



Wentworth Primary School  
Key Skills & Knowledge Progression Map  
*'Striving for Excellence'*  
French

|                  | Foundation | Year 1 | Year 2   | Year 3   | Year 4   | Year 5   | Year 6   |
|------------------|------------|--------|--|--|--|--|--|
| <u>Listening</u> |            |        | <p>Appreciate and actively participate in traditional short stories &amp; fairy tales.</p> <p>Appreciate short stories &amp; fairy tales and start to understand some of the familiar words in what we hear.</p> | <p>Listen to and enjoy short stories, nursery rhymes &amp; songs.</p> <p>Recognise familiar words and short phrases covered in the units taught.</p> | <p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p>  | <p>Listen more attentively and for longer.</p> <p>Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> | <p>Listen to longer text and more authentic foreign language material.</p> <p>Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered</p>                                      |
| <u>Speaking</u>  |            |        | <p>Learn to repeat and reproduce the language I hear with accurate pronunciation. Learn to articulate key words introduced in the lesson and understand their meaning.</p>                                       | <p>Communicate with others using simple words and short phrases covered in the units.</p>  | <p>Communicate with others with improved confidence and accuracy.</p> <p>Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> | <p>Communicate on a wider range of topics and themes.</p> <p>Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p>                       | <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity.</p> <p>Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> |
| <u>Reading</u>   |            |        | <p>Be able to identify written versions of the words I hear. Being able to identify the written version of a wider range of the words I hear.</p>  | <p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics &amp; Pronunciation Lesson 1'. Understand the</p>            | <p>Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the</p>  | <p>Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context.</p>   | <p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including</p>   |

|                |  |  |  |  |  |  |  |
|----------------|--|--|--|--|--|--|--|
|                |  |  |  | meaning in English of short words I read in the foreign language   | foreign language when it is based on familiar language.  | Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.  | awareness of accents, silent letters etc.<br><br>Decode unknown language using bilingual dictionaries  |
| <u>Writing</u> |  |  | Consolidate letter formation skills by copying words in the foreign language from a model.<br><br>Start to reproduce nouns and determiners/articles from a model.  | Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'   | Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.   | Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required.<br><br>Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.<br><br>Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| <u>Grammar</u> |  |  | Start to understand that foreign languages can have different structures to English.<br><br>Start to understand that foreign languages can have different structures to English. EG: Many nouns have a determiner/article in foreign languages which we don't have in English. | Start to understand the concept of noun gender and the use of articles.<br><br>Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' | Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...' | Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive).<br><br>Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to                   | Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like).<br><br>Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation -  |

|                       |  |  |  |   |  |  |  |
|-----------------------|--|--|--|---|--|--|--|
|                       |  |  |  |   |  | describe clothes in terms of colour EG: 'My blue coat'.  | both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.   |
| <u>Key Vocabulary</u> |  |  | Bonjour, Salut, Au revoir, Merci, Oui, Non, Je m'appelle, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, rouge, bleu, jaune, vert, blanc, violet, noir, l'abeille, la chenille, le ver, le papillon, l'escargot, le hérisson, la fourmi, la grenouille, la coccinelle, l'araignée, la voiture, l'avion, le bateau, le bus, le train, la motole, le camion, le poisson, l'étoile de mer, le crabe, le poulpe, le dauphin, l'hippocampe, le morse, l'éléphant, le lion, le singe, le léopard, la giraffe, l'hippopotame, le serpent. | Salut ! Bonjour ! Au revoir ! / À plus tard ! Ça va bien. Ça va mal, Comme ci comme ça, J'ai faim. J'ai soif. J'ai peur. Je suis triste. Je suis en colère. Je suis content. Je suis contente. Je suis fatigué. Je suis fatiguée. une boulangerie, une école, une patinoire, un cinéma, un parc, un café, l'hiver, le printemps, l'été, l'automne, il neige, il fait froid, il fait chaud, les fleurs poussent, les oiseaux chantent, y a du soleil, les arbres perdent leurs feuilles, à la fraise, une glace à la banana, une glace au cassis, une glace à la menthe, une glace au citron, une glace à la pistache, une glace à la vanille, une glace au café, une glace au chocolat, une glace au caramel, l'hiver, le printemps, l'été, l'automne | les tomates, les petits pois, les courgettes, les haricots verts, les carottes, les champignons, les pommes de terre, les oignons, les épinards, les aubergines, l'âge de la pierre, l'âge du bronze, l'âge du fer, un homme, une femme, une cabane, une grotte, une maison ronde, un cheval, un lion, un lapin, un oiseau, un singe, un canard, la trompette, la guitare, la batterie, la flûte, à bec, la clarinette, la harpe, les cymbales, le violon, le piano, le triangle, il neige, il fait froid, il fait chaud, les fleurs poussent, les oiseaux chantent, y a du soleil, les arbres perdent leurs feuilles, un triangle, un carré, un rectangle, un ovale, une étoile, un pentagone, un losange, une ligne, un hexagone | une part de gâteau, au chocolat, Au salon de thé, un sandwich au fromage, une part de quiche, une omelette, une salade, un croissant, un sandwich au jambon, un croque-monsieur, une brioche, une crêpe, les parents, les yeux, une maison, la bouche, le loup des gâteaux, la grand-mère, le bûcheron, les oreilles, le nez, les bras, les jambes, les dents, les pieds, une pomme, une prune, une cerise, une fraise, une orange, une pêche, une banana, une poire, un abricot, un kiwi, jouer d'un patin, dessiner, instrument, nager, parler français, danser, chanter, sauter, cuisine, faire du vélo, une maison, un appartement, en ville, une chambre, à la campagne, dans un village, au bord de la mer, à la montagne, une cuisine, une salle à manger, une salle de bains, un garage, un jardin, un salon, Salut ! Bonjour ! Au revoir ! / À plus tard ! Ça va bien. Ça va mal. Comme ci, | la prairie, l'océan, l'Arctique, la forêt tropicale, le requin, le lapin, l'ours blanc, les buissons, les plantes résistantes, les grands arbres, la nourriture, le soleil, un abri, une île, l'eau, eux, é, è, e, qu, ne, ç, en, an, un chien, un chat, un poisson, une souris, rouge, un lapin, un hamster, une tortue, un pull, un manteau, un short, un pantalon, une chemise, une robe, une écharpe, une jupe, un T-shirt, une casquette, des gants, des lunettes, le soleil, une des baskets, janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, lundi, jeudi, mardi, mercredi, vendredi, samedi, dimanche, une mère, la grand-mère, le père, le frère |

|  |  |  |  |  |  |   |  |
|--|--|--|--|--|--|---|--|
|  |  |  |  |  |  | comme ça, Je m'appelle...<br>Je me présente, J'ai ...<br>ans. Ça va très bien.Ça<br>va très mal |  |
|--|--|--|--|--|--|---|--|