

FRENCH SKILLS AND KNOWLEDGE PROGRESSION COVERAGE MAP

This skills and knowledge progression coverage map has been developed based on the KAPOW scheme of learning and recommendations from the National Curriculum (KS2 Languages Programme of Study). The document provides an overview of the key knowledge covered in each strand (Phonics, Vocabulary and Grammar) together with the key skills (Language Comprehension and Language Production) and how this builds across the year groups. Numbers, alphabet, classroom language and cultural awareness are developed alongside each unit.

NB: The French key vocabulary for each unit has been listed once under 'Vocabulary' with its corresponding unit number. Words have been colour-coded as follows: Autumn term = blue, spring term = green and summer term = red. Please also be aware that key vocabulary for each unit is too extensive to list all of it and vocabulary learnt may vary for each child's circumstances.

LANGUAGE KNOWLEDGE	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Phonics NC Reference: Understanding and communicating ideas, using their knowledge of phonology...	<p>To become familiar with key phonemes represented by the following letters: <i>a, c, e, g, l, j, q, s, t, u</i> (which differ from their pronunciation in English)</p> <p>To identify sounds created by linking some of the key phonemes: <i>ou, on, an, oi, in, ge, eu, oi, ui, eau</i>.</p> <p>To recognise that some letters carry accents and that these change the sound of those letters: <i>ç è ù é â â</i></p> <p>To know that a <i>ç</i> cedilla is the hook shape that sits under the letter c when c precedes the letters a, o, u. It changes the pronunciation from a hard to a soft 'ss' sound.</p> <p>To know that consonants at the end of words in French are not usually pronounced: the <i>t</i> is silent in <i>salut, comment, petit and vert</i>. The <i>e</i> at the end of <i>m'appelle</i>; the <i>s</i> at the end of <i>t'appelles</i> and <i>pas</i> are silent, as is the <i>d</i> in <i>grand</i>.</p>	<p>To identify sounds created by linking some of the key phonemes: <i>in, ou, on, en, eau, et, eu, ez</i>.</p> <p>To recognise and begin to predict key word patterns and spellings.</p> <p>To know that 'h' at the start of a word in French is not pronounced.</p>	<p>To consistently recognise and apply changes in sound caused by accents when speaking, especially acute accent <i>é</i>, grave accent <i>è</i> and <i>ç</i> cedilla.</p> <p>To know that a change in voice intonation can indicate when a question is being asked.</p>	<p>To know a range of ways to ask questions in French using statements and voice inflexion, by placing a question phrase e.g. <i>est-ce-que</i> at the beginning of a statement, or by inverting the subject and verb: <i>quel genre de musique aimes-tu?</i></p> <p>To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary.</p>

Vocabulary	YEAR 3	YEAR 4	YEAR 5	YEAR 6																																																																																																																																						
	<p>Unit 1 – French Greetings with Puppets</p> <p>Unit 2 – French adjectives of colour, size and shape</p> <p>Unit 3 – French playground games – numbers and age</p> <p>Unit 4 – In a French classroom</p> <p>Unit 4A – A circle of life in French</p> <p>Plus numbers 1 -12 and the Alphabet</p>	<p>Unit 1 – Portraits – describing in French</p> <p>Unit 2 – Clothes – getting dressed in French</p> <p>Unit 3 – French numbers, calendars and birthdays</p> <p>Unit 4 – French food – miam, miam!</p> <p>Plus numbers 13-31, Alphabet Classroom language</p>	<p>Unit 1 – French Monster Pets</p> <p>Unit 2 – Shopping in France</p> <p>Unit 3 – Verbs in a Week</p> <p>Unit 4 – Meet my French Family</p> <p>Plus numbers 32-100, Alphabet and Classroom language</p>	<p>Unit 1 – French Sport</p> <p>Unit 2 – In my French House</p> <p>Unit 3 – Planning a French Holiday</p> <p>Unit 4 – Visiting a Town in France</p> <p>Plus numbers 70 -100, Alphabet and Classroom language</p>																																																																																																																																						
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Blue	Blue	Il/Elle porte He/she is wearing	les genoux knees	A terraced house
Jaune	Yellow	J'aime I like	le genou knee	La salle à manger dining room
Vert	Green	Je n'aime pas I do not like	les pieds feet	La cuisine kitchen
Blanc	White	C'est de quelle couleur ? What colour is it ?	le pied foot	La chambre bedroom
Noir	Black	Plus nouns for items of clothing	la jambe leg	Le salon the living room
Orange	Orange	Unit 3	le bras arm	Il y a there is
Violet	Purple	Le jour the day	Plus colour adjectives in m, f and plural forms	Il n'y a pas de there is not
Rose	Pink	La semaine the week	Unit 2	Au rez-de-chaussée ground floor
Brun	Brown	Hier yesterday	Du/De la/ De L'/Des Some	Au premier étage first floor
Un cercle	Circle	Demain tomorrow	Bon appétit! Enjoy your food!	En bas downstairs
Un carré	Square	Aujourd'hui today	C'est délicieux It is delicious	En haut upstairs
Un rectangle	Rectangle	Les mois the months	Laisser cuire Leave to cook	Sous under
Un triangle	Triangle	Je voudrais I would like	Laver Wash	Devant in front of
Unit 3		C'est quand ton anniversaire ? When is your birthday ?	Couper Cut	Derrière behind
un, deux, trois, quatre, cinq, 1-10		Mon anniversaire c'est le... My birthday is on the...	Ajouter Add	À côté du/de la/ de l'/des Next to the...
six, sept, huit, neuf, dix		Quelle est la date aujourd'hui ? What is the date today ?	Emincer Slice	Où est...? Where is...?
Combien? How many/much?		Lundi Monday	Je vais au marché et j'achète... I go to the market and I buy...	C'est la salle à manger It is the dining room
Tu as quel âge? How old are you?		Mardi Tuesday	C'est combien? How much is it?	Plus nouns for objects in a bedroom
Unit 4		Mercredi Wednesday	Il a faim	Unit 3
Écoutez! Listen		Jeudi Thursday	Il n'a pas faim	La plage the beach
Écrivez! Write		Vendredi Friday	Il a tout mangé	Les montagnes the mountains
Lisez! Read		Samedi Saturday	Il reste au lit	Il/elle va he/she goes
Fermez! Close		Dimanche Sunday	Plus fruits and vegetables	Nous allons we go
Ouvrez! Open		janvier January	Unit 3	Vous allez you go (formal)
Parlez! Speak		février February	Nous We	Ils/ells vont they go (m or f)
Regardez! Watch/Look		mars March	Vous You (Formal)	Je vais aller I am going to
Levez-vous! Stand Up		avril April	Ils/elles They (M/F)	Au/en/aux to (m, f or p)
Asseyez-vous! Sit Down		mai May	Avoir To have	Rester to stay
Dans mon sac In my bag		juin June	Etre To be	Faire to do/make
Je n'ai pas de... I do not have...		juillet July	Chanter To sing	Quand/où/pourquoi vas-tu en vacances?
Mais But		août August	Courir To run	When/where/why are you going on holiday?
Tu as...? Do you have...?			Danser To dance	En été ou en hiver?
Unit 4A			Dormir To sleep	In summer or in winter?
Le The (M)			Lire To read	
La The (F)				
L' The (when the noun begins with a vowel or an h)				
Qui Who				

	<i>Habite</i> <i>Dans</i> <i>Mange</i> <i>Où est?</i>	Lives In Eat Where is?	<i>septembre</i> September <i>octobre</i> October <i>novembre</i> November <i>décembre</i> December <u>Unit 4</u> <i>Le menu</i> menu <i>Une boisson</i> drink <i>Une entrée</i> starter <i>Un plat principal</i> main dish <i>L'addition</i> the bill <i>S'il vous plaît</i> please <i>Ça fait...</i> it comes to... <i>Le serveur/</i> waiter/waitress <i>La serveuse</i> <i>Un billet</i> a banknote <i>Une pièce de monnaie</i> a coin <i>Vous désirez?</i> What would you like? Plus names of different shops and eateries and nouns for foods and drinks	<i>Nager</i> To swim <i>Sauter</i> To jump <i>Habiter</i> To live <i>Regarder</i> To <i>look/watch</i> <i>Ecrire</i> To write <i>Jouer</i> To play <u>Unit 4</u> <i>J'ai un frère</i> I have a brother <i>J'ai une sœur</i> I have a sister <i>Je n'ai pas de</i> I do not have <i>Je suis fils (m)/fille (f) unique</i> I am an only child <i>Son anniversaire c'est le...</i> His/her birthday is on the... <i>J'adore</i> I love Plus family members and names of fruits	<i>Quel temps va-t-il faire?</i> What will the weather be? <i>Que vas-tu faire?</i> What are you going to do? <i>Qu'est-ce qu'il y a dans ta valise?</i> What is in your suitcase? <u>Unit 4</u> <i>Un billet</i> a ticket <i>Un carnet</i> a book of tickets <i>Entre</i> between <i>Près/loin de</i> near to/far from <i>Chez moi</i> at my house <i>Voici</i> here is/are <i>Tourne à gauche/ à droite</i> Turn left/right <i>La deuxième à gauche/ à droite</i> Second on the left/right <i>Un billet pour Paris s'il vous plaît</i> A ticket for Paris, please <i>Où est...?</i> where is...? <i>Tu vas aller au/à la/à l'...?</i> Are you going to...? <i>Non, je ne vais pas aller au/à la/à l'...</i> No, I am not going to... Plus nouns for transport and places in town
Grammar	YEAR 3	YEAR 4	YEAR 5	YEAR 6	
Terminology	Noun Masculine Feminine Verb Adjective Conjunction Preposition Accent Article	Definite article Indefinite article Plural Adjectival agreement Possessive adjectives Negative Subject pronouns: first, second and third person singular	Adverb Compound nouns Compound sentences	Infinitive Conjugation Future tense Irregular verbs Partitive articles	

<p>Feminine and Masculine Forms: Nouns (including articles, pronouns and plural formation)</p>	<p>To understand tht every French noun is either masculine or feminine To know that the gender affects the form of the indefinite article <i>un</i> or <i>une</i> To know that feminine nouns often (but not always) end in 'e'. To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: <i>des ciseaux</i> To know that the pronoun <i>ça</i> means 'it' To know that the pronoun <i>y</i> means 'there'</p>	<p>To know the equivalents for the word 'the' in French: <i>le/la/l'/les</i> and <i>a/an/some: un/une/des</i> To know that the gender of a noun can be found by looking it up in the dictionary where French nouns are followed by a gender indicator</p>	<p>To know that there are compound nouns in French, e.g. <i>mon grand-père</i> <i>Mes grand-parents</i></p>	<p>To know whether to use the pronouns <i>il</i> 'he' or <i>elle</i> 'she' when describing someone</p>
<p>Feminine and Masculine Forms: Adjectives (position and agreement)</p>	<p>To know that most adjectives are placed after the noun in French. To know that adjectives of size such as <i>petit</i> and <i>grand</i> are placed before the noun</p>	<p>To know that the ending of an adjective changes depending on the gender and number of the noun it describes To know that certain colour adjectives are invariable and to no change in the feminine form: <i>rouge</i>; that some do not change in the plural forms: <i>marron, orange</i> To know that some adjectives are irregular in the feminine and/or plural forms: <i>violet (m), violette (f)</i> To know that possessive adjectives <i>mon/ma/mes</i> must agree with the gender and number of the noun they describe</p>	<p>To know that adjectives must agree with the gender and number of the noun being described</p>	<p>To know that partitive articles describe where something is placed: <i>le livre est à côté du stylo</i>. To know a range of prepositions to describe the position of objects.</p>
<p>Verbs (including conjugation and negation)</p>	<p>To know that there are high frequency verbs <i>s'appeler, avoir, être</i> and <i>aller</i> which are used to formulate and answer questions To know that <i>je/j'</i> and <i>tu</i> are subject pronouns</p>	<p>To know that endings of verbs change according to the subject To know how to form the first, second and third person of the verbs <i>avoir</i> (to have)</p>	<p>To know all subject pronouns in French and that <i>je</i> contracts to <i>j'</i> when the verb begins with a vowel To know that the endings of French verb groups (<i>er/ir/re</i>)</p>	<p>To know that the way verbs change to match the pronoun is called conjugation To know that some verbs do not follow regular patterns, such as <i>avoir</i> (to have) and <i>être</i> (to be)</p>

	<p>To know that <i>c'est</i> means 'it is' and is used to describe what something is</p> <p>To know that placing <i>ne...pas</i> around the verb makes it negative: <i>ne + verb + pas</i></p>	<p>and <i>être</i> (to be)</p> <p>To know that we can use conjunctions to link phrases such as <i>et/mais</i></p> <p>To know that the verbs <i>avoir</i> and <i>être</i> are used to describe appearance and personality</p> <p>To know the meanings of the verb <i>porter</i> (to wear) in the third person singular form: <i>il/elle porte</i> and <i>aimer</i> in the third person plural form: <i>ils aiment</i></p> <p>To know that the verb <i>aimer</i> is used to express an opinion, including with the negative form <i>ne...pas</i></p> <p>To know how <i>avoir</i> (to have) and <i>être</i> (to be) are conjugated in the third person singular forms: <i>il/elle est</i></p>	<p>determine the pattern for how the verb is conjugated</p> <p>To know that the same verb is not always used in English and French for a given phrase: when speaking about age and being hungry in French, the verb <i>avoir</i> (to have) is used, not the verb to be as in English</p> <p><i>J'ai dix ans</i> – I am ten years old</p> <p><i>Il a faim</i> – He is hungry</p> <p>To know that some verbs are irregular</p> <p>To know that compound sentences join two simple sentences together using connectives such as <i>et</i> and <i>mais</i></p> <p>To know that <i>ne</i> is contracted to <i>n'</i> when followed by a vowel: <i>je n'ai pas faim</i></p>	<p>and <i>aller</i> (to go)</p> <p>To conjugate the verbs <i>aller</i>, <i>jouer</i> and <i>faire</i></p> <p>To know that we use the verb <i>jouer</i> (to play) with some sports and <i>faire</i> (to do) with other sports</p> <p>To know that, for regular verbs, the singular imperative verb (tu) is formed by removing the <i>s</i> from the second person singular of a verb, e.g. <i>tourne</i>s becomes <i>tourne</i>y (turn)</p>
<p>Key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>To know that the word order is sometimes different in French compared to English</p> <p>To know that we can use conjugations such as <i>et</i> (and) and <i>puis</i> (then) to join clauses</p> <p>To know that some words are cognates: they have the same spelling or meaning in French and English: <i>le train</i>, <i>le taxi</i></p> <p>To know that accents in French can change the sound of a letter</p>	<p>To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence</p> <p>To know that basic sentence structure English and French have the same pattern: subject + verb + object</p> <p>To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French</p>	<p>To know that there is no possessive apostrophe in French. To say 'my father's sister' in French would be the sister of my father: <i>la sœur de mon père</i></p> <p>To understand that the English language contains some words borrowed from the French language but that there may have different meanings: <i>les chips</i> – crisps, <i>les baskets</i> – trainers</p> <p>To understand that words in French and English will not always have a direct equivalent in the other language</p>	<p>To know that <i>parce que</i> (because) can be used to extend a sentence and give justification</p>

Language Comprehension (Listening and Reading)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
NC Reference: Listen attentively to spoken language and show understanding by joining in and responding	Listening and responding to single words and short phrases	Listening and responding to full sentences	Listening and selecting information from short audio passages to give an appropriate response	Listening and inferring information from an extended audio passage using language detection skills
Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words	Listening and noticing rhyming words when joining in with songs Beginning to notice common spelling patterns	Listening and noticing rhyming words when joining in with songs Beginning to notice common spelling patterns	Independently identifying rhyming words and spelling patters when joining in with songs Beginning to predict spelling patterns	Independently identifying rhyming words and spelling patters when joining in with songs Beginning to predict spelling patterns
Appreciate stories, songs and poems and rhymes in the language	Reading aloud some words from simple stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and responding to a range of authentic texts	Reading short authentic texts for enjoyment or information
Read carefully and show understanding of words, phrases and simple writing	Recognising some familiar French words in written form Beginning to understand and notice cognates and close cognates	Recognising some familiar French words when written in a short phrase Identifying and discussing cognates and beginning to explore various language detective strategies	Identifying key information in simple writing Using a range of language detective strategies to decode new vocabulary including context and text type	Identifying and extracting key information in a range of authentic texts Reading and using language detective skills to assess meaning including sentence structure
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary	Becoming familiar with format, layout and simple use of a bilingual dictionary Using visual clues to make predictions about the meaning of unfamiliar vocabulary	Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using further contextual clues and cues, such as knowledge of text types and structures to deduce unknown vocabulary	Using a bilingual dictionary to select alternative vocabulary for independent sentence building Using further contextual clues and cues, such as awareness of grammatical structures to deduce unknown vocabulary

Language Comprehension (Speaking and Writing)	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Asking an/or answering simple questions Forming simple statements with information including the negative Practising speaking with a partner	Recognising and answering simple questions which involve giving personal information Beginning to form opinion phrases Using a variety of conversational phrases	Forming a question in order to ask for information Beginning to use conversational phrases for purposeful dialogue Rehearsing and recycling extended sentences orally Speaking in full sentences using known vocabulary	Planning, asking and answering extended questions Developing extended sentences to justify a fact or opinion Engaging in conversation and transactional language
Speak in sentences, using familiar vocabulary, phrases and basic language structures	Using short phrases to give information Recognising and repeating phrases from familiar rhymes and songs	Using a model to form a spoken sentence	Rehearsing and recycling extended sentences orally Speaking in full sentences using known vocabulary	Modifying, expressing and comparing opinions
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	Listening and repeating key phonemes with care Recognising that sounds and spelling patterns can be different from English Discussing strategies for remembering and applying pronunciation rules Building confidence by repeating short phrases with increasing accuracy	Listening and repeating key phonemes with care Recognising that sounds and spelling patterns can be different from English Discussing strategies for remembering and applying pronunciation rules Building confidence by repeating short phrases with increasing accuracy	Recognising key phonemes in an unfamiliar context, applying pronunciation rules Using intonation and gesture to differentiate between statements and questions Formulating their own strategies to remember and apply pronunciation rules Speaking and reading aloud with increasing confidence and fluency	Recognising key phonemes in an unfamiliar context, applying pronunciation rules Using intonation and gesture to differentiate between statements and questions Formulating their own strategies to remember and apply pronunciation rules Speaking and reading aloud with increasing confidence and fluency
Present ideas and information orally to a range of audiences	Introducing self to a partner with simple phrases	Rehearsing and performing a short role-play or song	Creating and presenting a dialogue or role-play	Giving a presentation drawing upon learning from a number of previous topics
Cultural Awareness	Discussing similarities and differences between customs and traditions in France and the UK Showing awareness of the capital city and identifying some key cultural	Discovering French festivals and their traditions Ordering typical French food and drink To know that in French, there		Playing the traditional French game of <i>la pètanque</i> Researching information about the French cycle race <i>la Tour de France</i>

	<p>landmarks and works of art such as <i>L'escargot</i> by Matisse</p> <p>To know that in French, there are formal and informal greetings</p> <p>To know some playground games played in France</p> <p>To name some famous paintings by French artists</p>	<p>is a formal and informal version of the word for 'you' and when to use each one</p> <p>To know that the currency used in France is euros and to recognise some of the notes and coins</p> <p>To know that orders are typically taken at the table in France</p>		<p>Comparing sporting activities in France and the UK</p> <p>To know the rules for playing French bowls</p> <p>To know how the <i>maillot jaune</i> is awarded during the <i>Tour de France</i> race</p>
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