

French Progression Document			
YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>A new start (Greetings, feelings, numbers, colours)</p> <p>Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)</p> <p>Animals I like and don't like (Animal nouns, singular and plural, opinions, story)</p> <p>Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)</p> <p>Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)</p> <p>Going on a picnic (Picnic story, food items, polite request)</p> <p>Aliens in France (Explore France, ask and answer 'where do you live?')</p>	<p>Welcome to school (Recap core language, rooms in a school, classroom objects)</p> <p>My town, your town (Commands, shops, asking and giving directions)</p> <p>Family tree and faces (Epiphany, family members, personal info, face parts, describing with colours)</p> <p>Face and body parts (Face and body parts nouns and commands, yoga with body parts, alien creation)</p> <p>Feeling unwell/Jungle animals (Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story)</p> <p>The weather (Weather phrases, seasons, forecast)</p> <p>Ice creams (Flavours, opinions)</p>	<p>Talking about us/school subjects (Extended feelings, recap personal information, introduce a friend, subjects and opinions)</p> <p>Time in the city (French city, buying a ticket, directions, descriptions, shopping, festive jumper)</p> <p>Healthy eating, going to market (Fruit and veg nouns, class survey, prices, market dialogue, recipe)</p> <p>Clothes (Clothes nouns, verb to wear, describe using adjectives, read descriptions, design and write)</p> <p>Out of this world (ID cards, personal info conversations, names of planets, adjectives, prior learning recall, planet creations)</p> <p>Going to the seaside (Items for the beach, persuasive sentences, visiting the seaside, read and understand facts about the beach)</p>	<p>Revisiting me/Telling the time/Everyday life (Personal info recap, numbers to 60, time phrases, daily routine conversations)</p> <p>Homes and houses (Rooms in a house, furniture, describe rooms, spooky house story, game, elf on shelf)</p> <p>Playing and enjoying sport (Sport nouns, opinions, verb to play, sports descriptions)</p> <p>Funfair and favourites (Funfair rides, opinions, adjectives, plan and describe theme park, favourite things, tradition)</p> <p>Café culture (Café culture in France, opinions, French breakfast, hotel breakfasts, café role play)</p> <p>Performance Time (Comedy sketch – What a waiter! Scavenger hunt, Read all about it – Transition to KS3)</p>
END POINTS – YEARS 3 AND 4		END POINTS – YEARS 5 AND 6	
<p>Listening: Children can understand a range of familiar spoken phrases and are able to listen for specific words and phrases.</p> <p>Speaking: Children can match sounds to familiar written words with confidence and can pronounce familiar words/some new words accurately. To also be able to ask and answer simple questions and give basic information.</p> <p>Reading: Children can understand simple written phrases and match sounds to familiar written words with increasing confidence.</p> <p>Writing: Children can understand simple written phrases and match sounds to familiar written words. To also be able to write some words and phrases accurately and use these in simple sentences with limited mistakes.</p> <p>Cultural: Children are aware of how global festivals and seasons are celebrated in France and how they may differ from our own.</p>		<p>Listening: Children can understand a range of familiar and more complex spoken phrases and are able to listen for specific words and phrases from prior learning to support their listening skills</p> <p>Speaking: Children can match sounds to familiar written words and use their prior learning to inform attempts at unfamiliar words. UKS2 children will also be able pronounce familiar and new words confidently and accurately. They will also be able to ask and answer more complex questions and give varied responses. Children can understand a variety of written phrases and match sounds to familiar and more complex written words with increasing confidence.</p> <p>Children can understand more complex written phrases and match sounds to familiar and more unfamiliar written words. To also be able to write a range of words and phrases freely and accurately and use these in varied sentences with limited mistakes.</p>	