

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: FRENCH Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to Know You	All About Me	Food Glorious Food	Family and Friends	Our School	Time
Listening and Speaking/Oracy	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Engage in conversations, ask and answer questions.</p> <p>In the context of greeting people. Greet people in different ways.</p> <ul style="list-style-type: none"> • Say hello for different times of day. • Use formal or informal language appropriately. • Use gestures to support my conversation. <p>In the context of introducing yourself. Exchange names in French.</p> <ul style="list-style-type: none"> • Introduce myself to someone else. • Ask another person their name. • Use gestures to support my conversation. <p>In the context of talking about how you are. Discuss how I am feeling.</p> <ul style="list-style-type: none"> • Use 'Comment ça va?' as a question. • Choose the appropriate phrase to say how I feel. <p>In the context of saying goodbye. Choose appropriate phrases for the situation.</p> <ul style="list-style-type: none"> • Say goodbye in a variety of ways. • Use formal and informal language. <p>in the context of talking about age.</p> <ul style="list-style-type: none"> • Use number words in my sentences. • Make up new sentences. • Ask how old someone is. • Say my own age. 	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>In the context of giving and following classroom instructions. Listen and respond to vocabulary instructions.</p> <p>In the context of everyday actions. Understand and respond to action words.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases in the context of naming colours. Listen to and copy pronunciation of colour words accurately.</p>	<p>Describe people, places, things and actions orally in the context of describing food by colour. Describe the colour(s) of an object by modifying adjectives.</p> <p>Describe people, places, things and actions orally in the context of describing objects by size.</p> <p>Begin to place adjectives appropriately before or after the noun they modify.</p> <p>Begin to understand that adjective spelling depends on number and gender.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help in the context of preparing, eating and talking about food.</p>	<p>Present ideas and information orally to a range of audiences; in the context of family.</p> <ul style="list-style-type: none"> • Present a picture of family members using possessive adjectives. <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of spelling familiar words and names</p> <ul style="list-style-type: none"> • Use French pronunciation of the alphabet to spell words. <p>Say phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of rooms in the home</p> <ul style="list-style-type: none"> • Make new sentences about homes by substituting different vocabulary. 	<p>Listen attentively to spoken language and show understanding by joining in and responding; engage in conversations; ask and answer questions in the context of objects around the classroom.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>In the context of;</p> <ul style="list-style-type: none"> • objects in a pencil case. • subjects studied at school • Read, listen and respond to vocabulary. • Demonstrate my understanding with actions. • Ask/answer questions (in short phrases). • Express an opinion. <p>Listen attentively to spoken language and show understanding by joining in and responding in the context of a PE lesson.</p> <ul style="list-style-type: none"> • Listen to commands and follow instructions. <p>Engage in conversations; ask and answer questions. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material in the context of places around school.</p> <ul style="list-style-type: none"> • Know the French for familiar places. • Ask and answer questions. 	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting.</p> <ul style="list-style-type: none"> • Recognise and repeat sounds and words with increasing accuracy • Make links between known and new vocabulary using sound and spelling. <p>Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.</p> <ul style="list-style-type: none"> • Recognise, say and respond to a set of vocabulary. <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.</p> <ul style="list-style-type: none"> • Speak in sentences using known vocabulary and grammar. <p>Present ideas and information orally to a range of audiences; in the context of talking about festivals.</p> <ul style="list-style-type: none"> • Use known language to present information about French festival dates.

Reading and Writing/Literacy		<p>Read carefully and show understanding of words, phrases and simple writing; in the context of naming body parts.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of clothing.</p>	<p>Describe people, places, things and actions in writing in the context of describing food by colour.</p> <p>Describe the colour(s) of an object by modifying adjectives.</p> <p>Describe people, places, things and actions in writing in the context of describing objects by size.</p> <p>Begin to place adjectives appropriately before or after the noun they modify.</p> <p>Begin to understand that adjective spelling depends on number and gender.</p>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; in the context of pets.</p> <ul style="list-style-type: none"> • Develop strategies for remembering new language. <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of rooms in the home</p> <ul style="list-style-type: none"> • Make new sentences about homes by substituting different vocabulary. <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; in the context of the alphabet.</p> <ul style="list-style-type: none"> • Recognise and repeat sounds and words with increasing accuracy 		<p>Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.</p> <ul style="list-style-type: none"> • Listen, read and respond to a set of vocabulary.
Stories, Songs, Poems and Rhymes	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Appreciate stories, songs, poems and rhymes in the language in the context of counting.</p> <p>Recognise and repeat sounds and words accurately.</p> <p>Use songs to support my learning.</p> <ul style="list-style-type: none"> • Say the numbers 0-10 in French. • Listen and repeat carefully. • Join in when the numbers are in a song. • Use music to help me remember new words. 	<p>Appreciate stories, songs, poems and rhymes in the language in the context of naming body parts.</p>	<p>Appreciate stories, songs, poems and rhymes in the language in the context of food.</p> <p>Follow a familiar story in French.</p>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; use songs or rhymes to help me remember new language</p> <p>In the context of pets.</p> <p>In the context of the alphabet.</p>		
Grammar		<p>Understand basic grammar of feminine and masculine nouns in the context of clothing.</p> <p>Recognise masculine and feminine clothing nouns.</p> <p>Use simple conjunctions to link vocabulary for clothes and accessories. Have a simple conversation about clothes.</p> <p>Ask and answer what is 'there'.</p>	<p>Understand key features and patterns of basic grammar in the context of requesting something to eat.</p> <p>Use determiners for identifying quantities in making polite requests.</p> <p>Understand key features and patterns of basic grammar in the context of stating preferences about food.</p> <p>Use the definite article when generalising.</p> <p>Give a preference for or against things.</p> <p>Use a range of grammar structures to practise a set of vocabulary groups.</p>	<p>Understand basic grammar and conjugate high-frequency verbs; write phrases from memory, and adapt these to create new sentences, to express ideas clearly; in the context of introducing people</p> <ul style="list-style-type: none"> • Make links between known and new structures. • Use a range of vocabulary to create different sentences. <p>Match subject and verb correctly in the context of pets.</p>	<p>Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences: in the context of objects in a pencil case and subjects studied at school</p> <ul style="list-style-type: none"> • Choose the appropriate indefinite article (un/une). 	<p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date.</p> <ul style="list-style-type: none"> • Begin to conjugate the verb 'to be' for past and future tense.