

**Grimsdyke School**  
**Knowledge and Skill Progression Map**  
**Subject: Modern Foreign Languages (French)**

<b>Year Group</b>	<b>Knowledge (Know)</b>	<b>Skills (Do)</b>	<b>Concepts (Understand)</b>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>• Simple exchanges of greetings eg <i>Bonjour! Salut!</i></li> <li>• Know some greetings songs</li> <li>• Know simple statements (about name and age)</li> <li>• <i>S'appeler (Je m'appelle, tu t'appelles)</i></li> <li>• Numbers 1-10</li> <li>• Know the rules of some pronunciations eg <i>j /zh/ &amp; t</i> is silent (<i>salut</i>)</li> <li>• Know some vocabulary to use when identifying family members eg <i>père, mère, frère, sœur</i></li> <li>• Know some numbers between 11–20</li> <li>• know the meaning of some simple classroom instructions</li> <li>• know the names of some colours</li> <li>• know some singular and plural nouns</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions (about name and age)</li> <li>• Learn to greet others, say how they are and introduce themselves.</li> <li>• They begin to respond to and ask questions about name and age.</li> <li>• They understand that French is spoken in France and elsewhere.</li> <li>• Count to ten in French and ask someone their age</li> <li>• Children can use numbers to tell people their age.</li> <li>• Recall some colours in French and describe colours of objects in French</li> <li>• Respond to simple questions with support from a spoken model or visual clue</li> <li>• Identify some common nouns when these are repeated several times.</li> <li>• Say short phrases from memory</li> <li>• Recall numbers 1-10 (I and out of sequence) and begin to recognise the written form of numbers to 10.</li> <li>• Consolidate numbers vocabulary through rhythmic clapping games</li> <li>• Initiate conversations when working with partners</li> <li>• Take part in speaking tasks of two or three exchanges.</li> <li>• Identify phonic patterns using language learnt so far</li> <li>• Identify the rules of eg <i>j /zh/ &amp; t</i> is silent (<i>salut</i>)</li> <li>• Recall the words for family members.</li> <li>• Describe family relationships using known vocabulary</li> <li>• Listen and respond to a simple song</li> <li>• Identify specific words in the song and respond vocally and with gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to respond to and ask questions</li> <li>• Listen to new sounds and to start to make sound links.</li> <li>• Understand how to respond to simple questions with support from a spoken model or visual clue</li> <li>• Understand vocabulary and learning from simple songs or rhymes</li> </ul>

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<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Simple exchanges of greetings and responses eg Bonjour! Salut! Ça va? Ça va bien. Et toi ? Au revoir</li> <li>• Names for main parts of the body (at least up to 4 vocabulary words for parts of the body)</li> <li>• Know vocabulary to describe parts of the face</li> <li>• Know names of colours</li> <li>• Know how to make simple statements (about appearance using simple descriptions)</li> <li>• Know that colours are said after the noun</li> <li>• Know how to give a simple description (of an animal).</li> <li>• know simple statements about movement</li> <li>• Negatives (ne ... pas)</li> <li>• Know the key points from the story 'Les Quatre Amis'</li> </ul>	<p><b>Speaking, Listening and simple writing</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions about physical appearance</li> <li>• Use newly learnt vocabulary to describe themselves and others</li> <li>• Label using single words or short phrases</li> <li>• Develop their understanding of the way sounds are represented in writing</li> <li>• Begin to recognise, pronounce combinations of letters, words and phrases</li> <li>• Sing a song from memory</li> <li>• Identify new vocabulary in a song or story</li> <li>• Recognise and respond to instructions including parts of the body (e.g. Simon says)</li> <li>• Describe the colour of facial features</li> <li>• Order adjectives in French</li> <li>• Write a physical description of someone else in French</li> <li>• Develop language and vocabulary from a simple story</li> <li>• Join in with mimes using gestures and the telling of the story</li> <li>• Produce responses to simple questions or commands</li> <li>• Identify common verbs in a text</li> <li>• Identify the movements and colours of the four animals in 'Les Quatre Amis'</li> </ul>	<ul style="list-style-type: none"> <li>• Understand simple questions with prompts or visual support</li> <li>• Understand parts of the body with the support of visual clues</li> <li>• Understand when to use j'ai &amp; il/elle a</li> <li>• Understand words displayed in classroom or in lesson resources</li> </ul>

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<b>Year 3</b>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to greet someone and how to vary responses.</li> <li>• Days of the week</li> <li>• Months of the vocabulary for different weather</li> <li>• Vocabulary for a range of colours</li> <li>• Numbers to 30</li> <li>• Correct spellings of all learned vocabulary</li> <li>• Adjectives: agreement and position</li> <li>• Avoir: j'ai, il/elle a</li> <li>• Être: il/elle est</li> <li>• Regular -er verbs: il/elle form</li> <li>• courir (irregular): il/elle court</li> <li>• Pronouns: il/elle used for 'it'</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children will be able to say and repeat single words and short simple phrases e.g. greeting someone, saying oui, non, s'il vous plait, merci, days of the week, months of the year, saying what the weather is like</li> <li>• Remember a sequence of chosen words.</li> <li>• Prepare a performance of a French story</li> <li>• Join in with a performance of 'Les Quatre Amis'</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand a few familiar spoken words and phrases e.g. the teacher's instructions; a few words and phrases in a song or a rhyme; days of the week; colours; numbers</li> <li>• Consolidate their knowledge of sound and spelling links as well as question forms.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children will be able to recognise and read out a few familiar words and phrases e.g. labels on familiar objects, the date, the weather, the alphabet</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children will be able to write or copy simple words or symbols correctly e.g. numbers up to 30, days of week, colours, classroom objects, a shopping list</li> <li>• Be able to form negative sentences</li> <li>• Change a positive sentence into a negative sentence.</li> </ul>	<ul style="list-style-type: none"> <li>• How to engage in basic conversation</li> <li>• Applying language to the world around me</li> </ul>

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<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Children will know:</li> <li>• Phrases for describing themselves e.g. Their age, name and where they live, where they go to school</li> <li>• Names of a range animals</li> <li>• Vocabulary for describing likes and dislikes</li> <li>• Vocabulary for different food and drinks</li> <li>• Vocabulary for clothing</li> <li>• Counting on from 11 – 31</li> <li>• Know the numbers from 30 – 40</li> <li>• Know how to say when their birthday is and say some other important dates.</li> <li>• know and identify the correct language for ‘yesterday’ and ‘tomorrow’</li> <li>• Know about the importance of accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Know vocabulary relating to different tenses</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand a range of familiar spoken phrases e.g. Basic phrases concerning myself, my family, my school, the weather.</li> <li>• Say and order the days of the week, months of the year.</li> <li>• Ask questions to a partner to find out about them.</li> <li>• Recognise, say and respond to a set of vocabulary.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Children will be able to answer simple questions and give basic information e.g. Saying where I live; whether I have brothers and sisters; whether I have a pet; when my birthday is; how old I am; saying the date</li> <li>• Recognise and repeat sounds and words with increasing accuracy.</li> <li>• Make links between known and new vocabulary using sound and spelling.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand and read out familiar written phrases e.g. Simple phrases, weather phrases, simple description of objects, someone writing about their pet</li> <li>• Identify the correct language for ‘yesterday’ and ‘tomorrow’</li> <li>• Read and respond to a set of vocabulary.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children will be able to write one or two short sentences using a model and fill in the words on a simple form e.g. Personal information, where I live, how old I am, holiday greetings by e-mail or on a postcard, likes and dislikes</li> <li>• Use simple past and present tenses in statements</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about me</li> <li>• Understand how some larger numbers are made by combining words for smaller numbers</li> </ul>

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<b>Year 5</b>	<p>Children will know:</p> <ul style="list-style-type: none"> <li>• How to begin a question (“qu’est que..”)</li> <li>• Simple present tense verbs in relation to actions (e.g. “je joue”)</li> <li>• Vocabulary for positional directions</li> <li>• Adjectives to describe items such as clothes/food/drink/pets</li> <li>• Know how to start conversations</li> <li>• know how to continue a conversation with a partner</li> <li>• know about vocabulary to describe my local area</li> <li>• know and understand some of the points in some stories or songs</li> <li>• know vocabulary to use when discussing personal likes and dislikes.</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand the main points from a short spoken passage made up of familiar language in simple sentences e.g. A short rhyme/song; a telephone message; weather forecast; sentences describing what people are wearing/what they are doing.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Children will be able to ask and answer simple questions and talk about their interests e.g. taking part in an interview about my area and interests; a survey about pets or favourite foods; talking to a friend about what we like to do and wear; discussing a picture with a partner; describing colours &amp; shapes and saying whether I like it or not; asking for and giving directions; discussing houses, pets, food &amp; drink</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand the main point(s) and some of the detail from short written texts or passages in clear printed script e.g. very simple messages on a postcard or e-mail or part of a story; three to four sentences of information about my pen pal; a description of someone’s school day.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children will be able to write a few short sentences with support using expressions which they have already learnt e.g. a postcard, a simple note/message, factfile</li> <li>• Write a short text on a familiar topic, adapting language which they have already learnt e.g. three to four sentences for a wall display; a simple e-mail message.</li> </ul>	<ul style="list-style-type: none"> <li>• Using conversational language to engage with friends</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Phrases to describe their hobbies</li> <li>• Sporting vocabulary</li> <li>• Phrases to describe taking part in sports</li> <li>• Phrases to describe creating an outfit</li> <li>• Directional vocabulary to describe a journey</li> <li>• Phrases to describe transport</li> <li>• Grammar – the masculinity and tense applicable with the vocabulary</li> <li>• Know how to start and end conversations</li> <li>• Know key vocabulary and phrases around the theme of school, places and objects</li> <li>• know the French for familiar places outside of school (e.g. library, shopping centre, car park and inside school e.g. classroom, playground, hall, canteen)</li> <li>• Know how to demonstrate understanding with actions</li> <li>• Know how to use a French dictionary or the internet to develop topic vocabulary further</li> <li>• Know how to write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'</li> </ul>	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Children will be able to speak a range of short phrases when beginning a lesson such as saying hello and answering how they are. They will be able to use short phrases they have learnt at previous stages to describe their likes and dislikes pertaining to the topics covered in year 6 i.e. hobbies, sport, journeys etc.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand simple questions such as 'what are you doing at the weekend?', 'what are your hobbies?', 'what sports do you like?', 'how are you going to get there?'. They will be able to identify key words, specific to the topics covered I.E. the list of different hobbies and sports.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Children will be able to understand most of the words in a short written text about a specific topic covered. They should be able to summarise what they have read using the main points. They will also be able to read aloud with mostly correct pronunciation of the key words pertaining to the topic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Children will be able to write short sentences using phrases they have learnt, substituting in appropriate vocabulary. They will be able to choose the correct masculinity and tense needed to make the sentence grammatically correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing likes and dislikes in conversations with peers</li> <li>• Understand how to use the correct masculine or feminine tense to statements made or questions asked</li> </ul>