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| Year | Speaking and Listening | Reading | Writing | Vocabulary |
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Glen Hills Primary School Progression Map - French



| Year | SAS Key Learning Objectives | | | Vocabulary |
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| | Speaking and Listening | Reading | Writing | |
| Year 3 | <p>I can listen to spoken language and show some understanding by joining in.</p> <p>I can join in with songs and rhymes.</p> <p>I can ask and answer simple questions modelled by the teacher.</p> | <p>I can read and understand some simple words and phrases.</p> <p>I can make simple links between English and another language.</p> | <p>I can copy some simple words and phrases but I may make a few spelling mistakes.</p> <p>I am starting to understand feminine, masculine and plural forms.</p> | <p>Bonjour, Ça va, Je m'appelle</p> <p>Comment tu t'appelles? regardez écoutez, taisez-vous, croisez les bras.</p> <p>s'il vous plaît, merci, rouge, bleu, jaune, vert, noir, blanc, marron, rose, violet, gris.</p> <p>Je suis un garçon. Je suis une fille.</p> <p>un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix.</p> <p>le, la, un, une, les, des</p> <p>Combien?</p> <p>un crayon, un livre, un stylo, un papier</p> <p>le Père Noël, un cadeau, un sapin de Noël, les cartes de Noël, un ange, un bonhomme de neige. Bonne année.</p> <p>courez, marchez, marchez sur la pointe des pieds, sautez, asseyez – vous, taisez vous, vite, lentement.</p> <p>Qu'est – ce--que c'est?</p> <p>Voici une gomme, un stylo, une trousse, une règle, un sac, un cahier.</p> <p>Quel âge as tu? J'ai ____ ans.</p> <p>le fermier, son pré, sa femme, son enfant, sa nourrice, le chien, le chat, la souris, le fromage.</p> |
| Year 3 GDS | <p>I can listen attentively to spoken language and show some understanding by joining in and responding.</p> <p>I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words.</p> <p>I can engage in a simple conversation with a partner using a given structure.</p> | <p>I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary.</p> <p>I am starting to notice similarities and differences between English and another language.</p> | <p>I can write some simple words and phrases using a model.</p> <p>I can use feminine, masculine and plural forms.</p> | |

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|-------------------|--|---|--|---|
| | | | | Joyeuses Pâques, lapin, un oeuf de chocolat. J'aime. Je voudrais, un gateau, un jus d'orange, un hamburger, des frites, un café, une glace. lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche demanda, dit, repondit |
| Year 4 | I can listen attentively to spoken language and show some understanding by joining in and responding. I can join in confidently with songs and rhymes, showing understanding of the meaning of most of the words. I can engage in a simple conversation with a partner using a given structure. | I can read simple words and phrases independently, showing understanding and can use a simple picture dictionary. I am starting to notice similarities and differences between English and another language. | I can write some simple words and phrases using a model. I can use feminine, masculine and plural forms. | All Year 3 vocabulary plus key vocabulary for Year 4 Comment ça s'écrit? lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche Pourquoi? Qu'est-ce? C'est ... le lion, la tortue, le chien, le chat Qui est-ce? Quel temps fait-il? Il fait chaud, Il fait froid, Il pleut, Il neige, Il y a du soleil, Il y a du vent. Joyeux Noël, le jour de Noël, ay. les decorations, le houx, l'étoile. un avion, un elephant, un ours, un âne petit (m) petite (f) grand (m) grande (f) la vache, la poule, le tigre les yeux, les cheveux Je suis....., J'ai..... aller au lit, manger une glace, jouer au football, aller au cinéma les cloches de Pâques, Les cloches volantes, les poussins, la croix, le |
| 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 of the 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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| | | | | chocolat, Joyeuses Pâques les prunes, des bananes, une pomme, une pêche, des fraises, des raisins, une orange, une poire, des abricots Je voudrais manger ...un pain au chocolat, un croissant, du pain, une crêpe |
| Year 5 | 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 of the 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. | All Years 3 and 4 vocabulary plus key vocabulary for Year 5 |
| Year 5 GDS | 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. | 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. | I can write phrases from memory and adapt these with help to create new sentences, to express my ideas clearly. I can use the basic grammar related to feminine and masculine forms. I am starting to understand some high frequency verb forms and use them in a given model. | |
| Year 6 | I can speak in sentences using familiar | I am developing my ability to | I can write phrases from memory and | All Years 3, 4 and 5 |

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|-------------------|---|--|--|---|
| | <p>vocabulary, phrases and basic language structures.</p> <p>I pronounce familiar words confidently to a range of audiences.</p> <p>I understand a wider range of stories, songs, poems and rhymes.</p> <p>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>understand a wider range of new words that are introduced into familiar written material.</p> <p>I can explain some similarities and differences between high frequency verb forms in English and another language.</p> | <p>adapt these with help to create new sentences, to express my ideas clearly.</p> <p>I can use the basic grammar related to feminine and masculine forms.</p> <p>I am starting to understand some high frequency verb forms and use them in a given model.</p> | <p>vocabulary plus key vocabulary for Year 6</p> <p>Ou habites tu? J'habite a</p> <p>French colours, la trousse, le crayon, le stylo, le regle, la gomme, l'école, la librairie, la boulangerie, la piscine, le café,</p> <p>Quelle est la date au jour d'hui?</p> <p>Dans la salle de class il y a</p> <p>Quelle heure est-il?</p> <p>Trois petits cochons</p> <p>maison, grand, le méchant loup, un homme , la paille, le bois, les briques, gonfler, les yeux, les cheveux, bleu, blond, marron, brun, grand, petit</p> <p>Qu'est-ce que tu aimes?</p> <p>J'aime Je n'aime pas ma mère, mon père, ma soeur, mon frère, mon chien, mon chat, mon lapin, ma souris, ma maison etc</p> <p>les loisirs le sport, le football etc,</p> <p>la musique, le violon, la guitare, les tambours,</p> |
| Year 6 GDS | <p>I can speak in sentences using a broad range of vocabulary and basic language structures.</p> <p>I pronounce most words correctly and with accurate intonation.</p> <p>I can perform stories, songs, poems and rhymes to a range of audiences with confidence.</p> <p>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.</p> <p>I can explain 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 to create new sentences, to express my ideas clearly.</p> <p>I can use the basic grammar related to feminine and masculine forms.</p> <p>I understand some high frequency verb forms and use them in a given model.</p> | |