



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for French

Outcomes				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children will perform a conversation to introduce themselves and respond to a greeting based on a question.	Children will learn how to describe key family members and present this in a form of their choosing.	Children will learn different clothes for varying seasons and then present this orally to each other.	Children will learn town vocabulary and how to get around. They will perform this as a verbal set of instructions.
Spring	Children will learn various foods and then design a meal based on a week's menu.	Children will learn the names and ways to describe animals and create an information booklet to present it.	Children will learn all about hobbies and then create a leaflet about being at a holiday camp.	Children will draw together a range of taught vocabulary to be able to create a restaurant roleplay.
Summer	Children will learn how to describe a variety of objects and places that are familiar to them and present this to the class.	Children will learn the names of key foods and will then perform this as a song or wrap.	Children will learn weather names and then create a playscript intended for a weather presenter.	Children will draw together a range of vocabulary to create a FaceBook profile all about themselves.

Skills Progression

	Year 3	Year 4	Year 5	Year 6
Listening	Listen and understand familiar words and phrases.	Listen and understanding familiar words, phrases and sentences.	Listen and understand longer sentences	Listen and understand longer, more complex sentences.
Examples	Listen and learn the 'Comment ça va' song. Listen to key questions and know how to respond. Listen and learn key words from Very Hungry Caterpillar and Elmer Play games based on listening to key vocabulary e.g. circle games / splat game / Hunt the word.	Listen and respond to the 'Va t'en Grande Monstre Verte!' and 'Le Navet Géant.' Listen and learn the song 'Ma famille', 'As-tu un animal à la maison?' 'Le petit lapin.' use this to introduce new phrases / words.	Listen and respond to the 'Je m'habille et je te croquet...' story. (clothes) Listen to interactive story from Rigolo 1 L8 (hobbies) Listen to bbc French radio for KS2 to listen a clothes recall game. Weather: La pluie et le beau temps – listen to the bbc radio quiz and decide which weather it is. Listen to weather report from JR Y5 L 18	Listen and respond to bbc French radio – l'école. Chn have to listen to the words listed and say the odd one out. Listen and respond the the story Le petit Thomas (JR Y5 L5)
Speaking	Respond to familiar questions. Respond with simple words or phrases.	Ask and respond to familiar questions. Respond with simple phrases or simple sentences.	Ask and respond to questions. Engage in short conversations. Express simple opinions. Present their ideas to an audience.	Ask and respond to questions. Engage in longer conversations. Express opinions and respond to those of others. Present their ideas in different ways to an audience
	Flashcard games where the chn can respond with words / phrases. Practise the key questions of each unit e.g. Comment t'appelle tu? Ça Va? Quel âge as-tu? Tu mange quoi? Quelle est ta couleur préférée? Learning numbers 0-10.	Flashcard games where the chn can respond with words / phrases / sentences. Class and paired work asking main questions of the unit e.g. conducting a survey of pets / talking about family. Learning numbers 12 -30	Learning numbers 0 – 50 Respond to the key questions from each topic e.g. Qu'est ce que tu fais dans tes passe-temps? Qu'est qu'il y a dans ta garde-robe? Qu'est ce que tu porte? Use opinion words in responses such as j'aime, je n'aime pas, j'adore, je déteste , je préfère C'est nul, super, géniale. Present their conversations e.g a pretend phone call / fashion show to describe clothes? A playscript / a letter? Making simple statements and present information e.g. about weather /	Learning numbers 50 - 100 and use these in context – money when buying something. Use 'vous' in short conversations when ordering food. Discuss difference between <i>tu</i> and <i>vous</i> in French. Ask questions (about places in a town, school day) Answer a question about where they live J'habite... Follow and give simple instructions and directions e.g. directions to a place, the route to school.

			seasons	Take part in conversations expressing likes, dislikes and preferences e.g. about food, places, school activities/routines.
Reading	Recognise simple sounds in familiar words. Read familiar words and phrases.	Recognise spelling patterns in words. Read a wider range of words, phrases and simple sentences.	Apply phonic knowledge to support reading. Read a range of short texts in different formats.	Read and understand the main points from a short-written passage from a range of texts.
	Sound search in songs / books. Order short sentences from a book. Read a short conversation (as a model.) Highlight <i>une / un</i> / <i>le / la</i> in words.	Sound search in songs / books, give some examples of similar sounds from Y3. Read a longer paragraph about pets, family. Spot known nouns, adjectives and verbs. Matching adjectives to animals e.g. <i>un tigre féroce</i> or <i>une souris timide</i> or <i>un grand chien</i> . Begin discussion about feminine and masculine words / position of adjectives and agreement of adjectives.	Spotting rhyming words in the texts and songs. Recall sounds from Y3 and Y5 Reading longer paragraphs about key topics and including those from Y3/Y4. Spot known nouns, pronouns (je, elle, il, tu) verbs, adjectives, opinions and conjunctions. Dictionary check / races to find out new words e.g opinion words or related topic word. Spot known sounds and discuss new ones. Discuss agreement of colours / size when using adjectives e.g. un pantalon noir une grande jupe verte les petits gants bleus les robes grises	Reading longer paragraphs about key topics and including those from Y3/Y4 / Y5. Spot known nouns, verbs, adjectives, opinions and conjunctions. Dictionary races/ checks. Summaries of main points. Give a description e.g. of a town. Continue discussion of agreement of adjectives Read and follow a simple recipe to make a dessert. JR y5 L15
Writing`	Write some familiar simple words using a model and from memory. Identify familiar verbs, nouns and pronouns in a sentence. Know that colour adjectives go after the noun.	Write some familiar words, phrases and simple sentences (from a model where necessary.) Use verbs in the 1 st person. Develop an awareness of masculine and feminine words Know that the position of adjectives can change.	Write simple sentences and short texts using a model and a dictionary to check the spelling of words. Use topic related verbs in the first and third person. Use simple conjunctions <i>and, but,</i> to extend sentences. Moving into 2021: Understand and express future intentions.	Write sentences and construct short texts using a model and from memory. Use a dictionary to check spelling and find new vocabulary. Use topic related verbs in the first and third person. Use adjectives to add detail. Use simple conjunctions <i>and, but, also, because</i> to extend sentences. Moving into 2021: Show an awareness of the past tense in topic related words.

	<p>Spelling quizzes in pairs / groups using key vocabulary.</p> <p>Labelling 'Plonka or Splat' boards.</p> <p>Spelling jigsaws (cut up words and the chn have to match them back together.)</p> <p>Create sentences using sentence builders. Identify nouns / verbs/ colour adjectives.</p> <p>Write sentences using J'aime / Je n'aime pas about food / colours / things in our school.</p> <p>Je mange / Je croque... poster or leaflet about food including numbers (using Very Hungry Caterpillar as a guide.)</p> <p>Use some simple opinions with c'est....</p> <p>C'est super!</p>	<p>Labelling 'Plonka or Splat' boards.</p> <p>Spelling jigsaws (cut up words and the chn have to match them back together.)</p> <p>Create sentences using sentence builders. Identify nouns / verbs/ colour and simple size adjectives.</p> <p>Also include un / une and ma / mon / mes to help the children build sentences.</p> <p>Write sentences in the first person about their family using J'ai / e.g. J'ai deux soeurs. Include numbers / big or little. Use position of adjective correctly.</p> <p>Make a description of their pet – real or imaginary. Use j'ai / J'aime / je n'aime pas / j'adore.</p> <p>Include colour, size and personality e.g. fast / fierce / quiet etc to describe their pet. e.g. J'adore mon chien. Mon chien est doux et timide. Mon chien a les cheveux bruns et les yeux verts.</p>	<p>Write sentences about what they wear and what others wear e.g. <i>Je porte / Il porte / elle porte.</i></p> <p>Include adjectives of colour, size and patterns / materials to describe clothes e.g. <i>un t-shirt à pois un pantalon rouge un pull jaune en laine, un grand t-shirt rayé</i></p> <p>Use simple opinions when describing hobbies e.g. <i>c'est chouette, c'est nul.</i></p> <p>Use j'aime, je n'aime pas, j'adore, je déteste to give opinions about hobbies.</p> <p>Use dictionaries to search for other topic words.</p> <p>Use sentence builders for all topics and include conjunctions (<i>et, mais</i>) to help extend. e.g. <i>J'adore jouer au foot, c'est très chouette mais je n'aime pas nager. C'est nul!</i></p>	<p>Make a plan of their own high street – make sentences to describe. Write directions for town / getting to school. Use il y a - there is /are On trouve (one finds....) Je voudrais</p> <p>Continue dictionary work for new topic vocabulary – Find adjectives for describing town.</p> <p>Use sentence builders to help create sentences – to include simple conjunctions (<i>et, mais, aussi</i>) to length sentence. Ext: provide a simple explanation using because (<i>parce que</i>)</p>
Cultural awareness	To have an awareness of the similarities and differences in everyday life in the UK and France.	To have an awareness of the similarities and differences in everyday life in the UK and France.	To have a growing awareness of the similarities and differences in everyday life in the UK and France.	To have a growing awareness of the similarities and differences in everyday life in the UK and France.
	<p>Discuss the difference in greeting people in France and UK Early Start 1 L1 talking points.</p> <p>Discuss the difference in first names between French and English chn. JR Y3</p> <p>Months of the year – discuss important events / celebrations / activities celebrated in France. Early Start L8</p>	<p>Discuss the number of pets kept by families in France Early Start 1 L13</p> <p>Discuss size of French families compared to Uk. Early Start 1 L14</p> <p>Discuss common foods in both France and Uk – discuss common stereotypes. The importance of markets in France.</p>	<p>JR Y5 L19 discussed some of the differences between UK and France and the dangers of stereotyping. Use photopack to discuss.</p> <p>Discussing how weather in France can vary o much due to its size – see Early start 2 L7 for Talking points.</p> <p>Hobbies - discussing the typical hobbies in France compared to the Uk – Early Start 2 L14</p>	<p>Make comparisons between the British highstreet and a French high-street (<i>la Rue Principale.</i>) JR y5 Lesson1</p> <p>Early Start 2 L2</p> <p>Investigate the difference between French and English school routines – name of years / when start school / days at school etc. Early Start 2 L5 and L14 Talking point.</p> <p>JR Y5 L20 – discuss the differences between the similarities / differences in supermarkets in UK and France.</p>

				Discuss a typical breakfast in France / French cheeses Early start 2 L10 A typical French family meal Early start 2 L11
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Assessment				
	Year 3	Year 4	Year 5	Year 6
Autumn	Children will be able to ask greeting questions and respond appropriately. To use months and numbers in their responses.	Children will be able to use number and size adjectives to describe their family. To describe what a person they looks like To begin to use the 3 rd person.	Children will be able to use 3 rd person pronouns. Children will be able to use clothes related adjectives (colour / pattern) to describe seasonal clothes.	Children will be able to describe the town, it's features and to give directions. Children will be able to use a dictionary to enhance own sentences. Children will be able to give a more detailed opinion about likes and dislikes.
Spring	Children will be able to write a simple sentence using colour, numbers, and days of the week. To use the first person.	Children will be able to use simple opinion phrases, colour or size adjectives and opinion phrases to describe animals.	Children will be able to use simple conjunctions (et, mais) to create compound sentences. Children will be able to extend their sentences using opinions.	Children will be able to use appropriate intonation and actions when responding in a group playscript. Children will be able to describe their food using a wider range of adjectives.
Summer	Children will be able to simply describe an object in school.	Children will be able to use a dictionary to extend their food vocabulary. Children will be able to explore simiiar sounds (alliteration) and use familiar spelling patterns 'on' 'an' 'oi' 'ch' in their song / poem (?) <i>I've got to try this one out this year – not sure if it will work!</i>	To use modifiers, weather phrases and position words to describe the weather. Children will be able to create a fluid performance.	Children will be able to recall a wide-range of previous topics to create a profile report.