Substantive & Disciplinary Progression- French			
Year 3	**Year 4**	**Year 5**	**Year 6**
Phonics • To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u.** • To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.** • To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é, à.** • To know that a **ç** cedilla is the hook shape that sits under the letter 'c' when 'c' precedes the letters 'a', 'o', 'u'. It changes the pronunciation of the 'c' from a hard to a soft 'ss' sound. • To know that consonants at the end of words in French are not usually pronounced: the '**t**' is silent in **salut**, **comment**, **petit** and **vert**. The '**e**' at the end of **m'appelle** and the '**s**' at the end of **t'appelles** and **pas** are silent, as is the '**d**' in **grand**.	**Phonics** • To know that 'h' at the start of a word in French is not pronounced. • To identify sounds created by linking some of the key phonemes: **in, ou, on, en, eau, et, eau, eu, ez.** • To recognise and begin to predict key word patterns and spellings.	**Phonics** • To apply changes in sound caused by accents when speaking, especially the acute accent (**é**), grave accent, (**è**) and cedilla (**ç**). • To know that a change in voice intonation can indicate when a question is being asked.	**Phonics** • To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. • To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. **est-ce que** at the beginning of a statement, or by inverting the subject and verb: **quel genre de musique aimes-tu ?** •

Substantive & Disciplinary Progression- French

Grammar	Grammar	Grammar	Grammar
• To know that the pronoun **ça** means 'it'. • To know that there are high frequency verbs **s'appeler, avoir, être** and **aller** that are used to formulate and answer questions. • To know that **je/j'**, and **tu** are subject pronouns. • To understand that every French noun is either masculine or feminine. • To know that the gender affects the form of the indefinite article **un** or **une**. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as **petit** and **grand** are placed before the noun. • To know that **c'est** means 'it is' and is used to describe what something is. • To know that the word order is sometimes different in French compared to English. • To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi.** • To know that accents in French can change the sound of a letter. • To know that most nouns in French become plural by adding an '**s**' at the end, as in English,	• To know that the ending of an adjective changes depending on the gender and number of the noun it describes. • To know that certain colour adjectives are invariable and do not change in the feminine form: **rouge**; that some do not change in feminine *or* plural forms: **marron, orange.** • To know that some adjectives are irregular in the feminine and/or plural forms: **violet** (masc.) – **violette** (fem.); **blanc** (masc.) – **blanche** (fem.); **heureux – heureuse.** • To know that the endings of verbs change according to the subject. • To know how to form the first, second and third person of the verbs **avoir** (to have) and **être** (to be). • To know that we can use conjunctions to link phrases such as **et/mais**. • To know that the verbs **avoir** and **être** are used to describe appearance and personality. • To know how **avoir** (to have) and **être** (to be) are conjugated in the third person singular forms: **il/elle a; il/elle est**. • use conjunctions, such as **et/mais**, to link phrases.	• To know that adjectives must agree with the gender and number of the noun being described. • To know that compound sentences join two simple sentences together using connectives such as **et** and **mais.** • To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: **les chips** – crisps, **les baskets** – trainers. • To understand that words in French and English will not always have a direct equivalent in the other language. • To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb **avoir** (to have) is used, not the verb *to be* as in English. • To know all subject pronouns in French and that **je** contracts to **j'** when the verb begins with a vowel. • To know that the endings of French verb groups (**er/ir/re**) determine the pattern for how the verb is conjugated.	• To know whether to use the pronouns **il** – he, or **elle** – she, when describing someone. • To know all subject pronouns in French and that **je** contracts to **j'** when the verb begins with a vowel. • To know that the endings of French verb groups (**er/ir/re**) determine the pattern for how the verb is conjugated. • To know that the same verb is not always used in English and French for a given phrase. • To know that compound sentences join two simple sentences together using connectives such as **et** and **mais.** • To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim** or **y**: **il n'y a pas de bus.** • To know that the way verbs change to match the pronoun is called conjugation. • To know that some verbs do not follow regular patterns, such as **avoir** (to have) and **être** (to be) and **aller** (to go). • To conjugate the verbs **aller**, **jouer** and **faire.** • To know that **venir de** + the infinitive of the second verb indicates a recent action: **je viens**

Substantive & Disciplinary Progression- French

but that some are irregular: **des ciseaux.** • To know that feminine nouns often (but not always) end in '**e**'. • To know that most adjectives are placed after the noun in French. • To know that adjectives of size such as **petit** and **grand** are placed before the noun. • To know that **je/j'**, and **tu** are subject pronouns. • To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas.** • To know that we can use conjunctions such as **et** (and) and **puis** (then) to join clauses. .	• To know the equivalents for the word 'the' in French: **le/la/l'/les** and 'a/an/some' : **un, une, des.** • To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. • To know that the ending of an adjective changes depending on the gender and number of the noun it describes. • To know that possessive adjectives **mon/ma/mes** must agree with the gender and number of the noun they describe. • To know the meaning of the verb **porter** (to wear) in the third person singular form: **il/elle porte**, and **aimer** in the third person plural form: **ils aiment.** • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. • To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. • To know that basic sentence structures in English and French have the same pattern: subject + verb + object.	• To know that **ne** is contracted to **n'** when followed by a vowel: **je n'ai pas faim.** • To know that there are compound nouns in French e.g. **mon grand-père, mes grand-parents.** • To know that there is no possessive apostrophe in French. To say 'my father' s sister' in French would be the sister of my father: **la sœur de mon père.**	**de finir** – I have just finished, or a place of origin. • To know that we use the verb **jouer** – to play, with some sports and **faire** – to do, with other sports. • To know that **parce que** and/or **car**(because) can be used to extend a sentence and give a justification. • To know that partitive articles describe where something is placed: **le livre est à côté du stylo.** • To know a range of prepositions to describe the position of objects. • To know that some verbs do not follow regular patterns, including **avoir** – to have, **être** – to be, and **aller** – to go. • To know that, for regular verbs, the singular imperative verb (**tu**) is formed by removing the **s** from the second person singular of a verb e.g. **tournes** becomes **tourne** (turn).

Substantive & Disciplinary Progression- French

	• To know that the verb **aimer** is used to express an opinion, including with the negative form **ne … pas**.		
Language comprehension (Listening and reading) • Listening and responding to single words and short phrases. • Beginning to notice common spelling patterns. • Recognising some familiar French words in written form. • Beginning to understand and notice cognates and near cognates. • Using visual clues to make predictions about the meaning of unfamiliar vocabulary. • Listening and noticing rhyming words when joining in with songs. • Reading aloud some words from simple songs, stories and rhymes. •	**Language comprehension (Listening and reading)** • Listening and responding to full sentences. • Beginning to notice common spelling patterns. • Recognising some familiar French words when written in a short phrase. • Identifying and discussing cognates and beginning to explore various language detective strategies. • Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using contextual clues and cues to gist and make predictions about meanings. • Listening and noticing rhyming words when joining in with songs. • Beginning to notice common spelling patterns. • Following a short text or rhyme, listening and reading at the same time.	**Language comprehension (Listening and reading)** • Beginning to predict spelling patterns. • Reading and responding to a range of authentic texts. • Identifying key information in simple writing. • Using a range of language detective strategies to decode new vocabulary including context and text type. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary. • Listening and selecting information from short audio passages to give an appropriate response. • Independently identifying rhyming words and spelling patterns when joining in with songs.	**Language comprehension (Listening and reading)** • Listening and inferring information from audio passages using language detective skills. • Reading short authentic texts for enjoyment or information. • Identifying and extracting key information in a range of authentic texts. • Reading and using language detective skills to assess meaning including context, text type and sentence structure. • Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building. • Using further contextual clues and cues, such as knowledge of text types and awareness of grammatical structures to deduce unknown vocabulary. • Beginning to predict spelling patterns. • Using further contextual clues and cues, such as awareness of

Substantive & Disciplinary Progression- French

			grammatical structures to deduce unknown vocabulary. • Using a bilingual dictionary to select alternative vocabulary for independent sentence building.
Language production (Speaking and writing) • Asking and/or answering simple questions. • Practising speaking with a partner. • Using short phrases to give information. • Recognising and repeating phrases from familiar rhymes and songs. • Listening and repeating key phonemes with care. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Building confidence by repeating short phrases with increasing accuracy. • Introducing self to a partner with simple phrases. • Experimenting with simple writing, copying with accuracy. • Recognising that sounds and spelling patterns can be different from English.	**Language production (Speaking and writing)** • Recognising and answering simple questions that involve giving personal information. • Using a model to form a spoken sentence. • Listening and repeating key phonemes with care. • Recognising how intonation and gesture are used to differentiate between statements and questions. • Discussing strategies for remembering and applying pronunciation rules. • Building confidence by repeating short phrases with increasing accuracy. • Selecting and writing short words and phrases. • Making short phrases or sentences using word cards. • Using different adjectives, with correct positioning and agreement. • Choosing appropriate adjectives from a wider range of adjectives.	**Language production (Speaking and writing)** • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Using intonation and gesture to differentiate between statements and questions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Adapting model sentences to express different ideas. • Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Using adjectives with correct placement and agreement.	**Language production (Speaking and writing)** • Planning, asking and answering questions. • Rehearsing and recycling extended sentences orally. • Speaking in full sentences using known vocabulary. • Planning and giving a short oral presentation. • Modifying, expressing and comparing opinions. • Formulating their own strategies to remember and apply pronunciation rules. • Speaking and reading aloud with increasing confidence and fluency. • Using intonation and gesture to differentiate between statements and questions. • Giving a presentation drawing upon learning from a number of previous topics. • Adapting model sentences to express different ideas. • Using existing knowledge of vocabulary and phrases to create new sentences.

Substantive & Disciplinary Progression- French

• Building confidence by repeating short phrases with increasing accuracy. • Recognising and using adjectives of colour and size. • Discussing strategies for remembering and applying pronunciation rules. • Recalling and writing simple words from memory.	• Beginning to form opinion phrases. • Recognising that sounds and spelling patterns can be different from English. • Rehearsing and performing a short role-play or song. • Using a variety of conversational phrases.	• Forming a question in order to ask for information. • Beginning to use conversational phrases for purposeful dialogue. • Rehearsing and recycling extended sentences orally. • Creating and presenting a dialogue or role-play. • Engaging in conversation and transactional language.	• Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. • Using adapted phrases to describe an object, person or place. • Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. • Engaging in conversation and transactional language. • Recognising key phonemes in an unfamiliar context, applying pronunciation rules. • Constructing a short text on a familiar topic. • Using a wide range of descriptive phrases. • Developing extended sentences to justify a fact or opinion.
Cultural awareness • To know that in French there are formal and informal greetings. • Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as **L'escargot** by Matisse • To name some famous paintings by French artists. • Discussing similarities and differences between customs and traditions in France and the UK	**Cultural awareness** • Discovering French festivals and their traditions. • Ordering typical French food and drink. • To know that in French there is a formal and informal version of the word for 'you', and when to use which one. • To know that the currency used in France is euros and to recognise some of the notes and coins.	**Cultural awareness**	**Cultural awareness** • Playing the traditional French game of la pétanque. • Researching information about the Paris 2024 Olympic Games. • Comparing sporting activities in France and the UK. • To be able to name French-speaking countries and recognise the flags of those countries. • To be able to explain how climate varies in some French-speaking countries.

Substantive & Disciplinary Progression- French

• To know some playground games played in France. • Discussing similarities and differences between customs and traditions in France and the UK.	• To know that orders are typically taken at the table in France.		• To know the rules for playing French bowls.