

Banister Primary School
Modern Foreign Language (French) Progression
Key Stage 2

Year 3

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End point |
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| Vocabulary | Greetings Monsieur/Madame Classroom commands Saying how you feel | Christmas nouns Colour | Comment t'appelles-tu? Je m'appelle | Numbers 0-6 Consonne/voyelle un | Numbers 0-10 Verbs Vite/lentement Je veux/Tu veux Merci un | S'il vous plait S'il te plait Pencil case items | Children will have learnt the high frequency vocabulary of greetings and classroom commands. |
| Grammar | Indefinite article - un Imperative vous form -er verbs | | Pronouns – je/tu | | 1 st and 2 nd person singular – er verbs present tense 1 st and 2 nd person singular – vouloir present tense Indefinite article – un/une | | Children will have started to make links between English and French grammar including first and second person 'je' and 'tu'. |
| Structures & Features | Simple sentence - voici/et Rising intonation – question | | Question word | | Simple sentence – 1st and 2nd person singular + verb+ adverb | Formal and informal form of you Introduction to gender of nouns Rising intonation- question | Children will have started to make links between English and French structures and features, such as using simple sentences and simple questions. |
| Phonics | Introduction to the sounds of French | | Silent letter rules a/au/e + 2 cons./e in 1 syllable/eu/g/j/g before e/i/ou/r/u | | Silent letter rules a/an/au/c before i/ch/e + 2 cons./e in 1 syllable/é/eu/j/g before e/i/in/o/oi/r/u/z | | Children will have started to learn French phonics for common sounds they may hear in high frequency vocabulary. |
| Stories, rhymes & songs | Stories Toutes les couleurs Rhymes/Songs Voici ma main Bonjour ça va | Stories Silence Père Noël | Stories Roule galette Rhymes/Songs J'aime la galette 2 petits oiseaux | Stories L'automne arrive Rhymes/Songs Monsieur Pouce | Rhymes/Songs Meunier tu dors 1 à 12 Une poule sur un mur Que fait ma main? | Stories Je veux manger Rhymes/Songs Dans ma trousse j'ai | Children will have listened to stories, rhymes and songs appropriate to the topics and vocabulary they have been learning. They |

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| | | | Meunier tu dors? | | | | will have had opportunities to repeat and join in during these stories, rhymes and songs. |
| Dictionary & culture | French speaking countries | Christmas traditions | Epiphany Festival Dance - galette Traditional rhymes | Bi-lingual dictionary – meanings | Traditional rhymes | | Children will have been introduced to French speaking countries and will have an understanding of different languages spoken around the world. Children will understand that the language of French is spoken around the world and they will have learnt about some French culture. |

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| Year 4 | | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End point |
| Vocabulary | J'ai/Tu as Dans ma trousse Oui/Non Des | Items of clothing x 5 Je mets/Tu mets | C'est Days of the week Numbers 11-20 | C'est Ce n'est pas Qui est-ce? | Colours x 6 De quelle couleur est-ce? | C'est Ce n'est pas | Children will have learnt high frequency vocabulary including questions, negatives and different verb forms depending on the person it relates to. |
| Grammar | 1 st and 2 nd person - avoir 1 st and 2 nd person – metre | Gender of nouns Plural nouns | Plural nouns | Negative - ne.. pas Position of colour adjective | 3 rd person singular être | | Children will have learnt about verbs and nouns and how a sentence can be changed to a negative. They will know how to position an adjective after the noun. |
| Structures & Features | Rising intonation-question Elision | Sentence with pronoun, verb and singular/plural nouns | Counting nouns beginning with a consonant Elision | Formation of negative sentence Short positive and negative sentences | Rising intonation-question Question word Elision Liaison | | Children will have learnt how to form a negative sentence. They will be able to identify different word types in French. |
| Phonics | Silent letter rules a/ai/c before e/c before i/ch/e + 2 cons./ e in 1 syllable/ è/ eau/ -es/eu/j/g/in/o not at end/oi/on/r/u/y | | Silent letter rules a/an/c before e/ch/e + 1 cons./e + 2 cons./ei/en/ eu/j/i/in/o not at end/on/ou/qu/r/u/un/z | | Silent letter rules a/an/c before e/e + 1 cons./e in 1 syllable/e + 2 cons./en/ eu/g before e/i/o not at end/ ou / qu/r/s between vowels/un/ | | Children will have started to learn more French phonics for sounds they have identified in learnt vocabulary. |
| Stories, rhymes & songs | Rhymes/Songs Beau front Eiffel Tower | Stories Je m'habille et je te croque | Stories Par une sombre nuit de tempête | | Rhymes/Songs De quelle couleur est-ce? Une souris verte | | Children will have listened to stories, rhymes and songs appropriate to the topics and vocabulary they have been learning. They |

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| | | | Rhymes/Songs 11 à 20 Days of the week 1,2,3 je m'en vais au bois | | | | will have had opportunities to repeat and join in during these stories, rhymes and songs. |
| Dictionary & culture | Eiffel Tower | | Bi-lingual dictionary - meanings 2 times table | French speaking countries in Europe | | | Children will understand that the language of French is spoken in certain different countries around the world and they will have learnt about some French culture. They will understand that a French dictionary can be used to find the meanings of new vocabulary, |

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Year 5

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End point |
|----------------------------------|--|---|---|--|---|---|---|
| Vocabulary | Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns Feminine animal nouns | Masculine animal nouns x 12 Feminine animal nouns x 9 | Ce sont des Petit/Grand Tu es | Je suis/Je ne suis pas Assez/très Dans le sac/ le jardin/ placard/la boîte Il y a /Qu'est-ce qu'il y a? Le, la, l', les Mon, ma, mes | Er Movement verbs x 6 Le, la, l', les | Qui J'ai/Je n'ai pas de/Tu as Pets x 8 Je veux Family members x 4 S'appeler Aimer Mais | Children will have learnt a range of vocabulary including nouns, verbs and high frequency vocabulary. |
| Grammar | Gender of nouns 3 rd person singular – être | Gender of nouns Position of colour adjectives Agreement of adjectives in singular | Agreement of adjectives in singular and plural with nouns and pronouns Possessive adjective Definite article | 1 st /2 nd /3 rd person singular and 3 rd person plural – être Plural nouns Position of adjectives of size | Imperative – er verbs – vous form 1 st , 2 nd , 3 rd person singular and plural – er verbs 1 st , 2 nd person singular – avoir | Negative – ne..pas + de Pronouns – 1 st and 2 nd person singular, 3 rd person singular and plural Definite article | Children will have learnt about different word types including nouns, verbs, adjectives, pronouns and articles and the changes to these when used within sentences. |
| Structures & Features | Formal and informal – you Question form using rising intonation Question word Sentence with noun and colour adjective Liaison Elision | | Sentence with an adverb of place size adjective, noun and colour adjective Question word sentences Agreement of possessive adjectives Liaison | | Sentence with adjectives and nouns and a subordinate clause Question with rising intonation Elision | | Children will have learnt how to identify different word types in French and how sentence structures need to be changed. |

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| | | | Elision | | | | |
| Phonics | Silent letter rules a/â/ai/an/c before e/ ch/e in 1 syllable/e + 2 cons./e + final t/è/éi/ i/ ien/ill after vowel/ gn/ ll after i/o not at end/ on/ou/ qu/r/rr/s between vowels/th/u/ un/ | | Silent letter rules a/ai/an/c before e/ch/e in 1 syllable/e + 1 cons./e + 2 cons./e + final c/è/é/ei/en/ -es/-ez/g/g before e/ gn/i ien/ill after vowel in/ j/ll after i/oî/on/ou/qu/r/s between vowels/th/u/un/y | | Silent letter rules a/ai/an/au/ch/e in 1 syllable/e + 1 cons./è/é/ -es/er/-ez/g before e/i/ien/ ill/in//j/o not at end/ oeu/oi/on/qu/r/s/u/un | | Children will have started to learn more French phonics for sounds they have identified in learnt vocabulary. |
| Stories, rhymes & songs | Stories Va t'en grand monstre vert Rhymes/Songs Savez-vous planter les choux? Mon Ane | Rhymes/Songs Une souris verte Léon le caméléon | Rhymes/Songs Des amies sages Petit ballon Trois petits chats | Rhymes/Songs Alouette Valentine's poem Il court le furet | Stories Bon appétit Monsieur Lapin | Stories Qui conduit? Pourquoi? | Children will have listened to stories, rhymes and songs appropriate to the topics and vocabulary they have been learning. They will have had opportunities to repeat and join in during these stories, rhymes and songs. |
| Dictionary & culture | Bi-lingual dictionary – gender of nouns Traditional song | Bi-lingual dictionary – gender of nouns Traditional song | Traditional songs and game | Bi-lingual dictionary – nouns in singular and plural | | Bi-lingual dictionary – meanings, gender and nouns in plural | Children will understand that the language of French is spoken in certain different countries around the world and they will have learnt about some French culture. They will understand that a French dictionary can be used to find the meanings of new vocabulary, |

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Year 6

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | End point |
|----------------------------------|---|---|---|--|--|---|---|
| Vocabulary | C'est Shapes – un rectangle, un triangle, un cercle, un carré Grand/petit | Colours x 11 Comme Le, la, l' les | Parts of the body x 15 Animal parts x 3 Colours x 11 Grand, petit, gros, long Frisé, court, mi-long Fort, drôle, intelligent S'appeler C'est, ou, très, assez, mais | Pets x 8 Un frère, un demi-frère, une soeur, une demi-soeur Mon anniversaire Months of year Aimer Numbers 1 - 31 | Er Verbs x 7 C'est/Qui Animals x 12 Habitats x 9 Animal parts of body x 4 | Avoir/Être Grand, petit, joli, gros, jeune, long, beau, vieux Colours x 11 Dans/Par ici | Children will have consolidated and reviewed the language encountered in previous years to understand and use a wide range of vocabulary. |
| Grammar | Indefinite article Gender of nouns Position of adjectives Size adjectives before noun Agreement of adjectives in singular | Definite article Singular and plural nouns | Indefinite/definite article Singular and plural nouns 1 st , 2 nd , 3 rd person singular/plural – avoir/être Position of colour adjectives and adjectives of size Adjectival agreement singular and plural | Pronouns 1 st , 2 nd , 3 rd person singular and 3 rd person plural Negative ne...pas + de Er verbs – 1 st , 3 rd person singular and 2 nd person singular and plural Possessive adjective – 1 st person | Infinitive Qui – relative clause 3 rd person singular – er verbs/avoir/être Negative – ne...pas + de | 3 rd person singular – avoir/être Position of adjectives Agreement of adjectives 3 rd person plural – er verbs | Children will have consolidated and reviewed their knowledge of grammar when writing. |
| Structures & Features | Question – rising intonation Elision | | Sentence with adjective of size, noun and colour | Question form – rising intonation Question words | Sentence with noun and adjectives and | | Children will have consolidated and reviewed their understanding of the |

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| | Liaison | | adjective in singular and plural, positive and negative | Familiar and formal use of you Elision/Liaison | subordinate clause with verb in 3 rd person singular and preposition Elision | | structures and features of phrases and sentences. |
| Phonics | Silent letter rules a/an/au/c before e/e in 1 syllable/e + 1 cons./e + 2 cons./é/-es/eu/g/g before e/i/j/o/o not at end/oi/on/ou/r/s between vowels/u/un/ | | Silent letter rules a/â/ai/ain/am/an/c before i/ch/e in 1 syllable/e + 1 cons./e + 2 cons./è/é/ê/-ed/ei/em/en/ -es/-er/eu/-ez/g before e/i/ ien/in/ j/ll after i/o not at end/o/ô/oeu/oi/on/ou/oû/qu/r/s between vowels/u/un/y | | Silent letter rules a/ai/an/ch/e in 1 syllable/e + 1 cons./e + 2 cons./é/ei/en/ -es/-er/eu/g/g before e/gn/i/il/ ill after a vowel/in/o not at end/on/ou/qu/r/s between vowels/u/y | | Children will have consolidated and reviewed phonics they have learnt to read, spell and write, including silent letter rules. |
| Stories, rhymes & songs | Stories Qui conduit? Songs Le/la song | | Stories Va-t'en grand monstre vert Songs Tête, épaule, genou.. etc. Mon monstre Une patate | | | Stories Ours brun | Children will have engaged with songs and stories which consolidate and review their previous learning. |
| Dictionary & culture | | Bi-lingual dictionary – find nouns in French and gender | Bi-lingual dictionary for gender, plural nouns and adjectives French handwriting | | Bi-lingual dictionary for nouns and gender, –er verbs, prepositions, adjectives | | Children will have consolidated and reviewed their understanding of using bi-lingual dictionaries. |