



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>

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<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>



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		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.



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		<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>

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<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>
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		<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 <b>Christmas day</b> (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><u>Vocabulary on Crown Planners (to be explicitly taught)</u></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><u>Chronological understanding</u></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 <b>bilingual dictionary</b>.</li> <li>• I can read the instructions for a simple recipe and use a <b>bilingual dictionary</b> 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 <b>adjectives</b>. Can locate one unfamiliar item of vocabulary in the text in a <b>bilingual dictionary</b></li> <li>• I can read a short descriptive text</li> </ul>	<p><b>Autumn- mini quiz on key vocab from In the City topic</b> Spring: children complete a reading comprehension on a brief text about clothes. <b>Summer- children complete a reading comprehension on a short text about a seaside holiday.</b></p>



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		<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>

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		<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</p> <p>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>
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		<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	
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