



# Gotham Primary French Knowledge Progression Overview

## Vocabulary Knowledge

	Year 3	Year 4	Year 5	Year 6
<b>Numbers</b>	<ul style="list-style-type: none"> <li>1-20</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>Counting in multiples of 10 up to 100</li> <li>1-69</li> <li>Number operations + - X ÷</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>71-100</li> <li>Counting in 100s - 1000</li> </ul>	Prior learning + <ul style="list-style-type: none"> <li>Partitioning a four-digit number or date; link to teaching of Roman Numerals</li> <li>Read and spell numbers accurately</li> </ul>
	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Weather (beau/pleut/froid)</li> </ul>	<ul style="list-style-type: none"> <li>Days of the week</li> <li>Months of the year (Date)</li> <li>Weather (more options)</li> </ul>	<ul style="list-style-type: none"> <li>Date including year</li> <li>Birthday</li> <li>Weather</li> </ul>	<ul style="list-style-type: none"> <li>Write the dates, weather and numbers accurately.</li> </ul>

## Vocabulary/Topic Knowledge

	Year 3 content recapped +	Year 3 content recapped +	Year 3 content recapped +		
<b>Autumn</b>	<u>Moi!</u> <ul style="list-style-type: none"> <li>Salut/Bonjour/Au revoir</li> <li>Je m'appelle / Comment tu-t'appelles?</li> <li>Comment ça va/allez-vous? Ca va bien/ça ne vas pas/ comme ci comme ca</li> <li>Quel âge as-tu? J'ai...</li> <li>Different greetings for different situations;</li> <li>Formal/informal language</li> <li>Parts of the body</li> <li>PE instructions/verbs</li> </ul>	<u>Moi !</u> <ul style="list-style-type: none"> <li>Quelle est ton adresse?/ Où habites-tu? J'habite à...</li> <li>family members</li> <li>pets</li> <li>rooms in the home</li> <li>Hobbies/Activities</li> </ul>	<u>Moi!</u> <ul style="list-style-type: none"> <li>Parts of the body</li> <li>Describe eyes and hair</li> <li>Height</li> <li>Clothes (to describe)</li> <li>Feelings/emotions</li> </ul>	Year 4 content recapped + Year 5 content recapped + <u>Shopping</u> <ul style="list-style-type: none"> <li>Shops</li> <li>Food</li> <li>Clothes</li> <li>Je voudrais / C'est combine?</li> <li>Money up to 500 €</li> <li>Les calculs / number operations</li> </ul>	
	<b>Spring</b>	<u>L'école</u> <ul style="list-style-type: none"> <li>Classroom instructions</li> <li>Classroom equipment</li> <li>Colours</li> <li>Items of clothing (school uniform)</li> <li>un/une relating to <u>masculine</u> &amp; <u>feminine</u> nouns</li> </ul>	<u>Shopping</u> <ul style="list-style-type: none"> <li>Greetings/Polite phrases</li> <li>Food</li> <li>J'aime/Je n'aime pas/ J'adore/ Je déteste</li> <li>Clothes (addition to uniform)</li> </ul>	<u>J'ai faim!</u> <ul style="list-style-type: none"> <li>J'ai faim/ j'ai soif</li> <li>Restaurant/café</li> <li>Breakfast items</li> <li>Sandwich types</li> <li>Qu'est-ce tu préfères? Je préfère...</li> <li>Pizzas and pizza toppings</li> </ul>	<u>En France!</u> <ul style="list-style-type: none"> <li>Countries neighbouring France (Eurovision)</li> <li>French cities</li> <li>Habiter conjugated</li> <li>Nager/ faire une promenade/ acheter/ regarder un film/ prier /apprendre / prendre le train</li> <li>Places/Buildings</li> <li>Prepositions</li> </ul>
		<b>Summer</b>	<u>J'ai faim!</u> <ul style="list-style-type: none"> <li>Food</li> <li>J'aime/Je n'aime pas/ J'adore/ Je déteste</li> <li>describe the colour or size of an object; ask politely for something.</li> </ul>	<u>Time and Travel</u> <ul style="list-style-type: none"> <li>Seasons</li> <li>Transport</li> <li>Quelle heure est-il? (hour and half past)</li> </ul>	<u>L'école</u> <ul style="list-style-type: none"> <li>School subjects</li> <li>Time (et quart ; moins le quart)</li> </ul>
			<u>French Breakfast</u>		

- Vocabulary to be continuously revisited throughout year and in later year groups; focus initially on speaking and listening before extending to reading and writing in UKS2.
- Year Six will complete an enrichment French Breakfast experience in which to practise their French in a "real" setting.
- Opportunities to learn about and discuss festivals such as Christmas, Easter and Bastille Day will also feature throughout the year.



# Gotham Primary French Knowledge Application

## Listening and Speaking/Oracy

National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
Children listen attentively to spoken language and show understanding by joining in and responding.	<ul style="list-style-type: none"> <li>repeat modelled words;</li> <li>listen and show understanding of single words through physical response;</li> <li>repeat modelled short phrases;</li> <li>listen and show understanding of short phrases through physical response.</li> </ul>		<ul style="list-style-type: none"> <li>listen and show understanding of simple sentences containing familiar words through physical response;</li> <li>listen and understand the main points and some detail from short, spoken material in French;</li> </ul>	
Children engage in conversation; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>recognise a familiar question and respond with a simple rehearsed response;</li> <li>ask and answer a simple and familiar question with a response;</li> <li>express simple opinions such as likes, dislikes and preferences;</li> <li>ask and answer at least two simple and familiar questions with a response.</li> </ul>		<ul style="list-style-type: none"> <li>engage in a short conversation using a range of simple, familiar questions;</li> <li>ask and answer more complex questions with a scaffold of responses;</li> <li>express a wider range of opinions and begin to provide simple justification;</li> <li>converse briefly without prompts.</li> </ul>	
Children speak in sentences, using familiar vocabulary, phrases and basic language structure.	<ul style="list-style-type: none"> <li>name objects and actions and may link words with a simple conjunction;</li> <li>use familiar vocabulary to say a short sentence using a language scaffold;</li> <li>speak about everyday activities and interests;</li> <li>refer to recent experiences or future plans.</li> </ul>		<ul style="list-style-type: none"> <li>say a longer sentence using familiar language;</li> <li>use familiar vocabulary to say several longer sentences using a language scaffold;</li> <li>refer to everyday activities and interests, recent experiences and future plans;</li> <li>vary language and produce extended responses.</li> </ul>	
Children develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases.	<ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions or give instructions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation, for example to mark questions and exclamations.</li> </ul>	
Children present ideas and information orally to a range of audiences.	<ul style="list-style-type: none"> <li>name nouns and present a simple rehearsed statement to a partner;</li> <li>present simple rehearsed statements about themselves, objects and people to a partner;</li> <li>present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.</li> </ul>		<ul style="list-style-type: none"> <li>manipulate familiar language to present ideas and information in simple sentences;</li> <li>present a range of ideas and information, using prompts, to a partner or a small group of people;</li> <li>present a range of ideas and information, without prompts, to a partner or a group of people.</li> </ul>	
Children describe people, places, things and actions orally.	<ul style="list-style-type: none"> <li>say simple familiar words to describe people, places, things and actions using a model;</li> <li>say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>say one or two short sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>		<ul style="list-style-type: none"> <li>say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	



# Gotham Primary French Progression Planning

## Reading and Writing/Literacy

National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
Children can read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>read and show understanding of familiar single words;</li> <li>read and show understanding of simple phrases and sentences containing familiar words.</li> </ul>		<ul style="list-style-type: none"> <li>read and show understanding of simple sentences containing familiar and some unfamiliar language;</li> <li>read and understand the main points from short, written material;</li> <li>read and understand the main points and some detail from short, written material.</li> </ul>	
Children broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>use strategies for memorisation of vocabulary;</li> <li>make links with English or known language to work out the meaning of new words;</li> <li>use context to predict the meaning of new words;</li> <li>begin to use a bilingual dictionary to find the meaning of individual words in French and English.</li> </ul>		<ul style="list-style-type: none"> <li>use a range of strategies to determine the meaning of new words (links with known language, cognates, etymology, context);</li> <li>use a bilingual dictionary to identify the word class;</li> <li>use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.</li> </ul>	
Children develop accurate pronunciation and intonation so that others understand when they are reading aloud familiar words and phrases.	<ul style="list-style-type: none"> <li>identify individual sounds in words and pronounce accurately when modelled;</li> <li>start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled;</li> <li>adapt intonation to ask questions;</li> <li>show awareness of accents, elisions and silent letters; begin to pronounce words accordingly.</li> </ul>		<ul style="list-style-type: none"> <li>read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules;</li> <li>appreciate the impact of accents and elisions on sound and apply increasingly confidently when pronouncing words;</li> <li>start to predict the pronunciation of unfamiliar words in a sentence using knowledge of letter strings, liaison and silent letter rules;</li> <li>adapt intonation for example to mark questions and exclamations in a short, written passage.</li> </ul>	
Children write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	<ul style="list-style-type: none"> <li>write single familiar words from memory with understandable accuracy;</li> <li>write familiar short phrases from memory with understandable accuracy;</li> <li>replace familiar vocabulary in short phrases written from memory to create new short phrases.</li> </ul>		<ul style="list-style-type: none"> <li>write a simple sentence from memory using familiar language;</li> <li>write several sentences from memory with familiar language with understandable accuracy;</li> <li>replace vocabulary in sentences written from memory to create new sentences with understandable accuracy.</li> </ul>	
Children describe people, places, things and actions in writing.	<ul style="list-style-type: none"> <li>copy simple familiar words to describe people, places, things and actions using a model;</li> <li>write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold;</li> <li>write one or two simple sentences that may contain an adjective to describe people, places, things and actions.</li> </ul>		<ul style="list-style-type: none"> <li>write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold;</li> <li>manipulate familiar language to describe people, places, things and actions, maybe using a dictionary;</li> <li>use a wider range of descriptive language in their descriptions of people, places, things and actions.</li> </ul>	



# Gotham Primary French Progression Planning

## Stories, Songs, Poems and Rhymes

National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
Children explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	<ul style="list-style-type: none"><li>listen and identify specific words in songs and rhymes and demonstrate understanding;</li><li>listen and identify specific phrases in songs and rhymes and demonstrate understanding.</li></ul>		<ul style="list-style-type: none"><li>listen and identify rhyming words and specific sounds in songs and rhymes;</li><li>follow the text of familiar songs and rhymes, identifying the meaning of words;</li><li>read the text of familiar songs and rhymes and identify patterns of language and link sound to spelling.</li></ul>	
Children appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"><li>join in with actions to accompany familiar songs, stories and rhymes;</li><li>join in with words of a song or storytelling.</li></ul>		<ul style="list-style-type: none"><li>follow the text of a familiar song or story;</li><li>follow the text of a familiar song or story and sing or read aloud;</li><li>understand the gist of an unfamiliar story or song using familiar language and sing or read aloud.</li></ul>	



# Gotham Primary French Progression Planning

## Grammar

National Curriculum Statements	Year 3	Year 4	Year 5	Year 6
<p>Children 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>	<ul style="list-style-type: none"> <li>• show awareness of word classes – nouns, adjectives, verbs and connectives and be aware of similarities in English;</li> <li>• name the gender of nouns; name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns;</li> <li>• recognise and use partitive articles;</li> <li>• name the first and second person singular subject pronouns; use the correct form of some regular and high frequency verbs in the present tense with first and second person;</li> <li>• name the third person singular subject pronouns; use the present tense of some high frequency verbs in the third person singular;</li> <li>• use a simple negative form (ne... pas);</li> <li>• show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use;</li> <li>• recognise and use the first person possessive adjectives (mon, ma, mes);</li> <li>• recognise a high frequency verb in the imperfect tense and in the simple future and use as a set phrase;</li> <li>• conjugate a high frequency verb (aller – to go) in the present tense; show awareness of subject-verb agreement;</li> <li>• use simple prepositions in their sentences;</li> <li>• use the third person singular and plural of the verb 'être' in the present tense.</li> </ul>		<ul style="list-style-type: none"> <li>• identify word classes;</li> <li>• demonstrate understanding of gender and number of nouns and use appropriate determiners;</li> <li>• explain and apply the rules of position and agreement of adjectives with increasing accuracy and confidence;</li> <li>• name and use a range of conjunctions to create compound sentences;</li> <li>• use some adverbs;</li> <li>• demonstrate the use of first, second and third person singular pronouns with some regular and high frequency verbs in present tense and apply subject-verb agreement;</li> <li>• explain and use elision; state the differences and similarities with English;</li> <li>• recognise and use the simple future tense of a high frequency verb; compare with English;</li> <li>• recognise and use the immediate future tense of familiar verbs in the first, second and third person singular; explain how it's formed;</li> <li>• recognise and use the first and third person singular possessive adjectives (mon, ma, mes, son, sa, ses);</li> <li>• recognise and use a range of prepositions;</li> <li>• use the third person plural of a few high frequency verbs in the present tense;</li> <li>• name all subject pronouns and use to conjugate a high frequency verb in the present tense;</li> <li>• recognise and use a high frequency verb in the perfect tense; compare with English;</li> <li>• follow a pattern to conjugate a regular verb in the present tense;</li> <li>• choose the correct tense of a verb (present/perfect/imperfect/future) according to context.</li> </ul>	