

Bonjour!

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French

Progression of knowledge and skills

Condensed

Kapow
Primary™

Introduction

This document gives an overview of the skills covered in each strand and how they develop across the year groups for those schools following the [French: Long-term plan – condensed](#).

This document gives an overview of the key knowledge covered in each knowledge strand of our French scheme of work (**Phonics**, **Vocabulary** and **Grammar**) and how this builds across the year groups.

For **Vocabulary** we have made the decision to focus on French vocabulary structures and key vocabulary on this document, rather than listing all the vocabulary used in a unit. This is because it is the structures which are progressive and able to be used in different contexts and therefore are more valuable for children to retain. Where we feel that the 'topic vocabulary' is particularly important for pupils to retain we have added this on in **blue**, but at times it may be that they only retain relevant vocabulary for themselves (e.g. food they love/strongly dislike; family members from their own families etc.)

It also shows how we would expect pupils to progress in their application of this knowledge when dealing with **Language comprehension** and **Language production** in order to meet the end of key stage attainment targets set out in the National curriculum.

Our key documents are regularly updated to reflect changes to content on our website. This version was created on 29.08.23. Please check [here](#) for the latest version.

Related resources:

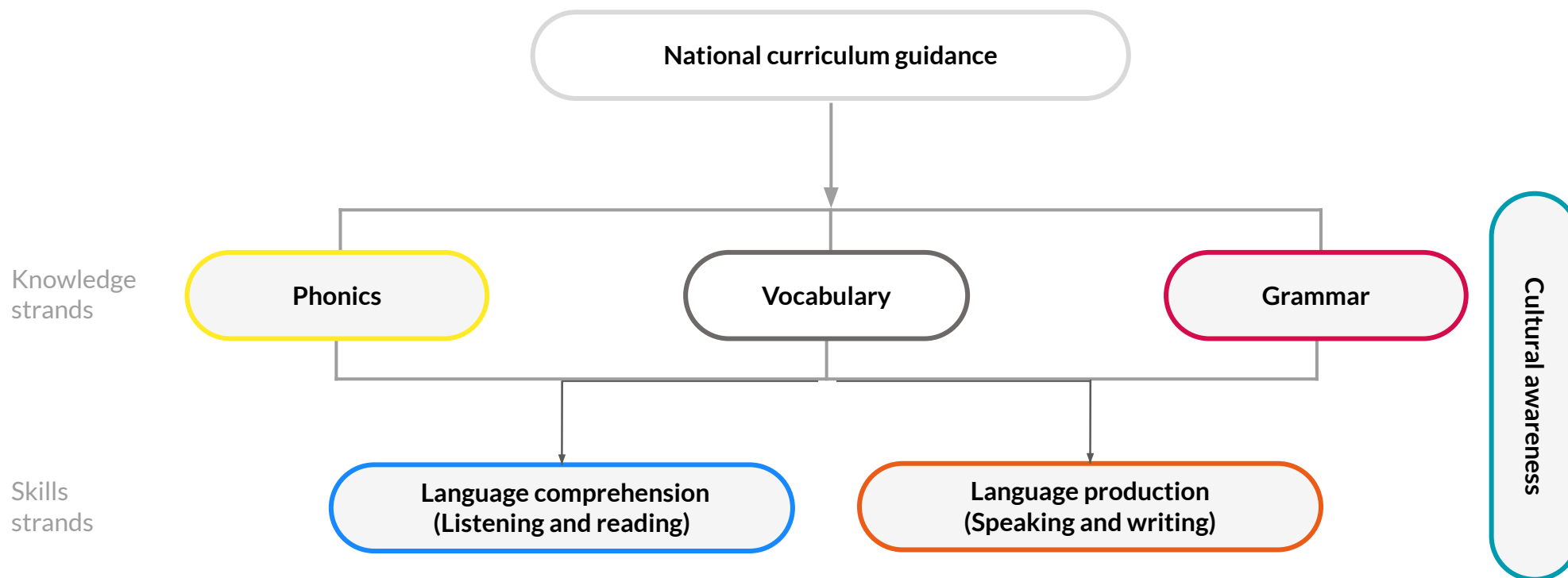
To see the skills and knowledge covered in each unit, then please see our [French key skills and knowledge by unit](#).

For those following our standard curriculum please see the alternative Progression of skills and knowledge document [here](#).

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How is the French scheme of work organised?

From the Ofsted research review: languages, we have identified three knowledge strands or 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National curriculum.



National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u, (which differ from their pronunciation in English).</p> <p>To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à, â</p> <p>To know that a ç cedilla is the hook shape that sits under the letter c when c precedes the letters a,o,u. It changes the pronunciation of the c from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.</p>	<p>To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p>	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent é, grave accent è and ç cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>	<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g est-ce que at the beginning of a statement, or by inverting the subject and verb: quel genre de musique aimes-tu ?</p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>

Year 3	Unit 1 <u>French greetings with puppets</u>		Unit 3 <u>French playground games- numbers and age</u>		Unit 4a <u>A circle of life in French</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>je tu bonjour bonsoir bonne nuit je m'appelle ça va bien ça va très bien comme ci, comme ça ça va mal ça va très mal au revoir c'est</p> <p>Comment tu t'appelles ?</p> <p>Ça va/Comment ça va ?</p>	<p>I you hello good evening good night my name is I am fine I am very well so so I am not ok I am really not ok goodbye it is</p> <p>What is your name?</p> <p>How are you? (informal/formal).</p>	<p>Combien ?</p> <p>Tu as quel âge ?</p> <p>un deux trois quatre cinq six sept huit neuf dix onze douze plus moins et font/égale</p>	<p>How many/much?</p> <p>How old are you?</p> <p>one two three four five six seven eight nine ten eleven twelve plus minus and Equals (in Maths)</p>	<p>le la l'</p> <p>qui habite dans mange où est ?</p>	<p>the (masc) the (fem) the (when the noun begins with a vowel or an h).</p> <p>who lives in eat where is?</p>
	Unit 2 <u>French adjectives of colour, size and shape</u>		Unit 4 <u>In a French classroom</u>			
<p>grand petit rouge bleu jaune vert blanc noir orange violet rose brun</p> <p>un cercle un carré un rectangle un triangle</p>	<p>big small red blue yellow green white black orange purple pink brown</p> <p>a circle a square a rectangle a triangle</p>	<p>écoutez ! écrivez ! lisez ! fermez ! ouvrez ! parlez ! regardez ! levez-vous ! asseyez-vous ! dans mon sac j'ai... je n'ai pas de...</p> <p>mais</p> <p>Tu as... ?</p>	<p>listen write read close open speak watch/look stand up sit down in my bag I have... I do not have...</p> <p>but</p> <p>Do you have...?</p>			

Year 4	Unit 1 <u>Portraits - describing in French</u>		Unit 2 <u>Clothes - getting dressed in French</u>		Unit 3 <u>French numbers, calendars and birthdays</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>il/elle a</p> <p>les cheveux les yeux</p> <p>il/elle est</p> <p>poli(e) fort(e) travailleur/travailleuse sportif/sportive</p>	<p>he/she has</p> <p>hair eyes</p> <p>he/she is</p> <p>polite strong hard working sporty</p> <p>colour adjectives in masculine, feminine and plural forms</p>	<p>un</p> <p>une</p> <p>des</p> <p>mon/ma/mes</p> <p>dans ma valise il y a</p> <p>Il/elle porte</p> <p>j'aime/je n'aime pas</p> <p>C'est de quelle couleur ?</p>	<p>a/an (masculine article of clothing)</p> <p>a/an (feminine article of clothing)</p> <p>For articles of clothing that take the plural form in French</p> <p>my (m/f/pl)</p> <p>in my suitcase there is/are</p> <p>he/she is wearing</p> <p>I like/I do not like</p> <p>Which colour is it?</p> <p>Nouns for items of clothing</p>	<p>le jour</p> <p>la semaine</p> <p>hier</p> <p>demain</p> <p>aujourd'hui</p> <p>les mois</p> <p>je voudrais</p> <p>C'est quand ton anniversaire ?</p> <p>Mon anniversaire c'est le ...</p> <p>Quelle est la date aujourd'hui ?</p> <p>lundi mardi mercredi jeudi vendredi samedi dimanche</p>	<p>the day</p> <p>the week</p> <p>yesterday</p> <p>tomorrow</p> <p>today</p> <p>the months</p> <p>I would like</p> <p>When is your birthday?</p> <p>My birthday is on the...</p> <p>What is the date today?</p> <p>Monday Tuesday Wednesday Thursday Friday Saturday Sunday</p> <p>numbers 13-31 months of the year</p>
	<p>Unit 4 <u>French food- miam, miam!</u></p>					
	<p>le menu</p> <p>une boisson</p> <p>une entrée</p> <p>un plat principal</p> <p>l'addition</p> <p>s'il vous plaît</p> <p>ça fait ...</p> <p>le serveur / la serveuse</p> <p>un billet</p> <p>une pièce de monnaie</p> <p>Vous désirez ?</p>	<p>menu</p> <p>drink</p> <p>starter</p> <p>main dish</p> <p>the bill</p> <p>please</p> <p>it comes to... (amount)</p> <p>waiter/waitress</p> <p>a banknote</p> <p>a coin</p> <p>What would you like?</p> <p>Names of different shops and eateries</p> <p>nouns for foods and drinks</p>				

Year 5	Unit 1 <u>French monster pets</u>		Unit 2 <u>Shopping in France</u>		Unit 3 <u>Verbs in a week</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>de court(e) +s pointu(e) +s long (masc) +s (plural) longue (fem) +s (plural)</p> <p>il/elle habite il/elle mange</p> <p>Qu'est-ce que c'est ? la tête les épaules les genoux les pieds un oeil les oreilles la bouche les bras les dents le nez les jambes (fem.)</p>	<p>of short pointy long</p> <p>he/she lives he/she eats</p> <p>What is it? head shoulders knees feet an eye ears mouth arms teeth nose legs</p> <p>colour adjectives in masculine, feminine and plural forms</p>	<p>du / de la / de l' / des</p> <p>bon appétit ! c'est délicieux laisser cuire laver couper ajouter émincer</p> <p>Je vais au marché et j'achète...</p> <p>C'est combien ?</p> <p>il a faim il n'a pas faim il a tout mangé</p> <p>il reste au lit</p>	<p>some</p> <p>enjoy your food! It is delicious leave to cook wash cut add slice</p> <p>I go to the market and I buy...</p> <p>How much is it?</p> <p>He is hungry He is not hungry He ate everything</p> <p>He stays in bed</p> <p>fruits and vegetables numbers 60-100 1000</p>	<p>nous vous ils/elles</p> <p>avoir être chanter courir danser dormir lire nager sauter habiter regarder écrire jouer</p>	<p>we you (formal/group) they (masculine/feminine)</p> <p>to have to be to sing to run to dance to sleep to read to swim to jump to live to look/watch to write to play</p>
	<p>Unit 4 <u>Meet my French family</u></p>					
<p>j'ai un frère j'ai une sœur je n'ai pas de je suis fils(masc)/fille (fem) unique</p> <p>son anniversaire c'est le ...</p> <p>j'adore</p>	<p>I have a brother I have a sister I do not have I am an only child</p> <p>his/her birthday is on the ...</p> <p>I love</p> <p>names of family members names of fruits</p>					

Year 6	Unit 1 <u>French sport and the Olympics</u>		Unit 2 <u>In my French house</u>		Unit 3 <u>Planning a French holiday</u>	
<p>Understanding and communicating ideas, using their knowledge of phonology, grammatical structures and vocabulary.</p>	<p>faire marcher adorer détester aller</p> <p>à droite à gauche tout droit vite lentement</p> <p>C'est quel sport ?</p> <p>Tu aimes le sport ?</p>	<p>to do to walk to love to detest to go (the whole verb paradigm)</p> <p>right left straight ahead quick slowly</p> <p>Which sport is it?</p> <p>Do you like sport?</p> <p>nouns for sports</p>	<p>J'habite dans... un appartement une grande/petite maison une maison jumelée la salle à manger la cuisine la chambre le salon il y a il n'y a pas de au rez-de-chaussée au premier étage en bas en haut sous devant derrière à côté du /de la / de l' / des Où est... ? Qu'est-ce que c'est ? c'est la salle à manger</p>	<p>I live in a flat a big/small house a terraced house the dining room the kitchen the bedroom the living room there is there is not on the ground floor on the first floor downstairs upstairs under in front of behind next to the... Where is...? What is it? it is the dining room nouns for objects in a bedroom</p>	<p>la plage les montagnes il/elle va nous allons vous allez ils/elles vont</p> <p>Je vais aller au/en/aux rester Faire</p> <p>Quand/où/pourquoi vas-tu en vacances ?</p> <p>En été ou en hiver ? Quel temps va-t-il faire ? Que vas-tu faire ?</p> <p>Qu'est-ce qu'il y a dans ta valise ?</p>	<p>the beach the mountains he/she goes we go you go (formal/group) they go (masc or mixed group/fem)</p> <p>I am going to go to (masc/fem/plural) to stay to do/make</p> <p>When/where/where are you going on holiday?</p> <p>In summer or in winter? What will the weather be? What are you going to do? What is in your suitcase?</p>
	<p>Unit 4 <u>Visiting a town in France</u></p>					
	<p>un billet un carnet entre près/loin de chez moi voici tourne à gauche / à droite la deuxième à gauche / à droite</p> <p>un billet pour Paris s'il vous plaît</p> <p>où est ... ?</p> <p>tu vas aller au/à la/à l'... ?</p> <p>non, je ne vais pas aller au/à la/à l'...</p>	<p>a ticket a book of tickets between near to/far from at my house/home here is/are turn left/right second on the left/right</p> <p>a ticket for Paris please</p> <p>Where is...?</p> <p>Are you going to...?</p> <p>Non, I am not going to...</p> <p>nouns for transport and places in town</p>				

	Year 3	Year 4	Year 5	Year 6
Terminology	Noun Masculine Feminine Verb Adjectives Conjunction Preposition Accent Article	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Compound nouns Compound sentences	Infinitive Conjugation Future tense Irregular verbs Partitive articles
Feminine and masculine forms: Nouns (including articles, pronouns and plural formation)	To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une . To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux . To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'.	To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des . To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	To know that there are compound nouns in French e.g. mon grand-père, mes grand-parents .	To know whether to use the pronouns il 'he' or elle 'she' when describing someone.
Feminine and masculine forms: Adjectives (position and agreement)	To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun.	To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge ; that some do not change in feminine or plural forms: marron, orange . To know that some adjectives are irregular in the feminine and/or plural forms: violet (masc)- violette (fem); blanc (masc)- blanche (fem), heureux-heureuse . To know that possessive adjectives mon/ma/mes must agree with the gender and number of the noun they describe,	To know that adjectives must agree with the gender and number of the noun being described.	To know that partitive articles describe where something is placed: le livre est à côté du stylo . To know a range of prepositions to describe the position of objects.

	Year 3	Year 4	Year 5	Year 6
Verbs (including conjugation and negation)	<p>To know that there are high frequency verbs s'appeler, avoir, être and aller which are used to formulate and answer questions.</p> <p>To know that je/J', and tu are subject pronouns.</p> <p>To know that c'est means "it is" and is used to describe what something is.</p> <p>To know that placing ne...pas around the verb makes it negative: ne + verb + pas.</p>	<p>To know that the endings of verbs change according to the subject.</p> <p>To know how to form the first, second and third person of the verbs avoir (to have) and être (to be).</p> <p>To know that we can use conjunctions to link phrases such as et/mais.</p> <p>To know the verbs avoir and être are used to describe appearance and personality.</p> <p>To know the meaning of the verb porter (to wear) in the third person singular form: il/elle porte, and aimer in the third person plural form: ils aiment.</p> <p>To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas.</p> <p>To know how avoir (to have) and être (to be) are conjugated in the third person singular forms: il/elle a; il/elle est.</p>	<p>To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel.</p> <p>To know that the endings of French verb groups (er/ir/re) determine the pattern for how the verb is conjugated.</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French the verb avoir (to have) is used, not the verb <i>to be</i> as in English. J'ai dix ans - I <u>am</u> ten years old. Il a faim - He <u>is</u> hungry.</p> <p>To know that some verbs are irregular.</p> <p>To know that compound sentences join two simple sentences together using connectives such as et and mais.</p> <p>To know that ne is contracted to n' when followed by a vowel: je n'ai pas faim.</p>	<p>To know that the way verbs change to match the pronoun is called conjugation.</p> <p>To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go).</p> <p>To conjugate the verbs aller, jouer and faire.</p> <p>To know that we use the verb jouer (to play) with some sports and faire (to do) with other sports.</p> <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the s from the second person singular of a verb e.g. tournes becomes tourne (turn).</p>
Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English	<p>To know that the word order is sometimes different in French compared to English.</p> <p>To know that we can use conjunctions such as et (and) and puis (then) to join clauses.</p> <p>To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.</p> <p>To know that accents in French can change the sound of a letter.</p>	<p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence.</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object.</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French.</p>	<p>To know that there is no possessive apostrophe in French. To say 'my father' s sister in French would be the sister of my father: la sœur de mon père.</p> <p>To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips - crisps, les baskets- trainers.</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language.</p>	<p>To know that parce que (because) can be used to extend a sentence and give a justification.</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Listen attentively to spoken language and show understanding by joining in and responding.	Listening and responding to single words and short phrases.	Listening and responding to full sentences.	Listening and selecting information from short audio passages to give an appropriate response.	Listening and inferring information from an extended audio passage using language detective skills.
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.	Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns.		Independently identifying rhyming words and spelling patterns when joining in with songs. Beginning to predict spelling patterns.	
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes.	Following a short text or rhyme, listening and reading at the same time.	Reading and responding to a range of authentic texts.	Reading short authentic texts for enjoyment or information.
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates.	Recognising some familiar French words when written in a short phrase. Identifying and discussing cognates and beginning to explore various language detective strategies.	Identifying key information in simple writing. Using a range of language detective strategies to decode new vocabulary including context and text type.	Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including sentence structure.
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Becoming familiar with format, layout and simple use of a bilingual dictionary. Using visual clues to make predictions about the meaning of unfamiliar vocabulary,	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using contextual clues and cues to gist and make predictions about meanings.	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary.	Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary.

National Curriculum	Year 3	Year 4	Year 5	Year 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.	<p>Asking and/or answering simple questions.</p> <p>Forming simple statements with information including the negative.</p> <p>Practising speaking with a partner.</p>	<p>Recognising and answering simple questions which involve giving personal information.</p> <p>Beginning to form opinion phrases.</p> <p>Using a variety of conversational phrases.</p>	<p>Forming a question in order to ask for information.</p> <p>Beginning to use conversational phrases for purposeful dialogue.</p>	<p>Planning, asking and answering extended questions.</p> <p>Developing extended sentences to justify a fact or opinion.</p> <p>Engaging in conversation and transactional language.</p>
Speak in sentences, using familiar vocabulary, phrases and basic language structures.	<p>Using short phrases to give information.</p> <p>Recognising and repeating phrases from familiar rhymes and songs.</p>	<p>Using a model to form a spoken sentence.</p>	<p>Rehearsing and recycling extended sentences orally.</p> <p>Speaking in full sentences using known vocabulary.</p>	<p>Planning and giving a short oral presentation.</p> <p>Modifying, expressing and comparing opinions.</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>Listening and repeating key phonemes with care.</p> <p>Recognising that sounds and spelling patterns can be different from English.</p> <p>Recognising how intonation and gesture are used to differentiate between statements and questions.</p> <p>Discussing strategies for remembering and applying pronunciation rules.</p> <p>Building confidence by repeating short phrases with increasing accuracy.</p>		<p>Recognising key phonemes in an unfamiliar context, applying pronunciation rules.</p> <p>Using intonation and gesture to differentiate between statements and questions.</p> <p>Formulating their own strategies to remember and apply pronunciation rules.</p> <p>Speaking and reading aloud with increasing confidence and fluency.</p>	
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases.</p>	<p>Rehearsing and performing a short Role-play or song.</p>	<p>Creating and presenting a dialogue or role-play.</p>	<p>Giving a presentation drawing upon learning from a number of previous topics.</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory.	Selecting and writing short words and phrases.	Adapting model sentences to express different ideas.	Using existing knowledge of vocabulary and phrases to create new sentences.
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy.	Making short phrases or sentences using word cards and knowledge organisers.	Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold.	Constructing a short text on a familiar topic.
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size.	Using different adjectives with a singular noun, with correct positioning and agreement. Choosing appropriate adjectives from a wider range of adjectives.	Selecting the correct form of an adjective that agrees with the singular or plural noun it is describing. Using adapted phrases to describe an object, person or place.	Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive phrases.

Year 3		Year 4	
Skills	Knowledge	Skills	Knowledge
<p>Discussing similarities and differences between customs and traditions in France and the UK.</p> <p>Showing awareness of the capital city and identifying some key cultural landmarks and works of art such as <i>L'escargot</i> by Matisse.</p>	<p>To know that in French there are formal and informal greetings.</p> <p>To know some playground games played in France.</p> <p>To name some famous paintings by French artists.</p>	<p>Discovering French festivals and their traditions.</p> <p>Ordering typical French food and drink.</p>	<p>To know that in French there is a formal and informal version of the word for 'you', and when to use which one.</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins.</p> <p>To know that orders are typically taken at the table in France.</p>
Year 5		Year 6	
Skills	Knowledge	Skills	Knowledge
N/A	N/A	<p>Playing the traditional French game of la pétanque.</p> <p>Researching information about the French cycle race la Tour de France.</p> <p>Comparing sporting activities in France and the UK.</p>	<p>To know the rules for playing French bowls.</p> <p>To know how the maillot jaune is awarded during the Tour de France race.</p>

Date	Update
16.08.23	This document has been revised to reflect the change in structure of our languages curriculum, with an increased focus on developing progression of knowledge in phonics, vocabulary and grammar.