



Knowledge, Skills and Vocabulary Progression (KSV): MFL FRENCH

Teaching and Learning area

**FRENCH
KS2 only**

What should an age-related pupil know and be able to do in each year group?

Bold-Fundamental Knowledge
Highlight - Cross curricular link

				Year 3	Year 4	Year 5	Year 6
Listening				-Listen and recognise key greetings and phrases. - To be able to respond to key greeting and commands. - To recognise key vowel sounds	Listen for specific phonemes, words and phrases. -Be able to pick out phonemes, words and phrases in songs, stories and rhymes. -Be able to read higher numbers including multiples or 10. -Be able to listen to and understand up to 3 sentences using familiar vocabulary. - Be able to listen to and respond to a wider range of classroom instructions.	Listen attentively and understand more complex phrases and sentences. -Be able to identify key points in a new context. -Be able to understand larger numbers e.g. in prices. -Be able to follow instructions and directions e.g. follow a recipe or simple directions. -Be able to recognise letters of the alphabet when they hear them.	Understand the main points and simple opinions in spokes sources. -Be able to listen to and understand texts read by people other than their class teacher. -Be able to understand numbers in context e.g. the year, 24hr clock, quantities.
vocabulary				Oui Non Bonjour!	Body parts (pied, jambe, dents, tête) Adjectives (grand,	-pronunciation of grapheme (ch, an, e, in)	On fait l'appel (we are going to do the register) Present (e)

				Comment-t'appelles-tu? Ca va? Ca va mal Ca va bien Levez vous (stand up) Asseyez vous (sit down) Ecoutez (listen) Repetez (repeat) Salut!	petit, pointu, long, gros)	-High street vocab (eg la boulangerie-bakers) -A gauche -A droite	Absent (e)
Speaking				To communicate using simple phrases. -Be able to ask and answer simple questions about themselves (eg name, birthday) -recite short rhymes with accurate pronunciation . -Know how to pronounce the graphemes -oi, -eu, and the letter i. -	Communicate by asking and answering a range of questions. -Be able to use a larger range of familiar nouns and adjectives. -Be able to use questions forms (the time, the date) to answer questions. -Be able to express preferences about what they like.	Take part in short conversations. -Be able to ask for help and clarification e.g I don't understand, can you repeat that? Use simple conjunctions to build more complex sentences. -Be able to give simple instructions and directions e.g the route to school. Understand and express more complex opinions. -Be able to understand and express future intentions e.g I	Use spoken language to initiate and sustain simple conversations . Be able to understand and use number in context. -Be able to use transactional language. Be able to give a description. -Be able to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events. -Be able to talk about the past in

						am going swimming on Wednesday. -Be able to take part in conversations expressing their likes and dislikes. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation.	simple terms e.g I ate/ I drank -Be able to express and justify opinions e.g I like football because it is fun. Present their work to an audience e.g role play.
Vocabulary				-Je m'appelle ... - J'ai ... ans. - Bonjour and Au revoir.	-Comment dit-on... en francais? (how do you say ... in French?) Letigre, l'éléphant, l'ours, (bear) lasouris, (mouse) le lion, la girafe, le singe, (monkey) le crocodile, le pingouin	Pause words -et, aussi, voyons, mmm, -Où est.... (where is...) -C'est au coin (it is in the corner)	Super Joli (pretty) Moche (ugly) Laid (lazy)
Reading				Read and understand simple sentences. -To be able to join in with repeated	Read and understand written words, phrases or a short text of simple sentences that are familiar.	Read a variety of short simple texts in different formats and in different contexts.	Read aloud from a text with good expression -Be able to read in groups, simple play

				phrases in a story/rhyme. -To recognise the correct form of être. To place jumbled up stories in order.	-Be able to understand key point in simple texts using familiar language e.g how many animals are in the story, what colour is the dog? Read a wider range of words, phrases and sentences. -Be able to read a short text containing familiar words. Follow text whilst listening and reading at the same time.	-Be able to practise reading aloud a poem to perform to others. -Be able to read a variety of short simple texts that contain familiar and new vocabulary. Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud.	scripts, their own written work. Read and understand the main points and some detail from a short written passage. -Be able to read and understand the main points and some detail from a short written passage e.g. extract from a story, weather report, poem, instructional texts, simple newspaper article.
Vocabulary				Elmer est (Elmer is) Les elephants sont... (elephants are...) Rouge Blanc Vert Gris Jaune Noir	Quantifiers (assez, très, un,) Le radis géant	French literature: a poem by Jacques Prévert (Déjeuner du Matin) -Weather (Il pleut etc)	Classroom items (le stylo etc) Re-visit weather Re-visit stating the date. Sportif(ve) Sympa Intelligent(e) Amusant (e)
Writing				To write simple sentences using a model.	Write a short text using a model.	Write simple sentences and short texts using a model.	Write sentences/short text using a model.

				-To write an introductory sentence. -To record short sentences describing the animal using the verb être. -Introduction to adjectives for description and correct punctuation. -to be able to complete a simple gapped text.	Write simple sentences from memory. -Be able to write a few simple sentences using a word bank to describe a sports start (for example). Apply phonic knowledge to support writing. -Be able to experiment with writing new words.	-Be able to write 3/4 sentences using a word/phrase bank linked to a recent area of learning. -Be able to use simple conjunctions such as and, but, because to form more complex sentences. -Be able to change elements in a given text. Use a dictionary to check the spelling of words. -Be able to use a French dictionary appropriately to find words to check spellings.	-Be able to use adjectives to add interest and detail to description. -Be able to use some simple adverbs to make sentences more interesting. -Be able to make statements about what they read. -Be able to understand how to use the past tense. Write a few sentences from memory, using their knowledge of words, text and structure.
Vocabulary				-Je m'appelle -J'ai ... ans.	Un short rouge Normalement J'aime aller etc (I like to go)	Mais, et, alors Breakfast vocabulary (un croissant etc) Je voudrais... (I would like)	Il est vendeur, Elle est vendeuse (he/she is a shop assistant)
Grammar				Understand some basic grammar appropriate to French. -Be able to use masculine and feminine nouns.	Understand some basic grammar appropriate to French. -Be able to use masculine,	Understand some basic grammar appropriate to French. -Be able to use masculine,	Understand some basic grammar appropriate to French.

				-Be able to understand the word order of adjectives. -Be able to form the negative.	feminine neuter-nouns (singular and plural); adjectives and pronouns. Be able to use verbs- 1 st , 2 nd , 3 rd person in questions and answers. Be able to form the negative.	feminine, neuter-adjectives, possessive pronouns. -Be able to use verbs- how to form the future tense, conjugation of present verbs. Revisit position and agreement of adjectives, knowing that grand and petit are placed in front of the noun. -To use prepositions correctly.	-Re-visit determiners and plural -Be able to use past tense/ future tense in spoken work. -Be able to identify tenses from a selection of sentences written in the present, past and future tense.
Vocabulary				Introduce avoir: J'ai (I have) Tu as (you have)	Revisit avoir Revisit Etre and introduce: Il, (he) Elle (she), Assez tres Ne...pas (negatives) Je n'aime pas J'aime Re-visit gender and determiners Introduce possessive pronouns: mon/ma Plurals – re-visit	Revision of conjunctions: et, aussi Ne...pas on either side of verb Eg Je ne joue pas Dans, (in) Sur (on) Sous (under) Sans (without) Avec (with)	-un, une, des -'j'aime le bleu -Il s'appelle, elle s'appelle