**NEW SOW – YEAR 2-6 FRENCH - SKILL PROGRESSION NC PoS Attainment Targets**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y2** | **UNIT 1A – Salut! Ça va?** | **UNIT 1B – Salut! Ça va?** | **UNIT 2A – On va compter!** | **UNIT 2B – On va compter!** | **UNIT 3A - Les couleurs** | **UNIT 3B - Les couleurs** |
| **I can** | **I can** | **I can** | **I can** | **I can** | **I can** |
| - Greet other people in French and say goodbye  - Tell someone what my name is  - Ask someone what their name is | - Say how I feel.  - Ask someone else how they feel.  - Join in simple nursery rhymes in French. | - Count to 20.  - Recognise numbers out of sequence (in their oral and written form).  -Join in simple songs in French. | -Say how old I am.  -Ask someone else how old they are.  -Understand a simple story in French. | - Say 12 colours in French.  - Respond to the question *C’est quelle couleur ?* | - Describe something with colour simply by using *en* + colour.  -Use *je suis, tu es, c’est* forms of the verb *être* (to be) |
| **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** |
| **Speaking and Listening**  Repeat words modelled by teacher.  Listen and show understanding of single words through physical response.  Recognise a familiar question and respond with a simple rehearsed response.  **Song, Stories and Rhymes**  Join in with actions to accompany familiar songs and say some of the words.  **Grammar**  Conjugation of verbs (je m’appelle, tu t’appelles) | **Speaking and Listening**  Listen and show understanding of single words and short phrases through physical response.  Recognise a familiar question and respond with a simple rehearsed response.  Understand familiar and routine language.  Understand feelings.  Engage in conversation.  Communicate feelings.  **Song, Stories and Rhymes**  Join in with actions to accompany familiar songs and say some of the words.  **Grammar**  Key features and patterns of the language (orthographical accents) | **Speaking and Listening**  Repeat words modelled by teacher.  Listen and show understanding of single words through physical response.  Engage in conversation.  Communicate facts.  Speak with accurate pronunciation and intonation.  **Song, Stories and Rhymes**  Appreciate songs and rhymes in the language.  Listen and identify rhyming words and particular sounds in songs and rhymes.  **Reading and Writing**  Read and show understanding of familiar single words (numbers).  Write and say simple familiar words (numbers). | **Speaking and Listening**  Recognise a familiar question and respond with a simple rehearsed response.  Engage in a short conversation using familiar questions.  Understand facts.  Understand familiar and routine language.    **Song, Stories and Rhymes**  Follow the simple text of a familiar story of rhyme.    **Reading and Writing**  Read and show understanding of simple familiar phrases and short sentences.  **Grammar**  *Avoir* (J’ai / Tu as)  Explore how patterns, grammar and words are different from or similar to English (use of *avoir* instead of *to be* for expressing age) | **Speaking and Listening**  Repeat words modelled by teacher.  Listen and show understanding by joining in and responding.  Understand facts.  Ask and answer simple questions.  Communicate facts.  **Song, Stories and Rhymes**  Appreciate songs in the language. Join in singing some of the words.  **Reading and Writing**  Read and show understanding of familiar single words. | **Speaking and Listening**  Ask and answer simple questions.  Communicate facts.  **Reading and Writing**  Using the knowledge of the sound of some letter strings, read aloud individual familiar words.  Write and say simple words to describe – using a model.  **Grammar**  Conjugation of *être* (sing. only) |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | ***Summer 1*** | **Summer 2** |
| **Y3** | **UNIT 4 – Dans mon sac à dos.** | **UNIT 5A – Ma famille et moi** | **UNIT 5B – Ma famille et moi** | **UNIT 6 – Au zoo** | **UNIT 7A – Quelle est la date**? | **UNIT 7B – Quelle est la date**? |
| **I can** | **I can** | **I can** | **I can** | ***I can*** | **I can** |
| - Say and understand 10 classroom items.  - Identify the gender of a noun according to its indefinite article *un* or *une*. - Use a bilingual dictionary to discover gender and meaning. | - Say and understand family words.  - Adapt previously learnt gender rules to family words.  - Say the name of a family member.  - Say the age of a younger member of the family. | - Say and understand some pet words.  - Form sentences to say pets’ names and ages.  - Understand the rules for making nouns plural.  - Say I have a certain number of pets.  - Say I don’t have a certain pet. | - Count from 1 to 39.  - Recognise all numbers out of sequence in their oral and written form.  - Use numbers out of sequence.  - Work out the plural form of nouns.  - Say how many of something there is using *il y a*  and numbers to 39. | - Say 12 months of the year.  - Say the date of my birthday.  - Say the birthday of a third person.  - Say the date of some popular French celebrations and saints’ days. | - Say and understand days of the week.  - Explore a simple story in French (*La chenille qui fait des trous*)  - Use a dictionary to find nouns.  - Say and write the date in French. |
| **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | ***PoS Attainment targets*** | **PoS Attainment targets** |
| **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding (difference between masculine and feminine).  Asks and answer questions.  **Song, Stories and Rhymes**  Listen and demonstrate understanding of words in songs.  **Reading and writing**  Read carefully and show understanding of familiar single words and short sentences.  Use a bilingual dictionary to find the meaning of a word and its gender or its translation.  Write single familiar words and short sentences modifying a model.  **Grammar**  Gender of nouns, indefinite articles.  Develop strategies to understand new words, including through using a dictionary. | **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding.  Understand facts.  Engage in conversation.  Communicate facts.  **Song, Stories and Rhymes**  Listen and demonstrate understanding of words in songs. Join in with some of the words.  **Reading and writing**  Read and show understanding of simple familiar phrases and short sentences.  Develop the ability to understand new words that are introduced into familiar written material.  Understand facts in writing.  **Grammar**  Masculine and feminine possessive adjectives.  Conjugation of high frequency verbs (être, avoir, s’appeller)  Appreciate how the pattern, grammar and words of the new language are different from or similar to English. | **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding.  Understand facts.  Engage in conversation.  Communicate facts.  Present ideas and information orally.  **Reading and writing**  Read and show understanding of simple familiar phrases and short sentences.  Understand facts in writing.  Write and say a simple descriptive sentence using a scaffold.  **Grammar**  Gender and number.  Conjugation of high frequency verbs (avoir, s’appeller)  Negatives (Je n’ai pas de…) | **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding.  **Reading and writing**  Engage in conversation.  Communicate facts.  Write single words from memory with understandable accuracy.  Write and say a simple sentence to say how many objects / animals there are.  Present ideas and information.  Link the spelling, sounds and meaning of words.  **Grammar**  Key features and pattern of the language: formation of teens, 20s, 30s  Gender.  *Il y a*  Plural forms.. | **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding.  Ask and answer familiar questions with a rehearsed response.  **Reading and writing**  Write and say a simple phrase.  Write single familiar words from memory with understandable accuracy.  **Grammar**  Key features and patterns of the language (months words do not have capital letters).  Conjugation of high frequency verbs (être). | **Speaking and Listening**  Listen attentively to spoken language and show understanding by joining in and responding.  Listen and show understanding of short phrases.  **Song, Stories and Rhymes**  Follow the simple text of a story and read aloud.  **Reading and writing**  Identify and use strategies to memorise new vocabulary.  Read and show understanding of short phrases.  Write single familiar words from memory with understandable accuracy. |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y4** | **UNIT 8A – J’ai faim!**. | **UNIT 8B – J’ai faim!** | **UNIT 9A - *Quel temps fait-il ?*** | **UNIT 9B - *Quel temps fait-il ?*** | **UNIT 10A - *Quelle heure est-il ?*** | **UNIT 10B - *Quelle heure est-il ?*** |
| **I can** | **I can** | **I can** | **I can** | **I can** | **I can** |
| Say and understand the names of some food and drinks.  Use and understand partitive articles.  Say they or someone else are hungry or thirsty.  Say they or someone else want to eat or drink.. | Say and understand the names of some plural food.  Use and understand the definite articles *le/la/les*  Give their opinions of food and drinks using *j’adore , j’aime, je n’aime pas* and  *je déteste*. | Say and understand the names of weather expressions.  Learn how to spell them with increasingly reduced support.  Join in French songs on weather. | Understand a simple weather forecast and produce their own. | Ask what time is it.  Understand and say the time on the hour  (including *midi / minuit*). | Understand and say the time (including minutes and the words *quart, demie*) |
| **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** |
| **Speaking and Listening**  Listen and show understanding of single words and simple sentences.  Engage in conversation.  Communicate feelings.  Speak in sentences, using familiar vocabulary, phrases and basic language structures.  **Song, Stories and Rhymes**  Recognise key words in a song. Join in singing some of the words.  **Reading and writing**  Develop the ability to understand new words which are introduced into familiar written material.  Read carefully and show understanding of words, phrases and simple writing.  Understand feelings in writing.  Adapt sentences to create other sentences. Express ideas clearly.  **Grammar**  Conjugation of high frequency words (avoir, vouloir)  Gender and numbers of nouns.  Denite articles.  Key features and patterns of the language (use of avoir when feeling hungry and thirsty / the partitive articles) | **Speaking and Listening**  Listen and show understanding of single words and simple sentences.  Understand and express feelings.  Engage in conversation.  Speak in sentences, using familiar vocabulary, phrases and basic language structures.  **Reading and writing**  Develop the ability to understand new words which are introduced into familiar written material.  Read carefully and show understanding of words, phrases and simple writing.  Understand feelings in writing.  Adapt sentences to create other sentences. Express ideas clearly.  **Grammar**  Conjugation of high frequency words (aimer, adorer, detester)  Negative forms  Gender and number of nouns  Definite articles. | **Speaking and Listening**  Listen attentively and show understanding by joining in and responding.  Understand facts and feelings.  Ask and answer questions.  Engage in a simple conversation.  **Song, Stories and Rhymes**  Appreciate songs in the target language.  Join in with actions.  Follow the simple text of a song.  **Reading and writing**  Read and show understanding of simple familiar short phrases and sentences.  Read aloud familiar short sentences using their phonic knowledge and observing silent letters rules.  Understand facts in writing.  **Grammar**  Conjugation of high frequency verbs (il fait / il y a )  How the patterns, grammar and words of the new language are different from / similar to English – use of *il fait* | **Speaking and Listening**  Listen and show understanding of familiar phrases and sentences.  Present ideas and information orally.  Speak with increasing confidence, fluency and spontaneity.  **Reading and writing**  Read and show understanding of simple sentences.  Describe places in writing.  **Grammar**  Conjugation of high frequency verbs (il fait / il y a )  How the patterns, grammar and words of the new language are different from / similar to English – use of *il fait* | **Speaking and Listening**  Listen attentively and show understanding by joining in and responding.  Understand facts.  Ask and answer questions.  Engage in a simple conversation.  Communicate facts.  **Song, Stories and Rhymes**  Appreciate songs in the language.  **Reading and writing**  Read carefully and understand words and phrases in writing.  Write short sentences from memory with understandable accuracy.  **Grammar**  How the patterns, grammar and words of the new language are different from / similar to English – time words and how to tell the time | **Speaking and Listening**  Listen attentively and show understanding by joining in and responding.  Understand facts.  Ask and answer questions.  Engage in a simple conversation.  Communicate facts.  **Reading and writing**  Read carefully and understand words and phrases in writing.  Write short sentences from memory with understandable accuracy.  **Grammar**  How the patterns, grammar and words of the new language are different from / similar to English – time words and how to tell the time |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y5** | **UNIT 11 – Les grands nombres** | **UNIT 12 – Les planètes** | **UNIT 13A – On décrit** | **UNIT 13B – On décrit** | **UNIT 13C – On décrit** | **UNIT 14 – J’adore les sports** |
| **I can** | **I can** | **I can** | **I can** | **I can** | **I can** |
| Learn numbers to 100.  Learn numbers in the thousands.  Ask for a price.  Put together prices in Euros and cents. | Name the planets in the right order.  Describe the size, temperature, speed and colours of the planets.  Say how near to or far from the sun the planets are.  Decipher large numbers. | Agree adjectives with feminine singular nouns.  Describe themselves and a 3rd person using *être* and adjectives. | Say and understand some part of the head and face. Describe them with adjectives of colours (using correct word order and adjectival agreement).  Form the plural of nouns. | Say and understand words for parts of the body.  Describe the body of a strange animal.  Identify cognates. | Say and recognise some sports.  Say they play or do these sports (*je joue* vs *je fais*).  Understand and express opinions on sports. |
| **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** |
| **Speaking and Listening**  Listen attentively and show understanding by joining in and responding.  Understand facts.  Communicate facts.  **Song, Stories and Rhymes**  Appreciate songs in the language. Join in.  **Reading and writing**  Read and show understanding of single words and short sentences.  Using phonic knowledge read aloud familiar words and short sentences.  Write single familiar words from memory with understandable accuracy.  **Grammar**  How the patterns, grammar and words of the new language are different from / similar to English – number formation | **Speaking and Listening**  Listen and show understanding of more complex familiar phrases and sentences.  Understand facts.  Describe places orally.  Communicate facts.  Speak in sentences using familiar vocabulary, phrases and basic language structure.  **Song, Stories and Rhymes**  Appreciate rhymes in the language.  **Reading and writing**  Read and show understanding of more complex sentences.  Understand facts in writing.  Write and say more complex sentences to describe a place using a language scaffold.  **Grammar**  Adjectival agreement and position  Use of intensifiers and conjunctions | **Speaking and Listening**  Listen and show understanding of more complex familiar phrases and sentences.  Understand facts.  Describe people orally.  Understand and communicate facts.  **Song, Stories and Rhymes**  Appreciate songs in the target language.  **Reading and writing**  Develop ability to understand new words that are introduced into familiar written material.  Understand written language from a variety of authentic sources.  Understand facts in writing.  Adapt sentences to create new ones.  Describe things in writing.  **Grammar**  Conjugation of high frequency words (*être*)  Understand key features and pattern of the language (adjectival agreement and position)  Intensifiers  Conjunctions | **Speaking and Listening**  Listen and show understanding of more complex familiar phrases and sentences.  Understand facts.  Describe people orally.  Understand and communicate facts.  **Song, Stories and Rhymes**  Appreciate songs in the target language.  **Reading and writing**  Develop ability to understand new words that are introduced into familiar written material.  Understand written language from a variety of authentic sources.  Understand facts in writing.  Write and say a more complex sentence to describe people using a language scaffold.  **Grammar**  Conjugation of high frequency words (*avoir*)  Understand key features and pattern of the language (adjectival agreement and position, plurals).  How the patterns, grammar and words of the new language are different from / similar to English – adjectival agreement and position, cognates. | **Speaking and Listening**  Listen and show understanding of more complex familiar phrases and sentences.  Understand facts.  Describe things orally.  Understand and communicate facts.  Speak in sentences using familiar vocabulary, phrases and basic language structures.  Speak with accurate pronunciation and intonation.  **Song, Stories and Rhymes**  Appreciate songs and rhymes in the language.  Join in with the words of a rhyme or a song, sometimes from memory.  **Reading and writing**  Read carefully and show understanding of words, phrases and simple sentences.  Link the spelling, sound and meaning of words.  Understand facts in writing.  Write and say simple and more complex sentences to describe animals using a language scaffold.  **Grammar**  Plurals.  Conjugation of high frequency verbs (*avoir*)  Genitive form | **Speaking and Listening**  Listen and show understanding by joining in and responding.  Understand facts and feelings.  Ask and answers questions.  Express opinions  Engage in conversation.  Communicate fact and feelings.  Speak in sentences using familiar vocabulary, phrases and basic language structure.  **Song, Stories and Rhymes**  Follow the simple text of a song and sing along.  **Reading and writing**  Read and show understanding of simple and more complex sentences.  Develop the ability to understand new words that are introduced into familiar written material.  Understand facts and feelings in writing.  Write simple short phrases from memory with understandable accuracy.  Write and say more complex sentences using a language scaffold.  Describe actions in writing.  **Grammar**  Conjugation of high frequency verbs (*jouer, faire, aimer, détester, adorer*)  Understand key features and pattern of the language (how opinions work, using the article before the sport) |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y6** | **UNIT 15 A – En ville** | **UNIT 15 B – En ville** | **UNIT 15 C – En ville** | **UNIT 16 – C’est moi** | **UNIT 16 – C’est moi** | **UNIT 16 -C’est moi** |
| **I can** | **I can** | **I can** | **I can** | **I can** | **I can** |
| Name some places in town in French.  Say what there is and there isn’t in a town using *il y a / il n’y a pas*  Describe a town and places in town using adjectives. | Learn what an infinitive is and what it looks like in French.  Say what you can do in a place using *On peut* + *infinitive(s)* | Say and understand the conjugation of the present tense of *aller* (to go).  Say some means of transports.  Say where they or someone else is going and how they are getting there. | Say and recognise names of countries in French.  Say where they and someone else is from using *être*.  Say their nationality or that of someone else.  Use *parler* to say which language(s) they and someone else speaks. | Use *habiter* to say where they or someone else lives and who they live with.  Use *avoir* to say their age, their family and pets and their physical description.  Use *être* to describe themselves and someone else. | Incorporate language and structures learnt in KS2 to talk about themselves including opinions. |
| **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** | **PoS Attainment targets** |
| **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Ask and answer several questions, maybe asking for clarification and help.  Use familiar vocabulary to say more complex sentences using a language scaffold.  **Reading and writing**  Read aloud more complex sentences using knowledge of letter string sounds and observing silent letter rules.  Read and show understanding of a series of complex sentences using familiar language.  Write and say more complex sentences to describe places using a language scaffold.  **Grammar**  Conjugation of high frequency verbs (*il y a /*  *il n’y a pas*)  Negative sentences. | **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Understand fact.  Express opinions.  Communicate facts and feelings.  Manipulate familiar language to present own idea and information in more complex sentences.  **Reading and writing**  Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.  **Grammar**  Identify an infinitive  Conjugation of high frequency verbs (*infinitives, on peut*) | **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Ask and answer a series of questions.  Describe actions orally.  Communicate facts.  Use familiar vocabulary to say more complex sentences.  **Song, Stories and Rhymes**  Appreciate rhymes in the language.  **Reading and writing**  Read carefully and show understanding of a series of complex sentences using familiar language.  Develop the ability to understand new words which are introduced into familiar material.  Understand facts in writing.  Write and say a complex sentence manipulating familiar language, using a dictionary for new language.  **Grammar**  Conjugation of high frequency verbs (*aller*) | **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Understand facts and ideas.  Engage in conversation.  Ask and answer a series of questions.  Communicate ideas, facts and feelings.  Speak in sentences, using familiar vocabulary, phrases and basic language structures.  **Reading and writing**  Read carefully and show understanding of a series of complex sentences using familiar language.  Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.  Write and say a complex sentence manipulating familiar language, using a dictionary for new language.  Write simple short phrases from memory with understandable accuracy.  **Grammar**  Conjugation of high frequency verbs (*parler, être*) | **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Understand facts and ideas.  Engage in conversation.  Communicate ideas, facts and feelings.  Speak with increasing confidence, fluency and spontaneity.  **Reading and writing**  Read carefully and show understanding of a series of complex sentences using familiar language.  Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.  Write and say a complex sentence manipulating familiar language, using a dictionary for new language.  Write simple short phrases from memory with understandable accuracy.  **Grammar**  Conjugation of high frequency verbs (*habiter, avoir, être*) | **Speaking and Listening**  Listen and show understanding of more complex sentences containing familiar and unfamiliar words.  Understand facts and ideas.  Engage in conversation.  Manipulate language learnt to present own ideas and information in more complex sentences.  Speak with increasing confidence, fluency and spontaneity.  **Reading and writing**  Read carefully and show understanding of a series of complex sentences using familiar language.  Decode a simple unfamiliar text using grammatical knowledge, context or a bi-lingual dictionary.  Write and say a complex sentence manipulating familiar language, using a dictionary for new language.  Write familiar sentences form memory with understandable accuracy.  **Grammar**  Demonstrate understanding of the position of the majority of adjectives.  Apply the rules of agreement of adjectives with some accuracy.  Use the correct form of definite and indefinite articles.  Produce positive and negative sentences with high frequency verbs and pronouns. |