- the pencil, un stylo- the pen, un livre- the book, un taille de crayon-pencil sharpener, une gomme- the eraser, une table- the table une chaise- the chair, une règle- the ruler, des ciseaux- some scissors, des crayons de couleurs- some coloured pencils, de la colle – some glue</p>
			<p><b><u>Stage 2: My Local Area/ Your Local Area</u></b></p> <ul style="list-style-type: none"> <li>- Can identify and name new colours.</li> <li>- Can respond to different commands,</li> <li>- Can write a short sequence of commands.</li> <li>- Can recognise and say some places in town.</li> </ul>	<p><b><u>Stage 2: My Local Area/ Your Local Area</u></b></p> <p>Silent letters: t/e</p>	<p><b>Classroom Commands</b></p> <p>Regardez – look, Ecoutez – listen, Répétez – repeat, Levez-vous - stand up, Asseyez-vous - sit down, Comptez avec moi - count with me, Chantez avec moi – sing with me, Trouvez moi - find me, Montrez moi - show me</p>

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	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.</li> </ul>	<ul style="list-style-type: none"> <li>- Can ask "Where is...?"</li> <li>- Can classify some nouns as masculine or feminine.</li> <li>- Can say and understand at least four signs for places in town.</li> </ul>	<p>Sound- spelling: ou/on/eu/oi/ an/ch/ez</p>	<p><b>Town &amp; Shops</b></p> <p>Le café- the café, Le cinéma- the cinema, Le restaurant – the restaurant, Le supermarché- the supermarket, Le stade – the stadium, La boucherie- the butchers, La boulangerie- the bakers, La pâtisserie- the cake shop, La pharmacie- the chemist, L'école – the school, Où est...?- Where is ....?, Voici - Here is .....</p>
		<p><b>Stage 2: Family Tree &amp; Faces</b></p> <ul style="list-style-type: none"> <li>- Can make links between sounds and spellings .</li> <li>- Can accurately say 4 family member nouns in French.</li> <li>- Can write personal information about a family member in French.</li> <li>- Can understand and say some parts of the face.</li> <li>- Can understand sentences using numbers and parts of the face.</li> <li>- Can write simple sentences to describe an alien.</li> </ul>	<p><b>Stage 2: Family Tree &amp; Faces</b></p> <p>Silent letters: t/s Pronunciation of letters: "é" / "è" / "ç"</p> <p>Sound- spelling: an/oi/ille/qui/ai/ suis/eux/ez</p>	<p><b>Parts of the Face</b></p> <p>le nez – the nose, la bouche- the mouth, la tête- the head, les cheveux- the hair, les yeux – the eyes, les oreilles- the ears</p> <p>J'ai.... – I have ...., Je suis... - I am..., De quelle couleur est ....? – What colour is ...? De quelle couleur sont....? What colour are....?, <u>La bouche</u> est .... - The mouth is..... , <u>Les oreilles</u> sont ..... The ears are.....</p>
		<p><b>Stage 2: Face &amp; Body Parts</b></p> <ul style="list-style-type: none"> <li>- Can say nouns for parts of face and body.</li> <li>- Can understand and respond to face and body part nouns and commands.</li> <li>- Can understand and respond to face and body part nouns and commands.</li> <li>- Can join in and create a yoga session.</li> <li>- Can name the plural of face and body parts' nouns.</li> <li>- Can create an alien and write a simple description including numbers, face and body parts and colours</li> </ul>	<p><b>Stage 2: Face &amp; Body Parts</b></p> <p>Silent letters: t/s /x Pronunciation of letters: "é"</p> <p>Sound- spelling: ez/eux/eille/ge</p>	<p><b>Parts of the Body</b></p> <p>Le pied – the foot, Les pieds- the feet, La jambe- the leg, Les jambes- the legs, Le bras – the arm, Les bras- the arms, L'épaule– the shoulder, Les épaules – the shoulders, La tête – the head, Le genou- the knee, Les genoux- the knees</p> <p><b>Commands</b></p> <p>Bougez – move, Pensez à – Think about, Touchez- touch, Levez – lift, Baissez – lower, Restez immobile – Stand still, Tournez – Turn, Etirez – Stretch</p>
		<p><b>Stage 2: I Don't Feel Well/ Walking Thru' The Jungle</b></p> <ul style="list-style-type: none"> <li>- Can remember nouns for body parts.</li> <li>- Can explain what hurts/why feeling unwell. Can take part in a roleplay at the doctor's.</li> <li>- Can understand jungle animal nouns.</li> <li>- Can remember and say jungle animal nouns.</li> <li>- Can understand familiar colours and adjectives.</li> <li>- Can understand unfamiliar adjectives to describe jungle animals.</li> </ul>	<p><b>Stage 2: I Don't Feel Well/ Walking Thru' The Jungle</b></p> <p>Silent letters: t /s/ h/ Pronunciation of letters: i /</p> <p>Sound- spelling: en/in/erre/un/oi</p>	<p><b>"I don't feel well" -Questions and Answers bank</b></p> <p>Qu'est-ce qu'il y a ?- What's wrong? Je ne me sens pas bien- I don't feel well, J'ai mal aux dents- My tooth, J'ai mal à la tête- I have a headache, J'ai mal à l'oreille- I have earache, J'ai mal au ventre - I have tummy ache, Je me suis cassé(e) le bras – I have broken my arm</p> <p><b>Jungle Animals</b></p> <p>La jungle- the jungle, La girafe- the giraffe, Le serpent- the snake, Le perroquet- the parrot,</p>

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			<ul style="list-style-type: none"> <li>- Can write a sentence with a noun, verb, adjectives (and a conjunction).</li> </ul>		<p>Le singe- the monkey, Le tigre- the tiger, L'éléphant- the elephant, petit- small, gros – big, grand- tall, long- long, rapide- quick, multicolore- multicoloured, terrible- fierce/frightening</p>
			<p><b>Stage 2: The Weather/ Ice Creams</b></p> <ul style="list-style-type: none"> <li>- Can say different weather statements in French.</li> <li>- Can describe the weather simply in different seasons of the year .</li> <li>- Can say simple weather phrases to give the weather forecast.</li> <li>- Can understand and name ice creams in French.</li> <li>- Can talk about ice creams I love, like and dislike.</li> <li>- Can create and describe my favourite ice cream.</li> </ul>	<p><b>Stage 2: The Weather/ Ice Creams</b></p> <p>Silent letters: e/t/s/d</p> <p>Sound- spelling: ch/oi/au/ ai/ille/at/ette/ac e</p>	<p><b>Asking for an Ice Cream</b></p> <p>Je voudrais – I would like, Une glace- an ice cream, Une glace au chocolat- a chocolate ice cream, Une glace au citron- a lemon ice cream, Une glace à la fraise- a strawberry ice cream, Une glace à la vanille- a vanilla ice cream, Une glace menthe chocolat - a mint chocolate ice cream, Une glace avec des vermicelles – an ice cream with sprinkles, Les glaces – the ice creams, s'il vous plaît- please</p> <p><b>Weather</b></p> <p>Quel temps fait-il?- what's the weather like? Il y a du soleil – It's sunny, Il y a du vent – It's windy, Il y a du brouillard- It's foggy, Il y a des nuages – It's cloudy, Il fait chaud – It's hot, Il fait froid – it's cold, Il neige – It's snowy, Il pleut – It's raining</p>
Y5	<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Can understand the main points from a series of spoken sentences (including questions.) May require some repetition</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Can ask and answer simple questions on several topics and can express opinions.</li> <li>- Can take part in brief pre-prepared tasks such as short presentations and role plays</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Can understand the main point(s) from a short, written passage in clear printed script.</li> <li>- Can use bilingual dictionaries independently.</li> <li>- Can apply phonic knowledge to find, understand and/or</li> </ul>	<p><b>Stage 3: Talking About Us</b></p> <ul style="list-style-type: none"> <li>- Can recall and use simple sentences- personal info.</li> <li>- Can recall and use questions/answers to build dialogues.</li> <li>- Identify differences in adjective spelling for male/female.</li> <li>- Use adjectives accurately with male and female.</li> <li>- Listen/respond to familiar French with no written support.</li> <li>- See links between vocabulary in different languages.</li> <li>- Read and comprehend familiar French in simple sentences.</li> <li>- Form extended sentences to communicate opinions.</li> <li>- Identify personal pronouns, nouns, adjectives, verbs in a spoken or written French simple sentence</li> </ul>	<p><b>Stage 3: Talking About Us</b></p> <p>Silent letters: s", "e", "h", "d", "x"</p> <p>Sound- spelling: uis /gué/ ai/ ei/on/in</p>	<p><b>"I am ...." (Adjectives)</b></p> <p>Remember there are two different spellings for lots of these adjectives, when you use them with "je suis..."(I am ...).</p> <p>Je suis – I am ....., heureux/heureuse – happy, triste- sad, perdu/perdue- confused, fatigué/ fatigue, en plein forme- feeling great</p> <p><b>"J'ai...." and "je fais..." (Adjectives)</b></p> <p>Remember that in French we do not always use "I am... (je suis) to explain how we are feeling, we also use "J'ai" and "je fais". Take a look here.</p> <p>Je fais le fou- I am feeling silly, J'ai faim- I am hungry, J'ai soif – I am thirsty, J'ai chaud- I feel hot, J'ai froid- I feel cold</p> <p><b>Singular Personal Pronouns</b></p> <p>Je – I, Il – he, Elle – she, Elle habite à / Elle s'appelle / Elle a ... ans – she lives is / She is called / She is... years old</p> <p>Il habite à / Il s'appelle / Il a ... ans – He lives in / He is called / He is... years old</p> <p><b>Asking For &amp; Giving an Opinion</b></p> <p>J'aime- I like....., Je n'aime pas- I do not like..., J'adore – I love..., Tu aimes.....?- Do you like.....?, Tu préfères.....? –Do you prefer</p>	

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		<p>produce spoken and written words.</p> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense</li> </ul>			<p>Je préfère.... I prefer....., car- because, et- and, mais- but, c'est..... it is ....., facile – easy, ennuyeux – boring, intéressant – interesting, utile – useful</p> <p><b>School Subjects</b></p> <p>la géographie- geography, l'EPS- PE, la lecture- reading, l'anglais- English, le dessin- art, les maths- maths, les sciences- science, le français – French, la musique- music, l'histoire- history, la religion – RE, la technologie - ICT</p>
			<p><b>Stage 3: In The City</b></p> <ul style="list-style-type: none"> <li>- Can listen to and understand simple facts about a city.</li> <li>- Can ask for a ticket</li> <li>- Can understand some simple directions in a town/city.</li> <li>- Can say and write some simple descriptive sentences about a place.</li> <li>- Can ask politely for an item and the price.</li> <li>- Can write simple descriptive sentences about an item.</li> </ul>	<p><b>Stage 3: In The City</b></p> <p>Pronunciation of letters: “é”</p> <p>Sound- spelling: “oo”/”is”/”an”/”en”/ “oi”/”ch”</p>	<p><b>In The City</b></p> <p>la ville – the city, le parc- the park, le zoo- the zoo, le musée- the museum, le métro – the underground, la galerie d’art – the art gallery, la gare – the station, la piscine- swimming pool, le stade – the stadium, le cinéma – the cinema</p> <p>Où est...? - Where is... ?, à gauche – to the left, à droite – to the right, tout droit – straight ahead</p> <p>Il y a .....- There is/ there are, Bienvenue..... Welcome, Je voudrais un ticket pour.... – I would like a ticket for...., s’il vous plaît - please beau/belle – beautiful, grand/grande – big or large, petit / petite – small, vieux/vieille – old, moderne – modern, intéressant - interesting</p>
			<p><b>Stage 3: Healthy Eating &amp; Going To The Market</b></p> <ul style="list-style-type: none"> <li>- Can recall nouns and say whether masculine or feminine.</li> <li>- Can talk and write in simple sentences about fruits/veg.</li> <li>- Can ask and answer questions to take part in a class survey.</li> <li>- Can recall numbers between 0-100.</li> <li>- Can ask prices for items.</li> <li>- Can participate in simple shopping dialogues.</li> <li>- Can understand and use simple instructions for a recipe</li> </ul>	<p><b>Stage 3: Healthy Eating &amp; Going To The Market</b></p> <p>Silent letters: s</p> <p>Sound- spelling: gn/oi/gue/in/ai/a s/ez/uit</p>	<p><b>At the Market</b></p> <p>une pomme – an apple, un oignon – an onion, une mangue – a mango, un poivron – a pepper, une grappe de raisin – a bunch of grapes, une pastèque – a watermelon, une banane – a banana, une salade – a lettuce, une carotte – a carrot, une pomme de terre – a potato, Tu aimes... ? – Do you like...?, J’aime.... – I like...., Je n’aime pas... - I don’t like, Quel est ton fruit/légume préféré ? – what is your favourite fruit/vegetable?, Mon fruit/légume préféré est... - My favourite fruit/vegetable is ... , Avez vous.....? – do you have, Oui, j’ai.... – I have, Non, je n’ai pas...- I haven’t...., C’est combien?- how much is it?, C’est ...centimes. – it is....cents, <b>Deux</b> euros – <b>two</b> euros, s’il vous plaît- please, merci- thank you</p>

# FRENCH PROGRESSION MAP



			<p><b>Stage 3: Clothes</b></p> <ul style="list-style-type: none"> <li>- Can understand and remember some items of clothing in French.</li> <li>- Can identify parts of the verb “porter”/gain understanding about verb patterns in French.</li> <li>- Can write a simple sentence using adjectives of colour.</li> <li>- Can understand and write with support some simple sentences about clothes using a variety of adjectives.</li> <li>- Can understand a detailed description of an outfit including known and unknown vocabulary.</li> <li>- Can write a description of a sports kit using the verb “porter”, a variety of adjectives and nouns, including a conjunction.</li> </ul>	<p><b>Stage 3: Clothes</b></p> <p>Silent letters: t/s/e</p> <p>Pronunciation of letters: é</p> <p>Sound- spelling: ez/ch/ou/oi/ent/eau/ail</p>	<p><b>Clothes</b></p> <p>un pantalon-trousers, un pull- a jumper, un short – shorts, un sweat- a sweatshirt, un tee-shirt- a tshirt, un chapeau- a hat, une robe- a dress, une jupe- a skirt, une chemise- a shirt, des chaussettes- socks, des chaussures- shoes, des baskets- trainers</p> <p>Qu’est-ce que tu portes?- What are you wearing? Je porte .....- I am wearing/ I wear.....</p> <p>grand -big, petit-small, vieux – old, beau – beautiful, porter – to wear, avoir- to have</p>
			<p><b>Stage 3: Out Of This World</b></p> <ul style="list-style-type: none"> <li>- Can understand words on an ID card.</li> <li>- Can ask and answer questions about someone’s identity.</li> <li>- Can name planets in French and use adjective es to describe them.</li> <li>- Can read and understand simple information about planets.</li> <li>- Can recall and use familiar vocabulary to understand simple information about planets.</li> <li>- create and imaginary planet and make a poster with information about it.</li> </ul>	<p><b>Stage 3: Out Of This World</b></p> <p>Silent letters: t/s</p> <p>Pronunciation of letters: é</p>	<p><b>Planets and Space</b></p> <p>Mercure- Mercury, Vénus- Venus, Pluton- Pluto, Jupiter- Jupiter, Mars- Mars, Saturne- Saturn, Neptune- Neptune</p> <p>Le Soleil – the Sun, La Lune- the Moon, La Terre- the Earth, Les astronautes- the astronauts, La planète- the planet, Les étoiles- the stars, L’espace- Space</p> <p><b>Travellers ID</b></p> <p>Prénom- first name, Nom de famille – surname, Âge- age, Date de naissance- date of birth, Adresse – address, Nationalité – nationality</p> <p>Je m’appelle- I am called, J’habite à- I live in..., J’ai ..... ans - I am ....years old, Je suis.....- I am, Je ne suis pas ... - I am not, Ma date de naissance est... - My date of birth is ...</p>
			<p><b>Stage 3: Going to the Seaside</b></p> <ul style="list-style-type: none"> <li>- Can understand the nouns for items taken to the beach.</li> <li>- Can understand and use a variety of sentence starters to talk about the seaside.</li> <li>- Can understand and read persuasive sentences about reasons to visit the seaside.</li> <li>- Can perform a spoken advert.</li> <li>- Can write extended sentences about visiting the seaside.</li> </ul>	<p><b>Stage 3: Going to the Seaside</b></p> <p>Silent letters: t/s/e</p> <p>Sound- spelling: eau/au/oi/ait/gue</p>	<p><b>Seaside</b></p> <p>un sac de plage- the beach bag, des lunettes de soleil- the sunglasses, des tongues- the flip flops, un chapeau – the hat</p> <p>une casquette – a cap, la crème solaire- the sun cream, un maillot de bain- the swim suit, Un frisbee – a frisbee, les vagues – the waves, le sable – the sand, les châteaux de sable – the sandcastles, le ballon – the ball, un seau – a bucket, une pelle – a spade</p> <p>le soleil – the sun, la plage – the beach, mouillé (adj.)= wet (masc.), mouillée (adj)= wet (fem.), On peut – you can/we can</p>

# FRENCH PROGRESSION MAP



			<ul style="list-style-type: none"> <li>- Can read and understand facts about the seaside.</li> </ul>		<p>Viens à! – come along to.., ça va être – it's going to be .., s'amuser – to enjoy, faire- to make, manger- to eat, jouer (au foot/au volley)- to play(football/volleyball), nager-to swim, sauter – to jump, s'allonger au soleil – to sunbathe</p>
<p>Y6</p>		<p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Can understand the main points and some detail from a short, spoken passage with comprising of familiar language</li> </ul> <p><b>Speaking:</b></p> <ul style="list-style-type: none"> <li>- Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account.</li> <li>- Can use a bilingual dictionary to access unfamiliar language.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.</li> </ul>	<p><b>Stage 4: Revisiting Me/ Telling the Time/ Daily Life of a Superhero</b></p> <ul style="list-style-type: none"> <li>- Can recall familiar numbers.</li> <li>- Can recall extended familiar feelings phrases.</li> <li>- Ask and answer a range of questions.</li> <li>- Understand a range of adjectives to describe a person.</li> <li>- Understand and make a good attempt at "o'clock" times in French.</li> <li>- Identify and use several verbs in 1st and 2nd person singular to ask and answer questions.</li> </ul>	<p><b>Stage 4: Revisiting Me/ Telling the Time/ Daily Life of a Superhero</b></p> <p>Silent letters: "e" "t" "s"</p> <p>Pronunciation of letters: "x" , "q", "u" "o" "e"</p> <p>Sound- spelling: "ingt" "ille/illes" "u" "eize" "ce" "ze" "qu"</p>	<p><b>Daily Routines</b></p> <p>Quand te reveilles-tu? - What time do you wake up? Je me réveille à..... - I wake up at ....</p> <p>Quand te lèves- tu? – What time do you get up? Je me lève à.....- I get up at .....</p> <p>Quand t'habilles-tu? – What time do you get dressed? Je m'habille à.....- I get dressed at....., Quand manges- tu ton petit déjeuner?- What time do you have breakfast? Je mange mon petit déjeuner à..... – I eat my breakfast at ....., Quand te brosses-tu les dents ?– What time do you brush your teeth? Je me brosse les dents à ..... – I brush my teeth at..., Quand vas- tu à l'école? – What time do you go to school? Je vais à l'école à.....- I go to school at ....., Quand te douches –tu ? – What time do you have a shower? Je me douche à .....</p> <p>– I have a shower at.....</p> <p><b>O'clock Time Phrases</b></p> <p>Il est ...- it is ....., une heure- one o'clock, deux heures- two o'clock, trois heures- three o'clock, quatre heures- four o'clock, cinq heures- five o'clock, six heures- six o'clock, sept heures- seven o'clock, huit heures- eight o'clock, neuf heures – nine o'clock, dix heures – ten o'clock, onze heures – eleven o'clock, douze heures – twelve o'clock, midi – midday, minuit – midnight</p>
			<p><b>Stage 4: Homes &amp; House/ Elf on a Shelf</b></p> <ul style="list-style-type: none"> <li>- Can identify masculine , feminine and plural nouns.</li> <li>- Can pronounce unfamiliar words accurately using key sounds knowledge.</li> <li>- Can use some adjectives accurately with masc/fem nouns.</li> <li>- Can understand a story.</li> <li>- Can use a model to write a simple cartoon story.</li> </ul>	<p><b>Stage 4: Homes &amp; House/ Elf on a Shelf</b></p> <p>Silent final consonants: t/x/s/d</p> <p>Sound- spelling: ch/on/eau/able/i le</p>	<p><b>Rooms in the house</b></p> <p>La maison- the house, La chambre- the bedroom, La cuisine – the kitchen, La salle de bains- the bathroom, La salle à manger- the dining room, Le salon- the lounge, Le garage- the garage, Le jardin- the garden</p> <p><b>Objects in the house</b></p> <p>une table – a table, une chaise – a chair, une porte – a door, une fenêtre – a window, un lit – a bed, un tapis – a rug</p> <p><b>Adjectives (masculine/feminine)</b></p> <p>vieux/vieille – old, beau/belle – beautiful, petit/petite - small, grand/grande – big,</p>



# FRENCH PROGRESSION MAP



			<ul style="list-style-type: none"> <li>- Can use prepositions of place to say where things are.</li> </ul>		<p>confortable – comfortable, utile – useful, moderne – modern</p>
			<p><b>Stage 4: Investigating Sports</b></p> <ul style="list-style-type: none"> <li>- Can understand and remember some sports nouns in French.</li> <li>- Can say which sports I like/dislike.</li> <li>- Can understand which sports another person likes and dislikes.</li> <li>- Can understand and write extended sentences about sports, including adjectives to give an opinion.</li> <li>- Can recognise and identify parts of the present tense of the verb “jouer”.</li> <li>- Can write some simple present tense sentences using jouer with support.</li> <li>- Can understand some simple sentences about how to play a sport.</li> <li>- Can explain simply how to play a sport (orally/written).</li> </ul>	<p><b>Stage 4: Investigating Sports</b></p> <p>Silent final consonants: t//s/h</p> <p>Sound- spelling: Ans/oo/all/ou/er /isme</p>	<p><b>Sports</b></p> <p>Le cricket- cricket, Le tennis- tennis, Le foot – football, Le basket – basketball, La danse – dance, La gymnastique- gymnastics, Le rugby – rugby, La natation- swimming, Le cyclisme – cycling, Le handball – handball</p> <p>Tu aimes....?- <i>do you like..?</i>, J’aime....car c’est..... = <i>I like .. because it’s.....</i>, Je n’aime pas.....car c’est.... = <i>I don’t like ....., because it’s ....., J’adore... car c’est.... = I love because it’s ....., Je déteste...car c’est.... = I hate...because it’s ...,</i></p> <p>rapide- fast, génial – great, ennuyeux- boring, un challenge – challenging, amusant – fun, nul – rubbish, difficile – difficult, cool – cool, calme – calm/gentle, fatigant – tiring</p> <p><b>Jouer- to play</b></p> <p>Je joue-I play, Tu joues you play, Il joue- he plays, Elle joue- he plays, Nous jouons-we play, Vous jouez- you play, Ils jouent- they play, Elles jouent- they play</p>
			<p><b>Stage 4: At the Funfair/ My Favourite Things/ French Tradition</b></p> <ul style="list-style-type: none"> <li>- Can remember some funfair rides nouns/say and write which funfair rides I like and dislike.</li> <li>- Can understand and use some new nouns to play a board game and to say what is at a funfair.</li> <li>- Can write extended sentences using verbs, nouns, adjectives and conjunctions to describe funfairs.</li> <li>- Can write a short text about a theme park.</li> <li>- Can talk in sentences to talk about my favourite things.</li> <li>- Can learn about the tradition of “poisson d’avril”.</li> </ul>	<p><b>Stage 4: At the Funfair/ My Favourite Things/ French Tradition</b></p> <p>Silent final consonants: t//s/h</p> <p>Sound- spelling: ôme/ûche/gne/ use /aut</p>	<p><b>At the funfair/Favourite Things</b></p> <p>Les montagnes russes – the rollercoaster, Les bûches – the log flume, Les tasses – the teacups, La maison hantée – the haunted house, Le toboggan spirale – the helter-skelter, La grande roue – the ferris wheel, Le bateau pirate – the pirate boat</p> <p>Le train fantôme – the ghost train, Le manège – the carousel, Une crêpe – a crepe, Le popcorn – popcorn</p> <p>La barbe à papa – candy floss, Les bonbons – sweets, Les frites – fries, La glace – ice cream, J’aime - I like, Je n’aime pas ...I don’t like</p> <p>Mon animal préféré est .... My favourite animal is, Mon livre préféré - my favourite book, Mon sport préféré - my favourite sport, Mon fruit préféré - my favourite film, Mon légume préféré – my favourite vegetable, Ma couleur préférée – my favourite colour, Mon équipe préférée – my favourite team, C’est lent – it is slow</p> <p>C’est haut – it is high, Ça fait peur – it is scary, Ça tourne en rond – it goes round and round, C’est rapide – it is fast</p>

French Progression Model

# FRENCH PROGRESSION MAP



			<p><b><u>Stage 4: Café Culture &amp; Restaurants</u></b></p> <ul style="list-style-type: none"> <li>- Can learn some facts about cafe culture. Can remember typical food and drink in a French café..</li> <li>- Can say and write what food/drink I like/dislike and ask someone else for likes and dislikes</li> <li>- Can ask for some foods and drinks politely</li> <li>- Can name some traditional French breakfast foods and drinks.</li> <li>- Can write a simple sentences about a breakfast. Can create a hotel breakfast menu. Can take part in a café roleplay. Can write own café roleplay</li> </ul>	<p><b><u>Stage 4: Café Culture &amp; Restaurants</u></b></p> <p>Sound- spelling: ait/ou/ai</p>	<p><b><u>Breakfast Items</u></b></p> <p>Le petit déjeuner – the breakfast, Un croissant – a croissant, Un pain au chocolat – a pain au chocola, Du pain – some bread (baguette), Un jus d’orange - an orange juice, Un café - a café, Un chocolat chaud - a hot chocolate, Des fruits - some fruits, Du lait - some milk, Des céréales - some cereals, Mon petit déjeuner préféré est... - my favourite breakfast is...</p> <p><b><u>Café Food &amp; Drinks</u></b></p> <p>Les boissons- drinks, Un café- a black coffee, un café crème/au lait – a coffee with milk, Un thé- a tea, Un coca- a coke</p> <p>De l’eau minérale – mineral water, Les plats – meals, Une omelette – an omelette, Un sandwich (au fromage/ au jambon) – a (cheese/ham) sandwich, Une portion de frites- a portion of chips, Un croque monsieur – a ham and cheese toastie, Un croque madame – a ham and cheese toastie (with an egg on top), Une glace – an ice cream, Une salade verte – a green salad, Un steak-frites – steak and chips, Un serveur – a waiter, une serveuse – a waitress</p> <p><b><u>Café Role Play</u></b></p> <p>Vous désirez?- What would you like?, Voilà ! – Here it is!, Je voudrais...I would like, Merci- thank you, S’il vous plait- please</p>
			<p><b><u>Stage 4: Performance Time/ Transition/ Language Puzzle</u></b></p> <ul style="list-style-type: none"> <li>- Can read and understand a humorous sketch.</li> <li>- Can adapt a model and write own café sketch.</li> <li>- Can take part in a performance of a café sketch.</li> <li>- Can remember fruit and vegetables</li> <li>- Can understand nouns to do with indoor or outdoor scavenger hunt.</li> </ul>	<p><b><u>Stage 4: Performance Time/ Transition/ Language Puzzle</u></b></p> <p>NA</p>	