



French Learning Progression at Northstead CP School

	Listening	Speaking	Reading	Writing
Year 3	Can understand a few familiar spoken words and phrases	Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker.	Can recognise and read out a few familiar words and phrases.	Can write or copy a few simple words or symbols as an emergent writer of the target language.
Year 4	Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases.	Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately.	Can understand simple written phrases. Can match sounds to familiar written words.	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood.
Year 5	Can understand the main points from a series of spoken sentences (including questions.) May require some repetition.	Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays.	Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words.	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense.
Year 6	Can understand the main points and some detail from a short, spoken passage with comprising of familiar language.	Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker).	Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account). Can use a bilingual dictionary to access unfamiliar language.	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Beginning to be language detectives and explore language learning skills.					
	A new start.	Colours, classroom commands, calendar, celebrations.	Animals	Carnival and numbers	Fruits and vegetables	Going on a picnic Aliens in the target language country
	Begin to explore the French language: greetings, asking a	Continue to practise greetings, feelings, and name.	Animals we see around us	Explore carnival traditions.	Revisit and extend understanding of how	Revisit and practise polite requests for items.

	name, and numbers (1-10) and colours. Begin to explore sounds and spelling links in numbers and colours	Make links with familiar and unfamiliar colour adjectives and bonfire night celebrations. Practise French words for days of the week and months of the year. Explore Christmastime in France	First focus on nouns in the French. Simple investigations of singular nouns used with indefinite articles. Expressing likes using “My favourite animal is...” Speaking and writing silly sentences about animals and habitats to practise use of nouns. Begin to explore use of bilingual dictionaries as word reference tools and find new animal nouns to create fantastical animals.	Opportunity to revisit, practise language learning skills with familiar language and consolidate early stages of sound spelling links and core personal information. Revisit and extend numbers (1-20) and look for language links. Ask and answer age. Engage in conversation using familiar questions and answers. Understand and use Easter vocabulary.	to identify a noun in French. Explore fruits and vegetables. Look for cognates and semi cognates. Apply likes and dislikes and preferences from animals’ unit to new nouns of fruits and vegetables. Recognise and use numbers and colours in new descriptive contexts. Listen, read and join in with the Hungry Giant story. Practise polite requests. Participate in a hungry giant story performance	Revisit numbers, fruits/ vegetables, practise and extend nouns for items of food and drink to take on picnic. Explore French food and drink picnic items. Design a picnic basket and write a simple supported descriptive sentence about the items. Explore France with the aliens. Practise the personal information question and answer “where do you live?”. Listen to, read and join in with the French story “Going on a picnic”.
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	Revisiting and developing language learning skills as “language detectives”.					
	Welcome to school	Bonfire Night poem, classroom commands, places in town and Christmas shopping	Alien family Epiphany, family and faces	Moving our bodies	Feeling unwell. Jungle animals	The weather Ice creams
Year 4	Recall familiar language from Stage 1 – personal information questions and answers, days of week, numbers, colours, sound spelling links, and to practise the language of the school environment. Opportunity to explore a French school building and make comparisons with own school. Children revisit	Recall familiar language from Stage 1 –colours, sound spelling links, and understand/explore a simple target language Bonfire Night poem. Opportunity to explore a French shops in town and make comparisons with own town. Asking where a place is. Shopping for presents.	Cultural focus on target language Epiphany celebrations. Cultural similarities and differences. Members of a family. First proper introduction to the PLN alien family and pets. Practise asking and giving a name. Use of face part nouns to describe a face.	Revisit and extend spoken and written descriptions of the faces. Apply sound spelling knowledge to new nouns for body parts. Apply rules of position and begin to look at adjective agreement with adjectives of colour. Create an alien and its spoken and written description.	Revisit and extend body parts in an unfamiliar context: the doctors surgery. Generate spoken performances at the doctors. Revisit use of nouns in a sentence with jungle animals. Look for cognates and semi cognates. Listen to, read and join in with jungle animal story Perform the story.	Explore the question and simple sentences to describe the weather. Look for language links. Listen to and understand a simple weather forecast and temperatures- using familiar numbers and target language cities. Create a spoken weather forecast and perform.

	and extend understanding of nouns and how to use these in simple French sentences about classroom objects.	Children revisit and extend understanding of nouns and how to use these in simple French questions and answers.	Numbers with face part nouns to describe a face.	Explore verbs of movement with body part nouns to follow and create yoga sequences.	Practise use of adjectives, position, and agreement in simple spoken and written sentences Create descriptive jungle animal shape sentences. Use of bilingual dictionaries: for extension activity to find body parts and adjectives.	Practise the nouns for ice creams and look for prior knowledge/ recall fruits. Recall and practise polite requests and preference phrases. Design your own ice cream.
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	Revisiting and extending language learning skills I as “language detectives”.					
	Unit Title: Me and my friends at school.	In the city, Shopping and Festive jumpers.	At the market Fruit salad recipe	Clothes	Out of this World	Going to the seaside
Year 5	Revisit and build upon prior learning of personal information. Begin to explore how to form and use 3rd person singular to introduce a friend. Talking about feelings and generating extended sentences with reasons for feelings. Broadening of vocabulary, revisiting and practising expressing likes and dislikes with school subjects and extending sentences using conjunctions and opinions.	Revisit and build upon prior learning of shops. Begin to understand and develop simple descriptions of places. Explore the capital city and make comparisons Use nouns and adjectives in simple descriptive sentences about places to visit and reasons why. Revisit and extend shopping dialogues with a festive charity stall. Practise use of adjectives and understanding unfamiliar language in festive jumper descriptions.	Revisit fruit and vegetable nouns and extend with unfamiliar language. Revisit and practise shopping dialogue and extend with quantities and plural nouns. Revisit and practise classroom commands and explore and use unfamiliar verbs and commands to create own fruit salads as spoken and written descriptions. Use of bilingual dictionaries to find new language for individual creative writing.	Explore nouns for clothes and adjectives of colour and size to describe clothes. Use familiar and look for unfamiliar language. Use of bilingual dictionaries to find new language for individual creative writing. Practise the verb “to wear” in the present tense and create spoken and written descriptions of carnival and school outfits.	Revisit and use personal information questions and answers, body parts and descriptive sentences and likes and dislikes in a new creative context – outer space and imaginary creatures. Practise and revisit days of the week, etymology of planets and descriptive sentences to describe planets using nouns, adjectives and the verb “to be”. Design and create a spoken / written description of a brand-new planet and retrieve and use prior learning un a new context. Use of bilingual dictionary	Practise beach bag nouns, Practise how to identify and use nouns and place with adjectives to describe items. Practise reading comprehension skills with text about the beach. Use of cognates to understand unfamiliar nouns, use of bilingual dictionaries to verify meaning. Explore extended sentences to describe time at the beach. Listen to , read and join in with “Let’s go to the beach” story . Use the language practised to build extended persuasive sentences to advertise in a spoken or written persuasive advert a trip to the beach

Revisiting and enhancing language learning skills as “language detectives”.						
	<i>This is me</i>	Homes and houses. Elf on the shelf.	Sports	My best day ever	Café culture and restaurants	Performance Time Read all about It- transition to KS3
Year 6	<p>Recall, revisit and use familiar language. Focus on the verbs to be (I am) and to have (I have) and extended feelings from stage 3. Recall key questions and answers about themselves. Learn adjectives to talk about personality. Recall describing eye and hair colour. Write a poem all about themselves. Learn job nouns</p>	<p>Recall, revisit and use familiar language in new contexts to describe orally and writing a house and furniture. Listen, understand, and enjoy a spooky house story Practise nouns and adjectives with items of furniture. Explore famous castles in France. Ask and answer the questions “Where is” with prepositions of place. Practise language of the unit with “elf on the shelf”.</p>	<p>Recall and revisit how to say and write an extended sentence about a like/dislike or preference with a conjunction and a reason and a sport noun. Cultural exploration of target language specific sports. Explore and practise use of verb to play in present tense in target language. Bilingual dictionary use.</p>	<p>Practise expressing likes and dislikes with funfair rides. Use language detective skills to understand funfair nouns and make links across languages and culture. Bilingual dictionary use. Explore time phrases and daily routine phrases to understand and write a description of ‘my best day ever at the funfair.’</p>	<p>Revisit dialogues to buy items and apply to dialogues in a café or restaurant. Extend to unfamiliar and useful language when in a café or restaurant in the target language country. Explore the café culture of the target language country. Find out more about authentic dishes and foods. Make comparisons with own country or prior experience.</p>	<p>A celebration and reflection series of lessons. A simple sketch about a waiter. Over 3 lessons in teams, pupils listen to, practise, extend and prepare a performance, based on initial sketch Create a cocktail – explore reading comprehension, memory, and word reference tool skills. Produce a spoken or written recipe for a cocktail. A scavenger indoor or outdoor noun hunt. During each lesson there is a recall and retrieval activity of prior learning across the four stages to compile a record to share with KS3 of language learnt and skills acquired by each pupil.</p>