



**Progression of knowledge, vocabulary, skills and suggested assessment outcomes**

Reading	Key knowledge progression	Key vocabulary	Key skills progression	Assessment outcome
<p><b>EYFS Listening, Attention and Understanding statements for end of year (taken from EYFS Framework)- Listen attentively and respond to what they hear with relevant questions, comments and actions, when being read to and during whole class discussions and small group interactions.</b></p> <p><b>-Make comments about what they have heard and ask questions to clarify their understanding.</b></p> <p><b>-Hold conversation when engaged in back and forth exchanges with their teachers and peers.</b></p>				
<p><b>EYFS – Topics-</b></p> <ul style="list-style-type: none"> <li>• <b>Greetings</b></li> <li>• <b>Colours</b></li> <li>• <b>Numbers</b></li> <li>• <b>Family</b></li> </ul>	<p><u>Understanding the World -Early Learning Goals</u></p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul>	<p><b><u>Vocabulary to be modelled in teaching time and within provision</u></b></p> <p>Bonjour, au revoir</p> <p>Bleu, jaune, vert, rouge</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>Maman, papa, bébé</p>	<p>NA in EYFS</p>	<p>NA</p>
<p><b>KS1: Although the National Curriculum commences in KS2, in KS1 we are committed to developing the right attitude to learning languages with a particular focus on the following skills from the NC:</b></p> <ul style="list-style-type: none"> <li>• <b>listen attentively to spoken language and show understanding by joining in and responding</b></li> <li>• <b>exploring language through songs and rhymes</b></li> <li>• <b>appreciate stories, songs, poems and rhymes (in the language).</b></li> </ul>				
<p><b>Year 1 – Topics-</b></p> <ul style="list-style-type: none"> <li>• <b>Colours – autumn colours and firework colours (extended from EYFS)</b></li> <li>• <b>Greeting (extended from EYFS)</b></li> <li>• <b>Christmas</b></li> <li>• <b>Epiphany</b></li> <li>• <b>Farm animals</b></li> <li>• <b>Plant pot story (links with Science)</b></li> </ul>	<p>Vocabulary, attitude to language learning and cultural awareness to develop from coverage of songs, games, stories and videos</p> <ul style="list-style-type: none"> <li>• Léon le Caméléon</li> <li>• Songs of Alain le Lait (Bonjour, Les Couleurs)</li> <li>• Voilà les pirates</li> <li>• Canon de Noël</li> <li>• <a href="https://www.youtube.com/watch?v=ZiZVmMGkkgk">https://www.youtube.com/watch?v=ZiZVmMGkkgk</a></li> <li>• Petit Ours Brun et la Galette</li> <li>• Plant Pot Story from PLN KS1 SOW</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p><b>Bonjour, comment ça va?</b></p> <p><b>Ça va bien, comme ci, comme ça, ça va mal</b></p> <p><b>Bleu, jaune, vert, rouge, violet, rose, blanc, noir,</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• I am aware of following French lyrics on the smartboard when we sing songs</li> <li>• I am noticing that sometimes French words are spelt differently to how you would expect</li> <li>• I am aware of following French</li> </ul>	<p>Game to match French word flashcard with the colour or numeral.</p>

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

<ul style="list-style-type: none"> <li>• <b>Pirate Personalities</b></li> <li>• <b>Summer Sunshine</b></li> </ul>		<p><b>marron, gris, orange</b></p> <p><b>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze</b></p> <p><b>Le chien, le chat, la vache, le cochon</b></p> <p><b>Voilà</b></p>	<p>text when my teacher reads a story (eg Berthe books by Gwen Brooks) displayed on the smartboard</p> <ul style="list-style-type: none"> <li>• I can read bleu, rouge, vert, jaune when in context</li> <li>I can read un, deux, trois when in context</li> </ul>	
<p><b>Year 2 – Topics-</b></p> <ul style="list-style-type: none"> <li>• <b>Harvest time/Superhero Games/Tooth Fairy</b></li> <li>• <b>Transport/Body Parts</b></li> <li>• <b>Epiphany/Birthdays</b></li> <li>• <b>Animal Magic/Sea Creatures/ counting Easter Eggs</b></li> <li>• <b>Minibeasts/Summer sunshine</b></li> <li>• <b>Dinosaurs</b></li> </ul>	<p>Vocabulary, attitude to language learning and cultural awareness to develop from coverage of songs, games, stories and videos</p> <ul style="list-style-type: none"> <li>• Look at Harvest in France from PLN KS1 SOW</li> <li>• Children compare French trains with UK trains</li> <li>• Alain le Lait songs (Avec un gros nez, Ma Famille, Couleurs-J'aime les voitures)</li> <li>• La Légende des Cloches de Pâques <a href="https://www.youtube.com/watch?v=OEpZlj4T9U0">https://www.youtube.com/watch?v=OEpZlj4T9U0</a></li> <li>• Pop le Dinosaur</li> </ul>	<p><b><u>Vocabulary</u></b></p> <p>Les raisins verts/rouges/noirs</p> <p>Cherchez, trouvez, mangez, regardez, écoutez, marchez, chantez, parlez</p> <p>L'autobus, le tracteur, le vélo, la voiture, le train</p> <p>Les dents, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez</p> <p>Joyeux anniversaire</p> <p>Un elephant, une girafe, un singe, un perroquet, un serpent, un tigre,</p> <p>un requin, un poisson, un papillon, une chenille, une abeille</p> <p>Bébé Dinosaur,</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• I can make an attempt at giving the meaning of a word read by my teacher based on context, picture and gesture cues.</li> <li>• I can read along with familiar lyrics during a song video</li> <li>• I can read familiar French words in powerpoints prepared by my teacher or in story books</li> <li>• I can explore and enjoy a French picture dictionary</li> </ul>	<p>During reading of simple French stories/texts from the smartboard, children are able to make a good attempt at translation.</p>



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		Maman Dinosaure, Papa Dinosaure		
<b>KS2 Key-</b> Progression in Phonics Progression in Grammar Autumn Spring Summer				
<b>Year 3 – Topics-</b> <ul style="list-style-type: none"> <li>• A New Start</li> <li>• Calendar and celebrations</li> <li>• Animal Opinions</li> <li>• Carnival Colours</li> <li>• Food and Stories</li> <li>• Going on a Picnic</li> </ul>	<b><u>Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice)</u></b> <ul style="list-style-type: none"> <li>• The Eiffel tower is in the capital city of France, Paris.</li> <li>• France is a Republic as they have a President and not a monarchy.</li> <li>• On January 6<sup>th</sup> French families celebrate La Fête des Rois and play a game where they find a ‘fève’ in a slice of ‘la galette’.</li> <li>• France has a climate suitable for growing apples, pears, plums, apricots, peaches and cherries.</li> <li>• At Mardi Gras there is a carnival in Nice.</li> <li>• The French for Happy Easter is Joyeuses Pâques and French children hear how the French bells fly to Rome on Good Friday then return with chocolate on Easter Sunday.</li> </ul>	<b><u>Vocabulary on Crown Planners (to be explicitly taught)</u></b> <p>Aut :zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix</p> <p>bleu, vert, jaune, rouge, rose, violet, noir, blanc, marron, rose, gris</p> <p>Salut, bonjour, au revoir, à bientôt, comment ça va? Ça va bien, comme ci, comme ça, ça va mal, et toi?</p> <p>Comment t’appelles-tu? Je m’appelles ____</p> <p>Ecoutez! Regardez! Levez-vous! Asseyez-vous!</p> <p>lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche</p> <p>Spring: janvier, février, mars, avril,</p>	<b>Reading</b> <ul style="list-style-type: none"> <li>• I can read and sort in correct order four of the numbers from 1-10 (Phonics –eu, -ix, -oi)</li> <li>• I can read and sort in to order five months of the year (Phonics –re) (near cognates)</li> <li>• I can recognise and read four familiar animals (Phonics –oi, ch-)</li> <li>• I can recognise a greeting, a farewell and one other familiar question (name, feelings) (exploration of questions)</li> <li>• I can read four familiar fruits and breakfast items (dictionary skills)</li> <li>• I can read and recognise four familiar words including numbers and colours (Phonics reinforce –eu, oi)</li> </ul>	Autumn- children are given cards in jumbled order of French number words to 10 to read and order (photo evidence) . Spring: mini quiz on animal names Summer: children circle from a relevant list fruit and vegetable items written in French read aloud by the teacher in English.



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		<p>mai, juin, juillet, août, septembre, octobre, novembre, décembre</p> <p>onze, douze, treize, quatorze, quinze, seize, dix- sept, dix-huit, dix- neuf, vingt</p> <p>le chat, le chien, le poisson, l'oiseau (m.), le cheval, le lapin, le mouton, la souris, le serpent, la vache, la tortue</p> <p>J'aime, je n'aime pas</p> <p><u>Summer: Où habites-tu? J'habite à _____.</u></p> <p><u>une pomme, une banane, une poire, une fraise, une orange, un citron, une tomate, un oignon, un oeuf, une carotte, un concombre</u></p> <p><u>merci, s'il vous plaît</u></p>		
<p><b>Year 4 - Topics-</b></p>	<ul style="list-style-type: none"> <li><b><u>Key knowledge to be explicitly taught throughout each relevant unit of work (and revised constantly through retrieval practice)</u></b></li> </ul>	<p><b><u>Vocabulary on Crown Planners (to be explicitly</u></b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can identify four school signs <b>translation strategies</b></li> </ul>	<p><b>Autumn- Ask pupils to look up English classroom words in</b></p>

**Progression of knowledge, vocabulary, skills and suggested assessment outcomes**

<ul style="list-style-type: none"> <li>Welcome to School</li> <li>Our Local Area</li> <li>Family Tree and Faces</li> <li>Body Parts</li> <li>Doctors and Wild Animals</li> <li>Summertime</li> </ul>	<ul style="list-style-type: none"> <li>French schools usually start at 8am and finish at 4pm. They often open on a Saturday morning but children do not attend on a Wednesday.</li> <li>Three major French cities are Paris, Rouen and Nice.</li> <li>Build on last year's Epiphany work by looking in further detail at how a French family celebrates using PLN videos and powerpoints.</li> <li>Build on last year's work on 'Les cloches de Pâques' by acting out a French Easter Egg Hunt after the bells have dropped them in gardens</li> </ul>	<p><b>taught)</b></p> <p><b>Autumn: Quel âge as-tu? J'ai huit ans/J'ai neuf ans</b></p> <p><b>Où est...? la salle de classe, le crayon, le stylo, la gomme, la règle</b></p> <p><b>Le supermarché, la boulangerie, la pharmacie</b></p> <p><b>à gauche à droite</b></p> <p><b>Spring: Bougez! Touchez! Montrez! Écoutez! Regardez!</b></p> <p><b>Vingt, vingt-et-un, vingt-deux...trente, trente-et-un</b></p> <p><b>Le père, la mère, la soeur, le frère</b></p> <p><b>La jambe, la tête, le nez, la bouche, l'oreille, les yeux, les cheveux</b></p> <p><b>Summer: J'ai mal à la gorge, j'ai mal au ventre</b></p> <p><b>La girafe, le singe, le serpent, le tigre, le perroquet, l'éléphant</b></p>	<p>and recognition of determiner</p> <ul style="list-style-type: none"> <li>I can find a new classroom objects or classroom furniture in a bilingual dictionary</li> <li>I can read three signs for shops translation strategies (Phonics-reinforce -ou, ch)</li> <li>I can read and draw a simple description of a face with only one omission translation strategies and adjectival agreement</li> <li>I can read three body part nouns cards and place on a skeleton diagram translation strategies</li> <li>I can read two sentences describing two jungle animal and find the matching pictures translation strategies</li> <li>I can read three familiar flavours of ice creams and match to pictures translation strategies Phonics-link sound and spelling ch, en, on) translation strategies Phonics-link sound and spelling ch, en, on)</li> </ul>	<p>a dictionary to find the French word.</p> <p>Spring: Children draw a face according to a written list in French but one face part will be missing eg if le nez is not written they do not draw a nose on the face.</p> <p>Summer: Picture match to word for ice cream flavours.</p>
--	--	--	--	--

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		<p><b>Au printemps, en été, en automne, en hiver, il fait chaud, il fait froid, il pleut</b></p>		
<p><b>Year 5 Topics–</b> My School, My Subjects In the City Healthy Eating/Markets Carnival and Clothes Where do you Live? (Countries) Seaside</p>	<p><b><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></b></p> <ul style="list-style-type: none"> <li>• On looking at a map of France the children will name countries which share a border with France</li> <li>• Name and locate 5 major French cities</li> <li>• Children learn about the culture and events leading up to Christmas day (the celebrations of Saint-Nicolas take place around 6 December with big shows, street parades and fireworks.).</li> <li>• Can the children name 2 events on the French calendar when they have fireworks at la Tour Eiffel? (New Year-teach 'Bonne Année, Bastille Day)</li> <li>• Compare shopping culture, our shops and markets with French shops and markets</li> <li>• Name the seas which share a coastline with France (seaside topic).</li> <li>• Whilst studying Bastille Day and the French Revolution children learn about Joseph Bologne, Chevalier de Saint-Georges as an inspirational black Frenchman. He was known as le Mozart Noir. He was a violinist, composer, champion fencer and colonel in the Garde Nationale.</li> </ul>	<p><b>Vocabulary on Crown Planners (to be explicitly taught)</b></p> <p><u>Autumn:</u> Je suis heureux/heureuse, Je suis triste, Je suis fatigué/fatigue, j'ai froid, j'ai chaud Le français, l'anglais, les maths, la géographie Le parc, la gare, la piscine Spring : Bonne Année! quarante, cinquante je porte,,une chemise, une jupe, un pantalon, les chaussures, les chaussettes <u>Summer:</u> britannique, français/française En voiture, en autobus, en</p>	<p><b>Chronological understanding</b></p> <p>Reading</p> <ul style="list-style-type: none"> <li>• I can understand the simple description of a city and access and find two unfamiliar nouns for places in a bilingual dictionary.</li> <li>• I can read the instructions for a simple recipe and use a bilingual dictionary to access an unfamiliar key ingredient. Strategies for translation</li> <li>• I can read a simple description about clothes that people are wearing, using the verb "porter" (to wear) or "avoir" (to have) and nouns with adjectives. Can locate one unfamiliar item of vocabulary in the text in a bilingual dictionary</li> <li>• I can read a short descriptive text</li> </ul>	<p>Autumn- mini quiz on key vocab from In the City topic Spring: children complete a reading comprehension on a brief text about clothes. Summer- children complete a reading comprehension on a short text about a seaside holiday.</p>



Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		<p>bateau, en avion, à pied Il fait beau, il fait mauvais</p>	<p>about a place or resort and understand at least three facts from weather, places in the city/resort/ a food you can eat application of vocab and translation strategies</p> <ul style="list-style-type: none"> <li>I can read and identify four facts from a short description of a seaside holiday resort weather, games and activities to play on the beach and the food you can eat for a picnic, clothes you wear and items from the beach bag application of vocab and translation strategies</li> </ul>	
<p><b>Year 6 Topics –</b> Everyday Life Where I live? Pastimes Hobbies and Fun Café Culture Performance time</p>	<p><b><u>Key knowledge to be explicitly taught throughout unit of work (and revised constantly through retrieval practice)</u></b></p> <p>Maths link with telling the time</p> <p>Looking at a map of France name some of the main rivers</p> <p>Know the sports which are popular in France</p> <p>Awareness of French café culture</p>	<p><b><u>Vocabulary on Crown Planners (to be explicitly taught)</u></b></p> <p><b><u>Autumn: Quelle heure est-il? Il est deux heures, Il est deux heures et quart, il est deux heures et demie, il est trois heures moins le quart, Je</u></b></p>	<p><b><u>Chronological Understanding</u></b></p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can understand five sentences in a text about a target language child's daily routine (to include times, daily routine verbs opinion) translation strategies.</li> </ul>	<p>Autumn- Attempt a translation of a six sentence text on a house(demonstrate understanding of 60% of the vocabulary).</p> <p>Spring- Attempt a translation of a description of how to play a sport (60% accuracy).</p>

Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		<p><b>me lève, Je mange mon petit déjeuner, Je vais à l'école, Je me couche</b></p> <p><b>La maison, la cuisine, le salon, la salle de bains, la salle à manger, la chambre</b></p> <p><b>Quand je serais grand/grande je voudrais être..., un professeur, un médecin</b></p> <p><b>Spring: Je joue au rugby/au football/au cricket, Je fais du cyclisme/de l'équitation/ de la natation/de la gymnastique,</b></p> <p><b>Quel est ton animal préféré? Ton livre préféré?</b></p> <p><b>Je préfère...</b></p> <p><b>Summer: Vous désirez? Je voudrais...un thé, un café, un jus d'orange, un coca, une lemonade, un sandwich, des</b></p>	<p>application of prior learning application of-ais</p> <ul style="list-style-type: none"> <li>I can read a short text of six sentences about a house and identify the key information in five of the six sentences. Translation strategies/skim scan for familiar vocab application of -ai, an, am</li> <li>I can read a short description of how to play a sport and can identify at least 3 key facts Translation strategies/skim scan for familiar vocab</li> <li>I can understand four statements in a description (eight sentences) about someone else describing own favourite things and why they like the items. Use of bilingual dictionary evident to access unfamiliar words. Various translation strategies</li> <li>I can read and access using a bilingual dictionary an authentic café</li> </ul>	<p><b>Summer- Demonstrate independent use of a bilingual dictionary.</b></p>
--	--	---	---	--



### Progression of knowledge, vocabulary, skills and suggested assessment outcomes

		<b>frites, des chips, un croque monsieur, voilà!</b>	menu. Understand the majority of the key foods and drinks I can listen to and understand a café dialogue and identify 4 facts from items ordered and the cost of the items. application of phrase knowledge and context	
--	--	--	--	--