



Houghton St. Giles C.E Primary Academy



French Progression Grid

The progression grid outlines the specific knowledge (facts and skills) which pupils are expected to learn in key stage two, over a two-year cycle, along with the specific vocabulary which supports this understanding. Each unit of work is gathered under the appropriate French concept, and where progression grids are organised to support the order of the learning journey across school. Below is a progression map which highlights the teaching sequence over the two-year cycle. Teachers will revisit parts of units or specific information from previous units with pupils to ensure their full understanding before embarking on the next phase of learning due to the two-year cycle, to ensure pupils have learnt and retained the knowledge needed.

Cycles of Learning

| | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
|------------------|--|------------|------------|------------|------------|------------|
| RECEPTION | No discreet French Lesson Knowledge of France and French culture built upon: Children individual experiences of France and going on holiday to France- Show & Tell opportunities Whole School – Worship – French Pancake day 2 nd January – delivered in the 1 st week in the Spring Term | | | | | |

| 2022-2023 Cycle A | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| Key Stage One | No discreet French Lesson Knowledge of France and French culture built upon: Answer the register in French Geography – Around the World in 80 days Unit Children individual experiences of France and going on holiday to France- Show & Tell opportunities Whole School Worship – French Pancake day 2 nd January – delivered in the 1 st week in the Spring Term | | | | | |
| Lower Key Stage Two | Phonic Lesson 1/2 I'm Learning French Unit J'Apprends Le Francais <i>Linked to Geography – Where is France</i> | Animals Pt1 Unit Les Animaux | I Can Unit Je Peux | Fruit Unit Les Fruits <i>Linked to Maths – Quantity/mass</i> | Presenting myself Unit Je me Presente | At the Café Unit Au Café <i>Linked to Money – life skills</i> |
| Upper Key Stage Two | Phonic Lessons 1/2 What is the weather? Unit Quel Temps Fait-il? <i>Linked to Science – Weather systems</i> | <i>Phonics Lesson ¾- required only in year 2022-223</i> My Family Unit La Famille <i>Linked to PSHE – Family structures</i> | Animals Pt2 Do you have a pet? Unit As-tu un animal? | Olympics / Sport Unit LES JEUX OLYMPIQUES <i>Linked to PE – Appreciation of different sports</i> | At School Unit A l'école | The Weekend Unit Le Week-end |

| 2023-2024 Cycle B | Autumn One | Autumn Two | Spring One | Spring Two | Summer One | Summer Two |
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| Key Stage One | | | | | | |
| Lower Key Stage Two | Phonics Lesson 1/2 Shapes Unit Les Formes <i>Linked to Maths – Shapes</i> | Musical Instruments Unit Les Instruments <i>Linked to Music – Appreciation of different instruments</i> | Vegetables Unit Les legumes Cultural lesson - La Galette de Rois – 6th January- French Tradition – Festivals | Ancient British History Unit L'ancienne Histoire De La Grande Bretagne <i>Linked to History- British historical time periods (stone age/ iron age/ Vikings)</i> | In My Classroom Unit En Class | Traditional Story – 'Goldilocks' Unit <i>Linked to Reading/ Writing – Traditional tales</i> |

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| Upper Key Stage Two | Phonics Lesson 3/4 The Date Unit Quelle est la date? <i>Linked to Maths – numbers/ telling the time</i> | My Home Unit Chez Moi Cultural Lesson – Remembrance Day Le Bleuët- Linked to Politics 'wars' and linked to RE- How to remember. | Clothes Unit LES VÊTEMENTS | Planets Unit Les Planetes <i>Linked to Science- Space</i> | Healthy Lifestyle Manger et bouger <i>Linked to Science & PSHE- Healthy lifestyle/ mental health</i> | Me in the World Unit Cultural Lesson- Bastille Day- French Tradition – Festivals Linked to History |
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| Skills Progression: | | | | |
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| | Year Three | Year Four | Year Five | Year Six |
| Listening | <ul style="list-style-type: none"> Listen to and enjoy short stories, nursery rhymes & songs. – embedded throughout different units. Recognise familiar words and short phrases covered in the units taught. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Communicate with others using simple words and short phrases covered in the units. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. | <ul style="list-style-type: none"> 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'. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Write familiar words & short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'. | <ul style="list-style-type: none"> Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age. | <ul style="list-style-type: none"> 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. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. | <ul style="list-style-type: none"> 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. EG: A presentation or description of a typical school day including subjects, time and opinions. |
| Grammar | <ul style="list-style-type: none"> Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...' | <ul style="list-style-type: none"> Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my | <ul style="list-style-type: none"> Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I | <ul style="list-style-type: none"> Consolidate our understanding of gender and nouns, use of the negative, adjectival agreement and possessive adjectives (EG: which subjects I like at school and also which subjects I do not like). Become familiar with a wider range of |

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| | | <ul style="list-style-type: none"> pencil case I have...' or 'In my pencil case I do not have...' | wear...', 'he/she wears...' and also be <ul style="list-style-type: none"> able to describe clothes in terms of colour EG: 'My blue coat'. | connectives/conjunctions and more <ul style="list-style-type: none"> confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'. |
| Vocabulary | nouns, masculine, feminine, conjugated verb, personal pronoun, indefinite article, determiner, phoneme, guttural, cognates, elision Along with Unit specific vocabulary | | phoneme, guttural, cognates, elision, nouns, articles/determiners, possessive adjectives, definite article, definite determiner, indefinite article, indefinite determiner, gender, adjectival agreement, irregular verb, conjunction Along with Unit specific vocabulary | |
| | Please see the Teacher Knowledge Organisers – for detailed Unit specific Vocabulary | | | |

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| Cultural Capital Links Possibilities | <p>French pancake day – 2nd Jan – to celebrate across the whole school- whole school worship</p> <p>Over KS2 there are 5 cultural lessons – two in LKS2 and 3 in UKS2.</p> <p><u>LKS2</u> Le Carnaval, La Galette de Rois 6th Jan.</p> <p><u>UKS2</u> Le Bleu et French remembrance day, Le Poisson d’Avril 1st April (April fools day), Bastille Day 16th July</p> <p><u>KS2- Parent Show Case</u> Children across KS2 will hold an open afternoon at the end of the Summer term, showcasing different French knowledge they have learnt from different units taught. e.g. LKS2 - At the Café Unit - French café with French food parents can purchase Children to sell French cakes/ pastries to parents LKS2- Je me Presente Unit- Children to create PowerPoint presentation to present information about themselves. UKS2 - Les Instruments- Children to show case different instruments and to perform to parents a short musical piece. UKS2 – Children to develop presentations to showcase knowledge learnt within different French Unit.</p> |
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Unit Title

Lower Key Stage Two

Upper Key Stage Two

Knowledge

Pupils will know that:

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Pupils will know that:

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