



# Modern Foreign Languages Progression Map







# French Progression of Skills Map

## Speaking and Pronunciation





	National Curriculum	 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Speaking and Pronunciation</b>	Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<ul style="list-style-type: none"> <li>ask and/or answering simple questions</li> <li>form simple statements with information including the negative</li> <li>practise speaking with a partner</li> <li>recognise and answering simple questions which involve giving personal information</li> <li>begin to form opinion phrases</li> <li>begin to use conversational phrases for purposeful dialogue</li> </ul>	<ul style="list-style-type: none"> <li>form a question in order to ask for information</li> <li>present factual information in extended sentences including justification</li> <li>develop extended sentences to justify a fact or opinion</li> <li>plan, ask and answer extended questions</li> <li>engage in conversation and transactional language</li> </ul>
	Speak in sentences, using familiar vocabulary, phrases (and simple writing)	<ul style="list-style-type: none"> <li>use short phrases to give information</li> <li>begin to adapt phrases from a rhyme/song</li> <li>use a model to form a spoken sentence</li> <li>speak in full sentences using known vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>rehearse and recycle extended sentences orally</li> <li>plan and present a short descriptive text</li> <li>plan and present a short text</li> <li>modify, express and compare opinions</li> </ul>
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<ul style="list-style-type: none"> <li>repeat short phrases accurately, including liaison of final consonant before vowel</li> <li>listen and repeating key phonemes with care</li> <li>compare sounds and spelling patterns with English</li> <li>listen and repeat further key phonemes with care</li> </ul>	<ul style="list-style-type: none"> <li>use intonation and gesture to differentiate between statements and questions</li> <li>make realistic attempts at pronunciation of new, vocabulary</li> <li>listen and repeat key phonemes with care applying pronunciation rules</li> <li>discuss strategies for remembering and applying pronunciation rules</li> <li>speak and read aloud with increasing confidence and fluency</li> <li>compare and apply pronunciation rules or patterns from known vocabulary</li> </ul>
	Present ideas and information orally to a range of audiences	<ul style="list-style-type: none"> <li>introduce self to a partner with simple phrases</li> <li>rehearse and performing a short presentation</li> </ul>	<ul style="list-style-type: none"> <li>adapt a story and retelling to the class</li> <li>give a presentation drawing upon learning from a number of previous topics</li> </ul>
	Describe people, places and things and actions orally	<ul style="list-style-type: none"> <li>recognise and use adjectives</li> <li>choose appropriate adjectives from a wider range of adjectives</li> </ul>	<ul style="list-style-type: none"> <li>use adjectives with correct placement and agreement</li> <li>recognise and use a wide range of descriptive phrases</li> </ul>



# French Progression of Skills Map

## Listening





	National Curriculum	 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Listening</b>	Listen attentively to spoken language and show understanding by joining in and responding	<ul style="list-style-type: none"> <li>listen and respond to single words and short phrases</li> <li>follow verbal instructions in French</li> <li>respond to objects or images with a phrase or other verbal response</li> <li>identify items by colour and other adjectives</li> <li>listen and select information</li> <li>use language detective skills to decode vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>listen and gist information from an extended text using language detective skills such as cognates</li> <li>listen and follow the sequence of a story, song or text including some unfamiliar language</li> <li>use prepositions to indicate the location of objects relative to something</li> <li>understand directional language and phrases and prepositions to describe how to get to places eg the route to school</li> <li>recognise present and near future tense sentences (using aller + infinitive)</li> </ul>
	Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	<ul style="list-style-type: none"> <li>listen and identify key words in rhymes and songs and joining in</li> <li>begin to identify vowel sounds and combinations</li> <li>listen and noticing rhyming words</li> <li>listen to songs, joining in with songs and noticing sound patterns</li> <li>notice and begin to predict key word patterns and spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>match unknown written words to new spoken words</li> <li>recognise blends of sounds and selecting words to recognise common spelling patterns</li> <li>recall and perform an extended song or rhyme</li> <li>listen to stories, songs or texts in French</li> </ul>



# French Progression of Skills Map

## Reading and Writing





	National Curriculum	 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Reading and Writing</b>	Read carefully and show understanding of words, phrases and simple writing.	<ul style="list-style-type: none"> <li>recognise some familiar words in written form</li> <li>notice and discuss cognates and begin to identify language detective strategies</li> </ul>	<ul style="list-style-type: none"> <li>recognise features of different text types</li> <li>use a range of language detective strategies to decode new vocabulary including context and text type</li> <li>make increasingly accurate attempts to read unfamiliar words and phrases</li> <li>read and using language detective skills to assess meaning including sentence structure</li> </ul>
	Appreciate stories, songs, poems and rhymes in the language.	<ul style="list-style-type: none"> <li>read aloud some words from simple songs, stories and rhymes</li> <li>follow a short text or rhyme, listening and reading at the same time</li> </ul>	<ul style="list-style-type: none"> <li>read and adapt a range of different format short texts</li> <li>read and respond to an extract from a story, an e-mail message or song</li> <li>read short authentic texts for enjoyment or information</li> </ul>
	Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	<ul style="list-style-type: none"> <li>begin to develop dictionary skills</li> <li>identify cognates and near cognates</li> <li>become familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</li> <li>use cognates and near cognates along with other detective skills to gist information</li> </ul>	<ul style="list-style-type: none"> <li>confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words</li> <li>use contextual clues and cues to gist and make predictions about meanings</li> <li>gist information from an extended text</li> <li>use a bilingual dictionary to select alternative vocabulary for sentence building</li> </ul>
	Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	<ul style="list-style-type: none"> <li>recall and write simple words from memory</li> <li>select and write short words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>use existing knowledge of vocabulary and phrases to create new sentences</li> <li>complete a gapped text with key words/phrases</li> <li>choose words, phrases and sentences and writing as a text or captions</li> </ul>
	Use familiar vocabulary in phrases and simple writing.	<ul style="list-style-type: none"> <li>experiment with simple writing, copying with accuracy</li> <li>make short phrases or sentences using word cards</li> </ul>	<ul style="list-style-type: none"> <li>write a short text using word and phrase cards to model or scaffold</li> <li>construct a short text on a familiar topic</li> </ul>
	Describe people, places and things and actions orally and in writing.	<ul style="list-style-type: none"> <li>recognise and use adjectives of colour and size</li> <li>use adapted phrases to describe an object or person</li> </ul>	<ul style="list-style-type: none"> <li>use different adjectives, with correct positioning and agreement</li> <li>use language of metaphor and comparison</li> <li>use a wide range of descriptive phrases</li> <li>recognise and use verbs in different tenses</li> </ul>



# French Progression of Knowledge Map

## Grammar



		 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Grammar</b>	Feminine and masculine forms:  Nouns  (including articles, pronouns and plural formation)	<ul style="list-style-type: none"> <li>understand that every French noun is either masculine or feminine</li> <li>know that the gender affects the form of the indefinite article un or une</li> <li>know that feminine nouns often (but not always) end in e</li> <li>know that when we turn the statement j'ai un/une ('I have a...') into a negative je n'ai pas de ('I don't have a...') then we change the article from un/une to de</li> <li>know that if a word is plural, we cannot use un or une and instead use des (some)</li> <li>know that when talking about a specific noun in French we use the definite article le (m.) la (f.) l' (m./f. before a vowel) or les (m./f. plural)</li> <li>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</li> <li>know that countries have different names in French and that each country is either masculine or feminine</li> <li>know that de becomes du (not de le) when followed by a masculine noun</li> <li>know that the definite article is used in French when saying the country, e.g. la France, le Royaume-Uni, les Pays-Bas</li> <li>know whether to use the pronouns il or elle (he or she) when describing what someone is wearing</li> </ul>	<ul style="list-style-type: none"> <li>know that I can compare nouns by placing plus / moins and que around the adjective of comparison (e.g. Neptune est plus grande que Mercure)</li> <li>know that de translates as 'of' or 'some' and know that it changes when coupled with le to become du (not de le) and when coupled with les to become des (not de les)</li> <li>know that when using à (to) and then the direct article à + le = au (eg. au nord)</li> <li>know that different prepositions are used to say going to a country: en if the country is feminine singular (en France) au if the country is masculine singular (au Canada) aux if the country is plural (aux États-Unis d'Amérique)</li> <li>know a range of prepositions to describe the position of objects</li> <li>know when using the prepositions à côté de, près de or loin de, the de may change if followed by le or les: de+le = du, de + les = des</li> </ul>
	Feminine and masculine forms:  Adjectives  (position and agreement)	<ul style="list-style-type: none"> <li>know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle</li> <li>know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu</li> <li>know that, in French, adjectives change if they describe a girl or a feminine noun and that this is called adjectival agreement</li> <li>know that most (but not all) adjectives take an extra 'e' at the end of the word to make it feminine</li> <li>know that most adjectives go after the noun in French To know that if the noun in a sentence is plural then the adjective describing it also becomes plural</li> <li>know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte heureux/heureuse</li> <li>know that, in French, the possessive adjective 'my' must agree with the gender of the noun and that we use mon (m.), ma (f.) and mes (pl.)</li> <li>know that some adjectives do not change when describing a feminine noun (orange, marron, à pois)</li> <li>know that if an adjective already ends in an 'e' in the masculine form, then it doesn't take another 'e' in the feminine form (e.g. jaune / rose)</li> </ul>	<ul style="list-style-type: none"> <li>know that there are usually four forms of an adjective to describe- a noun that is singular masculine, a noun that is singular feminine, a noun that is plural masculine and a noun that is plural feminine</li> <li>revise that adjectives of size go before the noun and adjectives of colour go after the noun</li> <li>know that when a singular noun begins with a vowel, the possessive adjective ma is difficult to pronounce, so mon is used (e.g. mon ami / mon amie)</li> <li>know that when standalone adjectives are used, such as when saying c'est amusant, we always use the singular masculine</li> </ul>







# French Progression of Skills Map

## Grammar





	National Curriculum	 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Grammar</b>	<p>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 to build sentences and how these differ from or are similar to English.</p>	<ul style="list-style-type: none"> <li>• begin to recognise gender of nouns, definite and indefinite article Identifying plurals of nouns</li> <li>• recognise adjectives and placement relative to the noun</li> <li>• begin to understand that verbs have patterns</li> <li>• notice the negative form</li> <li>• begin to use prepositions</li> <li>• use indefinite article in the plural form</li> <li>• recognise and using possessive adjective 'my' and pronouns he/she/it</li> <li>• recognise and begin to apply rules for placement and agreement of adjectives</li> <li>• recognise and using the negative form</li> <li>• use prepositions</li> <li>• make comparisons of word order in French and English</li> </ul>	<ul style="list-style-type: none"> <li>• use the correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</li> <li>• apply placement and agreement rules for adjectives</li> <li>• recognise and apply verb endings for present regular 'er' verbs</li> <li>• explore verbs in infinitive form</li> <li>• learn and use some high frequency irregular verbs e.g. to have, to be, to go</li> <li>• use comparative language</li> <li>• accurately apply placement and agreement rules for adjectives</li> <li>• recognise and begin to form some verbs in near future tense using 'aller'</li> <li>• recognise and applying verb endings for present regular 'er' verbs</li> <li>• learn and use some common irregular verbs, e.g. faire 'to make/do'</li> <li>• understand how word order differs between French and English</li> <li>• Identify word classes within a sentence</li> </ul>



# French Progression of Knowledge Map

## Grammar



		 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Grammar</b>	Verbs  (including conjugation and negation)	<ul style="list-style-type: none"> <li>• know that placing ne and pas around a verb makes the verb negative</li> <li>• know that 'je aime' becomes 'j'aime' and 'je ne aime pas' becomes 'je n'aime pas' to help with pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• understand that French verbs take different forms.</li> <li>• know that the infinitive is the basic form of a verb which in English is usually expressed as 'to [do something]' (e.g. 'to run')</li> <li>• know that there are three different endings for French verbs in the infinitive form: those that end -er, those that end -ir and those that end -re</li> <li>• know that the ending of regular -er verbs changes to go with the subject pronoun.</li> <li>• know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be)</li> <li>• know how to conjugate the verbs avoir (to have) and être (to be)</li> <li>• know that we use the verb jouer (to play) with some sports and faire (to make) with other sports</li> <li>• know that the way verbs change to match the pronoun is called conjugation</li> <li>• know each part of the verb aller - to go, depending on the pronoun</li> <li>• know that the near future tense is formed by using the present tense of the verb aller + the infinitive, eg je vais manger - I am going to eat</li> <li>• know how to distinguish between the present and the near future tense</li> </ul>



# French Progression of Knowledge Map



## Grammar



### Lower Key Stage 2

*By the end of Year 4, children will be taught to:*



### Upper Key Stage 2

*By the end of Year 6, children will be taught to:*

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

- know that we can use connectives such as *et* (and) and *mais* (but) to join clauses
- know that most nouns in French become plural by adding an 's' at the end, as in English
- know that 'en' is usually used as a preposition when the mode of transport is something you get into e.g. 'en train', whereas 'à' is usually used when you are not getting into a form of transport e.g. 'à vélo' ( a bicycle)
- understand that I can use a model sentence as a guide for building other sentences
- know that tone of voice can indicate a question
- know that a cedilla is the tail mark under the 'c' changes the pronunciation of the c from a hard sound to a soft 's' sound
- know that a cognate is a word that is the same in both French and English e.g. *un triangle*
- know that a near-cognate is a word that is very similar but not identical in French and English e.g. *un cercle*
- understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French
- know that sentences are often structured differently in French and English
- know that, in French, a space is needed before and after ? and !
- know that compass point phrases can be added to the front or end of a weather phrase and it will have the same meaning
- know that sentences can be extended using *et* or *mais*
- know that some American and English words are borrowed by the French such as *le hot-dog* and *le hamburger*
- know that when building 2 digit numbers in French, we say 'twenty and one' or *vingt-et-un*

- know that I can use *parce que* (because) to extend my sentence and give a justification
- know some language detective strategies such as: recognising cognates and near cognates, guessing words by the layout of the page and using the words from before and after the unknown word to help
- know that I can use *il y a* to mean 'there is' or 'there are'
- know that there is no possessive apostrophe in French but that to say 'my mother's father' the French would say *Le père de ma mère* (the father of my mother)
- know that the word order is sometimes different in French compared to English
- know that metaphors and similes are also used in French and that a metaphor is when we say an object is another object and that a simile is when we liken an object to another
- know that there are clues in the words for the multiples of 10, eg *cinquante - 50*
- know that the pattern of building larger numbers changes beyond 70 by adding the teen numbers to 60, eg *soixante-dix (70)*, *soixante-onze*, *soixante-douze*
- know that the word for 80 means 'four twenties' - *quatre-vingts*, and numbers up to 100 are built by continuing to count on from *quatre-vingt*, e.g. *quatre-vingt-neuf (89)* *quatre-vingt-dix (90)*, *quatre-vingt-onze (91)*
- know that the French use *guillemets << >>* in the same way that the speech marks are used in English
- understand that existing written sentences in French can be adapted
- know that when standalone adjectives are used, such as when saying *c'est amusant*, we always use the singular masculine

Grammar







# French Progression of Skills and Knowledge Map

Intercultural Understanding



		 <b>Lower Key Stage 2</b> <i>By the end of Year 4, children will be taught to:</i>	 <b>Upper Key Stage 2</b> <i>By the end of Year 6, children will be taught to:</i>
<b>Intercultural Understanding</b>	<b>Skills</b>	<ul style="list-style-type: none"> <li>recognise that different languages are spoken in the community/world</li> <li>show awareness of the capital and identifying some key cultural landmarks</li> <li>recognise cultural similarities and differences between customs and traditions in France and England</li> <li>compare schools and celebrations between France and the UK</li> <li>compare shops and high streets of France and UK</li> <li>recognise and use the Euro currency Identifying some French-speaking countries</li> </ul>	<ul style="list-style-type: none"> <li>Identify and locate other countries in the world where French is spoken</li> <li>compare geographical features and climates of different French-speaking countries</li> <li>learn about France's sporting culture and events</li> <li>ask question and making insightful commentary on cultural differences, including some understanding of stereotype</li> </ul>
	<b>Knowledge</b>	<ul style="list-style-type: none"> <li>know that in French there are formal and informal greetings and when it is appropriate to use each one</li> <li>know the names of some Parisian landmarks</li> <li>know some French playground games</li> <li>know that there are French speaking countries around the world</li> <li>know some similarities and differences between French and English schools</li> <li>know some French festivals that happen throughout the year</li> <li>know some similarities and differences between French and English birthday celebrations</li> <li>know that the abbreviation R.S.V.P, which is often used in English stands for 'Répondez s'il vous plaît' which translates as 'Reply, if you please'</li> <li>know the names and locations of some of the cities in France</li> <li>know that the currency used in France is Euros and to recognise some of the notes and coins</li> <li>know that the Louvre is a famous French art gallery</li> </ul>	<ul style="list-style-type: none"> <li>know that, in French, the days of the week (with the exception of Sunday - Dimanche) were named after bodies in the solar system</li> <li>know that there are many countries where French is spoken in the world and be able to name some of these</li> <li>know some 'treasures' that make up the national identity of France and some other French-speaking countries</li> <li>know the French word for countries around the world</li> <li>know that the Tour de France is a world famous cycling race that takes place in France each year</li> <li>know that pétanque is a popular French game sometimes known as boules</li> <li>know different ways to travel to and around France</li> </ul>