

# French - Progression of Skills



## French - Progression of Skills

The progression of key skills for Year 5 and Year 6 is linked to the National Curriculum objectives.

<b>Skill</b>	<b>National Curriculum Objective</b>
<b>Speaking</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
	Speak in sentences, using familiar vocabulary, phrases and basic language structures
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
	Present ideas and information orally to a range of audience
	Describe people, places, things and actions orally* and in writing
<b>Listening</b>	Listen attentively to spoken language and show understanding by joining in and responding
<b>Reading</b>	Read carefully and show understanding of words, phrases and simple writing
<b>Writing</b>	Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Describe people, places, things and actions orally* and in writing
<b>Phonology</b>	Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word

<b>Vocabulary and Grammar</b>	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
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
<b>Language Appreciation</b>	Appreciate stories, songs, poems and rhymes in the language

## **Endpoints**

**By the end of Year 5, children will be able to: recognise, read, understand, write, copy, say and repeat a few simple words and phrases; know how to pronounce single letter sounds and imitate some pronunciation.**

**By the end of Key Stage Two, children will be able to: understand a range of familiar spoken phrases; ask and answer simple questions; give basic information; know how to pronounce some basic letter strings; understand the main points from a short written text; write a few short sentences with support, e.g. using a model and begin to spell some commonly used words.**

## **Endpoints of Each Unit**

**The following units are explained in greater detail in the Whale Hill Primary School French scheme of work.**

### **Year 5 Units**

**Unit 1 – Getting to know you:** By the end of this unit, children will be able to greet each other in French by asking and responding to questions such as: what is your name, how are you, how old are you, using the numbers 1-10.

**Unit 2 – All about me and my family:** By the end of this unit, children will be able to talk about family members and pets and describe them using and modifying adjectives (including colours) accordingly.

**Unit 3 - Food, glorious food:** By the end of this unit, children will be able to: ask for basic items of food using polite requests and be able to say if they like or dislike certain foods (using language for stronger preferences). Children will also begin to use definite and indefinite articles and count certain food items.

### Year 6 Units

**Unit 4 - My home, my town, the world!** By the end of this unit, children will be able to: ask and answer questions to find out where a person lives; identify key places in a town and be able to recognise some places in the world, including French towns, regions and other countries.

**Unit 5 - Let's go shopping:** By the end of this unit, children will be able to: use prepositional language to locate places in a town and apply their knowledge to follow and respond to a simple story in French and take part in a role play, developing listening and speaking skills.

**Unit 6 - Directions:** By the end of this unit, children will be able to: give and follow directions in French and ask and respond appropriately to questions about different modes of transport, including how people travel to different places, such as school.

**Unit 7 - Hobbies and holidays:** By the end of this unit, children will be able to: ask and answer questions about hobbies, describe the weather and use knowledge of days of the week, months and seasons to talk about holidays.

Please see the next section, 'Progression of Skills' to understand the development and advancement towards the end points in Year 6.

## Speaking

**National Curriculum aim:** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; Present ideas and information orally to a range of audience; Describe people, places, things and actions orally\* and in writing.

### YEAR 5

**Communicate with others using simple words and phrases**

**Examples**

Use simple greetings

Ask and answer simple questions about yourself and others, e.g. family members

Express simple likes and dislikes when talking about food

### YEAR 6

**Communicate by asking and answering a wider range of questions and presenting short pieces of information**

**Examples**

Use a wider range of familiar nouns and adjectives to talk about themselves

Ask and answer questions on a wider range of topics, including: food, places in town, transport, directions and hobbies.

## Listening

**National Curriculum aim:** Listen attentively to spoken language and show understanding by joining in and responding

### YEAR 5

**Listen and respond to familiar spoken phrases**

**Examples**

Recognise numbers 1-60

### YEAR 6

**Listen for and respond to specific phonemes, words and phrases**

**Examples**

Continue to enjoy listening to songs and stories.

Identify specific words, phrases and phonemes.

Understand and respond to simple questions about yourself

Recognise numbers 1-100, including multiples of 10

Listen to a short text using familiar vocabulary and answer simple questions in English

## Reading

*National Curriculum aim:* Read carefully and show understanding of words, phrases and simple writing

### YEAR 5

**Recognise and understand some familiar words and phrases**

**Begin to read aloud familiar words and phrases from stories and songs**

#### Examples

Read and understand familiar nouns

Begin to recognise some high frequency verbs such as 'avoir' and 'être'

### YEAR 6

**Read and understand familiar written words, phrases and short texts containing simple sentences.**

**Read a wider range of words, phrases and sentences aloud.**

**Follow a text while listening and reading at the same time**

#### Examples

Understand a short text using familiar language and be able to extract information to give very simple answers in French or more complex answers in English.

Follow a text at the same time listening (where possible to a native speaker reading it).

## Writing

*National Curriculum aim:* Write phrases from memory, and adapt these to create new sentences, to express ideas clearly



YEAR 5	YEAR 6
<p>Write some familiar simple words using a model and attempt to write some from memory</p> <p><b>Examples</b></p> <p>Write one or two simple sentences, using a model e.g. a letter so they can introduce themselves</p> <p>Complete a simple gapped text such as an identity card</p>	<p>Write a short text using a model.</p> <p>Write a few simple sentences from memory.</p> <p>Apply phonic knowledge to support writing.</p> <p><b>Examples</b></p> <p>Write a few sentences using word banks and writing frames</p> <p>Begin to use pronouns</p> <p>Write two or three simple sentences from memory</p> <p>Have a go at spelling unfamiliar words using phonic knowledge</p>

**Phonology**

*National Curriculum aim:* Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of word; Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;

YEAR 5	YEAR 6
<p>Recognise and know how to pronounce single letter sounds.</p> <p>Explore some basic patterns of sounds and begin to develop accurate punctuation</p> <p>Show awareness of some sound-spelling links</p> <p><b>Examples</b></p>	<p>Begin to recognise and know how to pronounce some more complex single letter sounds and letter strings.</p> <p>Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation</p> <p><b>Examples</b></p>

<p>Read aloud familiar words and phrases from stories and songs with reasonable accuracy</p> <p>Understand that symbols such as accents and the cedilla exist in the language and that these will affect the pronunciation of words</p>	<p>Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words.</p> <p>Understand that symbols such as accents and the cedilla exist in the language and that these will affect the pronunciation of words</p>
---	--

### Vocabulary

**National Curriculum aim:** Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

YEAR 5	YEAR 6
<p>Use a bilingual dictionary to check the meaning of words.</p> <p><u>Examples</u></p> <p>Use a bilingual dictionary to check the meaning of familiar / taught words.</p>	<p>Use a bilingual dictionary to check the meaning of words.</p> <p><u>Examples</u></p> <p>Continue to use a bilingual dictionary to check the meaning of words or find new words.</p>

### Grammar

**National Curriculum aim:** 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

YEAR 5	YEAR 6
<p>Understand some basic grammar for example: Gender - singular masculine and feminine nouns</p> <p>Word order and agreement of adjectives</p> <p>Recognise negative forms.</p>	<p>Match correctly definite / indefinite article to singular and plural nouns</p> <p>Place familiar adjectives in the correct order</p>

**Examples**

Notice the definite and indefinite article and how it changes according to the gender of the noun

Notice differences in word order (position of adjectives)

Begin to understand how to form the negative.

Show an understanding of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> person in present tense 'avoir' and 'être' and begin to recognise 'er' verbs and the irregular verb 'aller'

Begin to use pronouns.

**Examples**

Understand that the definite article / indefinite article changes according to the gender of the noun and whether it is singular or plural

Place high-frequency adjectives in the correct order and see that endings change according to gender and number

With support, form the negative to give answers to simple questions

Begin to use pronouns

**Language Appreciation and Intercultural Understanding**

*National Curriculum aim:* Appreciate stories, songs, poems and rhymes in the language

**YEAR 5**

**YEAR 6**

Understand and respect that there are people and places in the world that are different to where I live and play.

Understand that some people speak a different language to my own.

**Examples**

Respect and understand cultural diversity

Understand how symbols, objects and pictures can represent a country.

**Examples**

Identify similarities and differences in my culture to that of another.

Talk about celebrations in France and know about aspects of daily life are different to my own.

Talk about, discuss and present information about France's culture. Continue to talk about celebrations, daily life while identifying similarities and differences.

Begin to locate important towns and cities on a map of France.

Understand that the French people use the Euro and how this compares or is different to the English pound.

Identify important monuments and the French flag.

## OVERARCHING LANGUAGE VOCABULARY

Year 5	Year 6
<p>Noun</p> <p>Pronouns</p> <p>Articles (Indefinite / definite)</p> <p>Adjective</p> <p>Agreement of adjectives</p> <p>Gender (Masculine and feminine)</p> <p>Number (singular and plural)</p> <p>Present tense</p> <p>Negative forms</p> <p>Question</p> <p>Statement</p> <p>Phonemes</p> <p>Listening for gist / detail</p> <p>Reading for gist / detail</p> <p>Translation</p> <p>Word order (e.g. position of adjectives)</p>	<p>Noun</p> <p>Pronouns</p> <p>Articles (Indefinite / definite)</p> <p>Adjective</p> <p>Agreement of adjectives</p> <p>Gender (Masculine and Feminine)</p> <p>Number (singular and plural)</p> <p>some: 'du' / 'de la' / 'de l' and 'des'</p> <p>Present tense</p> <p>Negative forms</p> <p>Question</p> <p>Statement</p> <p>Imperative</p> <p>Prepositions</p> <p>Regular 'er' verb</p> <p>Irregular verbs 'avoir' and 'être'</p> <p>Phonemes</p> <p>Listening for gist / detail</p> <p>Reading for gist / detail</p> <p>Translation</p> <p>Word order (e.g. position of adjectives)</p>

## UNIT SPECIFIC VOCABULARY

*(VOCABULARY TO BE REVISED AND REFERENCED FROM PREVIOUS GROUP (YEAR 5) WHERE RELEVANT AND THROUGH STARTER ACTIVITIES)*

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Year Six
Bonjour	La tête	Une pomme	French towns	La boulangerie	Une voiture	Le football
Salut	Les épaules	Deux poires	and cities:	La pâtisserie	Un vélo	L'équitation
Bonsoir	Les genoux	Trois prunes	Paris	Le magasin de	Un train	La natation
Bonne nuit	Les pieds	Quatre fraises	Strasbourg	chaussures	Un autobus	La lecture
Au revoir	Les yeux	Cinq oranges	Lille	La fromagerie	Une trottinette	Le dessin
À bientôt	Les oreilles	Du gâteau	Bordeaux	La boucherie	Un taxi	L'informatique
Bon week-end	La bouche	Un cornet de	Nantes	Le magasin de	À pied	Le chant
Madame	Le nez	glace	Lyon	vêtements	La poste	La gymnastique
Monsieur	sympa	Un morceau de	Nice	La confiserie	Les magasins	La television
Je m'appelle	petit / petite	fromage	Marseille	La bijouterie	L'église	La danse
Comment	grand / grande	Du saucisson	Toulouse	Le magasin de	Le parc	Il fait chaud
t'appelles-tu?	bavard / bavarde	Vingt	Montpellier	jouets	L'hôpital	Il fait froid
Ça va?	sportif /	Trente	J'habite dans un	Euro	Allez tout droit	Il fait nuageux
Pas mal!	sportive	Quarante	village	Centime	Tournez à	Il fait du vent
Ça va bien,	paresseux /	Cinquante	J'habite dans	Un euro	gauche	Il fait du
merci.	parasseuse	Soixante	une ville.	Deux euro	Tournez à droite	brouillard
Ça ne va pas.	Rouge	S'il vous plait	J'habite à la	Un centime	Premier /	Il pleut
Numbers 1-20	Jaune	Voilà	campagne	Deux centimes	première	Il neige
Quel âge as-tu?	Vert(e)	Merci	J'habite à la	Cinq centimes	Deuxième	Il gèle
J'ai dix ans.	Bleu(e)	C'est combien	montagne	Dix euros	troisième	
Un stylo	Orange	C'est . . . euros	J'habite au bord	Vingt euros		Ongoing:
une règle	Rose	Je voudrais	de la mer	Cinquante euros		Days of the
un crayon	Gris(e)	Un sandwich au	J'habite dans			week (recap)
une gomme	Blanc (che)	fromage	une maison			Months (recap)
	Noir(e)					The seasons

un taille-crayon une calculatrice un feutre	Brun(e) Violet (tte) Les yeux Les cheveux Blonds Longs Courts ma mère et mon père Voici ma grand-mère mon grand-père ma soeur mon frère un chien un chat un cheval un oiseau un lapin un rat un cochon d'inde le poisson rouge une souris	Une tranche de pizza Des frites Une glace Un jus d'orange Un coca	J'habite dans un appartement J'habite dans une ferme Dans ma ville Une école Un café Les magasins La gare La bibliothèque Un cinema Un parc Il y a Il n' y a pas La piscine Une église Un musée Une boulangerie Un supermarché Un marché			
---	--	--	---	--	--	--