



## French subject progression

### Key vocabulary:

|             |                                 | Year A                                                                              | Year B                                                                                                    |
|-------------|---------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Fledglings  |                                 | Greetings and introductions, days of the week                                       |                                                                                                           |
| Robins      | <b>Recap all previous then:</b> | Numbers to 10<br>Colours                                                            | All about me<br>Numbers to 20                                                                             |
| Woodpeckers | <b>Recap all previous then:</b> | Parts of the body<br>Clothes<br>Numbers to 31,<br>Months of the year<br>My birthday | Hobbies<br>Likes and dislikes<br>Items in school                                                          |
| Eagles      | <b>Recap all previous then:</b> | Where I live<br>Items in my Home<br>My family                                       | On holiday in France:<br>Places in France<br>Eating Out: Ordering food and food preferences<br>Directions |

### Key skills:

|           | <b>Speaking and Listening</b>                              | <b>Reading</b>                                                                 | <b>Writing</b>                  | <b>Spelling/Grammar</b>                   |
|-----------|------------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------|-------------------------------------------|
| Reception | Sing a simple French song in chorus.                       | NA                                                                             | NA                              | NA                                        |
| Year 1    | Understand familiar words and repeat some words in chorus. | Begin to recognise simple words when next to pictures and English translation. | Copy simple words from a model. | Begin to understand the concept of nouns. |

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|        | Respond to a familiar question with a simple rehearsed phrase.                                                                                                          |                                                                                                                                                                              |                                                                                                                                               |                                                                     |
| Year 2 | Understand familiar words and repeat some words and simple phrases in chorus.<br><br>Respond to a familiar question with a simple rehearsed sentence.                   | Begin to recognise simple written words without need for pictures and English translation.                                                                                   | Use simple words to label something (e.g. when counting pictures of something to choose the correct word from the board to label the amount). | Begin to recognise masculine and feminine forms:<br>Le/le<br>Ma/mon |
| Year 3 | Listen and respond to familiar words and phrases.<br><br>Communicate with others using familiar words and phrases.<br><br>Use correct pronunciation with spoken French. | Begin to recognise and read aloud familiar words and simple phrases.<br><br>Read and understand some written words.                                                          | Write some familiar words from a model.<br><br>Write some familiar words from memory.                                                         | Recognise 20 HFW from 100 HFW list.                                 |
| Year 4 | Listen to and identify key familiar words in unfamiliar spoken phrases.<br><br>Ask and answer a wider range of questions using full sentences.                          | Read aloud in chorus with confidence from a simple written text.<br><br>Read and understand some written phrases.<br><br>Follow a short text by listening and reading along. | Write some familiar phrases independently.                                                                                                    | Recognise 30 HFW from 100 HFW list.                                 |
| Year 5 | Pick out detail from short spoken passages.<br><br>Hold a short spoken conversation with prompts.                                                                       | Read a wider range of words, phrases and sentences aloud.                                                                                                                    | Understand how a simple sentence is written.                                                                                                  | Begin to understand and use the plural form of verbs.               |

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|        | Make a short presentation with prompts.                                                                                                                           | Read aloud in chorus or individually with confidence.                                                                | Write words, phrases and a simple sentence using a model.                           |                                           |
| Year 6 | <p>Listen to and understand short spoken passages.</p> <p>Hold a short spoken conversation without prompts.</p> <p>Make a short presentation without prompts.</p> | <p>Read and understand the main points of a text.</p> <p>Read aloud individually with confidence and expression.</p> | <p>Write several sentences from memory.</p> <p>Write a short text with support.</p> | Use 10 HFW in the present and past tense. |