



Modern Foreign Languages

Progression Of Key Skills

Year3 – Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	<p>Topic: Core Vocab and Phonetics</p> <p>Unit Overview: Introduce the basics of French phonetics, colours and numbers.</p> <p>Key Objectives:</p> <p>Learn the French alphabet.</p> <p>Learn 10 French colours - pronounce and spell each colour.</p> <p>Learn how to Accurately pronounce, read and spell numbers to 20.</p> <p>Assessment: End of Unit Assessment.</p>	<p>Topic: I'm Learning French</p> <p>Unit Overview: Introduce France as a country and other French speaking countries. Increasing the children's intercultural awareness. Teach how to ask and answer the questions ça va? comment tu t'appelles? and introduces numbers 1 to 10 along with ten colours. Children to communicate some basic phrases describing facts relating to France and French speaking countries.</p> <p>Key Objectives: France & French speaking countries</p> <p>Asking & saying how you feel</p> <p>Asking & saying your name</p> <p>Numbers 1 to 10 & colours introduction</p>	<p>Topic: Animals</p> <p>Unit Overview: Introduce ten nouns and articles for common animals. Introduce the use of je suis... (I am...) in a very clear, uncomplicated manner.</p> <p>Key Objectives: Introduce first 5 animals (noun and article)</p> <p>Introduce next 5 animals</p> <p>Consolidation of all 10 animal nouns with related article</p> <p>Focus on the spelling animal nouns and use of the correct article</p> <p>Introduction of je suis...</p> <p>Assessment: End of Unit Assessment.</p>	<p>Topic: Fruits</p> <p>Unit Overview: Pupils will learn 10 French fruit nouns in their singular form (using the indefinite articles "une" and "un") as well as in the plural form using "les". They will then learn the language "J'aime..." (I like...) and "Je n'aime pas..." (I do not like...) which they can put together with their fruit language to create basic French sentences expressing their opinions.</p> <p>Key Objectives: First five fruit introduced in the singular form</p> <p>Next five fruits Changing our French fruit nouns from the singular form to the plural form</p> <p>Introduction of a positive opinion using</p>	<p>Topic: Little Red Riding Hood</p> <p>Unit Overview: A story telling unit based around the familiar story of Little Red Riding Hood. Children develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. The story also introduces various parts of the body.</p> <p>Key Objectives: Introduction to the story using picture cards Introduction to the story using word cards Introduction to parts of the body</p> <p>Consolidation of parts of the body and make a flexible rabbit</p> <p>Storyboard and 'odd one out'</p>	<p>Topic: Ancient Britain</p> <p>Unit Overview: Introduce the children to the whole time - from the Stone Age all the way through to the Vikings. In this particular unit we will focus on the three earliest ages of Ancient Britain - the Stone Age, the Bronze Age and the Iron Age. We will look at how to say "I am...", "I have..." and "I live..." (using the first person singular) throughout this unit.</p> <p>Key Objectives: The three ages of Ancient Britain concentrated on in this unit (Stone Age, Bronze Age and Iron Age) into a historical context.</p> <p>"I am a man..." and "I am a woman..." from each of the ages of Ancient Britain.</p>

		<p>Assessment: End of Unit Assessment.</p>		<p>"J'aime..." (I like...) Introduction of a negative opinion using "Je n'aime pas..." (I do not like...) Assessment: End of Unit Assessment</p>	<p>Assessment: End of Unit Assessment</p>	<p>"I have..." plus a typical tool from each of the ages of Ancient Britain. "I live..." plus a typical dwelling from each of the ages of Ancient Britain. Assessment: End of Unit Assessment</p>
	<p>Cultural Capital: French Day- French Breakfast, French Quiz, French games</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Topic: Core Vocab and Phonetics Presenting Myself</p> <p>Unit Overview: Children will learn the basics of French phonetics, basic French accents, days of the week.</p> <p>Pupils will learn to say who you are, how old you are, where you live and where you are from. Children will learn how to ask someone else the same questions.</p> <p>Key Objectives: Learn the French alphabet. Basic French accents. Pupils will learn how to accurately pronounce, read and spell all seven days of the week.</p> <p>Revising France & French speaking countries, numbers 1-10 and 'how are you?'</p>	<p>Topic: Family</p> <p>Unit Overview: Pupils learn nouns and article for members of the family. Children learn to tell someone the members and their ages for a family (factual or fictitious). Continue working with numbers (reaching 100) to enable them to say the age of various family members. Children will understand the concept of possessives (mon, ma and mes) in relation to family members as these will be introduced in a very clear and uncomplicated fashion.</p> <p>Key Objectives: Introduce nouns for family members with their article & matching pair snap card game</p> <p>What are family</p>	<p>Topic: Rooms of the House</p> <p>Unit Overview: Pupils will learn to say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Ch will tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home.</p> <p>Key Objectives: Types of home and different locations</p> <p>Introduction to the first five rooms of the home plus "chez moi il y a..." (in my home there is/are...)</p> <p>Introduction to the</p>	<p>Topic: At The Cafe</p> <p>Unit Overview: Pupils learn nouns and article for a variety of foods and drinks. Unit will teach the children how to order a selection of foods and drinks from a French menu. Children will learn how to order breakfast items, order typical French snacks, and ask for the bill in French.</p> <p>Key Objectives: Introduce vocabulary for a range of drinks with article</p> <p>Introduce vocabulary for a range of foods with article</p> <p>Ordering something to eat and drink in a French café</p> <p>'What do you eat for breakfast?'</p>	<p>Topic: The Classroom</p> <p>Unit Overview: Pupils learn key vocabulary required in the classroom from classroom instructions to classroom stationery. Children will also be taught how to say what they do have and do not have in their pencil case.</p> <p>Key Objectives: Introduce vocabulary for first 6 classroom objects & article. Matching pair game.</p> <p>Introduce vocabulary for next 5 classroom objects & article. Class games.</p> <p>Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)</p>	<p>Topic: Goldilocks</p> <p>Unit Overview: Pupils learn how to develop their listening skills in French as well as using cognates to develop their understanding of the vocabulary presented in the story. Ch will write their own versions of the story following a structured storyboard approach.</p> <p>Key Objectives: Tell Story & Consolidate With Picture Cards</p> <p>Tell Story & Consolidate With Word Cards</p> <p>Tell Story, Reorder & Consolidate With Phrase Cards</p> <p>Revisit Story & Create Own</p>

	<p>Saying your name & asking someone their name. Numbers 11 to 20.</p> <p>Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>'Where do you live?' and further number work</p> <p>Nationality, je suis..., individual presentations, Class French ID cards activity</p> <p>Assessment: End of Unit Assessment</p>	<p>members called?</p> <p>Do you have a brother or sister?' and listening activity</p> <p>Numbers 10 to 100 presented in units of 10</p> <p>Concept of possessives (my brother, my sister, my parents etc.) in relation to family members</p> <p>Assessment: End of Unit Assessment</p>	<p>next five rooms of the home plus consolidation of "chez moi il y a..." (in my home there is/are...)</p> <p>Introduction of the phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...")</p> <p>Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.).</p> <p>Assessment: End of Unit Assessment</p>	<p>class survey</p> <p>Children will learn typical snacks & drinks you can order in a French café. There are also interactive games based around this new vocabulary plus the breakfast vocabulary learnt in earlier weeks</p> <p>Assessment: End of Unit Assessment</p>	<p>What the children do and do not have in their pencil case in class survey form</p> <p>Classroom commands</p> <p>Assessment: End of Unit Assessment</p>	<p>Goldilocks Storyboard</p> <p>Revisit Story & Create Own Goldilocks Storyboard</p> <p>Assessment: End of Unit Assessment</p>
<p>Cultural Capital: French Day. Visit A French Café/Create a French Café with Kitchen Staff</p>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<p>Topic: Core Vocab and Phonetics Do You Have A Pet?</p> <p>Unit Overview: Children will learn the basics of French phonetics Pupils will learn how to accurately pronounce, read and spell all twelve months of the year. Common French letter strings.</p> <p>Children will learn the nouns and article for eight common pets. Children will also learn how to, in French, tell somebody if they have or do not have a pet, ask somebody if they have a pet and tell somebody what their pet is called.</p> <p>Key Objectives: Learn the French alphabet. Pupils will learn how to accurately pronounce, read and spell all</p>	<p>Topic: What Is The Date?</p> <p>Unit Overview: Children will learn months of the year and the key dates in the French calendar. Children will be able to say the date in French and includes role play activities asking and answering the question 'when is your birthday?'</p> <p>Key Objectives: Introduce twelve months of the year Consolidation of twelve months of the year including some simple listening and reading activities and a matching pairs game How to say the date in French plus a matching pairs game</p>	<p>Topic: The Weather</p> <p>Unit Overview: Children will learn how to describe the weather in French with an emphasis on map work and oral presentation skills. Children to do their own weather forecast in French.</p> <p>Key Objectives: Introduction of vocabulary for weather Consolidation of weather vocabulary & matching pairs game Weather reading & listening activities incorporating days of the week Weather map work Create your own French weather forecast</p>	<p>Topic: Clothes</p> <p>Unit Overview: Children will learn 21 items of clothing are introduced with their correct gender. Children will look at regular verbs and their patterns.</p> <p>Key Objectives: Introduction of the first 10 items of clothing & the article Introduction of remaining 11 items of clothing & the article Consolidation of clothes vocabulary & introduction of verb porter using the form je porte (I wear) Detailed examination of the verb porter (to wear)</p> <p>Assessment: End of Unit</p>	<p>Topic: Verbs and Grammar</p> <p>Unit Overview: Children will learn pronouns, verb infinitives, verb stems & endings and the three different categories of French REGULAR verbs (-ER regular verbs, -IR regular verbs and -RE regular verbs).</p> <p>Key Objectives: French Pronouns Verb Stems & Endings Regular -ER Verbs Regular -IR Verbs Regular -RE Verbs</p> <p>Assessment: End of Unit Assessment</p>	<p>Topic: The Olympics</p> <p>Unit Overview: Children will learn about Olympic history (looking at the ancient Olympics and the beginnings of what we now refer to as the modern Olympic games), a selection of Olympic sports, how to say 'I play' and 'I do not play' a sport using the verb 'faire' and we also introduce the children to a selection of famous Olympians (examining how we express sports and nationality using correct grammar .</p> <p>Key Objectives: History of the ancient Olympic games History & background to the modern Olympic games Introduction of 10 modern Olympic</p>

	<p>twelve months of the year. Common French letter strings.</p> <p>Introduce the nouns and article for eight common pets.</p> <p>Revise the article and nouns for eight common pets and introduces the phrase "J'ai" (I have...) plus the connective "et" (and).</p> <p>Revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and) and the phrase "qui s'appelle" (that is called).</p> <p>Revise the article And nouns for eight common pets, the phrase "J'ai" (I have...), the connective "et" (and), "qui s'appelle" (that is called) and</p>	<p>How to say your birthday in French including class birthday survey</p> <p>Create a French calendar</p> <p>Assessment: End of Unit Assessment</p>	<p>Assessment: End of Unit Assessment</p>	<p>Assessment</p>		<p>sports</p> <p>Introduce the verb 'faire' in full plus a negative option for not doing a sport to create more complex and interesting sentences</p> <p>Look at Olympic sports and the grammatical changes that occur when we use them to describe someone's profession.</p> <p>Assessment: End of Unit Assessment</p>
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	<p>the NEGATIVE "Je n'ai pas de..." (I do not have...).</p> <p>Revise the article and nouns for eight common pets, the phrase "J'ai" (I have...), the connective "mais" (but), "qui s'appelle" (that is called) and the NEGATIVE "Je n'ai pas de..." (I do not have...)</p> <p>Assessment: End of Unit Assessment</p>					
	<p>Cultural Capital: Follow the 'Tour De France'- Children compete in a 'Tour de St Edmund's'</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	<p>Topic: Core Vocab and Phonetics</p> <p>Verbs and Grammar</p> <p>Unit Overview: Children will learn the basics of French phonetics. Common French nasal sounds. Children will learn classroom commands. Children will cover pronouns and the four most commonly used and important French IRREGULAR verbs (Aller, Avoir, Être and Faire). Children will learn that these types of verbs are called IRREGULAR because the way the endings of the verb changes for each of the personal pronouns follows a random, IRREGULAR pattern. language learning.</p> <p>Key Objectives: Learn the French alphabet. Common French Nasal</p>	<p>Topic: At School</p> <p>Unit Overview: This unit is one of our more useful ones as it allows children to bring the French they are learning directly in to what they do Children will learn about everyday life at school. Children will be able to talk about their subjects in terms of expressing an opinion and at what time they study these topics. They are also introduced to the irregular verb aller (to go).</p> <p>Key Objectives: Introduction of vocabulary for ten school subjects Expressing an opinion on school subjects and class survey An introduction to telling the time in French</p>	<p>Topic: WW2</p> <p>Unit Overview: Children will learn to decode longer passages of text using reading and listening skills about World War II.</p> <p>Key Objectives: Decoding longer passage of text using key information from World War II Some of the countries and languages involved in World War II The story of Ralph (an evacuee) and his experiences in London and then the countryside What Vera saw in London and then as an evacuee in the countryside Decoding longer passage of text using</p>	<p>Topic: The Weekend</p> <p>Unit Overview: Children will learn to talk about what they do in their own time in French. They will be introduced to a variety of common weekend activities allowing them to talk about what they do when not at school and, importantly, at what time they do it. They will also be taught a series of connectives enabling them to join sentences together developing more fluent phrases in French.</p> <p>Key Objectives: Telling the time in detail Ten complex phrases describing weekend activities Reading and listening lesson based on weekend</p>	<p>Topic: Me In The World</p> <p>Unit Overview: Children will learn through this intercultural unit where, by using 4 different friends / characters communicating through social media, we look at the wider Francophone world. They will look at a number of different countries where French is spoken and we examine and celebrate the similarities and differences in the cultures of each of the countries. This unit promotes the Francophone world and the common values of identity, self, others and the greater world outside the classroom. We present longer passages of written and spoken French. We also look at some more commonly used</p>	<p>Topic: Healthy Lifestyles</p> <p>Unit Overview: Children will learn about the different lifestyle options available to them. Children will learn to tell you the things they don't do as well as the choices they do make. Children will learn about healthy food recipes in French including preparation and cooking instructions.</p> <p>Key Objectives: Introduction to 10 examples of healthy foods and drinks Introduction to 10 examples of unhealthy foods and drinks Consolidation of 20 food and drink items introduced in past two lessons & brief introduction to the concept of 'some' in</p>

	<p>sounds Children will learn classroom commands.</p> <p>French Pronouns</p> <p>Irregular Verb - Aller (to go)</p> <p>Irregular Verb - Avoir (to have)</p> <p>Irregular Verb - Être (to be)</p> <p>Irregular Verb - Faire (to do)</p> <p>Assessment: End of Unit Assessment</p>	<p>Working with the verb aller and listening activity consolidating school subjects, opinions and time</p> <p>Create your own school timetable in French with</p> <p>Assessment: End of Unit Assessment</p>	<p>key information from World War II</p> <p>Assessment: End of Unit Assessment</p>	<p>activities</p> <p>Introduction of connectives</p> <p>Creative lesson based on weekend activities</p> <p>Assessment: End of Unit Assessment</p>	<p>French language structures so pupils are exposed to more authentic French material to improve their linguistic fluency.</p> <p>Key Objectives: Introduction to our 4 friends / characters</p> <p>Each character tells the others about their favourite festival / celebration</p> <p>Two characters discuss their Eid and Christmas celebrations in more detail</p> <p>Two characters discuss the similarities and differences between the cities in which they live: Port-au-Prince and Paris</p> <p>All four characters discuss what they will</p>	<p>French</p> <p>Introduction of 8 possible activities that help/hinder a healthy lifestyle</p> <p>Healthy recipe with instructions in French</p> <p>Assessment: End of Unit Assessment</p>
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					do to try to help protect the planet.	
	Cultural Capital: Visit French Restaurant/ Create French Café with kitchen staff Assessment: End of Unit Assessment					

Progression of Skills				
	Year 3	Year 4	Year 5	Year 6
Grammar	<p>Start to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in the language being studied.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns. Introduce and use the negative form.</p> <p>Begin to look at what a fully conjugated verb looks like.</p>	<p>Understand the concept of gender (masculine & feminine) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Use the negative form, possessives and connectives.</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are.</p>	<p>Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns.</p> <p>Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.</p> <p>Be able to identify and correctly use adjectives (e.g. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).</p>
Speaking	<p>Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p>Speak aloud familiar words or short phrases in chorus.</p> <p>Use correct pronunciation when speaking and start to see links between</p>	<p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences.</p> <p>Present short pieces of information to another person.</p> <p>Apply phonic knowledge to support speaking (also reading and writing).</p>	<p>Take part in short conversations using sentences and familiar vocabulary.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> <p>Understand and express simple</p>	<p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience.</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read / repeat from a text or passage).</p> <p>Use connectives to link together what they say so as to add fluency.</p>

	pronunciation and spelling.		opinions using familiar topics and vocabulary.	
Listening	<p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).</p> <p>Develop understanding of the sounds of individual letters and groups of letters (phonics).</p>	<p>Listen for and identify specific words and phrases in instructions, stories and songs.</p> <p>Follow a text accurately whilst listening to it being read.</p>	<p>Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (e.g. instructions given, stories, fairy tales, songs and extended listening exercises).</p> <p>Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions.</p>	<p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed.</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear.</p>
Reading	<p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.</p> <p>Read aloud familiar words or short phrases in chorus.</p>	<p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions).</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person.</p>	<p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics (covering familiar topics), reading exercises with set questions, emails or letters from a partner school).</p>	<p>Read aloud with expression and accurate pronunciation.</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters from a partner school or internet sites in the target language (supervision required)).</p>
Writing	<p>Write some familiar simple words from memory or using supported written materials (e.g. familiar nouns).</p>	<p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. using a word bank).</p>	<p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. a word bank).</p>

			<p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" in their writing to express what they and other people do, like etc.)</p> <p>Check spellings with a dictionary. Year</p>	<p>Use verbs in the correct form (e.g. first person "I" or third person "he", "she", "you" and plurals "we" and "they" to express what they and other people do, like etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant).</p>
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