



**Kippax Greenfield Primary School**  
**French Knowledge and Skills Progression**

**Year 1**

|                  | Key Knowledge and Skills  | Vocabulary   |
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| <b>Greetings</b> | Participate in a short exchange greeting someone.<br>Introduce oneself by understanding, asking and answering the question: 'What's your name?'<br>Speak confidently with good intonation and pronunciation.<br>Understand and use the forms of address for adults – Monsieur, Madame, Mademoiselle | Bonjour,<br>Comment t'appelles-tu? Je m'appelle, Monsieur, Madame, Mademoiselle                                      |
| <b>Numbers</b>   | Imitate pronunciation of sounds.<br>Understand and say numbers 0-10 with correct pronunciation.   | Numbers 1-10   |
| <b>Colours</b>   | Recognise that languages describe familiar things differently.<br>Understand and say the names of some colours in French.   | Blanc, bleu, vert, orange, noir  |
| <b>Family</b>    | Imitate pronunciation of words.<br>Understand and say the names of close relatives.   | Mere, pere, grand-mere, grand-pere, frere, soeur<br>La le  |
| <b>Food</b>      | Identify specific sounds, phonemes and words, linking sounds to meanings.<br>Understand and say the names of six fruits in French.  | Pommes, poires, prunes, bananes, oranges, raisins, fraises<br>les  |
| <b>Animals</b>   | Identify specific sounds, phonemes and words, linking sounds to meanings.<br>Auditory discrimination between un/une.<br>Enjoy making French sounds and copying intonation patterns.   | A la ferme<br>Cochon, cheval, poule, mouton, vache<br>Un une<br>Chien, chat, poisson, oiseau, cochon d'Inde, souris, |
| <b>Time</b>      | Recognise the centrality of language in communication.<br>Understand and say the names of the days of the week.   | Days of the week   |
| <b>Cultural</b>  | Know basic facts about France.<br>Research facts about a famous French person.<br>Identify a map of France.<br>Find Paris on a map of France.   |  |

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| Meet typical French first names and surnames. |  |
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## Year 2

|          | Knowledge and Skills  | Vocabulary  |
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| Clothes  | Imitate phrases.<br>Become familiar with the names for items of clothing.<br>Use colour adjectives to describe items of clothing.<br>Begin to express opinions of like / dislike.             | Une / un<br>Pantalon, jupe, chemise, robe, pull<br>J'aime je n'aime pas                     |
| Weather  | Understand when a question is being asked.<br>Recognise and answer the question "quel temps fait-il aujourd'hui?"<br>Name different types of weather.   | Il fait<br>Chaud, froid, du soleil<br>Il pleut, il neige                                    |
| Numbers  | Identify specific sounds, phonemes and words, linking sounds to meanings.<br>Recognise numbers 1-20.  | Numbers 1-20  |
| Food     | Use previous knowledge to build phrases.<br>Recognise and use the vocabulary for fruit and vegetables.<br>Express opinions of like / dislike.   | (fruit see Y1)<br>Le / la / les<br>Pomme de terre, carottes, petits pois, broccoli,<br>chou |
| Time     | Identify specific sounds, phonemes and words, linking sounds to meanings.<br>Recognise and use vocabulary for months of the year.<br>Link with knowledge of numbers and days to say the date. | Months of the year  |
| Cultural | Compare food in France with food in UK.<br>Link facts about different French people.<br>Describe some of the food that is eaten in France.<br>Compare 2 French artists.                       |   |

## Year 3

|         | Knowledge and Skills   | Vocabulary   |
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| Body    | Understand and name parts of the body and facial features.<br>Use adjectives and recognise that they can change spelling.<br>Understand that all nouns have a gender.<br>Ask how to say something in French. | une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles<br>La jambe, le pied, le ventre, la main, le bras<br>grand, petit, gros, long, pointu |
| Colours | Understand and say the names of some colours in French.<br>Recognise and say the sound of the letter strings oi and eu.  | Rouge, bleu, blanc, vert, noir,<br>jaune, orange, rose, marron, violet, gris   |
| Animals | Follow a story using visual clues.<br>Recognise some letters of the alphabet.<br>Listen for sounds, rhyme and rhythm.  | Le tigre, l'éléphant, l'ours, la souris, le lion,<br>la girafe, le singe, le crocodile, le pingouin<br>Verb – avoir (to have):                                     |

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|                       | Understand simple rules for converting singular to plural.  | J'ai – I have<br>Je n'ai pas de – I haven't   |
| <b>Numbers</b>        | Recognise the numbers 1-31.<br>Use the numbers alongside days and months to be able to talk about dates and birthdays.                            | Recap days and months from Year 2<br>Numbers 1-31   |
| <b>Food</b>           | Letter string –on.<br>Understand and respond to a question.<br>Notice spelling of words.  | Names of fruit<br>Les oranges, les poires, les<br>prunes, les fraises, les pommes,<br>les tomates, les bananes<br>Food items<br>Les chips, le coca, les sucettes,<br>le chocolat, les bonbons |
| <b>Time</b>           | Tell the time to the hour.<br>Answer "Quelle heure est-il?"   | Numbers to twelve<br>Il est __ heure/s  |
| <b>French culture</b> | Appreciate similarities between English and French nursery rhymes.<br>Recite a nursery rhyme.<br>Develop understanding of customs and traditions. |   |

#### Year 4

|                 | <b>Knowledge and Skills</b>  | <b>Vocabulary</b>   |
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| <b>Family</b>   | Ask and answer questions.<br>Write simple words and phrases following a model.<br>Read words aloud with accurate pronunciation.<br>Give simple descriptions of family.   | Revision of family members from Y1<br>Possessive adjectives: Mon, ma<br>Verb – être:<br>Il est, Elle est,<br>Quantifiers: Assez, très<br>Adjectives: Grand, petit, gentil, rigolo, féroce |
| <b>Animals</b>  | Revise names of pets from Y2 and use adjectives to describe.<br>Use connectives to build sentences.  | Revision of pets vocabulary<br>Verb – avoir:<br>J'ai, Je n'ai pas de<br>Connectives: Et, aussi  |
| <b>Hobbies</b>  | Write individual words.<br>Read and understand a paragraph with familiar vocabulary and structures.<br>Recognise positive and negative statements in English and French. | Danser, nager, jouer au football,<br>manger au restaurant, lire, regarder la télé,<br>aller au parc   |
| <b>Weather</b>  | Understand different possibilities for travelling abroad.<br>Add quantifiers for further detail.   | Il fait froid, il fait chaud<br>Quantifiers:<br>Très, un peu  |
| <b>Clothing</b> | Write individual words, including some from memory.  | Un pantalon, un short, un pull, une jupe, un  |

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|                       |  | chapeau, un maillot de bain, un tee-shirt                |
| <b>Time</b>           | Tell the time to the hour, half past, quarter past and quarter to<br>Answer "Quelle heure est-il?"   | Il est ___ heure/s<br>Et demie, et quart, moins le quart |
| <b>French culture</b> | Know about Christmas and Easter traditions.<br>Compare and contrast their own lives (including hobbies and pets) with those of children in France. |  |

## Year 5

|                        | <b>Knowledge and Skills</b>   | <b>Vocabulary</b>  |
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| <b>The High Street</b> | Make simple sentences and manipulate them by changing an element.<br>Understand and use negatives.<br>Recite a short text with accurate pronunciation.  | Il y a +<br>buildings on the high street<br>un marche, un magasin, un<br>supermarche, une poste, une banque,<br>un cafe, une mairie, un magasin de<br>vetements, une boulangerie   |
| <b>Directions</b>      | Identify the position of adjectives in a sentence.<br>Memorise and present two or three sentences describing a high street.<br>Manipulate language by changing an element in a sentence.<br>Use a dictionary.<br>Take part in a simple conversation, asking for and giving directions.<br>Know how to add expression and authenticity to a short dialogue.<br>Understand key information from a short exchange. | Directions:<br>A gauche, a droite,<br>Revision of connectives:<br>et, aussi<br>Revision of adjectives:<br>grand, petit<br>Asking where places are:<br>Il y a? C'est, au coin<br>Pause words:<br>Et alors, voyons, eh bien, |
| <b>Time</b>            | Substitute quantifiers and adjectives in a sentence.<br>Collect and record evidence about activity on the high street at certain times of day, and express it in French.<br>Recap of key letter strings – in/oi.  | Revision of days of the week<br>Times of day:<br>Matin, apres-midi, soir, a 10 heures,<br>a 4 heures et demie<br>Tres, assez<br>Months of the year   |
| <b>Numbers</b>         | Use numbers in relation to sports and hobbies.<br>Understand more complex phrases, including comparisons.   | Numbers 0-60<br>Comparisons:<br>...plus que  |
| <b>Sport/hobbies</b>   | Understand and express simple opinions.<br>Integrate new language into previously learned language.<br>Prepare a keep fit programme for the week ahead, using immediate future tense.   | Revision of hobbies introduced in Y4<br>Simple future tense:<br>Je vais...   |

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|                          | Listen to a native speaker and understand more complex phrases and sentences.   | encore  |
| <b>Food</b>              | <p>Find words in a bi-lingual dictionary.</p> <p>Take part in a conversation expressing likes/dislikes of certain foods, using stalling strategies as appropriate.</p> <p>Listen to and understand a native speaker expressing likes and dislikes.</p> <p>Extend basic sentences by using connectives.</p> <p>Use negatives.</p> <p>Express opinions in short, written sentences.</p> | <p>Food, including revision from Y3:<br/>Le pain, la baguette, le riz, les pates, les pommes de terre, le jambon, le poisson, le fromage, l'eau, le yaourt, le chocolat, la glace, le gateau, les biscuits, les chips, les frites, la salade, les carottes, les petis pois</p> <p>Breakfast<br/>Un croissant, un pain au chocolat, un pain aux raisins, une tartine, un chocolat chaud, un jus d'orange, tu veux...?, je voudrais</p> <p>Revision of connectives: et, mais, aussi</p> |
| <b>Weather / seasons</b> | <p>Use short sentences to give a description of the weather.</p> <p>Look and listen for visual and aural clues in an audio recording.</p> <p>Write two or more sentences describing the weather in each season in French.</p>   | <p>Weather:<br/>Il fait froid, il fait chaud, il fait beau, il fait mauvais, il y a du soleil, il y a du vent, il y a du brouillard, il pleut, il neige</p> <p>Seasons<br/>En automne, en hiver, au printemps, en ete</p> <p>Extension<br/>Normalement, en general</p>  |
| <b>French culture</b>    | <p>Appreciate similarities and differences between French and English high streets.</p> <p>Identify social conventions at home and in other cultures.</p> <p>Investigate the similarities and differences between French and English eating habits.</p> <p>Research and present information about key similarities and differences between the UK and France.</p>                     |   |

## Year 6

|                  | <b>Knowledge and Skills</b>  | <b>Vocabulary</b>   |
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| <b>Classroom</b> | <p>Initiate and sustain conversations.</p> <p>Re-use previously learned language in a new context.</p> <p>Discuss language learning and reflect on how to memorise and recall language.</p> <p>Understand the formation of a basic negative sentence.</p> <p>As-tu...?</p> | <p>Classroom routines:<br/>Answering the register<br/>Saying the date<br/>Describing the weather<br/>Asking for classroom objects</p> |

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|                    |  | <p>Following instructions</p> <p>Recap of simple negative from Y4:<br/>Je n'ai pas de</p>   |
| <b>Clothing</b>    | <p>Match sound to sentences and paragraphs.</p> <p>Add two short verses to a rhyming poem.</p> <p>Understand details including opinions from spoken passages.</p> <p>Construct a short paragraph by adapting a model.</p>  | <p>Recap of previous clothes vocabulary<br/>+ des chaussures, des chaussettes, un sweat</p> <p>Recap of expressing opinions:<br/>J'aime, Je n'aime pas</p> <p>Justifying opinions:<br/>Je n'aime pas le rouge<br/>C'est + adjective</p>   |
| <b>Occupations</b> | <p>Understand the main points and simple opinions expressed in a short, written text and respond by answering true/false questions.</p> <p>Follow a story as it is read aloud, demonstrating understanding.</p> <p>Recognise agreements and patterns in the foreign language.</p> <p>Listen for clues to meaning – e.g. tone of voice.</p> <p>Understand that some nouns for occupations change their spelling in relation to gender</p> <p>Understand key details from a short, spoken passage.</p> <p>Match sound to sentences and paragraphs, by re-ordering lines from a song.</p> <p>Recognise that word order may vary between languages.</p> <p>Use a dictionary to find additional nouns to construct short sentences.</p> | <p>Recap of family members from Y4</p> <p>Recap of structures from Y4 and Y5:<br/>Il s'appelle; il a x ans; il est; il habite à</p> <p>Recap of quantifiers from Y3, Y4, Y5:<br/>Très, assez</p> <p>Recap of adjectives from Y4:<br/>Sympa, intelligent, amusant<br/>Sportif/sportive<br/>Beau/belle</p> <p>Recap of verb être from Y4 and Y5:<br/>Il est, elle est</p> <p>Occupations vocabulary:<br/>Médecin, Vendeur, vendeuse, Serveur, serveuse,<br/>Agent de police, Professeur</p> |
| <b>Homes</b>       | <p>Match sound to individual word in a list of nouns.</p> <p>Identify the sounds of some letters of the alphabet.</p> <p>Be aware of cultural differences in housing at home and abroad.</p> <p>Reflect on techniques for memorizing language.</p> <p>Re-use known language in a new context.</p> <p>Recognise and practise the French vowel sounds.</p> <p>Identify and substitute nouns in a sentence.</p> <p>Produce a piece of writing, adapting a model.</p> <p>Read phrases with appropriate intonation and expression.</p>  | <p>Recap of phrases from Y4 and Y5:<br/>Il y a; j'habite dans; j'habite à<br/>Voici</p> <p>Une maison<br/>Un appartement</p> <p>Receptive use of eight rooms of the house</p> <p>Recap of adjectives from Y4:<br/>Petit, grand, superbe, magnifique<br/>+<br/>Immense, de luxe, en haut, en bas<br/>Une fenêtre, Une piscine</p> <p>Recap of prepositions from Y5 +<br/>Sur, sous</p>   |
| <b>Travel</b>      | <p>Make predictions about meaning based on existing knowledge.</p>   | <p>Recap of verb aller from Y5: on va</p>   |

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|                              | <p>Write short sentences outlining holiday plans and a short letter to book accommodation, adapting a model.</p> <p>Use a dictionary as appropriate.</p> <p>Read authentic texts for enjoyment and for information.</p>                 | <p>On va aller, partir</p> <p>On va rester dans...</p> <p>Un hôtel, un appartement, un gîte, un camping</p> <p>On va aller, prendre</p> <p>Means of transport:</p> <p>En bateau, en avion, en voiture, en train</p> <p>On va visiter, regarder</p> <p>D'abord, plus tard</p> |
| <p><b>French culture</b></p> | <p>Understand that French is spoken in many countries throughout the world.</p> <p>Research and present information about other Francophone countries, including food, climate, places of interest, festivals, songs,dances, music.</p> |  |