



## **Benjamin Adlard Primary School**

### **French Key Knowledge Progression Document (KKP)**

#### **Curriculum Rationale**

The French curriculum at Benjamin Adlard is designed to give pupils a strong, systematic foundation in language learning that builds year on year. It is rooted in the three pillars of progression — phonics, vocabulary and grammar — which are carefully sequenced to ensure pupils develop accurate pronunciation, secure comprehension and the ability to apply language confidently and independently. This structure reflects our French Key Knowledge Progression (KKP) document, where each unit introduces new linguistic content while revisiting essential sounds, core vocabulary and key grammatical structures.

#### **Types of Knowledge in French**

Language learning involves a balance of substantive knowledge (the linguistic content pupils learn) and disciplinary knowledge (how pupils use and apply language in communication). Substantive knowledge in French is broken down into sticky and fingertip knowledge so teachers can prioritise what pupils must retain and what they can retrieve when needed.

#### **Substantive Knowledge**

Substantive knowledge is the essential linguistic content pupils learn, including:

- phonics – how sounds are pronounced and represented
- vocabulary – the words and phrases needed for communication
- grammar – the rules that govern how sentences are formed
- culture – understanding of French life, traditions and social norms

This knowledge is introduced progressively, so pupils build a strong and accurate internal model of how French works.

#### **Sticky Substantive Knowledge**

Sticky knowledge is the core content pupils must retain long term to communicate effectively. It includes:

- high-frequency vocabulary needed across multiple topics
- key grammatical structures (e.g., gender, adjective agreement, simple verb forms)
- the 18 core French phonemes
- foundational sentence patterns for expressing opinions, description and everyday communication

This knowledge is continually revisited through retrieval, flashbacks and application activities to ensure fluency and long-term retention.

#### **Fingertip Substantive Knowledge**



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Fingertip knowledge supports language use but does not require long-term storage. It includes:

- topic-specific vocabulary (e.g., pets, food items)
- context-specific cultural facts
- phrases used only within individual units or scenarios

Teachers model how to retrieve this knowledge when needed (e.g., from vocabulary mats or glossaries), helping pupils learn how to access language resources independently.

#### **Disciplinary Knowledge**

Disciplinary knowledge is how pupils use language as linguists, including their ability to:

- understand and respond to spoken and written French
- speak with increasing fluency and accuracy
- apply grammatical rules to build new sentences
- decode written text using phonics
- write with accuracy and increasing independence
- manipulate vocabulary and structures to create meaning

Disciplinary knowledge develops only when substantive knowledge is secure: pupils cannot apply grammar until they know the relevant vocabulary; they cannot read independently until phonics is mastered.

#### **Curriculum Design and Progression**

Progression across KS2 is carefully structured. In Year 3, pupils master foundational phonics, basic vocabulary and simple sentence structures. These are essential building blocks for accuracy in later years. In Years 4 and 5, pupils deepen grammatical control through determiners, adjective agreement, possessives, negatives and simple verb conjugation. By Year 6, pupils combine vocabulary, phonics and grammar to communicate with increasing independence, describing routines, expressing opinions with reasons, and working with more authentic language.

Previously taught sounds, rules and vocabulary are revisited frequently through retrieval practice and applied tasks. This systematic revisiting ensures pupils commit knowledge to long-term memory and use it confidently when encountering new language.

The rationale behind this progression is simple: pupils cannot form sentences without vocabulary; they cannot apply grammar without understanding structure; and they cannot read, pronounce or spell without phonics. By interweaving these elements, the curriculum enables pupils to understand, communicate and create meaning in French — not just memorise it.

#### **Ambition**



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Ultimately, our French curriculum lays secure foundations for continued language learning in secondary school and beyond. It aims to inspire curiosity about languages, confidence in communication and a rich understanding of culture, ensuring pupils become motivated, capable and culturally informed language learners.

**Year 3 French Overview**

	<b>Substantive knowledge (the what – what is being taught)</b>	<b>Disciplinary knowledge (the if – how to use what is taught)</b>
<b>Autumn1</b> I'm learning French	<b>Phonics</b> -ch oi on ou Silent letters Guttural R  Elision	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.  Silent letters- the 's' in Paris, gris and trois and the 't' in violet' and 'vert'. There are many silent letters at the end of French words.  Guttural 'R'. Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front  <u>Elision</u> - As seen in 'Comment t'appelles-tu?' and 'Je m'appelle'
	<b>Vocabulary</b> - Simple greetings - Numbers 1-10 - 10 key colours	How to answer the question and say how you are feeling in French. Eg: Ça va bien. How to ask somebody their name in French. Comment t'appelles-tu ? How to answer and say what your name is in French. Je m'appelle... In preparation for future units (to express their age and birthday and the date). In preparation for future units (describing clothes).
	<b>Grammar</b> None	None
	<b>Sticky knowledge</b> -Know the essential sounds and patterns – chm ou, on, oi -Know how to pronounce the guttural R -Know to how to pronounce the Elision in phrases -Know that an s and t at the end of word in French is option a silent letter. -Know some cultural facts about France. -Know how to ask how someone is in French. -Know how to greet someone in French. -Know how to say how I am feeling in French -Know how to ask how someone is in French. -Know how to greet someone in French. -Know how to say how I am feeling in French -Know how to ask what someone's name is. -Know how to answer my name is ... -Know numbers 1 to 10 in French.	<b>Fingertip knowledge</b> -Know the captail city is Paris. -Know the colours of the flag are blue, red and white.
<b>Autumn 2</b> Animals	<b>Phonics</b> - CH OU ON OI silent letters and nasal sounds Recommended phonics focus: CH OU ON OI	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.

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		<ul style="list-style-type: none"> <li>- The final letter 'd' is silent in the word 'canard' and final letter 's' is not pronounced in souris.</li> <li>- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in and an). This sound does not exist in English and is made through the nose not the mouth! Words like cochon, singe and mouton</li> </ul>
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- 10 animals in French</li> </ul>	<ul style="list-style-type: none"> <li>- To say, read and write the names of ten animal nouns in French with their correct determiner.</li> <li>- To explore and understand better the role of the indefinite article/determiner in French.</li> <li>- To use the first person conjugated verb 'je suis' (I am) in French eg. Je suis un mouton.</li> </ul>
	<b>Grammar</b> <ul style="list-style-type: none"> <li>- Determiners</li> <li>- Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>- To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns).</li> <li>- To know indefinite articles/determiners un (for masculine nouns) and une (for feminine nouns).</li> <li>- To introduce the irregular verb être (to be) in French to be able to say I am (Je suis).</li> </ul>
	<b>Sticky Knowledge</b> <ul style="list-style-type: none"> <li>-Know and say the essential phonics sounds i in ique ille</li> <li>-Know some familiar animals names in French (un lapin and un oiseau)</li> <li>-Know the article/determiners un and une and the equivalent in English.</li> <li>-Know what a nasal sound is and that some words in French have nasal sounds.</li> <li>- Know the silent letters and liaison 'd' and 's'.</li> <li>-Know the irregular verb je suis (I am)</li> </ul>	<b>Fingertip knowledge</b> <ul style="list-style-type: none"> <li>-Know some animals names in French (un lion, un lapin, un cheval and un cochon, un vache, un canard, un mouton)</li> </ul>
<b>Spring 1</b> Instruments	<b>Phonics</b> ou on guttural r and silent letters  Recommended phonics focus: CH OU ON OI	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively. <ul style="list-style-type: none"> <li>- OU sound in joue</li> <li>- ON sound in non &amp; violon</li> <li>- Guttural r- To know that the 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare and 'clarinette'.</li> <li>- To know some consonant silent letters in French eg. 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'</li> </ul>
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- 10 instruments in French</li> <li>- Simple sentences eg. I play the violin</li> </ul>	<ul style="list-style-type: none"> <li>- To learn instruments in French with their correct determiner.</li> <li>- To say, read and attempt to spell ten instruments in French.</li> <li>- To orally and verbally form simple sentences using the first person conjugated verb 'je joue' (I play).</li> </ul>
	<b>Grammar</b> <ul style="list-style-type: none"> <li>- determiners</li> <li>- verb 'jouer'</li> </ul>	<ul style="list-style-type: none"> <li>- Know the four determiners in French: le, la l' (singular) and les (plural).</li> <li>-To orally and verbally form simple sentences using the first person conjugated verb 'je joue' (I play).</li> </ul>
	<b>Sticky knowledge</b> <ul style="list-style-type: none"> <li>-Know la, le, les and the equivalent in English.</li> <li>-Know the verb I play in French.</li> <li>-Know the articles du, de la and des (some)</li> <li>- Know and say the essential phonics sounds eau eux é è e</li> </ul>	<b>Fingertip knowledge</b> <ul style="list-style-type: none"> <li>-Know the name of different instruments in French.</li> <li>-Know that some instruments require the guttural R for pronunciation.</li> <li>-Know some instruments have silent letters when pronouncing these in French.</li> </ul>

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<p><b>Spring 2</b> Fruits</p>	<p><b>Phonics</b> oi, guttural r and silent letters Recommended phonics focus: CH OU ON OI</p> <p>Liaison</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- Oi in poire</li> <li>- The 'r' sound in French is guttural made from the back of the throat like in the words: fraise, orange, poire, prune, cerise &amp; abricot. Silent letters - The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English</li> <li>- The normally silent 's' in les is pronounced in les oranges and les abricots as both those fruits start with a vowel but the 's' almost sounds like a 'z'</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 10 common fruit nouns with their determiner in French.</li> <li>- Singular and plural form</li> <li>- Negative form</li> </ul>	<ul style="list-style-type: none"> <li>- To know 10 common fruit nouns with their determiner in French.</li> <li>- To move singular nouns to plural form in French</li> <li>- To be able to say fruits that I like/dislike eg. J'aime les pommes/ Je n'aime pas les pommes.</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Determiners</li> </ul>	<ul style="list-style-type: none"> <li>- To know that nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French (un/une = a les=plural determiner for the).</li> <li>- To use the correct determiner for different fruits.</li> <li>- To sort fruits depending on whether they are masculine/feminine.</li> </ul>
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the determiners la, le, les and the equivalent in English.</li> <li>- Know how to say 'I like in French (J'aime).</li> <li>- Know how to say 'I dislike' (Je n'aime pas).</li> <li>- Know and say the essential phonics sounds qu gne ç en an</li> </ul>	<p><b>Fingertip Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the name of some fruits in French.</li> <li>- Know that some fruits require the guttural R for pronunciation.</li> <li>- Know some fruits have silent letters when pronouncing these in French.</li> </ul>
<p><b>Summer 1</b> Vegetables</p>	<p><b>Phonics</b> ch on silent letters Recommended phonics focus: CH OU ON OI</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- CH sound in champignon</li> <li>- ON sound in oignon</li> </ul> <p>To begin to understand liaison and apply in conversation. The normally silent 's' is pronounced by as a 'z' sound. As with les oignons, les épinards and les aubergines because the noun starts with a vowel</p>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 10 common vegetable nouns with their plural determiner</li> <li>- Conversational language when buying fruit.</li> </ul>	<ul style="list-style-type: none"> <li>- To say, read, and write 10 common vegetable nouns with their plural determiner.</li> <li>- To use the quantities (un kilo/un semi kilo).</li> <li>- To use the structure 'je voudrais' to say what you would like to buy. Eg. Je voudrais un kilo de carottes et un demi kilo d'aubergines s'il vous plait.</li> <li>- To use the conjunction et when buying more than one vegetable.</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Nouns and articles/determiners in plural form</li> </ul>	<ul style="list-style-type: none"> <li>- To know that the plural definite article/determiner (the word for 'the') is les and that it does not change for the masculine/feminine form. To apply this to oral/written work.</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that the plural form of the determiner 'the' in French (les) does not change in its masculine or feminine form.</li> <li>- Know how to say 'I would like'(Je voudrais).</li> <li>- Know the conjunction 'and' (et) in French.</li> <li>- Know how to say 'I like in French (J'aime).</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to say common vegetables and their plural determiner.</li> <li>- Know about liaison - If the article/ determiner is followed by a noun that starts with a vowel – a normally silent 's' is pronounced by as a 'z' sound eg. les oignons, les épinards and les aubergines</li> </ul>

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	<ul style="list-style-type: none"> <li>- Know how to say 'I dislike' (Je n'aime pas).</li> <li>- Know how to say please (S'il vous plait).</li> <li>- Know and say all of the essential phonics sounds: ch, ou, on, oi i in ique ille eau eux é è e qu gne ç en an</li> <li>- Know how to sing the alphabet</li> </ul>	
<p><b>Summer 2</b> I am able to</p>	<p><b>Phonics</b> ch ou and silent letters Recommended phonics focus: CH OU ON OI</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- CH sound in chanter.</li> <li>- OU sound in jouer d'un instrument.</li> <li>- Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.</li> <li>- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like danser and chanter.</li> </ul>
	<p><b>Vocabulary</b> -10 action verbs in French - negative form - conjunctions</p>	<ul style="list-style-type: none"> <li>- To recall 10 high frequency infinitive verbs in French.</li> <li>- To use the structure 'je peux' with the infinitive verbs in French.</li> <li>- To use the negative structure 'je ne peux pas' followed by infinitive verbs in French eg. Je ne peux pas patiner.</li> <li>- Use the conjunctions et(and) and mais(but)eg. Je peux danser mais je ne peux pas chanter.</li> </ul>
	<p><b>Grammar</b> - Negative form</p>	<ul style="list-style-type: none"> <li>- <b>To know</b> that je peux (that comes from the modal verb pouvoir and translates as 'I am able' is ALWAYS followed by a verb in its infinitive form in French.</li> <li>- To know that the negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.</li> </ul> <p>Children to use this knowledge to say/ write sentences in both forms eg. Je peux chanter ( I am able to sing). Je ne peux pas patiner ( I am not able to skate). Je peux danser mais je ne peux pas chanter ( I am able to danse but I am not able to sing).</p>
	<p><b>Sticky Knowledge</b> -Know and say all essential phonics sounds: ch, ou, on, oi,i in ique ille, eau eux é è e qu gne ç en an -Know how to sing the alphabet - Know that 'x' is a final consonant silent letter in French. - Know that an infinitive verb in French is the basic form of a verb — the form that ends in -er, -ir, or -re. - Know that 'Qu'est-ce que' means 'what is'. - Know Je Peux means I can.</p>	<p><b>Fingertip Knowledge</b> - Know that 'Je Peux' comes from the conjugated verb 'pouvoir' meaning 'I am able to'. - Know some verbs in French (patiner, dessiner, saute, cuisiner).</p>

	<ul style="list-style-type: none"> <li>- Know the negative form 'Je ne peux pas' ( I am not able to) followed by infinitive verbs.</li> <li>- Know the verbs: danser, chanter, faire, jouer, nager and parler</li> </ul>	
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**Year 4 French Overview**

	<b>Substantive knowledge (the what)</b> <b>What is being taught</b>	<b>Disciplinary knowledge (the if)</b> <b>How to use what is being taught</b>
<b>Autumn1</b> Presenting myself	<b>Phonics</b> <ul style="list-style-type: none"> <li>- in e silent letters, liaison and elision</li> </ul> <p>Recommended phonics focus – i in ique ille</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- Understand silent letter 's' – not pronounced in 'appelles', 'ans', 'habites' and 'Paris'. This often happens when an 's' is at the end of a word.</li> <li>- Liaison – Understand that when a word that normally ends in a normally silent consonant, is followed by a word starting with a vowel as seen in ' je suis anglaise/anglaise', the 's' in 'suis' transforms and almost sounds like a 'z'.</li> </ul>
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- Numbers 1-20 in French</li> <li>- Key questions: How are you? What is your name? How old are you? Where do you live?</li> </ul>	<ul style="list-style-type: none"> <li>- Recall numbers 1-10 and count from 11-20 in French.</li> <li>- Use basic greetings in French, ask somebody how they are feeling and reply when asked.</li> <li>- Ask somebody their name in French and reply when asked.</li> <li>- Ask somebody how old they are in French and reply when asked.</li> <li>- Ask somebody where they live in French and reply when asked.</li> <li>- Express my nationality in French and understand basic gender agreement rules</li> </ul>
	<b>Grammar</b> <ul style="list-style-type: none"> <li>- Adjectival agreement</li> <li>- First person HF verbs Je suis J'ai J'habite</li> </ul>	<ul style="list-style-type: none"> <li>- To understand adjectives better in French and how they may change spelling depending on what they are describing.</li> <li>- Adding 'e' to the end of an adjective to show that the person talking or being described is a female.</li> <li>- Use Je suis Je suis français/ Je suis française</li> <li>- Use J'ai ... ans</li> <li>- Use J'habite à</li> </ul>
	<b>Sticky Knowledge</b> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that un is a masculine determiner.</li> <li>-Know that une is a feminine determiner.</li> <li>-Know that in French and adjective changes to match it's gender and number (add 'e' for feminine nouns and add 's' for plural)</li> <li>-Know how to ask and answer the question Ca va?</li> <li>- Know how to ask and answer the question Comment tu-t'appelles ?'</li> <li>-Know that the final consonant 's' is often silent (appelles', 'ans', 'habites')</li> </ul>	<b>Fingertip Knowledge</b>

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	<ul style="list-style-type: none"> <li>-Know about elision (contraction) in the word Je m'appelle.and J'habite.Know the 'e' is dropped and replaced with an apostrophe because you can't have two vowels together. Know that 'H' is treated like a vowel in French.</li> <li>-Know the numbers 0-20 in French.</li> <li>-Know how to ask and answer the question 'Quel âge as-tu ?'</li> <li>-Know how to ask and answer the question 'Où habites-tu ?'</li> <li>-Know how to express your nationality.</li> <li>-Know about adjectival agreement - adding an 'e' to the end of the adjective to show that the person talking or being described is female.</li> </ul>	
<p><b>Autumn 2</b> My family</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- I in ille ique and silent letters</li> </ul> <p>Recommended phonics focus: I IN IQUE ILLE</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- IN sound in cinq &amp; cinquante</li> <li>- I sound in famille, Lisa, Jacqueline, petite &amp; fille</li> <li>- ILLE sound in famille &amp; fille</li> <li>- IQUE sound in unique</li> <li>- Silent letters. The final consonant ('s') is not pronounced in appellees, ans, soeurs, mes grands-parents, les or parents.</li> <li>- Elision in je m'appelle/il s'appelle/elle s'appelle/j'ai. This is generally in order to facilitate pronunciation in French. Dropping of the last letter of a word (as in the 'e' in me or se) replacing it with an apostrophe so attaching it to the word that follows that starts with a vowel or mute h.</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The nouns &amp; determiners for family members</li> <li>- The words for the possessive 'my' in French (mon, ma and mes)</li> <li>- Numbers 1-70 in French</li> </ul> <p>High frequency verbs (he/she is called he/she has).</p>	<ul style="list-style-type: none"> <li>- To know and apply the nouns/determiners for several family members in French.</li> <li>- To move from using the determiner 'a' with a family member noun to using a possessive adjective 'my'.</li> <li>- To answer the question 'As-tu des frères et sœurs?'</li> <li>- Introduce family members, learning to use ill/elle s'appelle.</li> </ul> <p>To use knowledge of numbers to describe the age of family members.</p>
	<p><b>Grammar</b></p> <p>Possessives</p> <p>High frequency verbs in French</p>	<ul style="list-style-type: none"> <li>- Understand that there are three words in French mon, ma, mes for our one word 'my' in English.</li> <li>- To know what a verb is in English and be already familiar with the French high frequency verbs in first person singular form je suis (I am), j'ai (I have), j'habite (I live) and je m'appelle (I am called).</li> </ul>
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>--Know the 18 essential phonic sounds in French.</li> <li>-Know that 'mon' is used for 'my' for masculine nouns.</li> <li>-Know that 'ma' is used for 'my' for feminine nouns.</li> <li>-Know that 'mes' is used for 'my' for plural nouns.</li> <li>-Know the role of gender for determiners (**The** Le=masculine and la=feminine. Les=plural)</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know nouns and determiners for some family members (l'oncle le grand-père la grand-mère la tante)</li> <li>-Know how to say step/half sister/brother.</li> </ul>

	<ul style="list-style-type: none"> <li>- Know nouns and determiners for some family members (le père la mère la sœur frère parents)</li> <li>- Know how to say that you are an only child.</li> <li>- Know how to say and respond to the question: As-tu des frères et sœurs ?</li> <li>- Know numbers 1-20 in French.</li> <li>- Know that 's' is a final consonant silent letter (eg. appelle, ans, soeurs).</li> <li>- Know about elision (contaction) in the word 'j'ai'. Know the 'e' is dropped and replaced with an apostrophe because you can't have two vowels together.</li> <li>- Know the pronouns for he and she (Il and Elle).</li> </ul>		
	<p><b>Substantive knowledge (the what)</b> <b>What is being taught</b></p>	<p><b>Disciplinary knowledge (the if)</b> <b>How to use what is being taught</b></p>	
<p><b>Spring 1</b> <b>In the classroom</b></p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- i silent letters ellisons</li> </ul> <p>Recommended phonics focus: I IN IQUE ILLE</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- I sound in lisez, silence, calculatrice, livre &amp; ciseaux</li> <li>- Ille sound in taille</li> <li>- To know that there are many last consonant silent letters in French which are not pronounced. The final letter 's' is silent in the word 'des'. The 'x' is also silent in the word 'ciseaux' and 'z' in Silent letters. Hearing and seeing that the 'x' and 'z' in écoutez. Apply this knowledge to when reading, speaking and writing new subject knowledge.</li> </ul> <p>Elision- To know that elision is a type of contraction. The last letter of a word is dropped and replaced with an apostrophe. It is attached to the word that follows beginning with a vowel. Je becomes j' as in j'ai. Ne becomes n' as in n'ai.</p>	
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The nouns and determiners for 12 common classroom objects.</li> <li>- The words for the possessive 'my' in French (mon, ma or mes).</li> </ul> <p>Language to describe what I have/do have not in my pencil case.</p>	<ul style="list-style-type: none"> <li>- To recall, say and write the 12 classroom objects from memory.</li> <li>- To answer the question 'Qu'est-ce qu'il y a dans ta trousse?'</li> <li>- To move from an indefinite determiner (a) to a possessive adjective (my) in French eg Dans <b>ma</b> trousse j'ai un stylo.</li> <li>- To know the negative response eg. Dans ma trousse je n'ai pas de stylo.</li> <li>- To use all new knowledge to say/write/read what I have/do not have in my pencil case.</li> </ul>	
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Gender</li> <li>- Plurality</li> <li>- Possessive adjectives</li> <li>- Negative structure</li> </ul>	<ul style="list-style-type: none"> <li>- To use 'mon' for singular possessive 'my' for masculine nouns eg. mon stylo.</li> <li>- To use 'ma' for singular possessive 'my' for feminine nouns eg. ma règle.</li> <li>- To use 'mes' for plural 'my' for nouns eg. mes ciseaux.</li> <li>- To use the negative structure ('je n'ai pas de) to say what you don't have in your pencil case.</li> <li>-</li> </ul>	
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know that 'mon' is used for 'my' for masculine nouns.</li> <li>- Know that 'ma' is used for 'my' for feminine nouns.</li> </ul>	<p><b>Fingertip Knowledge</b></p> <p>Know the noun and determiner for:</p> <p>Un livre</p> <p>Un sac a dos</p>	

**French Key Knowledge Progression Document (KKP)**

	<ul style="list-style-type: none"> <li>-Know that ‘mes’ is used for ‘my’ for plural nouns.</li> <li>-Know final consonant silent letters that the ‘x’ ‘s’ and ‘z’.</li> <li>-Know the noun and determiner for: un cahier, un crayon, un stylo, une regle and un baton de colle.</li> <li>-Know and respond to the question: Qu’est-ce qu’il ya dans ta trousse?</li> <li>-Know J’ai = I have</li> <li>-Understand the role of gender when choosing the correct possession for the word ‘my’ in French (mon, ma and mes).</li> <li>- Know the word ‘dans’ means in.</li> <li>-Know the negative form ‘je n’ai pas de...’</li> <li>-Know about elision eg.that Je becomes j’ as in j’ai and Ne becomes n’ as in n’ai</li> </ul>	<p>Une calculatrice Une trousse Une gomme des ciseaux une trousse</p>
<p><b>Spring 2</b> At the tearoom</p>	<p><b>Phonics</b> in i silent letters Recommended phonics focus: I IN IQUE ILLE</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- IN sound in cinquante.</li> <li>- I sound in sandwich, limonade, grenadine &amp; brioche.</li> <li>- Silent letters ( t and s)- Hearing and seeing the silent consonants on the end of French words: voudrais, croissant, chocolat &amp; lait but noting that cent is an exception!</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 20 words for foods, snacks and drinks</li> <li>- Key questions and phrases for a role-play at the salon de thé (hello, What would you like? I would like, and, the bill please, thank you, goodbye)</li> </ul> <p>Key vocabulary linked to paying the bill</p>	<ul style="list-style-type: none"> <li>- Say/write/read 20 different foods, snacks and drinks in French with the correct indefinite article/determiner.</li> <li>- Use key phrases to perform role play at salon de thé.</li> </ul> <p>Use knowledge of French currency and numbers to help calculate the bill in French.</p>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- determiners</li> </ul> <p>Singular/plural form</p>	<ul style="list-style-type: none"> <li>- To understand when to use the two indefinite articles/determiners un/une.</li> <li>- To understand how to move a singular noun to it’s plural form eg. un croissant/deux croissants. To apply this knowledge to reading and writing.</li> </ul>
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that indefinite article means “a” or “an” and “some.”</li> <li>- Know that ‘un’ is used for masculine nouns.</li> <li>- Know that ‘une’ is used for feminine nouns.</li> <li>-Know that ‘des’ is used for plural nouns.</li> <li>-Know that ‘t’ is often a final consonant silent letter eg. ‘croissant’, ‘chocolat’ and ‘lait’.</li> <li>- Know how to say what you would like (Je prends/ Je voudrais)</li> <li>-Know that ‘s’ is often a final consonant silent letter eg. ‘voudrais’.</li> <li>-Know how to say thank you (merci).</li> <li>-Know how to say please (S’il vous plait)</li> <li>-Know how to move a singular noun to plural form (un croissant - deux croissants)</li> </ul>	<p><b>Fingertip Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know some foods and drinks in French.</li> <li>-Know how to ask what you would like (Vous désirez?)</li> <li>-Know how to ask for the bill (L’addition s’il vous plait?)</li> </ul>

**French Key Knowledge Progression Document (KKP)**

<p><b>Summer 1</b></p> <p>Goldilocks and the Three Bears</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- Recommended phonics focus: I IN IQUE ILLE</li> <li>- Silent letters and liason</li> </ul>	<ul style="list-style-type: none"> <li>• I sound in petit, lit &amp; il</li> <li>• ILLE sound in fille</li> <li>• Silent letters - The 's' is not pronounced in the final 's' of fois and the 't' is not pronounced in et and forêt.</li> <li>- When a word ending in a normally silent consonant, like the 's' in ils (which is normally silent) is followed by a word starting with a vowel as the 'o' in ont, the consonant 's' is transferred onto the next word. This technique is called a liaison.</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 15 pieces of vocabulary linked to goldilocks and the Three Bears.</li> <li>- To become familiar with story language linked to Goldilocks and the three bears.</li> </ul>	<ul style="list-style-type: none"> <li>- To listen attentively to all of the familiar fairy tale in French and learn strategies to help decode longer pieces of spoken and written text that will contain unknown language .</li> <li>- To learn to always look for cognates first and using picture, word and phrase cards for support.</li> <li>- To use all new knowledge to say, read and write versions of Goldilocks and the Three Bears.</li> </ul>
	<p><b>Grammar</b></p> <p>No explicit grammar point or structure is taught in this unit as it is a story telling unit working on language learning strategies.</p>	<ul style="list-style-type: none"> <li>- To spell adjectives appropriately depending on whether it applied to the masculine or feminine form.</li> </ul>
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know the word 'the' in English has four versions in French. This determiner/ definite is le la l' or les (plural).</li> <li>-Know final consonant letters 's' and 't' eg. 'boucles' and 'avait'.</li> <li>-Know how to say the word 'trois' and 'ours' thinking about the guttural 'r'.</li> <li>-Know the vocabulary for big, medium and small.</li> <li>grand (m) grande (f)</li> <li>moyen (m) moyenne (f)</li> <li>petit (m) petite (f)</li> </ul>	<p><b>Fingertip Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know vocabulary linked to Goldilocks and the Three Bears.</li> <li>-Know story language linked to Goldilocks and the Three Bears.</li> </ul>
<p><b>Summer 2</b></p> <p>What is the weather</p>	<p><b>Phonics – e eau and silent letters</b></p> <p>Recommended phonics focus: É E È EAU EUX</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <p>Silent letters – Know that the 'd' is not pronounced in chaud, 's' is not pronounced in dans &amp; mauvais and the 't' is not pronounced in fait &amp; vent. These letters are often silent at the ends of words.</p> <ul style="list-style-type: none"> <li>- Elision. As seen in l'est. the 'e' has been dropped in le as the next word starts with a vowel. This is to help pronunciation in French but can make it hard to know where one word starts and finishes</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 9 common weather expressions</li> <li>- The question 'Quel temps fait-il aujourd'hui ?'</li> <li>Compass points (N,E,S&amp;W)</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, say and write the weather expressions from memory.</li> <li>- To improve listening decoding skills.</li> <li>- To use compass points to read a weather map in French and describe weather in different parts of the country.</li> <li>To present a weather forecast in French.</li> </ul>



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**French Key Knowledge Progression Document (KKP)**

	<p><b>Grammar</b> The verb faire</p>	<ul style="list-style-type: none"> <li>- To understand better the use of the verb 'faire' (to do) and 'il y a' in set weather phrases eg. Il fait chaud and Il y a du soleil.</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know how to use the verb faire eg. Il fait.</li> <li>- To know the English for the pronouns: Je, Tu, Il. Elle, Nous, Vous, Ils and Elles</li> <li>- Know final consonant silent letter 't' and 'd' eg. 'vent', 'chaud', 'froid', 'pleut', and 'nord'.</li> <li>- Know the weather expressions: beau, Mauvais, froid and soleil.</li> <li>- Know about elision (when a vowel at the end of a short word is dropped and replaced with an apostrophe because the next word starts with a vowel or <i>mute h</i> eg. L'est).</li> <li>- Know the compass points: le nord le sud L'est and l'ouest</li> <li>- Know that dans=in</li> </ul>	<p><b>Fingertip Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know 9 common weather expressions.</li> <li>Know how to say and answer the question 'Quel temps fait-il aujourd'hui ?'</li> </ul>

**Year 5 French Overview**

	<b>Substantive knowledge (the what) What is being taught</b>	<b>Disciplinary knowledge (the if) How to use what is being taught</b>
<p><b>Autumn 1</b> Do you have a pet?</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- é eau Silent letters &amp; elision</li> </ul> <p><b>Vocabulary -</b></p> <ul style="list-style-type: none"> <li>- 8 common pets &amp; indefinite articles</li> <li>- 1st person high frequency verb j'ai</li> <li>- Structure qui s'appelle</li> <li>- Conjunction mais</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Gender differences</li> <li>- Indefinite articles</li> <li>- Use of negative</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</li> <li>- Recognise, remember &amp; recall 8 pets in the foreign language with their correct determiner. Eg: un lapin</li> <li>- Working on improving metacognition memory skills and encouraging the use of a dictionary for extra pet nouns.</li> <li>- Using this verb to say/write what pet you have. Eg: J'ai un lapin.</li> <li>- Structure qui s'appelle Using the structure to be able to say what your pet is called. Eg: J'ai un lapin qui s'appelle Pierre.</li> <li>- Use of negative Using the negative to say what pet you do not have. Eg: Je n'ai pas de lapin. Using the conjunction to make longer, more interesting, and complex sentences. Eg: J'ai un lapin qui s'appelle Pierre mais je n'ai pas de chien.</li> <li>- Understand better that nouns in French have gender and this will impact the choice of article/determiner.</li> <li>- Using the negative to say what pet you do not have. Eg: Je n'ai pas de lapin.</li> </ul>

**French Key Knowledge Progression Document (KKP)**

	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know French nouns have a gender.</li> <li>-Know masculine (un/le) and feminine determiners(une/la).</li> <li>-Know last letter final consonant silent letters 's' and 't' (eg chat, souris)</li> <li>-Know about elision ( dropping the final, unstressed vowel from a word when the next word begins with a vowel or a silent "h" eg. so...je becomes j' as in j'ai.</li> <li>-Know and use the phrase 'qui s'appelle' (who is called).</li> <li>-Know J'ai= I have</li> <li>-Know how to use the negative form (Je n'ai pas de or Je n'ai pas d')</li> <li>-Know and use the conjunction 'mais' (but).</li> <li>-Know and use the conjunction 'et' (and).</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know eight common pets and their determiners.</li> <li>-Know and say the question 'As-tu un animal?'</li> </ul>
<p><b>Autumn 2</b> The date</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- é eux and silent letters</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The 7 days of the week</li> <li>- The 12 months of the year</li> <li>- Numbers 0-31</li> <li>- Key questions and phrases linked to the date Quelle est la date aujourd'hui? C'est quand ton anniversaire?</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise, remember &amp; recall the seven days of the week and the twelve months of the year in French.</li> <li>- To say, read and write the seven days of the week and the twelve months of the year with accuracy.</li> <li>- Respond to questions using Aujourd'hui, c'est... Mon anniversaire c'est...</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> </ul>	<ul style="list-style-type: none"> <li>- Understand that days of the week and months of the year do not start with a capital letter in French unless they are at the start of a sentence eg. Aujourd'hui, c'est lundi huit juillet. Apply this knowledge when writing the date in French.</li> <li>-</li> </ul>
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>- Know that there are four versions of the word 'some' (partitive articles) and that this depends on the gender and plurality of the noun.</li> <li>- Know the seven days of the week in French.</li> <li>- Know that days of the week do not start with a capital letter in French.</li> <li>-Know Aujourd'hui=today</li> <li>-Know c'est = it is</li> <li>-Know the months of the year in French.</li> <li>- Know that months of the year do not start with a capital letter in French.</li> <li>- Know final consonant silent letter 's' is not pronounced (eg. trois and the final consonant silent letter 't'(eg. est c'est and Juillet).</li> <li>-Know and ask the question 'C'est quand ton anniversaire?'</li> <li>- Respond to the above question with the phrase 'Mon anniversaire est le...'</li> <li>-Know numbers to 0-31 in French.</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know and ask the question 'Quel est ton jour préféré ?'</li> <li>- Respond to the above question with the phrase: Mon jour préféré, c'est le..</li> <li>-Know and ask the question 'Quelle est la date aujourd'hui?'</li> </ul>

<b>Spring 1</b> My home	<b>Phonics</b> e eau silent letters & elision	Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.
	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>- The nouns and determiners for house &amp; apartment.</li> <li>- The nouns and determiners for rooms of the house.</li> <li>- The nouns and determiners to describe where the homes are situated.</li> <li>- Structure Chez moi, il y a...</li> <li>- Conjunctions et</li> </ul> Conjunction mais	<ul style="list-style-type: none"> <li>- Recognise, remember &amp; recall the French the name for a house and an apartment with the correct determiner.</li> <li>- Recognise, remember &amp; recall the ten rooms in French with their correct determiner.</li> <li>- Recognise, remember &amp; recall the five locations in French with their correct determiner.</li> <li>- Use this key linguistic structure to describe what is in their house.</li> <li>- Use of <i>et</i> for adding which further rooms they may have in their home eg. Chez moi il ya un salon <i>et</i> un bureau.</li> </ul> Using the negative to say that you do not have a particular room in your home eg. Chez moi il ya un salon mais il n’y a pas de sous-sol.
	<b>Grammar</b> <ul style="list-style-type: none"> <li>- Gender differences</li> <li>- Indefinite articles</li> <li>- Use of negative</li> </ul> 1st person conjugation of high frequency verbs	<ul style="list-style-type: none"> <li>- Understand better that nouns in French have gender and this will impact the choice of article/determiner.</li> <li>- Using the negative to say what pet you do not have. Eg: Chez moi, il n’y a pas de salon</li> </ul> Using j’habite to state where you live
	<b>Sticky Knowledge</b> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that verbs in French are made up of a stem and an ending.</li> <li>-Know that the stem of a verb always stays the same.</li> <li>-Know that the stem of a regular verb changes depending on the person/group of people.</li> <li>-Know the personal pronouns: Je Tu Il Elle Nous Vous Ils and Elles</li> <li>-Know verb endings for ER verbs.</li> <li>-Know and answer the question: U habites-tu?</li> <li>- Know about elision eg Je habite = J’habite</li> <li>-Know dans= in</li> <li>- Know the vocabulary un maison and un appartement</li> <li>-Know the final consonant silent letter ‘s’ and ‘t’(eg. appartement, mais and dans)</li> <li>-Know about indefinite articles- that there are different words for ‘a’ depending on if the noun is masculine (un) or feminine (une).</li> <li>-Know that nouns in French have gender and this will impact the choice of article/determiner.</li> <li>-Know il y a =there is/there are</li> <li>- Know and use the conjunction ‘et’ (and).</li> </ul>	<b>Fingertip Knowledge</b> <ul style="list-style-type: none"> <li>- Know that J’habite comes from the infinitive ‘er’ verb ‘habiter’.</li> <li>-Know and recall the five locations in French with their correct determiner.: En ville, A la campagne, A la montagne, Au bord de la mer and Dans un village.</li> <li>-Know the phrase: Chez moi il y a...</li> <li>-Recognise, remember &amp; recall the rooms below with the correct determiner:           <ul style="list-style-type: none"> <li>Une cuisine</li> <li>Une salle a manger</li> <li>Une salle de bains</li> <li>Une buanderie</li> </ul> </li> <li>-Recognise, remember &amp; recall the rooms below with the correct determiner:           <ul style="list-style-type: none"> <li>Un sous-sol</li> <li>Un bureau</li> <li>Un salon</li> <li>Un garage</li> <li>Un Jardin</li> </ul> </li> <li>- Know how to say what is is your house(Chez moi il y a)</li> <li>- Know how to use the negative form to say which rooms are not in the house (Chez moi il n’y a pas de).</li> </ul>

	-Know and use the conjunction 'mais' (but).	
<b>Spring 2</b> Traditions and celebrations	<b>Phonics</b> - Êè accents and silent letters	- Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.
	<b>Vocabulary</b> - Key question words in French (How? When? Where? Why?) - Key vocabulary to answer the questions (I like/do not like, because, it is, and) - Topic related vocabulary eg. Festival, firework display, crown	- Learn about famous French festivals, celebrations and traditions. - To ask questions, give answers and express opinions (orally and in writing) about French celebrations.
	<b>Grammar</b> - Reinforcement of adjectival agreement (adjectives after the noun and must agree with the gender eg. C'est <b>une</b> fête française)	- To understand that the adjective may change its ending depending on whether the noun is masculine or feminine. Apply this knowledge when writing.
	<p><b>Sticky Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that verbs in French are made up of a stem and an ending.</li> <li>-Know that the stem of a verb always stays the same.</li> <li>-Know that the stem of a regular verb changes depending on the person/group of people.</li> <li>-Verb endings for IR verbs.</li> <li>-Know the personal pronouns: Je Tu Il Elle Nous Vous Ils and Elles</li> <li>-Know about adjectival agreement. (adjectives after the noun and must agree with the gender eg. C'est <b>une</b> fête française).</li> <li>- Know key question vocabulary: Où... ? (where) Quand... ? (when) Pourquoi? (why) Tu aimes?( do you like)</li> <li>-Know vocabulary to answer questions: J'aime... Je n'aime pas... Parce que...</li> <li>-Know that "ê" is a circumflex accent - "e" is pronounced like "e" in the English word "bed".</li> <li>-Identify an acute accent (É).</li> <li>-Identify a grave accent (È).</li> <li>-Know about the final consonant final silent letter 's' and 't'.</li> </ul>	<p><b>Fingertip Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know vocabulary related to Le Carnaval de Nice.</li> <li>-Know vocabulary related to La Fête des Rois.</li> <li>- Know vocabulary related to Le Poisson d'avril.</li> <li>- Know vocabulary related to La fête nationale française.</li> </ul>
<b>Summer 1</b> Clothes	<b>Phonics</b> - Ê e eau and silent letters - Guttural 'R' sound in orange, rouge and robe.	- Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.
	<b>Vocabulary</b> - 21 items of clothing & their determiners	- Learn 21 nouns for items of clothing and their determiners.

**French Key Knowledge Progression Document (KKP)**

	<ul style="list-style-type: none"> <li>- The verb porter (to wear)</li> <li>- Je porte (I wear)</li> <li>- The words for possessives 'my' in French (mon, ma, mes)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn how to say/write what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing.</li> <li>- Learn more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French.</li> <li>- Use new knowledge in French to say/write what I am packing in my suitcase for a holiday.</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Understand the role of gender in the choice of possessives (masculine – mon, feminine – ma, plural – mes)</li> <li>- Understand adjectival agreement (<b>Ma jupe verte</b>)</li> <li>- 1st person conjugation of high frequency verbs (je porte)</li> <li>- Know the plural determiner 'des' (some) for masculine and feminine nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand better that nouns in French have gender and this will impact the choice of article/determiner.</li> <li>- Understand adjectival agreement and how this affects spelling of adjectives).</li> <li>- Use Je Porte to describe what you wear.</li> <li>- Use Je port <b>des</b> gants.</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that verbs in French are made up of a stem and an ending.</li> <li>-Know that the stem of a verb always stays the same.</li> <li>-Know that the stem of a regular verb changes depending on the person/group of people.</li> <li>-Verb endings for RE verbs.</li> <li>-Know the personal pronouns: Je Tu Il Elle Nous Vous Ils and Elles.</li> <li>-Know the verb porter (to wear).</li> <li>- Know the first person conjugated verb (Je porte).</li> <li>- Know how to pronounce the guttural 'R' sound eg. robe.</li> <li>- Know some vocabulary related to weather (beau/neige).</li> <li>- Plural determiner 'des' (some) for masculine and feminine nouns.</li> <li>-Know final consonant final letter 's' eg.des gants.</li> <li>-Know quand=when</li> <li>-Know that a nouns gender will impact the article and spelling of adjectives (adjectival agreement)eg.<b>une</b> jupe verte.</li> <li>- Know how to pronounce the guttural 'R' sound eg. Orange and rouge</li> <li>--Know colours in French.</li> <li>-Know words for the possessive 'my' in French (mon, ma and mes).</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know items of clothing and their determiner.</li> </ul>
<p><b>Summer 2</b> Olympics</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- qu ç an and silent letters</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 10 Olympic sports and their articles/determiners</li> <li>- The verb faire</li> <li>- Sporting professions in both masculine and feminine forms</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- gender</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</li> <li>- Recognise, remember &amp; recall 10 Olympic sports in French with their correct article/determiner.</li> <li>- Say/Write a phrase describing an athlete by their performance sport.</li> <li>- To understand agreement rules better and that nouns can change spelling depending on the gender of the person they are describing.</li> </ul>

**French Key Knowledge Progression Document (KKP)**

	- determiners	- Understand that the determiner is often dropped when the sport is used with the verb 'faire' (to do a sport).
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know that verbs in French are made up of a stem and an ending.</li> <li>- Know that the stem of a verb always stays the same.</li> <li>- Know that the stem of a regular verb changes depending on the person/group of people.</li> <li>- Verb endings for ER, IR and RE verbs.</li> <li>- Know the personal pronouns: Je Tu Il Elle Nous Vous Ils and Elles.</li> <li>- Know the infinitive 're' verb 'faire'</li> <li>- Know that fais comes from the infinitive 're' verb 'faire'.</li> <li>- Know the negative structure 'je ne fais pas de'.</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know 10 Olympic sports and their articles/determiners.</li> <li>- Know that the determiner is often dropped when the sport is used with the verb 'faire'</li> <li>- Know sporting professions in both masculine and feminine forms.</li> <li>- Know that nouns can change spelling depending on the gender of the person they are describing.</li> </ul>

**Year 6 French Overview**

	<b>Substantive knowledge (the what)</b> <b>What is being taught</b>	<b>Disciplinary knowledge (the if)</b> <b>How to use what is being taught</b>
<b>Autumn1</b> <b>School</b>	<p><b>Phonics</b> QU Ç GNE EN AN and silent letters Recommended phonics focus: QU Ç GNE EN AN</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- QU sound in informatique &amp; musique</li> <li>- Ç sound in français</li> <li>- AN sound in anglais, français, amusant &amp; intéressant</li> <li>- EN sound in sciences</li> <li>- Silent letters. The final 's' is not pronounced in aimes and bains the 't' is not pronounced in sport or the 'x' in ennuyeux.</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- The nouns and determiners for ten subjects</li> <li>- The 7 days of the week in French</li> <li>- Language to describe what subjects I like/do not like and why</li> <li>- conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>- To say, write and read the nouns and determiners for 10 classroom objects.</li> <li>- Use conjunctions to explain opinions and develop reasons eg. parce que, c'est and et.</li> <li>- To create a short phrase in French stating what you like and do not like Eg. J'adore le français <b>mais</b> je n'aime pas le sport.</li> <li>- Say/write more complex sentences giving reasoning eg. J'adore le français <b>parce que</b> c'est amusant.</li> <li>- Answer the question (verbally/written) 'Quelle heure est-il?' to give the time and date when you study a particular subject. Eg. J'étudie le français à neuf heures le lundi.</li> <li>- Present school preferences to the class, responding to the question, 'Est-ce que tu aimes...?', in spoken and/or written form.</li> </ul>

**French Key Knowledge Progression Document (KKP)**

	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Gender (nouns)</li> <li>- Plurality</li> </ul>	<ul style="list-style-type: none"> <li>- To fully understand the role of gender and plurality in the choice of determiners (le français- m la musique- f es sciences- plural)</li> <li>- Use (orally and in writing) the 1st person conjugation of the verb 'étudier'(to study) J'étudie le français</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know actions to support retrieval of personal pronouns.</li> <li>- Know the personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) and the English equivalent.</li> <li>- Know not to pronounce final consonant silent letter 's' 'x' and 't'.</li> <li>- Know about gender and plurality linked to determiners (le, la, les).</li> <li>- Know about elision (contaction) in the word J'étudie. Know the 'e' is dropped and replaced with an apostrophe because you can't have two vowels together. 'H' is treated like a vowel in French.</li> <li>- Use conjunctions 'parce que' 'et' and 'mais' to extend sentences.</li> <li>- Know the question 'Est-ce que tu aimes...?'</li> <li>- Know phrases to express opinions eg. J'adore.</li> <li>- Know about elision (contaction) in the word J'adore and j'aime.</li> <li>- Know how to tell the time in French.</li> <li>- Know the days of the week.</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that 'étudier' is a first person conjugated verb.</li> <li>- Know nouns and determiners for ten subjects.</li> </ul>
<p><b>Autumn 2</b> <b>The weekend</b></p>	<p><b>Phonics – qu en an silent letters and liason</b></p> <p>Recommended phonics focus: QU Ç GNE EN AN</p> <ul style="list-style-type: none"> <li>- Know that the normally silent 'x' on 'deux' is pronounced when followed by 'heures'.</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 10 activities we may do at the weekend</li> <li>- Telling the time</li> <li>- Extended phrases including an activity, a time and an opinion</li> </ul>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- QU sound in quelle, informatique &amp; musique</li> <li>- AN sound in bandes, amusant, intéressant &amp; fatigant</li> <li>- EN sound in prends &amp; finalement</li> </ul> <p>Silent letters</p> <ul style="list-style-type: none"> <li>- 's' is not pronounced in heures</li> <li>- 't' is not pronounced in amusant, barbant or fatigant. This is often the case when these consonants are the last letters in French words.</li> </ul> <p>Liaison</p> <ul style="list-style-type: none"> <li>- To know that the normally silent 'x' on 'deux' is pronounced when followed by 'heures'. The 'x' almost sounds like an 'z'. This is called a liaison.</li> </ul> <p>- Tell the time in French eg. Il est deux heures moins vingt.</p> <p>- Say, read, write and respond to listening activities that link to ten phrases on activities to do at the weekend.</p>

**French Key Knowledge Progression Document (KKP)**

		<ul style="list-style-type: none"> <li>- Give extended answers to the question 'Qu'est-ce que tu fais le week-end ?' by including the time and an opinion. Eg. Le week-end je regarde la télé à dix heures et quart. C'est génial !</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>-Conjunctions</li> <li>- First person verb endings</li> </ul>	<ul style="list-style-type: none"> <li>- Develop sentences further using the conjunction 'et'.</li> <li>Le week-end je regarde la télé à dix heures et quart et à onze heures et demie je vais à la piscine. C'est genial!</li> <li>- Develop and apply a wider range of conjunctions après (after), aussi (also) and plus tard (later).</li> <li>- Use the 1st person conjugation of a wider range of verbs eg. j'écoute, je lis or je regarde.</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>- Know that an irregular verb doesn't follow the normal grammar rules.</li> <li>-Know personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) in French.</li> <li>-Know that the irregular verb aller means means 'to go'.</li> <li>-Know how to tell the time in French.</li> <li>- Know the final consonant silent letters 's' and 't'.</li> <li>- Know that the normally silent 'x' on 'deux' is pronounced when followed by 'heures'.</li> <li>-Know the first person verbs: j'écoute, je prends, je joue, je vais and je regarde.</li> <li>- Know about elision (contraction) in the word j'écoute.</li> <li>- Give opinions linked to preferences eg. J'adore.</li> <li>- Know the conjunctions après (after), aussi (also) and plus tard (later).</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know verb endings for the irregular verb aller.</li> <li>-Know 10 activities we may do at the weekend.</li> <li>- Know and ask the question: 'Qu'est-ce que tu fais le week-end ?'</li> </ul>
<p><b>Spring 1</b> <b>Healthy lifestyles</b></p>	<p><b>Phonics</b> qu an and silent letters (s and t at the end of words)</p> <p>Recommended phonics focus: QU Ç GNE EN AN</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>-QU sound in électroniques</li> <li>- EN sound in entier</li> <li>- AN sound in manger, santé, viande &amp; mélangez</li> </ul> <p>Silent letters. The 's' is not pronounced in heures, and the 't' is not pronounced in amusant, barbant or fatigant.</p>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>-The nouns and determiners for 10 healthy foods &amp; drinks</li> <li>- The nouns and determiners for 10 unhealthy foods &amp; drinks</li> <li>- Use language to describe healthy lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>- Develop vocabulary by learning how to say, read and write 10 new nouns and determiners for healthy foods/drink</li> <li>- Develop vocabulary by learning how to say, read and write 10 new nouns and determiners for unhealthy foods/drink</li> <li>- To follow a healthy recipe in French and create my own using my new knowledge.</li> <li>- Present what you should/shouldn't eat/drink/do(activities) to keep healthy.</li> </ul>

**French Key Knowledge Progression Document (KKP)**

	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Conjugated verbs</li> <li>- Use of the negative</li> <li>- Use of conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>- To know and use (speaking and writing) the first person conjugation of high frequency verbs (je mange from the verb 'manger' and je bois from the verb (boire).</li> <li>- To be able say, write and read the negative form for what you do not eat and drink eg. Je ne mange pas de... and Je ne bois pas de...</li> <li>- Develop answers using the conjunctions mais and et</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know that an irregular verb doesn't follow the normal grammar rules.</li> <li>- Know personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) in French.</li> <li>- Know that the irregular verb avoir means 'to have'.</li> <li>- Know final consonant silent letters 's' and 't'.</li> <li>- Know the negative form 'Je ne.....pas de'.</li> <li>- Know and use the partitive article du de l' and des (some) dependent on gender and plurality.</li> <li>- Know the conjunction 'et' and 'mais'</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know verb endings for the irregular verb avoir.</li> <li>- Know the nouns and determiners for 10 healthy foods &amp; drinks.</li> <li>- Know and use the first person conjugation of high frequency verbs 'manger' and 'boire'.</li> <li>- Know and use language to describe healthy lifestyles.</li> </ul>
<p><b>Spring 2</b> <b>Planets</b></p>	<p><b>Phonics an qu silent letters and guttural r</b></p> <p>Recommended phonics focus: QU Ç GNE EN AN</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively</p> <ul style="list-style-type: none"> <li>- QU sound in quel &amp; pourquoi</li> <li>- AN sound in grand(e)</li> <li>- EN sound in combien</li> <li>- Silent letters. The 's' is not pronounced in planètes, and the 't' is not pronounced in et.</li> <li>- Develop confidence when saying Guttural 'R' - Uranus, Terre, Mercure, Saturne, Jupiter, Mars and rouge.</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Learn 10 key elements from the Solar System from memory.</li> <li>- Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>- Say, read and write the names of the planets.</li> <li>- Use adjectives to describe the planets and your skills as an astronaut.</li> <li>-</li> </ul>
	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Intensifiers (aswell as conjunctions and adjectives).</li> <li>- Adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>- Use intensifiers to add more detail eg. La planète Jupiter est <b>assez</b>(quite) froide, <b>très</b> (very) grande et lumineuse.</li> <li>- Apply adjectival agreement rules Add an 'e' with feminine nouns eg. petit(e) If an adjective ends in an 'e' it doesn't change eg. rouge. If the adjective ends in 'eux' remove the x and add se.</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>- Know the 18 essential phonic sounds in French.</li> <li>- Know that the irregular verb ÊTRE doesn't follow the normal grammar rules.</li> <li>- Know personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) in French.</li> <li>- Know that the irregular verb ÊTRE means 'to be'.</li> <li>- Know the final consonant silent letters 's' and 't'.</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>- Know verb endings for the irregular verb ÊTRE.</li> <li>- Know the names of the planets in French.</li> <li>- Know a range of adjectives to describe the planets.</li> <li>- Know questions linked to astronauts.</li> <li>- Know adjectives and space related vocabulary to answer questions.</li> </ul>

	<ul style="list-style-type: none"> <li>-Know how to pronounce the guttural 'R'.</li> <li>-Know about adjectival agreement (that gender and plurality affects the spelling of the adjective).</li> <li>- Know intensifiers to add more detail eg. <b>Assez</b>(quite) and <b>très</b> (very)</li> <li>-Know conjunctions et and mais to extend sentences.</li> </ul>	
<p><b>Summer 1</b> <b>Me in my world</b></p>	<p><b>Phonics</b> QU Ç EN AN silent letters Recommended phonics focus: QU Ç GNE EN AN</p>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- QU sound in quel, qu'est-ce que, quelle &amp; plastique</li> <li>- Ç sound in ça &amp; français</li> <li>- GNE sound in montagnes</li> <li>- EN sound in commence, Valentin &amp; environnement</li> <li>- AN sound in dans, Canada, musulman &amp; France</li> <li>- Silent letters. The 's' is not pronounced in Paris and the 't' is not pronounced in amusant, barbant or fatigant. This often happens with 's' and 't' when they are the final consonant in a word. Ent is not pronounced in trouvent as it is part of the verb conjugation and a silent letter string</li> </ul>
	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- Vocabulary linked to personal details</li> <li>Vocabulary linked to celebration, religion and protection of our planet</li> </ul>	<p>Develop more challenging and authentic language to be able to confidently say/write/read:</p> <ul style="list-style-type: none"> <li>- personal language to introduce yourself (name,age, where you live and what language you speak);</li> <li>- favourite festivals from the Francophone world with reasons why;</li> <li>- how you celebrate different festivals;</li> <li>- how you can be more responsible global citizens by doing more to protect the planet.</li> </ul>
	<p><b>Grammar</b></p> <p>1<sup>st</sup> person conjugated verbs</p>	<p>Children will use the conjugated verbs below to describe themselves.</p> <ul style="list-style-type: none"> <li>- je m'appelle (I am called- from the verb s'appeler)</li> <li>- j'ai (I have- from the verb avoir)</li> <li>- j'habite (I live- from the verb habiter)</li> <li>- je parle (I speak - from the verb parler)</li> <li>- je vais (I go – from the verb aller)</li> </ul>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that an irregular verb ' faire' doesn't follow the normal grammar rules.</li> <li>-Know personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) in French.</li> <li>-Know that the irregular verb faire means 'to do/make'.</li> <li>-Know and name some of the countries in the Francophone world.</li> <li>-Know how to ask and answer the questions: Quel âge as-tu? Où habites-tu ?</li> <li>- Know first person conjugated verbs below to describe themselves (je m'appelle j'ai j'habite je parle je vais)</li> <li>-Know final letter silent consonant 's' and 't'.</li> <li>-Know the first person conjugated verb je vais</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know verb endings for the irregular verb 'faire'.</li> <li>-Know facts and vocabulary linked to different celebrations around the world.</li> <li>- Know how to express your favourite festival with reasons why.</li> <li>-Know facts and vocabulary linked to Eid and Christmas.</li> <li>-Know facts and vocabulary linked to being responsible global citizens by doing more to protect the planet.</li> </ul>

**French Key Knowledge Progression Document (KKP)**

<p><b>Summer 2 Habitats</b></p>	<p><b>Phonics</b> QU Ç EN silent letters Recommended phonics focus: QU Ç GNE EN AN</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>- 5 different types of habitats</li> <li>- 5 different types of plants</li> <li>- Animal and plant adaptations</li> </ul> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>- Verb endings (er verbs)</li> </ul>	<p>Ensuring pupils are able to pronounce words in the foreign language more accurately and communicate effectively.</p> <ul style="list-style-type: none"> <li>- QU sound in arctique &amp; queue</li> <li>- Ç sound in balançant</li> <li>- EN sound in endroit, parfaitement &amp; seulement</li> <li>- AN sound in dans, océan &amp; année</li> <li>- Silent letters. The ‘s’ is not pronounced in bras, dans and the ‘t’ is not pronounced in et or seulement and ‘d’ is not heard in chaud. The letters s, x, z, t, d, n and m are normally silent when at the end of a word. ‘-ent’ is not pronounced in habitent or poussent. This verb ending when seen on 3rd person plural present tense endings is never pronounced.</li> </ul> <p>Develop more challenging and authentic language to be able to confidently say/write/read:</p> <ul style="list-style-type: none"> <li>- the essential things that plants and animals need to survive;</li> <li>- 5 key habitats around the world;</li> <li>- use the verb ‘pousser’ (to grow) to express which plants grow in these habitats;</li> <li>- use the verb ‘habiter’ (to live) to express which animals live in these habitats.</li> <li>- Use all my new knowledge to prepare a presentation for the class.</li> </ul> <p>Children will begin to explore how verbs can be spelt differently depending on who is doing the action.</p> <ul style="list-style-type: none"> <li>- Pousser (to grow) eg. Les algues poussent dans l’océan.</li> <li>- Habiter (to live) eg. L’ours blanc habite dans l’Arctique.</li> </ul> <p>Children will use these verbs to confidently express which plants grow and which animals live in these habitats</p>
	<p><b>Sticky knowledge</b></p> <ul style="list-style-type: none"> <li>-Know the 18 essential phonic sounds in French.</li> <li>-Know that an irregular verbs: ‘ALLER, AVOIR, ÊTRE and FAIRE don’t follow the normal grammar rules.</li> <li>-Know personal pronouns (Je Tu Il Elle Nous Vous Ils Elles) in French.</li> <li>-Know the meaning of irregular verbs in English (ALLER-to go, AVOIR-to have, ÊTRE- to be and FAIRE-to do).</li> <li>-Know that there are many last consonant silent letters in French including ‘s’ (eg. habitats) and ‘t’ (eg. habitat ).</li> <li>-Know verb endings for ‘er’ verbs.</li> <li>-Know the vocabulary vrai/faux(true/false).</li> <li>- Know the verb habiter(to live).</li> </ul>	<p><b>Fingertip knowledge</b></p> <ul style="list-style-type: none"> <li>-Know verb endings for the irregular verbs: ALLER, AVOIR, ÊTRE and FAIRE.</li> <li>-Know the essential elements that plants and animals need to grow in French.</li> <li>-Know the key habitats and their locations across the world in French.</li> <li>-Know the verb pousser(to grow)</li> <li>-To use the verb ‘pousser’ (to grow) to express which plants grow in these habitats.</li> <li>- Know how verbs can be spelt differently depending on who is doing the action.</li> <li>-Know ‘nt’ is silent in the 3rd person plural conjugations of the verbs ‘habiter’ and ‘pousser’ (habitent and poussent)</li> </ul>

**Language Learning Skills Progression**

	Year 3	Year 4 (Assuming at least 1 year of previous foreign language learning)	Year 5 (Assuming at least 2 years of previous foreign language learning)	Year 6 (Assuming at least 3 years of previous foreign language learning)
Listening	Listen to and enjoy short stories, nursery rhymes & songs. Recognise familiar words and short phrases covered in the units taught.	Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.	Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.	Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.
Speaking	Communicate with others using simple words and short phrases covered in the units.	Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.	Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.	Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.
Reading	Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.	Read aloud short pieces of text applying knowledge learnt from 'Phonics Phonics & Pronunciation Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language.	Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'.	Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.
Writing	Write familiar words & short phrases using a model or vocabulary list. <b>EG:</b> 'I play the piano'. 'I like apples'.	Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. <b>EG:</b> My name, where I live and my age.	Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. <b>EG:</b> My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.	Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. <b>EG:</b> A presentation or description of a typical school day including subjects, time and opinions.
Grammar	Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. <b>EG:</b> 'I like...' 'I play...' 'I am called...'	Better understand the concept of gender and which articles to use for meaning ( <b>EG:</b> 'the', 'a' or 'some'). Introduce simple adjectival agreement ( <b>EG:</b> adjectival agreement when describing nationality), the negative form and possessive adjectives. <b>EG:</b> 'In my pencil case I have...' or 'In my pencil case I do not have...'	Revision of gender and nouns and learn to use and recognise the terminology of articles ( <b>EG:</b> definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation ( <b>EG:</b> 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour <b>EG:</b> 'My blue coat'.	Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives ( <b>EG:</b> which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. <b>EG:</b> 'to go', 'to do', 'to have' and 'to be'.

**Curriculum End of Year Points**

French					
Curriculum End Points					
<p>The KKP's are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.</p> <p><b>For subject leaders</b>, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.</p> <p><b>For teachers</b>, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.</p> <p><b>For children</b>, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.</p>					
Year Group	Speaking	Listening	Reading	Writing	Grammar
<p><b>Year 3</b> Children should be able to ...</p>	<p>Repeat and recall nouns and articles (approx. 5 per lesson) with good pronunciation.</p> <p>Say short, simple sentences using first-person singular high-frequency verbs taught.</p> <p>Give a simple positive or negative opinion (e.g., Oui, j'aime... / Non, je n'aime pas...).</p> <p>Join in with French songs, rhymes and sound patterns to build pronunciation.</p>	<p>Understand very short, familiar spoken language linked to taught vocabulary.</p> <p>Match heard words/phrases to images or written words.</p> <p>Listen to simple familiar stories (e.g., Little Red Riding Hood in French) and identify key vocabulary.</p>	<p>Recognise and read familiar nouns and simple phrases from units taught.</p> <p>Begin to decode written words using taught French phonics.</p>	<p>Complete simple writing tasks such as adding missing letters to known vocabulary.</p> <p>Write short basic sentences with support using taught structures (e.g., Je m'appelle..., Je joue..., J'aime...).</p> <p>Translate simple nouns and articles between French and English with guidance.</p>	<p>Understand that nouns have gender.</p> <p>Use definite/indefinite articles accurately with taught nouns.</p> <p>Use first-person singular of key verbs: je suis, j'ai, je m'appelle, je joue, j'aime.</p>
<p><b>Year 4</b> Children should be able to ...</p>	<p>Recall a wider range of spoken vocabulary more confidently and accurately.</p> <p>Produce short sentences including verbs, adjectives and simple conjunctions (et, mais).</p> <p>Give simple opinions verbally with more natural fluency.</p>	<p>Listen to familiar stories and songs (e.g., Goldilocks) and understand more of the spoken language without relying solely on English versions.</p> <p>Complete a range of differentiated listening tasks linked to unit content.</p>	<p>Read familiar words and short sentences aloud with improving accuracy using phonics knowledge.</p> <p>Identify nouns, adjectives and simple verbs in short French sentences.</p>	<p>Write full simple sentences using nouns, articles and taught verbs.</p> <p>Write short personal texts with support, using correct word order and some adjectival agreement.</p>	<p>Use possessive adjectives (mon, ma) with taught vocabulary.</p> <p>Apply adjective agreement (gender/number) with support.</p> <p>Use negative structures (ne...pas) accurately in simple sentences.</p>

**French Key Knowledge Progression Document (KKP)**

	Recite short poems or rhymes using correct pronunciation patterns.			Write positive and negative statements (e.g., J'ai... / Je n'ai pas...).	Use conjunctions (et, mais) to extend sentences.  Begin to explore regular verb patterns (e.g., porter – to wear).
<b>Year 5</b> Children should be able to ...	<p>Recall and use a larger bank of spoken vocabulary across topics (pets, family, home, clothes, weather, date).</p> <p>Create longer spoken sentences including verbs, adjectives and conjunctions with increasing independence.</p> <p>Give opinions with brief justifications.</p> <p>Produce simple first- and third-person sentences with reference materials.</p>	<p>Listen to longer spoken language and identify key details with increasing accuracy.</p> <p>Understand familiar and some new vocabulary across broader contexts.</p>	<p>Read short paragraphs to identify key information such as verbs, adjectives and conjunctions.</p> <p>Decode unfamiliar words using phonics and dictionary use.</p> <p>Understand short written texts linked to unit topics.</p>	<p>Write short descriptive texts using nouns, articles, verbs and adjectives with appropriate agreement.</p> <p>Write about themselves and others using first- and third-person forms with support.</p> <p>Translate short passages with high accuracy.</p> <p>Use dictionaries independently to explore vocabulary, gender and spelling.</p>	<p>Apply possessives, adjective agreement and conjunctions consistently.</p> <p>Use negative forms with accuracy (Je n'ai pas...).</p> <p>Use regular verbs in the first and third person with guidance.</p> <p>Begin to manipulate simple sentences more independently.</p>
<b>Year 6</b> Children should be able to ...	<p>Speak with improved fluency, accuracy and confidence using full sentences from memory.</p> <p>Manipulate known language across topics to create personalised spoken responses.</p> <p>Move between first person, third person singular, and third person plural in spoken sentences.</p> <p>Give and justify opinions using appropriate vocabulary.</p>	<p>Understand more authentic spoken French delivered at near-native speed.</p> <p>Listen for key information across a wider range of contexts</p>	<p>Read longer passages confidently and extract key information, including verbs, opinions and justifications.</p> <p>Decode unfamiliar vocabulary using phonics, grammar knowledge and dictionaries.</p>	<p>Write longer passages using nouns, articles, verbs, adjectives, conjunctions, opinions and justifications.</p> <p>Write about themselves and others from memory using first- and third-person forms.</p> <p>Translate longer sentences and short texts to/from French with high accuracy.</p>	<p>Use a wider range of conjunctions, adjectives and justifications appropriately.</p> <p>Apply negative structures fluently (ne...pas).</p> <p>Use regular and irregular verbs (e.g., aller, avoir, être) in key forms.</p> <p>Understand full verb conjugation concepts for both regular and irregular verbs as introduced.</p>



**Benjamin Adlard Primary School**

**French Key Knowledge Progression Document (KKP)**

	Apply phonic knowledge to attempt pronunciation of unfamiliar words.				
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