

French disciplinary knowledge progression document

| LKS2 | Listening Skills | Speaking Skills | Reading Skills | Writing Skills | Language-learning Skills | Knowledge & Grammar |
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| <p>Year 3 Basic</p> <p>Year 4 Advancing/Deep</p> | <ul style="list-style-type: none"> • Listen, read and show understanding of single words • Listen, read and show understanding of short phrases in texts as well as songs and rhymes • Recognise a familiar question and respond • Ask and answer several simple and familiar questions | <ul style="list-style-type: none"> • Recognise a familiar question and respond • Ask and answer several simple and familiar questions • Recognise some letter strings and pronounce them in familiar words | <ul style="list-style-type: none"> • read and show understanding of single words • read and show understanding of short phrases in texts as well as songs and rhymes • Recognise a familiar question and respond • Read aloud short familiar sentences using knowledge of phonics | <ul style="list-style-type: none"> • Write and say a sentence with single familiar words and a connective with support and confident to attempt it without • Write and say a simple phrase to describe people, places and things with a language scaffold as well as be confident to do the | <ul style="list-style-type: none"> • Use strategies for memorising vocabulary • Find the meaning of word in a bilingual dictionary • Use a bilingual dictionary to find the meaning or translation of a word • Join in with the actions of familiar songs, stories and rhymes • Join in with the | <ul style="list-style-type: none"> • Awareness that different word classes exist in French and know some vocabulary for nouns, adjectives, verbs, pronouns, adverbs and conjunctions • 1st and 2nd person pronouns with irregular high frequency verbs • Awareness that there are 2 groups of nouns in French • 2 forms of ‘you’ in French • Awareness that letters in French can make a different sound to English and silent letters are frequent • Formation of a question with rising intonation • Pattern of questions with question words • Awareness of silent letters • Awareness of elision • Rules for making nouns plural • Making a sentence say “not” • Position of colour adjectives in a sentence |

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| | | | | same without support | words of familiar songs, stories and rhymes sometimes from memory | <ul style="list-style-type: none"> • Awareness that French is spoken in other countries besides France • Some French speaking countries in Europe |
| UKS2 | Listening Skills | Speaking Skills | Reading Skills | Writing Skills | Language-learning Skills | Knowledge & Grammar |
| Year 5 Basic Year 6 Advancing/Deep | <ul style="list-style-type: none"> • Listen, read and show understanding of more complex familiar phrases and sentences in texts • Listen, read and show understanding of more complex sentences using familiar and unfamiliar words • Ask and answer more complex familiar questions | <ul style="list-style-type: none"> • Ask and answer more complex familiar questions • Engage in a short conversation using familiar questions and express opinions | <ul style="list-style-type: none"> • Read aloud more complex familiar sentences using knowledge of phonics • Pronounce unfamiliar words in a sentence with a high degree of accuracy using phonic knowledge • Read aloud the text of familiar songs, | <ul style="list-style-type: none"> • Write and say a more complex sentence to describe people, places and things with a language scaffold as well as be confident to do the same without support • Write and say a | <ul style="list-style-type: none"> • Use a bilingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs • Follow the text of a familiar rhyme, song or story and identify the | <ul style="list-style-type: none"> • Definite article • Indefinite article and gender of nouns • Plural nouns • Rules of agreement of adjectives in the singular and plural • Position of majority of adjectives in a sentence • 1st, 2nd, 3rd person singular and 3rd person plural of an irregular high frequency verb • Development of understanding of formation of questions • 1st, 2nd, 3rd person singular pronouns and 3rd person plural pronouns and verb conjugation for regular -er verbs |

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| | <ul style="list-style-type: none"> Engage in a short conversation using familiar questions and express opinions | | <p>rhymes and stories</p> | <p>more complex sentence to describe people, places and things manipulating language with a bilingual dictionary as well as be confident to do the same without support</p> | <p>meaning of the words</p> <ul style="list-style-type: none"> Read aloud the text of familiar songs, rhymes and stories | <ul style="list-style-type: none"> Formal use of 'you' with regular and irregular high frequency verbs Formation of a question with rising intonation Pattern of questions with question words Partitive in singular and plural Formation of a relative clause Elision Concept of liaison Traditional songs and rhymes |
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