



Dishforth Primary School French progression document KS2.

Skill	Year 3	Year 4	Year 5	Year 6
Listening	<p>Repeat words modelled by teacher, show understanding with an action</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an 'authentic' conversation</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>	<p>Begin to show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p>	<p>Listen to and show understanding of more complex sentences in 'authentic' conversation, picking out specific vocabulary .</p> <p>Children can understand a short passage made up of familiar words and basic phrases</p>
Speaking	<p>Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers</p> <p>Recognise a familiar question and respond with a simple rehearsed response</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p>	<p>Use common phrases. Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciation.</p> <p>Children can produce short prepared phrases on a familiar topic, with secure pronunciation.</p>	<p>Children can ask and answer questions on the current topic.</p> <p>Can produce some short phrases independently (without written support) within a familiar topic, with good pronunciation.</p>	<p>Engage in short scripted conversations</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence</p> <p>Children can ask and answer simple questions on a few very familiar topics.</p>



Dishforth Primary School French progression document KS2.

Skill	Year 3	Year 4	Year 5	Year 6
Writing	<p>Copy simple vocabulary</p> <p>Children can write some single words from memory, with plausible spelling. Children can, with support, substitute one element in a simple phrase to vary the meaning.</p>	<p>Children can write simple words and several short phrases from memory</p> <p>Children use understandable spelling</p>	<p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from his/her repertoire from memory with understandable spelling.</p>	<p>Adapt taught phrases to create new sentences</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>
Reading	<p>Begin to recognise written vocabulary/ single words</p> <p>Begin to recognise written phrase</p>	<p>Begin to recognise simple written phrases</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p>	<p>Read and show understanding of more complex written phrases</p> <p>Read and show understanding of a piece of writing based on the current topic</p> <p>Read short passages and pull answer questions on what they have read.</p>	<p>Practice reading longer texts aloud containing taught phrases and vocabulary</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic. Can use a dictionary or word list.</p>
Grammar	<p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high-frequency verb forms (I have, it is, there is/are).</p>	<p>Can use definite and indefinite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequencers.</p>	<p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p>	<p>Can use high-frequency verb forms nouns, articles and adjectives to form simple sentences.</p>



Dishforth Primary School French progression document KS2.

--	--	--	--	--

Long Term Planning LKS2

Year A Topic	Moi	Les Couleurs	La jungle	Tutti Frutti	Vive le sport	La Meteo
Vocabulary <i>Numbers to 10</i> <i>Alphabet</i> <i>Classroom language</i>	Bonjour/salut au revoir/bonsoir Comment ça va? Ça va/bien/mal Et toi? Merci C'est... Numéro Comment tu t'appelles? Je m'appelle...	C'est (de) quelle couleur? C'est... Addition vocab Quelle est ta couleur préférée? <i>J'aime/je n'aime pas le + colour</i> <i>Sequencing language</i> <i>Imperatives</i>	Qu'est-ce que c'est? C'est... Je suis + un/une + animal petit/grand <i>Introduction to gender + adjectival agreement</i> <i>Accents</i> <i>Indefinite article un/une</i>	C'est un/une J'aime le/la/les J'adore... Je n'aime pas.... Je déteste Quel est ton fruit préféré? <i>(In)definite articles</i> <i>Singular/plural nouns</i> <i>mon/ton</i>	Days of the week Qu'est-ce que tu fais le + day? Quel est ton sport préféré? <i>jouer au + sport</i> <i>faire du/de la + sport</i> <i>Present tense (je/tu)</i> <i>Using jouer and faire</i>	Weather Quel temps fait-il? Il fait... Revise days <i>à + French towns</i> <i>Present tense of faire</i> <i>il fait + weather</i>
Year B Topic	Les monstres	Le calendrier des fêtes	Les animaux	Au marché	Je suis le musicien	À la mode
Vocabulary <i>Numbers 10-20</i> <i>Alphabet</i> <i>Classroom language</i>	Touche le nez/pied; la bouche/tête; l'oreille; les: épaules/genoux/yeux 1-10 Qu'est-ce que c'est...? C'est ... J'ai + number + body part <i>Plurals of nouns</i> <i>Avoir:j'ai, il/elle a</i>	Date Months Revise days 1-31 Seasons Festivals Noël <i>Use of ordinal/cardinal numbers</i> <i>Questions using quel(le)</i>	Qu'est ce que c'est? C'est ... As-tu un animal? J'ai/je n'ai pas de Il y a... qui s'appelle... <i>Agreement/position of adjectives</i> <i>Inversion of verb in question</i> <i>Affirmative/negative sentences</i>	Vegetables bon/mauvais pour la santé Qu'est-ce que tu as? Je voudrais... s'il vous plaît C'est combien? ... euros <i>Quantities + de les/des + noun</i>	Musical instruments J'aime/j'adore Je n'aime pas Je déteste Je joue du/de la/des + instruments <i>Use of de</i> <i>Questions using Qu'est-ce que? and Qui?</i>	Loup y es-tu? story Clothes + weather + seasons Je mets... Je porte ... Quand il fait <i>Possessive adjectives: mon/ma/mes</i> <i>Complex sentences with Quand</i>



Dishforth Primary School French progression document KS2.

		<i>en + month</i>				
Year A Topic	Ma famille	On fait la fête	Cher zoo	Le petit déjeuner	Vive le temps libre	À la plage
Vocabulary Numbers 20-69 Alphabet Classroom language	Revise Comment t'appelles-tu? Tu as des frères et des sœurs? J'ai/je n'ai pas de... Il/elle s'appelle... Voici... qui s'appelle... Present tense of s'appeler	Birthdays Quelle est la date de ton anniversaire? C'est le... Quel âge as-tu? J'ai ...ans <i>être present tense (je/il)</i> <i>Prepositions : en/au de (of)</i>	Il a une queue/une tête/des pattes Il était + adjectives Il y a... <i>Intensifiers très, trop</i> <i>Connectives mais</i> <i>à + time</i> <i>Introduction to perfect tense: j'ai vu/je suis allé(e)</i>	Breakfast items Je mange/je bois Tu aimes + le/la/les/l' + food? C'est bon/délicieux Ce n'est pas bon Numbers 10 - 60 Ce matin <i>Perfect tense: j'ai mangé /j'ai bu</i> <i>Use of some: du/de la de l'/des</i>	Revise sport and introduce other hobbies such as watching TV, etc. Qu'est ce que tu vas faire? <i>Introduction to future tense : je vais + infinitive</i>	Beach vocab Ice creams Revise colours Je voudrais + ice cream flavours Il y a... <i>être present tense (est/sont)</i> <i>Agreement and position of adjectives</i> <i>Use of à la/au + flavours</i>
Year B Topic	Les portraits	Les cadeaux	Le carnaval des animaux	Au café	Tour de France	Destinations
Vocabulary Numbers 69-100+ Alphabet Classroom language	Facial features Est ce qu'il / elle a...? Qui est-ce? C'est... <i>Indefinite articles: un/une/des</i> <i>Present tense: avoir/être porter (je, tu, il, elle)</i> <i>Compound sentences : et/avec/mais</i>	Revise family Je voudrais une/un/des... C'est trop cher/moins cher/joli <i>Expressing opinions: je pense que c'est....</i> <i>Future tense: je vais acheter/commander</i> <i>Comparative adjectives: plus/moins</i>	C'est quel animal? C'est un/une... savane, forêt mer, ferme lentement/vite comme un/une adjectives D'accord/pas d'accord <i>Questions using quel/qui/où</i> <i>Prepositions: dans/à la</i>	Drinks and snacks sucré/sale/gras C'est combien? Ça fait ... Mathematical vocab: plus/moins/divisé/multiplié par <i>Qualifying opinions parce que c'est + adjective</i>	Compass points Geographical features Numbers 1 - 100 <i>Modal verb: on peut visiter/voir/manger/faire</i>	European countries + capital cities Ici on parle... Je suis + nationality Où vas-tu? <i>Future tense: Je vais voir/manger/ramener</i> <i>Je vais en/au/aux + country</i> <i>Je vais à + city</i>