

Juniper Hill School Progression of Knowledge and Skills in French

Year Group	Knowledge	Skills				
		SPEAKING	LISTENING	READING	WRITING	GRAMMAR
3	<ul style="list-style-type: none"> • Understand numbers 1-10 and be able to say, read and write them. • Use simple greetings (saying hello and goodbye, saying how they are). • Ask and answer simple questions about name. • Understand and communicate familiar nouns (eg animals) including the correct article (dependent on gender). • Use colour adjectives • Use some simple verbs in the first person "I" form (I am, I would like). 	<ul style="list-style-type: none"> • Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself). • Speak aloud familiar words or short phrases in chorus. • Use correct pronunciation when speaking and start to see links between pronunciation and spelling. 	<ul style="list-style-type: none"> • Listen and respond to familiar spoken words, phrases and sentences (e.g. simple greetings, songs). • Develop understanding of the sounds of individual letters and groups of letters (phonics). 	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text. • Read aloud familiar words or short phrases in chorus. 	<ul style="list-style-type: none"> • Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns). 	<ul style="list-style-type: none"> • Start to understand the concept of gender (masculine, feminine) and how this is shown in French • Use the connective 'et'

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4	<ul style="list-style-type: none"> Understand numbers 1-20, multiples of 10 up to 100 and then numbers 21-69 and be able to say, read and write them (e.g. in ages, money). Use a wider range of vocabulary to ask and understand questions (ordering in a café, asking for the bill, about family members). Understand and communicate using a wider range of familiar nouns including the correct article (eg food & drink, family members). Understand and use adjectives to describe people, places, things and themselves (e.g. their family members, their age, nationality). Understand and use verbs in the first person "I" and third person 'he'/'she' form. Write slightly longer phrases and basic sentences using a verb in the first person "I" form and a noun including the correct article. 	<ul style="list-style-type: none"> Communicate by asking and answering a wider range of questions, using longer phrases and sentences. Present short pieces of information to another person. Apply phonic knowledge to support speaking (also reading and writing). 	<ul style="list-style-type: none"> Listen for and identify specific words and phrases in instructions, stories and songs. Follow a text accurately whilst listening to it being read. 	<ul style="list-style-type: none"> Accurately read and understand familiar written words, phrases and short sentences (e.g. in character descriptions). Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank). 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. Use the connective 'et' Use possessives 'mon', 'ma', 'mes'

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5	<ul style="list-style-type: none"> • Give simple descriptions (eg of pets, the date, what they are wearing). • Be able to say, read and write the date including the day, number and month of the year. Numbers from 1-31 should be familiar. • Take part in conversations and be able to make simple statements and present information (pets, the date, what they wear on different occasions). • Understand and communicate simple descriptions orally and in writing (eg of clothing, a person). • Be able to read longer passages of text and answer questions (orally or in writing) about the passage they have read (reading a short description, completing a reading exercise about what different people are wearing for different occasions). • Be able to listen to longer passages of text and answer questions (orally and in writing) about the passage they have heard (e.g. about what pets people have.) • Start to examine and understand personal pronouns so they can use them in speaking, listening, reading and writing activities (the first person form "I" but also third person forms "he", "she"). This can be done using familiar verbs such as "to wear" regarding clothes and they can then build sentences about what they and their friends are wearing). 	<ul style="list-style-type: none"> • Take part in short conversations using sentences and familiar vocabulary. • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning. • Understand and express simple opinions using familiar topics and vocabulary. 	<ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. songs and extended listening exercises). • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions. 	<ul style="list-style-type: none"> • Read a variety of simple texts in different but authentic formats e.g. song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school. 	<ul style="list-style-type: none"> • Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank). • Use verbs in the correct form (e.g. first person "I" or third person "he", "she", in their writing to express what they and other people do, like etc.) • Check spellings with a dictionary. 	<ul style="list-style-type: none"> • Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns. • Use the negative form • Use connectives (et, mais).

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6	<ul style="list-style-type: none"> Understand numbers 1-100 and be able to use them in context eg ages, telling the time Be able to identify and tell the time first on the hour then around the clock (in speaking, listening, reading and writing exercises). Understand, express and be able to justify opinions orally and in writing (school subjects and leisure activities they like and don't like) Be able to express a statement in the positive (e.g. I like maths) and the negative (e.g. I do not like maths). Use connectives to make sentences more descriptive and fluent (eg "after", "also", "and", "later on") Be able to read or listen to longer passages of text and answer more detailed questions (orally or in writing) about the passage they have read They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages. Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (e.g. the first person form "I" but also third person forms "he", "she", "you" and plural forms "we" and "they"). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun. 	<ul style="list-style-type: none"> Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience. Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage). Use connectives to link together what they say so as to add fluency. 	<ul style="list-style-type: none"> Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed. Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear. 	<ul style="list-style-type: none"> Read aloud with expression and accurate pronunciation. Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school etc.) 	<ul style="list-style-type: none"> Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank). Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.) Identify and correctly use connectives, placing them correctly in a sentence and understand the concept of adjectival agreement. 	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns. Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings for the main types of verbs Be able to identify and correctly use adjectives of colour and size, and connectives, and understand the concept of adjectival agreement.