

Foston CE, Terrington CE VA & Stillington Primary Schools Progression Map

'Love, Learn & Grow Together'



Subject: French

Subject Intent:

- Confident to speak with good intonation and pronunciation
- Begin to develop fluency in reading and writing
- A strong awareness of the culture of France
- A passions and commitment for languages
- The ability to use languages creatively and spontaneously
- To understand the diversity of French culture

Key Concept	Overview	Key Stage 1	Key Stage 1	Key Stage 2- Cycle A / C		Key Stage 2- Cycle B/ D	
All About Me	Topic	Two Little Dickie Birds Song	Greeting Song	Greeting with Puppets		Circle of life	
	Objectives NC	-To listen to stories, songs, poems and rhymes in the language -To begin to listen to spoken language and begin to join in	-To listen to stories, songs, poems and rhymes in the language -To begin to explore the patterns and sounds of the language	-To appreciate stories, songs, poems and rhymes in the language		-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	
	Milestones		-To understand standard language (sometimes asking for words or phrases to be repeated)	-To express personal experiences and responses -To understand the main points from spoken passages	-To take part in conversations to seek and give information	-Use a translation dictionary or glossary to look up new words.	-Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. -Use dictionaries or

							glossaries to check words.
Knowledge	<ul style="list-style-type: none"> -To know the word for bird in French -To listen to the song 'Two Little Dickie Birds' and try to join in -To know the numbers one (un) and two (deux) in French- -To name some common pets in French, (bird, cat, dog, rabbit, horse, parrot) 	<ul style="list-style-type: none"> -To know 'bonjour' is a formal greeting and 'salut' is informal in French -To know how to say good morning, 'bonjour' and good afternoon, bon apres-midi in French -To respond when someone greets you in French using 'salut' or 'bonjour' -To ask how you are and reply. ('ça va' literally translates as 'it is going' like 'how's it going?') ça va ?/comment ça va ? - how are you? ça va bien - I'm well, I'm fine ça va mal – I'm not OK Comme ci comme ça - I'm OK 	<ul style="list-style-type: none"> -To know 'bonjour' is a formal greeting and 'salut' is informal in French and when it is appropriate to use each one -To know that tone of voice can indicate a question -To know that a cedilla is the tail mark under the ç and that it changes the pronunciation of the c from a hard sound to a soft 's' sound -To know that French words are pronounced differently to the way they are spelt, e.g., salut or ça va -To know how to say my name is je m'appelle... in French and what's your name comment tu t'appelles 	<ul style="list-style-type: none"> -To know that I can find the gender of a noun by looking it up in the dictionary -To know that a bilingual dictionary is a special dictionary to translate words from one language to another -To know that placing ne and pas around a verb makes the verb negative, e.g. je ne joue -To know that we use the definite article when describing something and that this depends on the gender of the noun: le (m.), la (f.), les (m./f. plural) and l' (when followed by a vowel) -To name animals in French (rabbit, wolf, bird, fish, snake, monkey, worm, whale, frog and tortoise) 			
Vocabulary	<ul style="list-style-type: none"> un – one deux – two un oiseau - a bird un chat – a cat 	<ul style="list-style-type: none"> bonjour - hello/good morning (formal) 	<ul style="list-style-type: none"> bonjour - hello/good morning (formal) salut - hi (informal) je m'appelle... - My name is... 	<ul style="list-style-type: none"> les animaux - the animals un lapin - a rabbit un loup - a wolf un oiseau - a bird 			

		<p>un chien – a dog un lapin - a rabbit un cheval – a horse un perroquet – a parrot</p>	<p>bon après-midi – good afternoon ça va ?/comment ça va ? - how are you? ça va bien - I'm well, I'm fine</p>	<p>comment tu t'appelles ? - what's your name? au revoir - goodbye et toi ? - and you? bonsoir - good evening bonne nuit - good night ça va ?/comment ça va ? - how are you? ça va bien - I'm well, I'm fine</p>	<p>un poisson - a fish un serpent - a snake un singe - a monkey un ver - a worm une baleine - a whale une grenouille - a frog une tortue - a tortoise le - the (for masc. singular nouns) la - the (for fem. singular nouns)</p>
Describing	Topic		Colours Song	French adjectives of colour, size and shape	Pets - animals, colours and size
	Objectives NC		-To begin to broaden their vocabulary and develop their ability to understand new words in the language	-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly
	Milestones		<p>-To use phonic knowledge to read words -To label items and choose appropriate words to complete short sentences</p>	<p>-Read and understand the main points in short written texts. -Demonstrate a growing vocabulary.</p>	<p>-Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words. -Use knowledge of grammar to enhance or change the meaning of phrases.</p>

	Knowledge		<ul style="list-style-type: none"> -To name some colours in French, red, blue, yellow, green, white and black -To know some words are similar in French and English e.g. bleu and blue -To know some colours as adjectives e.g. un cercle bleu. 	<ul style="list-style-type: none"> -To know that a cognate is a word that is the same in both French and English e.g. un triangle. -To know that a near-cognate is a word that is very similar but not identical in French and English e.g. un cercle. -To know that adjectives of size are positioned in front of the noun in French e.g. un grand cercle. -To know that adjectives of colour are positioned after the noun in French e.g. un cercle bleu. 	<ul style="list-style-type: none"> -To know that bilingual dictionaries should not be used to look up every single word in a text. -To 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. -To revise that adjectives of size go before the noun and adjectives of colour go after the noun. 	
	Vocabulary		<ul style="list-style-type: none"> rouge - red bleu - blue jaune - yellow vert - green blanc - white noir – black rose – pink 	<ul style="list-style-type: none"> petit - small grand - big les couleurs - the colours jaune - yellow vert - green blanc - white noir - black petit - small grand - big 	<ul style="list-style-type: none"> petit(s) (masc.)/petite(s) (fem.) - small court(s) (masc.)/courte(s) (fem.) short les oreilles (f) - the ears le nez - the nose la tête - the head les épaules (f) - the shoulders 	
Numbers	Topic	Number Song	Days of the Week Song	Playground Games – numbers and age		Birthday Celebrations
	Objectives NC	-To write or copy everyday words correctly.	-To begin to listen to spoken language and begin to join in.	-To listen attentively to spoken language and show understanding by joining in and responding		-To read carefully and show understanding of words, phrases and simple writing
	Milestones	-To write short phrases used in everyday conversations correctly.	-To read out loud everyday words and phrases -To give responses to questions about everyday events	<ul style="list-style-type: none"> -Read short texts independently. -Take part in discussions and tasks. 	<ul style="list-style-type: none"> -Use a translation dictionary or glossary to look up new words. -Take part in discussions and tasks. 	<ul style="list-style-type: none"> -Read short texts independently. -Express personal experiences and responses.

	Knowledge	<ul style="list-style-type: none"> -To be able to count orally to ten in French -To be able to read and recognise numbers to 10 in French -To be able to write numbers to 10 in French in French 	<ul style="list-style-type: none"> -To know how to pronounce the days of the week in French -To know how to read and write the days of the week in French -To know the sounds the common phonemes eu and oi make in words 	<ul style="list-style-type: none"> -To understand that I can use known vocabulary, cognates and near cognates as clues to help me understand a text in French. -To know that sentences are often structured differently in French and English -To know the sounds the common phonemes eu, oi, ou and ui make in French -To know the names of some Parisian landmarks: La Tour Eiffel, Notre Dame, Arc de Triomphe, Louvre -To know some French playground games (Pétanque (like bowls), Escargots (like hopscotch)) 	<ul style="list-style-type: none"> -To know some French festivals that happen throughout the year, Bastille Day (14th July) and the Nice Carnival - To know how to say happy birthday in French, ‘bon anniversaire’ - To know that the abbreviation RSVP, which is often used in English, stands for Répondez s’il vous plaît, which translates as ‘Reply, if you please’ -To know how to say your age in French, J’ai 9 ans (pronounced: zhay nerf on): I have 9 years
	Vocabulary	<ul style="list-style-type: none"> Zéro - zero Un - one Deux - two Trois - three Quatre - four Cinq - five Six - six Sept – seven Huit - eight Neuf - nine Dix - ten 	<ul style="list-style-type: none"> Lundi – Monday Mardi – Tuesday Mercredi – Wednesday Jeudi - Thursday Vendredi – Friday Samedi – Saturday Dimanche – Sunday la semaine – The week 	<ul style="list-style-type: none"> un - one deux - two trois - three quatre - four cinq - five six - six sept - seven huit - eight neuf - nine dix – ten combien ? - how many?/ how much? à toi - your turn à moi - my turn J’ai gagné ! - I’ve won! 	<ul style="list-style-type: none"> un nombre - number un numéro - number un chiffre - digit les mathématiques - maths les opérations - the operations égale - equals plus - add/plus moins - minus/take away multiplié par - multiplied by sept - seven huit - eight neuf - nine dix - ten onze – eleven J’ai – I have ans - years
Our Body	Topic		Head, Shoulders, Knees and Toes	Clothes – Getting dressed in France	Portraits

Objectives NC			-To begin to develop pronunciation so that others understand when singing.	-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help		
Milestones			-To read out loud familiar words and phrases. -Use books or glossaries to find out the meanings of new words.	-Read and understand the main points in short written texts.	-Include imaginative and adventurous word choices. -Vary language and produce extended responses.	-Use a translation dictionary or glossary to look up new words. -Understand the main points from spoken passages.	-Use dictionaries or glossaries to check words. -Be understood with little or no difficulty.
Knowledge			-To be able to pronounce the words head, shoulders, knees and toes in French – tête, épaule, genoux and doigt de pied -To be able to recognise, read and understand heads, shoulders, knees and toes in French -To translate from French to English the words for the head, shoulders, knees and toes -To be able to write the words in French for heads, shoulders, knees and toes	- To know that, in French, the possessive adjective ‘my’ must agree with the gender of the noun and that we use mon (un), ma (une) and mes (des) - To know that je porte (I wear) comes from je (I) and the verb porter (to wear). Tu portes (you wear), il porte (he wears), elle porte (she wears) - To know that if an adjective already ending in an ‘e’ in the masculine form, then it doesn’t take another ‘e’ in the feminine form (e.g. une chemise jaune – a yellow shirt / un chapeau jaune – a yellow hat) - To know whether to use the pronouns il or elle (he or she) when describing what someone is wearing	-To use a French dictionary to check the meaning of new words and to clarify meaning -To know that most adjectives go after the noun in French -To know that, in French, adjectives change if they describe a girl or a feminine noun (add an ‘e’) or a plural. (e.g. Les baskets noirs) -To know that the feminine and masculine form of some adjectives can sound quite different e.g. vert/verte (pronounced ver/vert) -To write sentences to describe portraits using adjectives, nouns and how to pronounce these, e.g. il a les yeux bleus. -To know that the Louvre is a famous French art gallery		

	Vocabulary		Tête - Head Épaules - shoulders Genoux – knees Pieds – toes Yeux - eyes oreilles - ears bouche - mouth nez - nose	un T-shirt - a T-shirt un short - shorts un pantalon - trousers un chapeau - a hat un maillot de bain - a swimsuit une culotte - pants une chemise - a shirt une veste - a jacket des chaussettes (f) - socks des bottes (f) - boots des lunettes (f) - glasses des baskets (f) - trainers un pull - a jumper or pullover	heureux/heureuse - happy sérieux/sérieuse - serious le Musée du Louvre - the Louvre museum un tableau - a painting il a - he has elle a - she has les cheveux - hair les cheveux blonds - blond hair les yeux - eyes les yeux bleus - blue eyes châtains - brown (for hair) marron - brown noir(s)/noire(s) - black roux - ginger/red		
My House and Family	Topic		My Family Song	Meet my French family		In my French House	
	Objectives NC		-To begin to speak in sentences, using familiar vocabulary. -To begin to ask simple questions, giving basic information about their families.	-To speak in sentences, using familiar vocabulary, phrases and basic language structures.		-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	
	Milestones		-To answer simple questions and give basic information. -To write one or two short sentences.	-Ask and answer simple questions and talk about interests. -Write a few short sentences using familiar expressions.	-Refer to recent experiences or future plans, as well as to everyday activities.	-Read and understand the main points in short written texts	-Understand the main points and opinions in spoken passages. -Use knowledge of grammar to enhance or change the meaning of phrases.

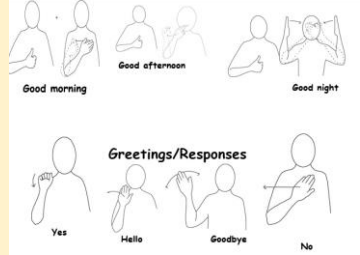

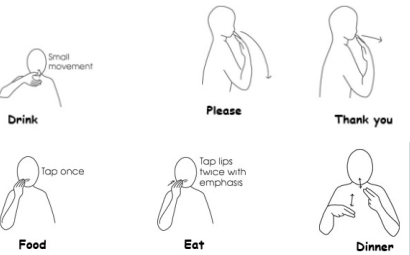
Knowledge			<ul style="list-style-type: none"> -To know the words for brother, un frère, and sister, une sœur -To know the words for mum, ma mère, and dad, mon père, -To answer simple question about their own family 	<ul style="list-style-type: none"> -To know that the choice of indefinite articles will depend on whether the noun is masculine (un) or feminine (une) - To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. (e.g. Je n'ai pas de frère) -To know that the possessive adjective 'my' agrees with the gender of the noun to which it refers (mon, ma, mes) -To know that there is no possessive apostrophe in French and that this changes the word order in the sentence (e.g. My mother's brother = Le frère de ma mère) 	<ul style="list-style-type: none"> - To understand that existing written sentences in French can be adapted. - To know a range of prepositions to describe the position of objects. -To know how to use prepositions to describe the position of items in the house. - To be able to write a description of the rooms of a house in French. -To recognise and use a wide range of descriptive phrases in French.
Vocabulary			<p>Avez-vous...? - Have you...?</p> <p>j'ai un frère – I have a brother</p> <p>j'ai une sœur – I have a sister</p> <p>j'ai deux frères - I have two brothers</p> <p>j'ai deux sœurs - I have two sisters</p> <p>j'ai un frère et une sœur - I have a brother and a sister</p> <p>je suis fils unique – I am an only child (boy)</p> <p>je suis fille unique – I am an only child (girl)</p> <p>Mes parents – my parents</p> <p>Mon père – my dad</p> <p>Ma mère – my mum</p>	<p>j'ai un frère – I have a brother</p> <p>j'ai une sœur – I have a sister</p> <p>j'ai deux frères - I have two brothers</p> <p>j'ai deux sœurs - I have two sisters</p> <p>j'ai un frère et une sœur - I have a brother and a sister</p> <p>je suis fils unique – I am an only child (boy)</p> <p>je suis fille unique – I am an only child (girl)</p> <p>Mes parents – my parents</p> <p>Mon oncle – my uncle</p> <p>Ma tante – my aunt</p> <p>Ils/elles aiment – they like</p>	<p>habiter - to live</p> <p>j'habite dans - I live in</p> <p>un appartement - an apartment</p> <p>une grande maison - a big house</p> <p>une petite maison - a little house</p> <p>une maison jumelée - semi-detached house</p> <p>une ferme - a farm</p> <p>la salle à manger - dining room</p> <p>la cuisine - kitchen</p> <p>le salon - lounge room</p> <p>ma chambre - my bedroom</p> <p>la salle de bain - bathroom</p> <p>le jardin - the garden</p> <p>le garage - the garage</p> <p>sur – on</p>

				Ils/elles n'aiment pas – they do not like Nous aimons – we like	sous – under devant – in front of entre - between à côté de – next to	
Food	Topic		Fruit Songs	French Food	In a French Classroom	
	Objectives NC		-To begin to listen to spoken language and join in pronouncing words using a knowledge of sound patterns.	-To listen attentively to spoken language and show understanding by joining in and responding	-To present ideas and information orally to a range of audiences	
	Milestones		-To pronounce words showing a knowledge of sound patterns. -Show awareness of the social conventions when speaking to someone	-Ask others to repeat words or phrases if necessary. -Read short texts independently.	-Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country.	-Make comparisons between life in countries or communities where the language is spoken and this country. -Refer to recent experiences or future plans, everyday activities and interests. -Give a short prepared talk that includes opinions.
	Knowledge		-To know that some nouns are masculine, feminine or plural, e.g., un citron, une pomme, des raisins -To know un/ le is masculine and une/ la is feminine meaning a and the -To know the names of some fruits in French - banana, apple, pear, orange, cherries, peach, pineapple and strawberries	-To know that some American and English words are borrowed by the French such as le hot-dog and le hamburger (and vice versa, like baguette, croissant, biscuit and restaurant) -To name some food served in a French café, e.g., soup, croissants, pizza and baguette - To know that the currency used in France is Euros and to recognise some of the notes and coins	-To understand that every French noun is either masculine (un) or feminine (une) -To understand the words for common classroom items in French, ruler, pencil, pen, exercise book, pencil case, rubber - To 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 -To know how to pronounce common classroom phrases in	

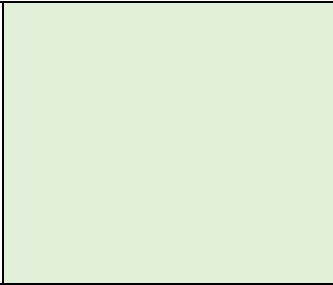
			-To join in with the song 'j'aime les fruits' by Alain le lait trying to pronounce the fruit names	- To know that a bilingual dictionary can be used to translate unknown words	French, e.g., listen, look, repeat, speak -To know how to say what I have in my pencil case in French (ruler, pencil, pen, exercise book, pencil case, rubber)
	Vocabulary		Les fruits – the fruits La banane – banana La pomme – apple La poire – pear L'orange - orange Les cerises – cherries L'anana - pineapple La fraise – strawberry La pêche - peach	le restaurant - the restaurant le café - the cafe le menu - the menu une boisson - a drink une entrée - a starter un plat principal - a main course la soupe - the soup la pizza - the pizza le hot-dog - the hotdog le hamburger - the hamburger le croissant - the croissant la baguette - the baguette un Coca-Cola - a Coca Cola une limonade - a lemonade un jus d'orange - an orange juice j'aime - I like je n'aime pas - I don't like L'argent- money Je voudrais... – I would like...	écoutez - listen regardez - look parlez – speak répétez ! - repeat silence – silence une trousse – a pencil case un crayon - a pencil une gomme – a rubber un stylo - a pen une règle – a ruler un cahier – an exercise book tu as...? - You have... ? j'ai - I have et - and
Place Knowledge	Topic		Paris	French Speaking World	Visiting a Town in France
	Objectives NC		-To begin to identify countries where the language is spoken. -To begin to explore some knowledge and understanding of features of the countries where the language is spoken.	-To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs understand basic grammar appropriate to the language being studied, including (where

					relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs	
Milestones		<ul style="list-style-type: none"> -To identify countries and communities where the language is spoken. -To demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken. 	<ul style="list-style-type: none"> -Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> -To describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country. 	<ul style="list-style-type: none"> -To describe with some interesting details some aspects of countries or communities where the language is spoken. -Read and understand the main points in short written texts. 	<ul style="list-style-type: none"> -Show confidence in reading aloud, and in using reference materials. -Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken.
Knowledge		<ul style="list-style-type: none"> -To know the names of some Parisian landmarks: La Tour Eiffel, Notre Dame, Arc de Triomphe, Louvre -To find France on a map -To know that there are many countries in the world where French is spoken and be able to name some of these, e.g., Switzerland and Belgium -To know France has forests, canals, mountains and coasts and to look at pictures of these 	<ul style="list-style-type: none"> -To know that when using à (to) and then the direct article à+le = au (e.g. au nord) -To know how to give directions using north, south, east and west -To know that there are many countries in the world where French is spoken and be able to name some of these, e.g., Canada, Morocco, Belgium - To know that I can use il y a to mean 'there is' or 'there are' - To know some well-known French food, e.g., waffles, raclette and poutine 	<ul style="list-style-type: none"> - To know that 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 -To recognise some modes of transport that are used in Paris, e.g., car, bus, bike, metro, walk. - To know that when standalone adjectives are used, such as when saying <i>c'est amusant</i>, we always use the singular masculine -To know how to say how you get to school in French using <i>je vais à l'école</i> 		

				-To know that France has forests, canals, mountains and castles	-To know how to name some key items on a map, museum, market, school and park
	Vocabulary		Forest- forêt River - rivière Mountains - montagnes Coast - côte une carte – a map	au nord - to the North au sud - to the South à l'est - to the East à l'ouest - to the West je vais - I go / I'm going tu vas - you go/ you are going There is / There are – Il y a Forest- forêt Canals - canaux Mountains - montagnes Castles - chateaux	comment vas-tu à l'école ? - how do you get to school? je vais à l'école - I go to school en voiture - by car en autobus - by bus à vélo - on a bicycle à pied - on foot au métro - underground à coté de - next to près de - near to loin de - far from il y a ... - there is ... il y a aussi - there is also un parc - a park un musée - a museum un marché - a market une école - a school une carte – a map
Makaton	Topic		Makaton – Greetings	Makaton – Feelings	Makaton - Food
	Objectives NC		-To show understanding of words and phrases	-To read carefully and show understanding of words, phrases and simple writing	-To speak in sentences, using familiar vocabulary, phrases and basic language structures
	Milestones		-To show awareness of the social conventions when speaking to someone	-To show awareness of the social conventions when speaking to someone	-To show awareness of the social conventions when speaking to someone
	Knowledge		-To know how to say hello, good morning and good afternoon in Makaton -To say hello, good morning and good afternoon to each other in Makaton	-To say hello, good morning and good afternoon to each other in Makaton -To know how to sign my feelings, e.g., happy, sad, angry and excited	-To know how to say food, eat, drink and dinner in Makaton -To name common everyday food using Makaton found in a packed lunch: apple, banana, pear, sandwich, crisps, cake and biscuit

			<p>-To say how are you in Makaton and to respond appropriately, e.g. I am happy, I am sad</p> <p>-To know how to say yes and no in Makaton</p>	<p>-To know how to ask someone how they are feeling in Makaton and to respond appropriately</p>	<p>-To know how to say please and thank you using Makaton</p>
	Vocabulary				
Makaton	Topic			Makaton - Colours	Makaton – Alphabet
	Objectives NC			<p>-To understand basic grammar appropriate to the language being studied</p>	<p>-To read carefully and show understanding of words, phrases and simple writing</p>
	Milestones			<p>-To show awareness of the social conventions when speaking to someone</p>	<p>-To show awareness of the social conventions when speaking to someone</p>
	Knowledge			<p>-To sign relevant colours in Makaton</p> <p>-To know how to sign colours from songs in Makaton (such as Cauliflower’s Fluffy for the harvest festival).</p> <p>-To know how to describe the colour of objects to someone in Makaton.</p>	<p>-To know how to sign the vowels of the alphabet.</p> <p>-To know how to sign your name in Makaton (first letter of first name)</p> <p>-To know how to sign the names of other people in my class.</p>

Vocabulary



Colours

Red: A person points to their forehead.
Blue: A person has their hands clasped in front of their chest.
Yellow: A person has their hands held up, palms facing each other.
Green: A person has their hands held up, palms facing each other, with fingers spread.
Purple: A person has their hands held up, palms facing each other, with fingers spread.
Pink: A person has their hands held up, palms facing each other, with fingers spread.
Orange: A person has their hands held up, palms facing each other, with fingers spread.
Colour: A person has their hands held up, palms facing each other, with fingers spread. A note says: "Squeeze orange at corner of mouth".

Finger Spelling Chart

A grid of 26 hand gestures representing the letters of the alphabet. The letters are arranged in four rows: Row 1: A, B, C, D, E, F, G; Row 2: H, I, J, K, L, M, N; Row 3: O, P, Q, R, S, T, U; Row 4: V, W, X, Y, Z.