French Progression of Skills and Knowledge

	Lower KS2	Upper KS2
Phonics and Pronunciation	• Recognise, recall and pronounce the key French sound-symbol correspondences (SSC) taught across the LKS2 scheme. • Match familiar French sounds to their written form. • Recognise that French spelling and pronunciation differ from English and begin to use French phonics rather than English phonics when reading aloud. • Recognise and apply key pronunciation conventions, including silent final consonants, silent final 'e' and liaison. • Listen for and identify familiar SSC within words and begin to transcribe these accurately. • Use known SSC to sound out and decode familiar and some unfamiliar words. • Read familiar words and short sentences aloud with increasingly accurate and comprehensible pronunciation. • Use phonics knowledge to support listening and reading, including joining in with songs, rhymes, poems and other short texts.	• Secure and extend their knowledge of French SSC, applying previously learned phonics automatically across an increasingly wide vocabulary. • Recognise and distinguish between similar and contrasting French sounds and spellings, including vowel combinations and increasingly complex sound patterns. • Apply knowledge of silent letters, silent final 'e', liaison and other pronunciation conventions when listening, speaking and reading. • Identify known SSC within unfamiliar words and phrases when listening and transcribe them with increasing accuracy. • Use sound-symbol knowledge to support understanding when listening to increasingly extended language. • Decode familiar words confidently and use known SSC to work out the pronunciation of unfamiliar words. • Read familiar words, sentences and short texts aloud with clear and comprehensible pronunciation. • Read individual unfamiliar words increasingly independently by applying phonics knowledge rather than relying on a model. • Apply phonics knowledge when learning and using new vocabulary and when joining in with songs, poems and other authentic or adapted French texts.
Vocabulary	• Build a growing bank of high-frequency French vocabulary relating to people, places, things and actions. • Understand familiar vocabulary when heard and read as individual words and within short sentences. • Recall and use familiar vocabulary to ask and answer questions, express simple opinions and take part in short exchanges. • Use familiar vocabulary to speak and write simple sentences about people, places, things and actions. • Learn vocabulary as part of meaningful contexts while recognising that words and structures can be reused in different contexts. • Develop knowledge of key word classes, including nouns, verbs, adjectives, adverbs, question words and connectives.	• Broaden and deepen their repertoire of high-frequency French vocabulary, building securely on vocabulary and structures learned in LKS2. • Understand an increasingly wide range of familiar vocabulary when listening and reading, both as individual items and within short and compound sentences. • Recall and use an increasingly broad vocabulary to ask and answer questions, exchange information, express opinions and respond to the opinions of others. • Select and combine familiar vocabulary to speak and write about people, places, things and actions with increasing independence. • Reuse known vocabulary flexibly in new contexts, rather than relying solely on memorised phrases.

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	• Recognise and use vocabulary relating to gender and number, including masculine/feminine and singular/plural nouns and adjectives. • Make links between new vocabulary and previously learned words, including recognising familiar word families and patterns. • Begin to use an alphabetical word list or bilingual dictionary to find the meaning of unfamiliar words.	• Develop a broader repertoire of nouns, verbs, adjectives, adverbs, question words, connectives, prepositions and time expressions. • Use knowledge of familiar words and the context of a sentence to infer the likely meaning of unfamiliar vocabulary. • Use a bilingual dictionary increasingly independently to check meaning and support the selection of appropriate vocabulary. • Make connections between words, grammatical structures and familiar word patterns to support vocabulary learning and recall.
Grammar	• Recognise that French nouns have gender and distinguish between masculine and feminine nouns. • Recognise and use definite and indefinite articles with singular and plural nouns. • Recognise and form regular singular and plural nouns, including regular plural marking with *-s*. • Understand and apply adjective position and agreement, including common masculine and feminine forms. • Use possessive adjectives such as *mon, ma, ton, ta*. • Understand and use the essential verbs être and avoir in familiar singular forms. • Use il y a to express what there is/are. • Recognise and use familiar regular -ER verbs in singular forms. • Use common verbs expressing likes and preferences, including aimer, préférer and détester. • Begin to use two-verb structures, such as *aimer/détester + infinitive*. • Join words, phrases and ideas using familiar connectives, including *et, mais* and *aussi*. • Ask and answer questions using intonation and familiar question words, including *quoi, où, combien, comment* and *quand*. • Recognise that grammatical structures can be transferred and applied to new vocabulary and contexts.	• Secure and apply previously learned knowledge of gender, definite and indefinite articles and singular/plural nouns with increasing accuracy. • Apply adjective agreement and position across singular and plural, masculine and feminine forms. • Extend knowledge of être and avoir to include singular and plural forms, including nous, vous, ils and elles. • Use regular -ER verbs in singular and plural forms to describe what people do. • Understand and use the essential verbs aller and faire in familiar contexts. • Use two-verb structures with verbs including aimer, détester, devoir, vouloir and pouvoir + infinitive. • Use negation, including ne/n'…pas and il n'y a pas de. • Ask increasingly varied questions using intonation, question words and Est-ce que, including combinations such as Où est-ce que…? • Use a wider range of prepositions, including prepositions of place and à to express at, in and to. • Use partitive articles (du, de la, de l', des) in familiar contexts. • Use an increasingly wide range of connectives, qualifiers, time expressions and adverbs to extend sentences. • Recognise and use grammatical patterns to adapt familiar language and create new sentences, rather than relying solely on memorised phrases. • Apply previously learned grammatical knowledge with increasing independence when listening, speaking, reading and writing.
Listening	• Listen attentively to familiar French and show understanding by joining in and responding.	• Listen attentively to increasingly extended spoken French and show understanding through appropriate responses.

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	• Recognise familiar words, phrases and simple sentences when spoken. • Listen for and identify key vocabulary and familiar grammatical structures in short spoken language. • Use knowledge of familiar sound-symbol correspondences (SSC) to support understanding of spoken French. • Match familiar sounds they hear to their written forms. • Listen for familiar SSC within individual words and begin to transcribe sounds and words with increasing accuracy. • Understand and respond to simple questions, greetings, classroom language and instructions. • Follow short exchanges about familiar people, places, things and actions. • Listen and respond appropriately to songs, rhymes, poems and other short spoken texts. • Use context, familiar vocabulary and repeated language to support understanding when listening.	• Understand familiar vocabulary and grammatical structures within sentences and short spoken passages. • Identify key information and increasingly recognise detail within familiar spoken language. • Apply secure knowledge of French SSC to distinguish between sounds and support understanding when listening. • Identify known SSC within new and unfamiliar words and use these to support understanding. • Transcribe familiar and unfamiliar words and short phrases with increasing accuracy, using knowledge of sound-symbol correspondences. • Follow increasingly varied questions and exchanges, including language used to seek and give information and express opinions. • Use familiar words, sentence context and grammatical knowledge to help infer the likely meaning of unfamiliar language. • Listen and respond to songs, poems and other spoken texts, recognising familiar language and patterns.
Speaking	• Respond to familiar greetings, questions and classroom language with increasing confidence. • Use familiar vocabulary and grammatical structures to speak in short sentences. • Ask and answer simple questions about familiar people, places, things and actions. • Use intonation and familiar question words to ask for information. • Describe people, things and actions orally using familiar nouns, verbs and adjectives. • Talk about what they and others are, have and do using familiar language structures. • Express simple likes, dislikes and preferences and respond to familiar questions about these. • Take part in short exchanges and simple conversations, using familiar vocabulary and structures. • Apply knowledge of French phonics to pronounce familiar vocabulary with increasing accuracy and comprehensibility. • Recall familiar words and phrases and begin to adapt known language to communicate different meanings.	• Speak with increasing confidence, fluency and accuracy using a widening range of familiar vocabulary and grammatical structures. • Produce short and increasingly longer sentences to describe people, places, things and actions. • Ask and answer a wider range of yes/no and information questions, including questions using familiar question words and *Est-ce que*. • Take part in increasingly sustained exchanges and conversations, seeking and giving information on familiar topics. • Express likes, dislikes, preferences and opinions and respond appropriately to those expressed by others. • Talk about what they and other people are, have, do and want to do, drawing on an increasingly broad range of verb forms and structures. • Use familiar vocabulary, grammar and sentence patterns to adapt and create spoken sentences, rather than relying solely on memorised language. • Combine familiar language using connectives, qualifiers, time expressions and other sentence-building structures to communicate more detailed ideas. • Apply increasingly secure phonics knowledge to speak with clear and comprehensible pronunciation.

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	• Join in with and perform songs, rhymes, poems and short rehearsed dialogues, developing confidence and fluency.	• Use familiar strategies to seek clarification and help when needed during an exchange. • Rehearse and perform conversations, dialogues, songs and poems, speaking audibly and with increasing fluency.
Reading	• Read and show understanding of familiar words, phrases and simple sentences. • Recognise familiar vocabulary and grammatical structures when encountered in written French. • Apply knowledge of French sound-symbol correspondences (SSC) to decode written words. • Read familiar words aloud with increasingly accurate and comprehensible pronunciation. • Sound out some unfamiliar words and parts of words by applying known SSC rather than relying solely on a spoken model. • Recognise key French pronunciation conventions in print, including silent letters, accents and familiar sound patterns. • Use familiar vocabulary, grammatical knowledge and context to support understanding of short written sentences. • Follow and understand short familiar texts, including simple dialogues, descriptions, songs, rhymes, poems and stories. • Begin to identify the meaning of new words within familiar written material. • Begin to use an alphabetical word list or bilingual dictionary to find the meaning of unfamiliar vocabulary.	• Read and understand an increasingly wide range of words, phrases, sentences and short texts. • Identify key information and increasingly understand detail within familiar written language. • Apply secure knowledge of French SSC to decode unfamiliar words with increasing independence. • Read familiar words and short sentences aloud with clear and comprehensible pronunciation. • Read individual unfamiliar words aloud increasingly readily by applying known sound-symbol correspondences and pronunciation conventions. • Recognise familiar vocabulary and increasingly complex grammatical structures within written texts. • Use known vocabulary, grammatical knowledge and the context of a sentence to infer the likely meaning of unfamiliar words. • Read and respond to a wider range of stories, songs, poems, dialogues and other short texts, developing understanding and enjoyment of written French. • Adapt reading strategies according to purpose, including reading to identify specific information or overall meaning. • Use a bilingual dictionary with increasing independence to establish or check the meaning of unfamiliar vocabulary.
Writing	• Write familiar words, phrases and simple sentences with increasing accuracy. • Write familiar words and phrases from memory, drawing on secure vocabulary and phonics knowledge. • Use familiar vocabulary and grammatical structures to write short sentences about people, places, things and actions. • Apply knowledge of French sound-symbol correspondences (SSC) when spelling familiar words and attempting less familiar vocabulary. • Apply familiar grammatical knowledge when writing, including gender, articles, singular/plural forms and adjective agreement.	• Write sentences and short texts about familiar people, places, things and actions with increasing accuracy and independence. • Recall and write an increasingly broad range of familiar vocabulary and structures from memory. • Apply increasingly secure phonics knowledge to support accurate spelling. • Apply a wider range of grammatical knowledge when writing, including gender, number, adjective agreement, verb forms, negation and prepositions. • Write about what they and others are, have, do, like and want to do, selecting appropriate familiar language.

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	• Use familiar verb forms and structures to write about what people are, have, do and like. • Use simple connectives to join words, phrases and ideas. • Use a model or familiar sentence structure and adapt it by substituting vocabulary to create new sentences. • Begin to draw on previously learned vocabulary and structures when writing in new contexts. • Use an alphabetical word list or bilingual dictionary to support vocabulary choices and spelling.	• Use connectives, qualifiers, time expressions and adverbs to link and extend ideas. • Adapt familiar phrases and sentence structures by changing vocabulary and grammatical elements to create new meanings. • Combine known vocabulary and structures to create increasingly varied and extended sentences, rather than relying solely on memorised models. • Draw on previously learned language and apply it flexibly in new contexts. • Use a bilingual dictionary increasingly independently to select and check vocabulary.
Culture & Intercultural Understanding	• Develop an understanding that French is spoken in France and in communities and countries around the world. • Encounter aspects of everyday life in France and the wider French-speaking world through the contexts, texts and vocabulary studied. • Develop knowledge of selected places, traditions, celebrations and cultural events associated with French-speaking communities. • Explore aspects of family life, school, home, leisure and everyday routines through French-language contexts. • Encounter examples of French and Francophone stories, songs, rhymes, poems and other cultural material. • Recognise some similarities and differences between their own experiences and those represented within French-speaking cultures. • Make simple connections between language and culture, recognising that learning a language provides opportunities to understand other people, places and ways of life.	• Broaden their understanding of the French-speaking world, recognising the geographical and cultural diversity of Francophone communities. • Develop deeper knowledge of aspects of everyday life and culture in France and other French-speaking countries and communities, including Haiti and Canada. • Explore a wider range of traditions, festivals, celebrations, places and cultural practices through the contexts studied. • Compare aspects of school, home, leisure, celebrations and everyday life across different French-speaking settings. • Engage with a broader range of French and Francophone songs, poems, stories and other cultural material, using their developing language knowledge to support understanding. • Identify and discuss similarities and differences between cultures, avoiding assumptions that all French-speaking communities share the same experiences or traditions. • Make increasingly informed connections between language, geography, history and culture within the contexts encountered. • Recognise that language reflects the identity and experiences of different communities and that French is used in diverse ways across the world. • Use their developing knowledge of French to engage with cultural material with increasing independence and understanding.