

Bonjour!

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French

Kapow
Primary™

Progression of knowledge and skills -
Mixed-age

Introduction

This document gives an overview of the skills which will be covered in each strand and how they develop across the year groups.

We will be adding a knowledge progression for the **Grammar** strand which is more knowledge-based and will be adding knowledge statements for **Intercultural understanding** as the mixed-age scheme is developed.

Our key documents are regularly updated to reflect changes to content on our website and this document is likely to be amended as our mixed-age curriculum is refined. This version was created on 24.05.22. Please check [here](#) for the latest version.

Related resources:

To see the skills and knowledge covered in each mixed-age unit, then please see our [French: Key skills and knowledge by unit – mixed-age](#).

To see our [French: Long-term plan –mixed-age](#) see here.

National Curriculum	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.	<p>Asking and/or answering simple questions</p> <p>Forming simple statements with information including the negative</p> <p>Practising speaking with a partner</p>	<p>Recognising and answering simple questions which involve giving personal information</p> <p>Beginning to form opinion phrases</p> <p>Beginning to use conversational phrases for purposeful dialogue</p>	<p>Forming a question in order to ask for Information</p> <p>Presenting factual information in extended sentences including justification</p>	<p>Developing extended sentences to justify a fact or opinion</p> <p>Planning, asking and answering extended questions</p> <p>Engaging in conversation and transactional language</p>
Speak in sentences, using familiar vocabulary, phrases (and simple writing).	<p>Using short phrases to give information</p> <p>Beginning to adapt phrases from a rhyme/song</p>	<p>Using a model to form a spoken sentence</p> <p>Speaking in full sentences using known vocabulary</p>	<p>Rehearsing and recycling extended sentences orally</p> <p>Planning and presenting a short descriptive text</p>	<p>Planning and presenting a short text</p> <p>Modifying, expressing and comparing opinions</p>
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	<p>Repeating short phrases accurately, including liaison of final consonant before vowel</p> <p>Listening and repeating key phonemes with care</p>	<p>Comparing sounds and spelling patterns with English</p> <p>Listening and repeating further key phonemes with care</p>	<p>Using intonation and gesture to differentiate between statements and questions</p> <p>Making realistic attempts at pronunciation of new, vocabulary</p> <p>Listening and repeating key phonemes with care applying pronunciation rules</p>	<p>Discussing strategies for remembering and applying pronunciation rules</p> <p>Speaking and reading aloud with increasing confidence and fluency</p> <p>Comparing and applying pronunciation rules or patterns from known vocabulary</p>
Present ideas and information orally to a range of audiences.	<p>Introducing self to a partner with simple phrases</p>	<p>Rehearsing and performing a short presentation</p>	<p>Adapting a story and retelling to the class</p>	<p>Giving a presentation drawing upon learning from a number of previous topics</p>
Describe people, places and things and actions orally	<p>Recognising and using adjectives</p>	<p>Choosing appropriate adjectives from a wider range of adjectives</p>	<p>Using adjectives with correct placement and agreement</p>	<p>Recognising and using a wide range of descriptive phrases</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Listen attentively to spoken language and show understanding by joining in and responding.</p>	<p>Listening and responding to single words and short phrases</p> <p>Following verbal instructions in French</p> <p>Responding to objects or images with a phrase or other verbal response</p>	<p>Identifying items by colour and other adjectives</p> <p>Listening and selecting information</p> <p>Using language detective skills to decode vocabulary</p>	<p>Listening and gisting information from an extended text using language detective skills such as cognates</p> <p>Listening and following the sequence of a story, song or text including some unfamiliar language</p>	<p>Using prepositions to indicate the location of objects relative to something</p> <p>Understanding directional language and phrases and prepositions to describe how to get to places eg the route to school</p> <p>Recognising present and near future tense sentences (using aller + infinitive)</p>
<p>Explore the patterns and sounds of languages through songs and rhymes and link to spelling, sound and meaning of words.</p>	<p>Listening and identifying key words in rhymes and songs and joining in</p> <p>Beginning to identify vowel sounds and combinations</p> <p>Listening and noticing rhyming words</p>	<p>Listening to songs, joining in with songs and noticing sound patterns</p> <p>Noticing and beginning to predict key word patterns and spelling patterns</p>	<p>Matching unknown written words to new spoken words</p> <p>Recognising blends of sounds and selecting words to recognise common spelling patterns</p>	<p>Recalling and performing an extended song or rhyme</p> <p>Listening to stories, songs or texts in French</p>

National Curriculum	Year 3	Year 4	Year 5	Year 6
Read carefully and show understanding of words, phrases and simple writing.	Recognising some familiar words in written form	Noticing and discussing cognates and beginning to identify language detective strategies	Recognising features of different text types Using a range of language detective strategies to decode new vocabulary including context and text type	Making increasingly accurate attempts to read unfamiliar words and phrases Reading and using language detective skills to assess meaning including sentence structure
Appreciate stories, songs, poems and rhymes in the language.	Reading aloud some words from simple songs, stories and rhymes	Following a short text or rhyme, listening and reading at the same time	Reading and adapting a range of different format short texts	Reading and responding to an extract from a story, an e-mail message or song Reading short authentic texts for enjoyment or information
Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	Beginning to develop dictionary skills Identifying cognates and near cognates	Becoming familiar with format, layout and simple use of a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using cognates and near cognates along with other detective skills to gist information	Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words Using contextual clues and cues to gist and make predictions about meanings Gisting information from an extended text	Using a bilingual dictionary to select alternative vocabulary for sentence building
Write phrases from memory, and adapt these to create new sentences to express ideas clearly.	Recalling and writing simple words from memory	Selecting and writing short words and phrases	Using existing knowledge of vocabulary and phrases to create new sentences Completing a gapped text with key words/phrases	Choosing words, phrases and sentences and writing as a text or captions
Use familiar vocabulary in phrases and simple writing.	Experimenting with simple writing, copying with accuracy	Making short phrases or sentences using word cards	Writing a short text using word and phrase cards to model or scaffold	Constructing a short text on a familiar topic
Describe people, places and things and actions orally and in writing.	Recognising and using adjectives of colour and size	Using adapted phrases to describe an object or person	Using different adjectives, with correct positioning and agreement Using language of metaphor and comparison	Using a wide range of descriptive phrases Recognising and using verbs in different tenses

National Curriculum	Year 3	Year 4	Year 5	Year 6
<p>Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjugation of high frequency verbs, key features and patterns of the language; how to apply these to build sentences and how these differ from or are similar to English.</p>	<p>Beginning to recognise gender of nouns, definite and indefinite article</p> <p>Identifying plurals of nouns</p> <p>Recognising adjectives and placement relative to the noun</p> <p>Beginning to understand that verbs have patterns</p> <p>Noticing the negative form</p> <p>Beginning to use prepositions <i>(NB. This skill is not covered if following our condensed curriculum)</i></p>	<p>Using indefinite article in the plural form</p> <p>Recognising and using possessive adjective 'my' and pronouns he/she/it</p> <p>Recognising and beginning to apply rules for placement and agreement of adjectives</p> <p>Recognising and using the negative form</p> <p>Using prepositions</p> <p>Making comparisons of word order in French and English</p>	<p>Correct use of definite and indefinite article depending on gender and number of noun, and including partitive article for 'some'</p> <p>Applying placement and agreement rules for adjectives</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Exploring verbs in infinitive form</p> <p>Learning and using some high frequency irregular verbs e.g. to have, to be, to go</p> <p>Using comparative language</p>	<p>Accurately applying placement and agreement rules for adjectives</p> <p>Recognising and beginning to form some verbs in near future tense using aller</p> <p>Recognising and applying verb endings for present regular 'er' verbs</p> <p>Learning and using some common irregular verbs, e.g. faire 'to make/do'</p> <p>Understanding how word order differs between French and English</p> <p>Identifying word classes within a sentence</p>

Year 3/4

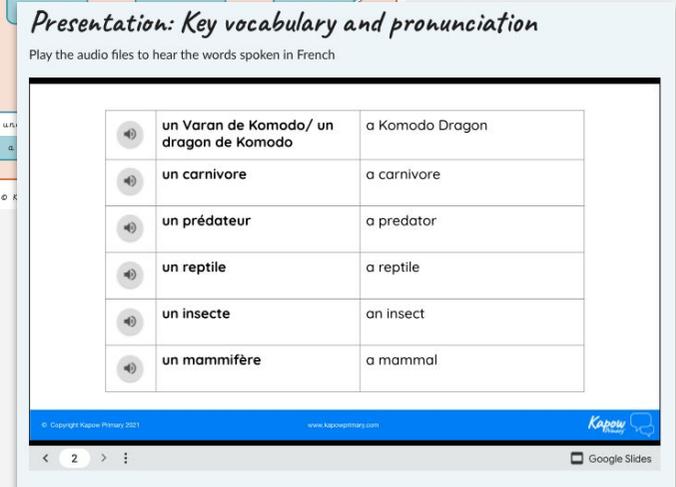
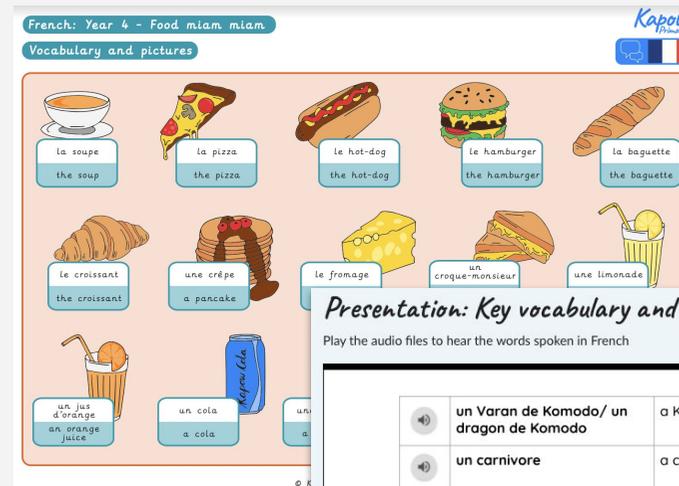
- Recognising that different languages are spoken in the community/world
- Showing awareness of the capital and identifying some key cultural landmarks
- Recognising cultural similarities and differences between customs and traditions in France and England
- Comparing schools and celebrations between France and the UK
- Comparing shops and high streets of France and UK
- Recognising and using the Euro currency
- Identifying some French-speaking countries

Year 5/6

- Identifying and locating other countries in the world where French is spoken
- Comparing geographical features and climates of different French-speaking countries
- Learning about France's sporting culture and events
- Asking question and making insightful commentary on cultural differences, including some understanding of stereotype

Unlike other curriculum subjects, the word ‘vocabulary’ in language learning refers to the building blocks of the subject itself rather than a simple list of relevant vocabulary. In other words, whereas vocabulary in other subjects helps develop a framework glossary of understanding, in French the vocabulary grows into more of a dictionary of knowledge chunks.

But language learning does not necessarily progress simply because our vocabulary widens. In our lessons, vocabulary is taught discretely, but always with the aim of moving from simple recall of a word to a deeper understanding of how it is used in the context of sentence structure and grammar. Individual items of vocabulary need to be understood, learned, recalled, re-encountered and recycled in different topics and in different sentence forms as our learners progress in their understanding of language and grammar. A full explanation of **Progression of grammar** can be found on [slides 8-11](#).



To support vocabulary learning, key vocabulary lists and pronunciation guidance can be found at the end of the **Teacher notes** for each lesson. A useful reference tool and support for both teacher and pupils learning in the classroom are the eye-catching and practical **Knowledge Organisers** for each unit. These can be printed to create individual vocabulary mats or for keyword displays. These include core vocabulary, sentence structures and details of the main grammar points to be delivered.