

French progression



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 1	<ul style="list-style-type: none"> •Create simple spoken sentences using key verbs for introductions; showing understanding by responding with actions 	<ul style="list-style-type: none"> •Explore the patterns and sounds of languages through songs and create sentences about what colour items are 	<ul style="list-style-type: none"> •Create sentences using previously learnt structures “<i>est</i>” in a new context, and the new structure “<i>il y a</i>” with the conjunction ‘<i>et</i>’ •Understand that nouns in French are ‘boy’ or ‘girl’ words 	<ul style="list-style-type: none"> •Repeat more complex words accurately through song, and memorise language to perform the song with actions 	<ul style="list-style-type: none"> •Create a variety of spoken sentences about the weather in France through repetition and song •Pronounce the names of French towns accurately and spot silent letters 	
Year 2	<ul style="list-style-type: none"> •Create sentences about Paris landmarks by practising key structure <i>il y a</i> •Show understanding of the written words 	<ul style="list-style-type: none"> •Create sentences about yourself and farm animals using the key structures ‘<i>je suis</i>’ ‘<i>je m’appelle</i>’ and ‘<i>j’habite</i>’ recognising whether they are ‘boy’ or ‘girl’ words 	<ul style="list-style-type: none"> •Create sentences about how people travel, to school and at the weekend. •Develop confidence in recognising and writing the forms of transport. •Recognise different types of transport in Paris through a short French film 	<ul style="list-style-type: none"> •Develop an awareness of phonemes and silent letters in French to improve accurate pronunciation, and enable reading of short sentences 	<ul style="list-style-type: none"> •Show understanding of language by joining in and responding with mimes to a song. •Create sentences about rainforest animals and their activities 	<ul style="list-style-type: none"> •Create sentences using the key structure ‘<i>je voudrais</i>’ in the context of ice cream flavours •Show understanding of the difference between masculine and feminine flavours
Year 3	<ul style="list-style-type: none"> •Create and understand spoken and written sentences about animals using the key structure ‘<i>j’ai</i>’ and ‘<i>je voudrais</i>’ 	<ul style="list-style-type: none"> •Express opinions using high frequency verbs on the animals, using the conjunctions ‘<i>aussi</i>’ and ‘<i>mais</i>’ 	<ul style="list-style-type: none"> •Practise the high frequency structure ‘<i>il y a</i>’ and colours to describe objects in your pencil case, understanding that colour adjectives can change depending on the gender of the noun 	<ul style="list-style-type: none"> •Practise the first 3 forms of the high frequency verb ‘<i>to have</i>’ in two contexts of age and hair/eye colour 	<ul style="list-style-type: none"> •Practise first 3 persons of the verb ‘<i>to be</i>’ ‘<i>être</i>’ in the context of character using varied conjunctions 	<ul style="list-style-type: none"> •Practise the verb ‘<i>j’ai</i>’ in a new context of family, and understanding how to use the different forms of ‘<i>my</i>’ to describe who is in your family
Year 4	<ul style="list-style-type: none"> •Engage in a conversation to ask and answer a small range of questions about your self and others 	<ul style="list-style-type: none"> •Create longer descriptive sentences about sports using high frequency opinion verbs, 	<ul style="list-style-type: none"> •Practise higher numbers to answer questions about when your birthday is 	<ul style="list-style-type: none"> •Create sentences spoken and written using high frequency verb ‘<i>il y a</i>’ and improving them using 	<ul style="list-style-type: none"> •Express opinions on fruits using high frequency verbs, understanding how the plural ‘<i>s</i>’ is added and 	<ul style="list-style-type: none"> •Understand a range of language from a familiar story •Extend written work

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		distinguishing between masculine, feminine nouns		adjectives, applying the rule of feminine agreement	pronounced	following a writing frame
Year 5	<ul style="list-style-type: none"> •Create extended spoken and written sentences using more challenging conjunctions and qualifiers •Understand the different ways to say 'some' in French 	<ul style="list-style-type: none"> •Develop confidence in reading out loud, showing awareness of silent letters and phonemes. •Create accurate sentences expressing opinions on the food topic •Understand the difference between the definite and indefinite articles 	<ul style="list-style-type: none"> •Use a variety of previously learnt adjectives to describe planets in French with correct agreements 	<ul style="list-style-type: none"> •Practise a variety of language to communicate in authentic contexts in France 	<ul style="list-style-type: none"> •Identify the main points in a longer spoken text. •Create extended written descriptions to recap a variety of topics by describing characters in the film 	<ul style="list-style-type: none"> •Write sentences from memory about a character in the film
Year 6	<ul style="list-style-type: none"> •Express opinions and reasons with confidence using sophisticated conjunctions and time phrases 	<ul style="list-style-type: none"> •Create spoken and written sentences using previously learnt language, to describe different days at school 	<ul style="list-style-type: none"> •Learn to conjugate a high frequency verb and apply it in the school context 	<ul style="list-style-type: none"> •Create a detailed written description using colours and adjectives and applying the rule of adjective agreement 	<ul style="list-style-type: none"> •Conjugate a different verb in a new context to describe what different people are like 	<ul style="list-style-type: none"> •Use a range of high frequency verbs and adjectives to write a small paragraph from memory about yourself •Ask and answer questions in a conversation or role-play