



Glen Hills Primary School Progression Map - French



Year	SAS Key Learning Objectives				Vocabulary
	Speaking and Listening	Reading	Writing	Grammar	
Year 3	<p>Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and join in with short phrases covered in the units taught & modeled by a teacher..</p> <p>Communicate with others using simple words and short phrases covered in the units.</p> <p>E.g. Unit 1 'I am learning French' Ca va? & appropriate responses, Comment tu t'appelles?</p> <p>Unit 2 - Animals 'As-tu un animal? J'ai un lapin'.</p>	<p>Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language. I can begin to notice some similarities between English & another language.</p> <p>E.g. Unit 2 'Animals' Animal names similarities with English words</p>	<p>Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'</p> <p>E.g. Unit 2 'Animals' masculine & feminine words & plural.</p>	<p>Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p>Bonjour Sept Ça va? Huit Ça va bienNeuf Ça va mal Dix Comme ci, comme ça Rouge Au revoir Bleu Comment tu t'appelles? Jaune Je m'appelle... Vert Un Noir Deux Blanc Trois Gris Quatre Orange Cinq Violet Six Marron Les animaux Un mouton Un "A" (masculine) Un cochon Une "A" (feminine) Un canard Un lion Un singe Un oiseau Une souris Un lapin Une vache Un cheval Je suis Le "The" (masculine) La clarinette La "The" (feminine) La harpe "The" (before a vowel) Le piano Les "The" (plural) Le triangle La trompette Le violon La batterie Les cymbales La guitare La flûte à bec Je joue (du, de la, des) L'ancinne histoire de la Grande Bretagne Je suis une femme de l'âge du bronze L'âge de la pierre Je suis un homme de l'âge du fer age L'âge du bronze Je suis une femme de l'âge du fer L'âge du fer J'ai... La période des Romains Un silex a flint La période des Anglo-Saxons Une hache an axe La période des Vikings Une épée a sword Je suis... J'habite... Un homme J'habite dans... Une femme Une cave Je suis un homme de l'âge de la pierre Une cabane Je suis une femme de l'âge de la pierre Une maison ronde Je suis un homme de l'âge du bronze Danser Manger Chanter</p>

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Year 3 GDS	<p>I can listen attentively & join in confidently with some songs and rhymes, showing understanding of both words by joining in & responding.</p> <p>I can engage in a simple conversation with a partner using a given structure. E.g. Bonjour, comment t'appelles tu? Ca va etc. Listening & responding to a partner.</p>	<p>I can read simple words and phrases independently, showing understanding.</p> <p>I am starting to notice more similarities and differences between English and another language.</p> <p>E.g- Unit 2-Animals. Some similarities in sentence structure in english & french 'Et' meaning 'and'.</p> <p>J'ai un lapin et un chat.</p>	<p>I can include extra information using vocabulary I have learnt.</p> <p>E.g I have a cat- I have a black cat.</p>	<p>I can use feminine, masculine and plural forms.</p>	<p>Boire Cuisiner Regarder TV Sauter Écrire Parler Écouter Je peux...</p>

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Year 4	<p>Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p>E.g Je m'appelle, comment t'appelles tu, Quelle age as- tu? j'ai...ans</p>	<p>Read aloud words and short pieces of text independently, applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'.</p> <p>Understand some of what we read in the foreign language when it is based on familiar language.(English)</p> <p>I can begin to understand how to use a simple picture dictionary.</p> <p>Eg. vegetables, presenting myself, My family, my home</p>	<p>Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p>E.g. Presenting myself, My family- Mon frere, Ma Soeur, mes parents.</p>	<p>Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some').</p> <p>Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality <small>If a nationality ends in a consonant, simply add an -e to make it feminine</small>), the negative form and possessive adjectives (ma, mon etc). EG: 'In my pencil case I have...' or 'In</p>	<p>All Year 3 vocabulary plus key vocabulary for Year 4</p> <p>Les aubergines Un kilo de... / d'... Les épinards Un demi kilo de... / d'... Les oignons Je voudrais... Les courgettes S'il vous plaît Les tomates Et Les haricots verts Bonjour Les petits pois Je peux vous aider? Les champignons C'est tout? Les carottes C'est combien? Les pommes de terre Merci Au-revoir Dans mon panier j'ai... Où habites-tu? Une cuisine J'habite dans... Une salle à manger Une maison Une salle de bains Un appartement Une chambre En ville Une buanderie room À la campagne Un sous-sol À la montagne Un bureau Au bord de la mer Un salon Dans un village Un garage Et Un jardin Mais Chez moi il y a... Chez moi il n'y a pas de... Comment tu t'appelles? One Seize Je m'appelle.. Deux Dix-sept Bonjour Trois Dix-huit Ça va? Quatre Dix-neuf Ça va bien Cinq Vingt Ça va mal Six Rouge Comme ci, comme ça Sept Bleu Au revoir Huit Jaune Quel âge as-tu? Neuf Vert J'ai.....ans Dix Noir Où habites tu? Onze Blanc J'habite à... Douze Gris Je suis français (male) Je suis anglaise (female) Treize Orange Je suis française (female) Quatorze Violet Je suis anglais (male) Quinze Marron</p>
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my pencil case I
do not have...

**Year 4
GDS**

I can speak in sentences using familiar vocabulary and phrases using a given structure. I pronounce most familiar words correctly so that others understand me. I understand a range of simple stories, songs, poems and rhymes. I can engage in a longer conversation with a partner, responding to and asking a variety of questions using a given structure.

I can read simple writing, showing understanding, including using a dictionary when prompted. I can explain some similarities and differences between English and another language.

I can write simple phrases from memory and adapt these to create new sentences.

I can apply my knowledge of feminine, masculine and plural forms and am beginning to understand the basic grammar related to these.

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Year 5	<p>Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p>E.g. The Tudors,</p>	<p>Understand longer passages in the foreign language and start to decode the meaning of some unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'</p> <p>E.g. Tudors, Do you have a pet? What is the date?</p>	<p>Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement (E.g. Generally for feminine nouns, add -e, for masculine plural nouns, add -s, and for feminine plural nouns, add -es) where required. Learn to manipulate the language and begin to be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p>	<p>Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I have...', 'he/she has...' and also be able to describe animals in terms of colour EG: 'My black cat'.</p>	<p>All Years 3 and 4 vocabulary plus key vocabulary for Year 5 Un chien Une tortue Un chat J'ai I Un lapin Je n'ai pas de Un hamster J'ai un (masculine) Un poisson rouge J'ai une (feminine) Un oiseau Il/elle s'appelle Une souris Il/elle aans Mon My (masculine singular) Ma My (feminine singular) Mes My (plural)</p>
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Year 5 GDS	<p>I can speak in sentences using familiar vocabulary, phrases and basic language structures. I pronounce familiar words confidently to a range of audiences. I understand a wider range of stories, songs, poems and rhymes. I can engage in a longer conversation using familiar vocabulary with a partner, responding to and asking a variety of questions and expressing opinions.</p>	<p>I am developing my ability to understand some new words that are introduced into familiar written material and can use a dictionary independently. I am beginning to understand some similarities and differences between high frequency verb forms in English and another language.</p>	<p>I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly.</p>	<p>I am starting to understand more high frequency verb forms and use them in a given model, using the skills I have learnt.</p>	

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Year 6	<p>Listen to longer text and more authentic foreign language material. Learn to pick out cognates (words that are spelled the same in English and French) and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered</p> <p>Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics.</p> <p>E.g. At school, The weekend- Qu'est-ce que tu fais le week-end? & Me in the world.</p>	<p>Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p>E.g. At school - il(s), elle(s), nous, vous, er verb- etudier, j'étudie, tu studies etc. The weekend, me in the world.</p>	<p>Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered.</p> <p>E.g. At school - il(s), elle(s), nous, vous, er verb- etudier, j'étudie, tu studies etc. I can begin to incorporate conjugated verbs (tu, il/elle, nous etc) and begin to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions.</p>	<p>Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'</p>	<p>All Years 3, 4 and 5 vocabulary plus key vocabulary for Year 6</p> <p>À l'école Non, je n'aime pas ... Parce que Le français Non, je déteste ... L'anglais J'aime ... Et Le dessin J'adore ... C'est Le sport Je n'aime pas ... Cependant La musique Je déteste ... Mais But géographie Amusant Quelle est ta matiere préférée? L'histoire Utile Ma matiere préférée c'est... Les maths Intéressant Les sciences Facile L'informatique Ennuyeux Est-ce que tu aimes...? Difficile Oui, j'aime ... Inutile Pointless Oui, j'adore ... Le week-end Il est midi Quelle heure est-il? Il est minuit Et quart Je me lève Et demie Je prends mon petit déjeuner Moins le quart Je regarde la télé Il est une heure Je lis des bandes dessinées Il est deux heures J'écoute de la musique Il est trois heures Je joue à l'ordinateur Il est quatre heures Je joue au foot IL est cinq heures Je vais à la piscine Il est six heures Je vais au cinéma Il est sept heures Je me couche Il est huit heures Et Il est neuf heures Après Il set dix heures Aussi Il est onze heures Plus tard Il est douze heures Finalemente J'habite... Il y a des défilés de chars. Je parle... Il y a des feux d'artifice. le français Il y a des plats spéciaux.. l'anglais Il y a des défilés militaires. Ma</p>
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Year 6 GDS	<p>I can speak in sentences using a broad range of vocabulary and basic language structures. I pronounce most words correctly and with accurate intonation. I can perform stories, songs, poems and rhymes to a range of audiences with confidence. I can engage in a longer conversation with a partner, experimenting with new vocabulary and ideas.</p>	<p>I am developing my ability to understand a wider range of new words that are introduced into familiar written material. I can explain some similarities and differences between high frequency verb forms in English and another language.</p>	<p>I can create new sentences to express my ideas clearly. I can confidently conjugate verbs (tu, il/elle, nous etc) and use connectives/conjunctions, adjectives and possessive adjectives accurately.</p>	<p>I understand some high frequency verb forms and use them confidently and accurately in a given model.</p>	<p>fête préférée est le Mardi Gras.. À plus tard! Ma fête préférée est Noël.. À la prochaine!! Ma fête préférée est Pâques. Qu'est-ce que tu vas faire pour protéger notre planète? Ma fête préférée est le jour de l'an. Je vais utiliser moins de papier. Ma fête préférée est le 14 juillet. (Bastille Day). Je vais utiliser moins de carton.. Ma fête préférée est la Fête du Canada.. Je vais utiliser moins de plastique.. Ma fête préférée est l'Aïd.. Je vais utiliser moins</p>
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