



Highfield Primary School



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## Key Stage 2 French Progression Map

|        | Autumn Term  | Spring Term  | Summer Term   |
|--------|--|--|---|
| Year 3 | <ul style="list-style-type: none"> <li>* Moi (All about me)</li> <li>* Numéros (numbers) &amp; Alphabet</li> <li>* Chansons (songs)</li> </ul> | <ul style="list-style-type: none"> <li>* Jeux et Chansons - Le Cour de Récréation (Games and Songs - The Playground)</li> <li>* Animaux. ( wild &amp; pets)</li> </ul> | <ul style="list-style-type: none"> <li>* On fait la fête (Party Time)</li> <li>* Histoires français. (French stories)</li> </ul>              |
| Year 4 | <ul style="list-style-type: none"> <li>* Je me présent - Portraits</li> <li>* Les Quatre Amis (The four friends)</li> </ul>                    | <ul style="list-style-type: none"> <li>* Les Olympiques de Bejing</li> <li>* Ça pousse. (Growing plants )</li> </ul>   | <ul style="list-style-type: none"> <li>* La Santé. (Health, Fitness &amp; Sport))</li> <li>* Le Restaurant. (Menus &amp; ordering)</li> </ul> |
| Year 5 | <ul style="list-style-type: none"> <li>* En route pour l'école (Transport)</li> <li>* Les Contes de Fée (Fairy Stories)</li> </ul>             | <ul style="list-style-type: none"> <li>* Argent de Poche. (Pocket Money)</li> <li>* Le Passe-temps (Hobbies)</li> </ul>  | <ul style="list-style-type: none"> <li>* Le temps. (The weather and directions)</li> <li>* Les Vacances</li> </ul>                            |
| Year 6 | <ul style="list-style-type: none"> <li>* Verbs - Le Passé - Past tense</li> <li>* Verbs - Le Futur - Future tense</li> </ul>                   | <ul style="list-style-type: none"> <li>* Les Olympiques de Bejing</li> <li>* Littérature de la France + Poesié</li> </ul>  | <ul style="list-style-type: none"> <li>* La France Outre-mer (Overseas France)</li> <li>* Project</li> </ul>                                  |

| Skill | Year 3 | Year 4 | Year 5 | Year 6 |
|-------|--------|--------|--------|--------|
|-------|--------|--------|--------|--------|



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|------------------|--|--|---|--|
| <b>Listening</b> | <p>Repeat words modelled by teacher, show understanding with an action.</p> <p>Children can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly</p>   | <p>Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)</p> <p>Pick out known words in an "authentic" conversation.</p> <p>Children can understand and respond to a range of familiar spoken words and short phrases.</p>   | <p>Begin to show understanding of more complex sentences in "authentic" conversations, picking out specific vocabulary.</p> <p>Children can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</p> | <p>Listen to and show understanding of more complex sentences in "authentic" conversations, picking out specific vocabulary.</p> <p>Children can understand a short passage made up of familiar words and basic phrases.</p>                         |
| <b>Skill</b>     | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Speaking</b>  | <p>Learn specific vocabulary, develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers and near-native speakers.</p> <p>Recognise a familiar question and respond with a simple rehearsed response.</p> <p>Can repeat and say familiar words and short simple phrases, using understandable pronunciation.</p> | <p>Use common phrases.</p> <p>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers and near-native speakers.</p> <p>Children can and perform short role plays on one topic, with several exchanges and secure pronunciations.</p> <p>Children can produce short prepared phrases on a familiar topic with secure pronunciation.</p> | <p>Children can ask and answer questions on the current topics.</p> <p>Can produce some short phrases independently within a familiar topic, with good pronunciation.</p>   | <p>Engage in short scripted conversations.</p> <p>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentences.</p> <p>Children can ask and answer questions on a few very familiar topics</p> |
| <b>Skill</b>     | <b>Year 3</b>  | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>  |



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|                |   |   |   |  |
|----------------|---|---|---|--|
| <b>Writing</b> | <p>Copy simple vocabulary.</p> <p>Children can write some single words from memory, with plausible spelling.</p> <p>Children can with support, substitute one element in a simple phrase to vary the meaning.</p> | <p>Children can write simple words and several short phrases from memory.</p> <p>Children use understandable spelling</p>                     | <p>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</p> <p>Children can write words, phrases and short simple sentences from their repertoire from memory with understandable spelling.</p> | <p>Adapt taught phrases to create new sentences.</p> <p>Children can write a short, simple text from memory, using simple sentences from one familiar topic with reasonable spelling.</p>  |
| <b>Skill</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Reading</b> | <p>Begin to recognise written vocabulary/single words</p> <p>Begin to recognise written phrases</p>   | <p>Begin to recognise simple written phrases.</p> <p>Recognise simple written phrases and understand a range of familiar written phrases.</p> | <p>Read and show understanding of more complex written phrases.</p> <p>Read and show understanding of a piece of writing based on the current topic.</p> <p>Read short passages and answer questions on what they have read.</p>      | <p>practise reading longer texts aloud, containing taught phrases and vocabulary.</p> <p>Children can understand a short text made up of short sentences with familiar language on a familiar topic.</p> <p>Can use a dictionary or word list.</p> |
| <b>Skill</b>   | <b>Year 3</b>   | <b>Year 4</b>   | <b>Year 5</b>   | <b>Year 6</b>  |
| <b>Grammar</b> | <p>Can use indefinite articles in the singular with masculine and feminine nouns.</p> <p>Can use the high frequency verb forms, (I have, it is, there is / are)</p>   | <p>Can use indefinite and definite articles with singular and plural nouns.</p> <p>Can use prepositions of place and sequence.</p>            | <p>Can use all persons of several regular verbs in the present tense (with the support of a frame).</p> <p>Can use adjectives and begin to agree them with their nouns, masculine, feminine and plural forms.</p>                     | <p>Can use high frequency verb forms, nouns, articles and adjectives to form simple sentences.</p>   |



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