

**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 5**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to Know You	All About Ourselves	That's Tasty	Family and Friends	School Life	Time Travelling
<b>Listening and Speaking/Oracy</b>	<p>Present ideas and information orally to a range of audiences <b>in the context of revising what they have learnt in French so far.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate my skills and knowledge in a variety of ways.</li> </ul> <p>Listen attentively to spoken language and show understanding by joining in and responding <b>in the context of talking about what they want to do when they grow up.</b></p> <ul style="list-style-type: none"> <li>• Respond appropriately to what someone says.</li> </ul> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases <b>in the context of investigating typical French names.</b></p> <ul style="list-style-type: none"> <li>• Use appropriate pronunciation to help others understand me better.</li> </ul>	<p>Listen attentively to spoken language and show understanding by joining in and responding, <b>in the context of parts of the body.</b></p> <ul style="list-style-type: none"> <li>• Demonstrate my listening skills by showing I have understood spoken language.</li> </ul> <p>Describe people, places, things and actions orally, <b>in the context of describing yourself.</b></p> <ul style="list-style-type: none"> <li>• Order a sentence correctly.</li> <li>• Adapt my words according to grammar rules.</li> </ul> <p>Apply my sentence structure knowledge and vocabulary to hold short conversations; <b>in the context of activities in the classroom or around school.</b></p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, <b>in the context of talking about emotions.</b></p>	<p>Describe people, places, things and actions orally <b>in the context of describing themselves.</b></p> <ul style="list-style-type: none"> <li>• Select key words for descriptions</li> </ul>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; <b>in the context of farm animals.</b></p> <ul style="list-style-type: none"> <li>• Vary my sentences by changing the vocabulary.</li> </ul> <p>Present ideas and information orally to a range of audiences <b>in the context of talking about homes.</b></p> <ul style="list-style-type: none"> <li>• Add detail to a sentence with an adjective.</li> </ul> <p>Describe people, places, things and actions orally* and in writing; engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help <b>in the context of describing pets and animals.</b></p> <ul style="list-style-type: none"> <li>• Select suitable adjectives to describe a subject.</li> <li>• Use a description to support my opinion.</li> </ul>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures <b>in the context of subjects studied at school.</b></p> <ul style="list-style-type: none"> <li>• Say and write a sentence to answer a question.</li> </ul> <p>Engage in conversations; ask and answer questions; <b>in the context of a Maths/French Lesson.</b></p> <ul style="list-style-type: none"> <li>• Can ask and answer questions in French.</li> </ul> <p><b>in the context of asking and answering questions about what can be done.</b></p> <ul style="list-style-type: none"> <li>• Ask and answer questions in French about what I can do in school.</li> </ul> <p>Present ideas and information orally to a range of audiences <b>in the context of asking questions which they would ask in school.</b></p> <ul style="list-style-type: none"> <li>• Take part in a conversation with a partner and show it to my class.</li> </ul>	<p>Listen attentively to spoken language and show understanding by joining in and responding; <b>in the context of French historical events.</b></p> <ul style="list-style-type: none"> <li>• Identify key information by listening for significant vocabulary.</li> </ul> <p><b>in the context of French historical events.</b></p> <ul style="list-style-type: none"> <li>• Identify key information by listening for significant vocabulary.</li> </ul> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures; <b>in the context of counting into thousands</b></p> <ul style="list-style-type: none"> <li>• Build a sentence using a given range of vocabulary choices.</li> </ul>
<b>Reading and Writing/Literacy</b>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <b>in the context of describing emotions.</b></p> <ul style="list-style-type: none"> <li>• Use a dictionary to develop my sentences.</li> </ul> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly <b>in the context of writing personal presentations.</b></p> <ul style="list-style-type: none"> <li>• Remember appropriate language to express my ideas.</li> </ul> <p>Describe people, places, things and actions orally and in writing <b>in the context of describing themselves.</b></p> <ul style="list-style-type: none"> <li>• Select key words for descriptions</li> </ul>	<p>Describe people, places, things and actions in writing, <b>in the context of describing yourself.</b></p> <ul style="list-style-type: none"> <li>• Order a sentence correctly.</li> <li>• Adapt my words according to grammar rules.</li> </ul> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly, <b>in the context of activities in the classroom or around school.</b></p>	<p>Describe people, places, things in writing <b>in the context of describing themselves.</b></p> <ul style="list-style-type: none"> <li>• Select key words for descriptions</li> </ul> <p>Read carefully and show understanding of words, phrases and simple writing, <b>in the context of opening/closing times of a restaurant.</b></p> <ul style="list-style-type: none"> <li>• Interpret a chart written in French.</li> </ul> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly; <b>in the context of breakfast items.</b></p> <ul style="list-style-type: none"> <li>• Write a sentence to express my choices.</li> </ul> <p><b>in the context of describing preferred sandwich types.</b></p> <ul style="list-style-type: none"> <li>• Write sentences expressing my preferences.</li> </ul> <p><b>in the context of saying which pizza toppings to have.</b></p> <ul style="list-style-type: none"> <li>• Use the correct French form for 'some'.</li> </ul>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <b>in the context of talking about objects in the home.</b></p> <ul style="list-style-type: none"> <li>• Use a bilingual dictionary to translate unknown words.</li> </ul> <p>Describe people, places, things and actions in writing; ask and answer questions; seek clarification and help <b>in the context of describing pets and animals.</b></p> <ul style="list-style-type: none"> <li>• Select suitable adjectives to describe a subject.</li> <li>• Use a description to support my opinion.</li> </ul>	<p>Read carefully and show understanding of words, phrases and simple writing <b>in the context of describing the positions of objects.</b></p> <ul style="list-style-type: none"> <li>• Show that I understand the meaning of a sentence by saying whether it is true or false.</li> </ul>	<p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar material; <b>in the context of counting into thousands.</b></p> <ul style="list-style-type: none"> <li>• Use known vocabulary to help me identify new language in a sentence.</li> </ul>

<b>Stories, Songs, Poems and Rhymes</b>	<p>Appreciate stories, songs, poems and rhymes in the language <b><i>in the context of a traditional fable.</i></b></p> <ul style="list-style-type: none"> <li>• Follow a simple story.</li> </ul>	<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, <b><i>in the context of activities in the classroom or around school.</i></b></p> <p>Appreciate stories, songs, poems and rhymes in the language, <b><i>in the context of a visit to the doctor.</i></b></p> <ul style="list-style-type: none"> <li>• Follow a simple story, using known language to help me understand unfamiliar parts.</li> </ul>		<p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; <b><i>in the context of introducing family members .</i></b></p> <ul style="list-style-type: none"> <li>• Recognise and repeat rhyming words in a song;</li> </ul> <p>Appreciate stories, songs, poems and rhymes in the language <b><i>in the context of farm animals.</i></b></p> <ul style="list-style-type: none"> <li>• Join in a French version of a familiar song.</li> </ul>		
<b>Grammar</b>	<p>Understand basic grammar (key features and patterns) 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;</p> <p><b><i>in the context of talking about what they want to do when they grow up.</i></b></p> <ul style="list-style-type: none"> <li>• Use the simple future tense.</li> </ul> <p><b><i>in the context of describing emotions.</i></b></p> <ul style="list-style-type: none"> <li>• Select the appropriate form of a word for the context</li> </ul> <p><b><i>in the context of predicting what's going to happen.</i></b></p> <ul style="list-style-type: none"> <li>• Use the near future tense.</li> </ul>	<p>Understand key features and patterns of French;</p> <ul style="list-style-type: none"> <li>• Alter an adjective to match gender.</li> <li>• Pronounce the difference between two versions of the same adjective;</li> </ul> <p><b><i>in the context of talking about emotions.</i></b></p>	<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; <b><i>in the context of describing food items.</i></b></p> <ul style="list-style-type: none"> <li>• Use adjectives to describe nouns.</li> </ul>	<p>Understand basic grammar appropriate to the language; <b><i>in the context of introducing family members.</i></b></p> <ul style="list-style-type: none"> <li>• Make sentences about belonging.</li> </ul>	<p>Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences <b><i>in the context of saying where characters are standing in the classroom.</i></b></p> <ul style="list-style-type: none"> <li>• Use the pronouns il and elle.</li> </ul> <p>Understand basic grammar appropriate to the language being studied, how to apply these, for instance, to build sentences <b><i>in the context of subjects studied at school.</i></b></p> <ul style="list-style-type: none"> <li>• Use comparative adverbs.</li> </ul>	<p>Understand basic grammar 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; read carefully and show understanding of words, phrases and simple writing;</p> <p><b><i>in the context of talking about age.</i></b></p> <ul style="list-style-type: none"> <li>• Recognise how verbs change according to the subject.</li> <li>• Identify specific parts of a written sentence.</li> </ul> <p><b><i>in the context of discussing when you were born.</i></b></p> <ul style="list-style-type: none"> <li>• Make a simple sentence in the past tense.</li> </ul> <p><b><i>in the context of discussing people's lives.</i></b></p> <ul style="list-style-type: none"> <li>• Apply previous learning about the passé composé to make a new sentence.</li> </ul>