

FRENCH – CORE KNOWLEDGE AND UNDERSTANDING

	End of Y3	End of Y4	End of Y5	End of Y6
Listening	<ul style="list-style-type: none"> Identify familiar words in songs, poems and simple stories. Recognise, with confidence, numbers to 20 and know own birthday date e.g. 22 April Follow simple classroom instructions. 	<ul style="list-style-type: none"> Identify specific phonemes, words and phrases. Recognise numbers 1 – 31 and multiples of 10 up to 100. Listen to a short text using familiar vocabulary and answer simple questions in English. Respond to a wide range of classroom instructions. 	<ul style="list-style-type: none"> Listen to longer texts that contain familiar and unfamiliar language and pick out some key points Identify specific sounds in familiar and unfamiliar words. Identify numbers confidently to 50 and beginning to become familiar with numbers to 100 	<ul style="list-style-type: none"> Understand that some sounds and letter combinations need to be said and written differently from English Listen to spoken foreign language for details and gist. Identify key points and some detail. Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.
Speaking	<ul style="list-style-type: none"> Pronounce very familiar language with good pronunciation/intonation. Ask and answer questions on a limited range of topics such as age, where they live, and the date of their birthday, which they have practised regularly. Express likes and begin to express dislikes. 	<ul style="list-style-type: none"> Recall simple vocabulary such as colours, parts of the body, animals and, with practice and support, begin to use this vocabulary to build sentences, e.g. I have brown eyes Begin to use simple conjunctions e.g. I have brown eyes and black hair Use the negative to give answers to simple questions about likes/dislikes e.g. I don't like Can also use a wider range of verbs to express opinion such as love, hate, adore, detest. Ask and answer questions in 1st, 2nd, 3rd person singular. Begin to use pronouns Recite a few lines from a story, poem or song with good pronunciation Give a short presentation in a small group/partner e.g. a brief presentation about themselves, families and hobbies. 	<ul style="list-style-type: none"> Use spontaneously, a limited range of phrases and sentences to seek clarification and help. Pronounce and use the alphabet with increasing accuracy. Use simple conjunctions to create more complex sentences. Begin to understand and use future tense in spoken language. Perform a role-play, recite a short poem with confidence and with accurate pronunciation, using appropriate tone and intonation. 	<ul style="list-style-type: none"> Ask and answer questions and express opinions. Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy Use spoken language confidently to initiative and sustain a simple conversation. Recite a short piece of narrative from memory with increasing confidence, accuracy and expression. Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense

Reading	<ul style="list-style-type: none"> • Identify familiar words in a short text e.g. a short verse of a poem, two or three sentences taken from a familiar story or song, and give their meaning in English. • Read aloud, as a class or group, a chorus or refrain from a familiar text displayed on the board. 	<ul style="list-style-type: none"> • Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English. • Follow a text displayed in the classroom while listening to it. • Read familiar words, phrases & short sentences with good pronunciation and begin to apply phonic knowledge when meeting new words. • Understand that symbols such as accents exist and that these affect the pronunciation of words. • Begin to use a bilingual dictionary to check the meaning of new words 	<ul style="list-style-type: none"> • Work with a partner to work out a short text containing familiar and unfamiliar language. • Enjoy the challenge of working out the meaning of unfamiliar language. • Read familiar words, phrases and short sentences aloud confidently and with accurate pronunciation and good intonation. • Apply phonic knowledge when meeting new words. 	<ul style="list-style-type: none"> • Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents exist, why they are used and what they do. • Tackle pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2. • Understand key points and some detail in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English. • Understand key points in short written texts in unfamiliar contexts • Find the meaning of new words by using a bilingual dictionary.
Writing	<ul style="list-style-type: none"> • Complete a simple gapped text by adding three or four familiar words. • Write two or three sentences on a familiar topic using a writing frame and word bank • Begin to write a few familiar words from memory. 	<ul style="list-style-type: none"> • Write a few sentences using word banks and writing frames to support. • Begin to use pronouns. • Write two to three simple sentences from memory and know how to apply strategies to help them memorise. • Have a go at writing new words using phonic knowledge 	<ul style="list-style-type: none"> • Write three or four sentences using word/phrase bank. • Write more interesting sentences by adding one or two simple conjunctions • Personalise a text by changing one or two elements • Use a bilingual dictionary and word banks to check spelling • Attempt to write 2/3 sentences from memory using familiar language 	<ul style="list-style-type: none"> • Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. • Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. • Writing may also show some understanding of past and future tense.
Grammar	<ul style="list-style-type: none"> • Notice (where relevant) that the definite/indefinite article changes according to gender of noun. • Notice differences in word order • Begin to understand how to form the negative 	<ul style="list-style-type: none"> • Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural. • Place high frequency adjectives e.g. colour and size in the correct order and see that endings can change according to gender of the noun. • Form the negative to give answers to simple questions about likes/dislikes e.g. I don't like with increasing accuracy. • Ask and answer questions in 1st, 2nd, 3rd person singular 	<ul style="list-style-type: none"> • Explain the word order for familiar adjectives • Adapt endings to familiar adjectives with increasing accuracy • Start to apply correct endings to a few possessive articles • Create simple sentences about the future. • Have some understanding of the term 'conjugation' and what it means when looking at familiar verbs in the present tense • Explain with confidence how to form the negative in simple sentences 	<ul style="list-style-type: none"> • Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary • Show some understanding of past and future tense in spoken & written work • Use high frequency adjectives with reasonable accuracy ie word order and endings • Apply understanding of conjugation to two or three familiar verbs in the present tense