

**Buttsbury Junior School French Progression**

| <b>Year 3</b> | <b>Speaking</b>  | <b>Listening</b>  | <b>Reading</b>  | <b>Writing</b>  | <b>Grammar</b>   |
|---------------|--|---|---|---|--|
|               | <p>To take part in limited conversations using simple words, phrases and short sentences (e.g. basic greetings and information about myself)</p> <p>Speak aloud familiar words or short phrases in chorus</p> <p>Use correct pronunciation when speaking and start to see links between pronunciation and spelling</p> | <p>Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs)</p> <p>Develop an understanding of the sounds of individual letters and groups of letters</p> | <p>Recognise and understand familiar written words and short phrases (e.g. basic nouns and first person 'I' form of simple verbs in written text)</p> <p>Read aloud familiar words or short phrases in chorus</p> | <p>Write some familiar simple words from memory of using supported written materials (e.g. familiar nouns).</p> <p>Begin to write some phrases.</p> | <p>Start to understand the concept of gender (masc, fem.) and how this is shown in French</p> <p>Begin to understand articles and determiners.</p> |

| <b>Year 3 Brain Busters</b> | <b><u>J'apprends le Français (1)</u></b> | <b><u>J'apprends le Français (2)</u></b>                             | <b>Les animaux</b>      | <b>Les fruits</b>                | <b>Les légumes</b>                    | <b>Petit Chaperon Rouge</b>                        |
|-----------------------------|--|--|-------------------------|----------------------------------|---------------------------------------|--|
|                             | BB1: Paris is the capital of France.     | BB1 : Ma couleur préférée c'est le.. My favourite colour is..        | BB1: Les animaux        | BB1: une fraise is a strawberry. | BB1: Les legumes means vegetables.    | BB1: Little Red Riding Hood = Petit Chaperon Rouge |
|                             | BB2: Ecoute means listen.                | BB2 : Quelle est ta couleur préférée? What is your favourite colour? | BB2: Un (masculine 'a') | BB2: Les (plural)                | BB2: Les carots is carrots in French. | BB2: Un grande forêt = the large forest            |
|                             | BB3: Bonjour means hello.                | BB3: Je n'aime pas... I do not like...                               | BB3: Une (feminine 'a') | BB3: Un/une (Singular)           | BB3: Les pommes de terre is potatoes. | BB3: Elle s'appelait... = Her names was...         |
|                             | BB4: Je m'appelle means I am called...   |  | BB4: Je suis.... (I am) | BB4: J'aime means I like.        | BB4: 1 kilo de means a kilo of.       | BB4: Le corp = the body                            |

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|  |   |  |   |   |                                      |                         |
|--|---|--|---|---|--------------------------------------|-------------------------|
|  | BB5: Un, deux, trois, quatre, cinq means One, two, three, four, five. |  | BB5: Devine qui je suis..... (Guess who I am) | BB5: Je n'aime pas means I do not like. | BB5: Je voudrais means I would like. | BB5: Le tête = the head |
|--|---|--|---|---|--------------------------------------|-------------------------|

| <b>Year 3 Vocabulary</b> | <b>J'apprends le Français (1)</b>  | <b>J'apprends le Français (2)</b>   | <b>Les animaux</b>  | <b>Les fruits</b>  | <b>Les légumes</b>   | <b>Petit Chaperon Rouge</b>   |
|--------------------------|--|---|---|--|--|---|
|                          | Eiffel Tower<br>Paris<br>Croissant<br>Écoutez<br>Répétez<br>Bonjour<br>Ça va?<br>Je m'appelle<br>Un<br>Deux<br>Trois<br>Quatre<br>Cinq<br>Six<br>Sept<br>Huit<br>Neuf<br>Dix | Rouge<br>Violet<br>Vert<br>Bleu<br>Noir<br>Orange<br>Jaune<br>Blanc<br>Marron<br>Rose<br>Gris | un lapin<br>un cochon<br>un lion<br>les animaux<br>un canard<br>une souris<br>un singe<br>un cheval<br>un mouton<br>un vache<br>un oiseau | Les fruits<br>Une banane<br>Un kiwi<br>Une pomme<br>Une cerise<br>Un abricot<br>Un fraise<br>Une prune<br>Une orange<br>Une pêche<br>Une poire | Les épinards<br>Les haricots verts<br>1 kilo de...<br>Les aubergines<br>Les pommes de terre<br>Un kilo<br>Les oignons<br>Les petits pois<br>Un demi kilo<br>Les carottes<br>Les tomates<br>Je voudrais...<br>Les courgettes<br>Les champignons | Petit Chaperon rouge<br>Le tête<br>Un grande forêt<br>Le Corps<br>Elle s'appelait |

**Buttsbury Junior School French Progression**

| Year 4 | Speaking  | Listening  | Reading   | Writing  | Grammar  |
|--------|---|--|---|--|--|
|        | <p>To take part in short conversations involving several exchanges.</p> <p>Communicate by asking and answering a wider range of questions, using longer phrases and sentences</p> <p>Present short pieces of information to another person</p> <p>Apply phonic knowledge to support speaking (also reading and writing)</p> | <p>Listen for and identify specific words and phrases in instructions, stories and songs</p> <p>Follow a text accurately whilst listening to it being read.</p> <p>Listen and respond to familiar stories e.g. Goldilocks rs</p> | <p>Accurately read and understand familiar written words, phrases and short sentences (e.g. in fairy tales or character/place descriptions)</p> <p>Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person</p> | <p>Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. a word bank)</p> <p>Begin to innovate and write independently.</p> | <p>Understand the concept of gender (masc, fem) and which article (definite or indefinite) to use correctly with different nouns</p> <p>Introduce and use the plural.</p> <p>Introduce and use the negative form</p> <p>Begin to look at what a fully conjugated verb looks like</p> |

| Year 4 Brain Busters | Je me presente   | En Classe                                      | Au Salon de Thé                                 | Ma Famille                           | Les habitats                            | Boucle d'or et les Trois Ours   |
|----------------------|--|--|---|--------------------------------------|---|---|
|                      | BB1: Ça va means how are you?                            | BB1: En classe means <i>in the classroom</i> . | BB1: Salon de Thé means Tea Room.               | BB1: Voici ma famille                | BB1: La forêt tropicale est un habitat. | BB1: Boucle d'Or means golden curl (Goldilocks).                            |
|                      | BB2: Je m'appelle means I am called...                   | BB2: Un/une means <i>a</i>                     | BB2: J'ai faim means I am hungry.               | BB2: Ma mère s'appelle               | BB2: L'océan est un habitat.            | BB2: Papa and Maman are familiar forms of Père and Mère.                    |
|                      | BB3: J'ai huit/neuf ans means I am eight/nine years old. | BB3: Des means <i>some</i>                     | BB3: J'ai soif means I am thirsty.              | BB3: Mon père s'appelle              | BB3: La prairie est un habitat.         | BB3: Grand(e) can mean tall or high.  |
|                      | BB4: J'habite à Billericay means I live in Billericay.   | BB4: J'ai means <i>I have</i>                  | BB4: Je voudrais means I would like...          | BB4: As-tu des frères et des soeurs? | BB4: L'arctique est un habitat.         | BB4: Ours means bear.   |
|                      | BB5: Je suis anglais(e) means I am English.              | BB5: Je n'ai pas de means <i>I don't have</i>  | BB5: Vous désirez means What would you like...? | BB5: J'ai ___ et ___                 | BB5: Le desert est un habitat.          | BB5: Fairy tales are told all around the world in many different languages. |

**Buttsbury Junior School French Progression**

| <b>Year 4 Vocabulary</b> | <b>Je me presente</b>   | <b>En Classe</b>  | <b>Au Salon de Thé</b>   | <b>Ma Famille</b>  | <b>Les habitats</b>   | <b>Boucle d'or et les Trois Ours</b>  |
|--------------------------|---|---|--|--|---|---|
|                          | Ça va?<br>Ça va bien merci<br>Quel âge as-tu?<br>J'ai .... Ans<br>Où habites-tu<br>J'habite à .... ans. | Un livre<br>un cahier<br>un crayon<br>un baton de colle<br>un stylo<br>un gomme<br>un taille-crayon | Un café<br>un thé au lait<br>un jus d'orange<br>un croissant<br>un chocolat chaud<br>le pain<br>un sandwich<br>s'il vous plait<br>l'addition | Ma famille<br>je suis<br>la mère<br>le père<br>la soeur<br>le frère<br>l'oncle<br>la tante<br>s'appelle<br>j'ai, voici | l'eau<br>la nourriture<br>l'air<br>le soleil<br>un abri<br>le chameau<br>le requin<br>l'ours blanc<br>le singe araignée | Boucle d'Or<br>grand(e)<br>la chaise<br>Papa Ours<br>moyen(ne)<br>le lit<br>Maman Ours<br>petit(e)<br>la maison |

**Buttsbury Junior School French Progression**

| <b>Year 5</b> | <b>Speaking</b>  | <b>Listening</b>   | <b>Reading</b>  | <b>Writing</b>   | <b>Grammar</b>   |
|---------------|--|--|---|--|--|
|               | <p>Take part in short conversations on a range of topics using sentences and familiar vocabulary with increasing fluency and understanding.</p> <p>Use conjunctions to link together what they say so as to add fluency.</p> <p>Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning.</p> | <p>Listen attentively and understand more complex phrases and sentences in longer passages of French (e.g. instructions given, stories, songs and extended listening exercises)</p> <p>Undertake longer listening exercises and be able to identify key words of phrases so as to answer questions</p> | <p>Read a variety of simple texts in different but authentic formats (e.g. stories, song lyrics, reading exercises with set questions, emails or letters)</p> | <p>Write simple sentences and short paragraphs from memory or using supported written materials (e.g. a word bank)</p> <p>Use verbs in the correct form (e.g. first person or third person in writing.)</p> <p>Check spellings with a dictionary</p> | <p>Understand the concept of gender (masc, fem) plural and the effect on surrounding vocabulary e.g. adjectival agreement and which article (definite or indefinite) to use correctly with different nouns</p> <p>Use the negative form, possessives and conjunctions</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are</p> |

| <b>Year 5 Brain Busters</b> | <b>La Date</b>  | <b>Chez Moi</b>                                      | <b>Quel Temps Fait-Il?</b>                                     | <b>Les Vetements</b>                                     | <b>Les Habitats</b>  | <b>Les Planetes</b>                      |
|-----------------------------|---|--|--|--|--|--|
|                             | BB1: 'Quelle est...' means 'What is...' in French.              | BB1: 'Un appartement' = 'an apartment'.              | BB1: quel temps fait-il? = What is the weather?                | BB1: 'Les vêtements' translates to 'clothes'.            | BB1: Animals and plants need air (l'air), water (l'eau) and sunlight (le soleil) to survive. | BB1: La Terre translates to 'the Earth'. |
|                             | BB2: French months and days do not start with a capital letter. | BB2: 'Une maison' = 'a house'.                       | BB2: Dans le/l'... de la France = in the ... of France         | BB2: 'Je porte' translates to 'I wear'.                  | BB2: 'un habitat' means 'a habitat'  | BB2: La lune translates to 'the moon'.   |
|                             | BB3: 'Aujourd'hui' means today.                                 | BB3: 'Chez moi il y a...' = 'In my home there is...' | BB3: nord/sud/centre/ouest/est = north/south/centre/ west east | BB3: 'When' in French is 'quand'.                        | BB3: 'Je pousse' means 'I grow' in French.   | BB3: 'lumineux' translates to 'bright'.  |
|                             | BB4: 'Demain' means tomorrow.                                   | BB4: 'Chez moi il n'y a pas de' =                    | BB4: tres = very   | BB4: In French, you always write the adjective AFTER the | BB4: 'Habite' means 'to live'.   | BB4: 'rocheux' translates to rocky.      |

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|  |  |                              |                    |   |  |                                    |
|--|--|------------------------------|--------------------|---|--|------------------------------------|
|  |  | 'In my home there is not...' |                    | noun e.g. une jupe rose = a pink skirt.   |  |                                    |
|  | BB5: 'Le' is included before writing the number of the date e.g. lundi le 2 septembre. | BB5: 'mais' = 'but'          | BB5: assez = quite | BB5: To say 'my' in French, we say 'ma/mon/mes' depending on whether it is feminine, masculine or plural. | BB5: 'Le chameau habite dans le désert' means 'The camel lives in the desert.' | BB5: 'gazeux' translates 'gaseous' |

| <b>Year 5 Vocabulary</b> | <b>La Date</b>   | <b>Chez Moi</b>  | <b>Quel Temps Fait-Il?</b>  | <b>Les Vetements</b>  | <b>Les Habitats</b>  | <b>Les Planetes</b>                 |
|--------------------------|--|--|---|---|--|-------------------------------------|
|                          | quelle est<br>le date<br>mois<br>premier<br>aujourd'hui<br>demain<br>jours<br>mon anniversaire | Un appartement<br>une maison<br>une cuisine<br>une salle de bains<br>une salle a manger<br>une chambre | Il pleut<br>il neige<br>il fait chaud<br>il fait beau<br>il fait mauvais<br>il fait froid<br>il y a du vent<br>il y a du soleil<br>il y a un orage<br>aujourd'hui<br>dans le/l'<br>nord<br>sud<br>centre<br>ouest<br>est<br>tres<br>assez | Une chemise<br>Une jupe<br>Une robe<br>Une vest<br>Un tee-shirt<br>Un manteau<br>Un pantalon<br>Des chaussettes<br>Des chaussures | les habitat<br>les plantes<br>besoin de<br>poussent<br>pousse<br>la forêt tropical<br>l'arctique<br>le désert<br>la prairie<br>l'océan | Les planètes<br>La Terre<br>La lune |

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| <b>Year 6</b> | <b>Speaking</b>  | <b>Listening</b>  | <b>Reading</b>  | <b>Writing</b>  | <b>Grammar</b>  |
|---------------|--|---|---|---|---|
|               | <p>Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience</p> <p>Present to an audience about familiar topics (e.g. role-play, presentation or read/repeat from a text or passage)</p> <p>Use a wider range of conjunctions to link together what they say so as to add fluency.</p> <p>Give and justify opinions. Continue to develop accurate pronunciation of trickier and unknown words.</p> | <p>Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed</p> <p>Understand and identify longer and more complex phrases and sentences (e.g. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear</p> | <p>Read aloud with expression and accurate pronunciation</p> <p>Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (e.g. stories, reading exercises with set questions, emails, letters)</p> | <p>Write longer sentences and short paragraphs from memory or using supported materials (e.g. word bank)</p> <p>Use verbs in the correct form (e.g. first person or third person in writing to express what they and other people like to do etc.)</p> <p>Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement</p> | <p>Understand the concept of gender (masc, fem) and which article (definite or indefinite) to use correctly with different nouns</p> <p>Understand what the different parts of a fully conjugated verb look like and what each of the personal pronouns are, understand a verb stem and the different endings for the main types of verbs</p> <p>Identify and correctly use adjectives (e.g. colours or size) and conjunctions placing them correctly in a sentence and understand the concept of adjectival agreement</p> <p>Begin to look at different tenses e.g. past tense</p> |

| <b>Year 6 Brain Busters</b> | <b>As-tu un animal?</b>                    | <b>A l'école</b>                 | <b>Le week-end</b>  | <b>Les Jeux olympiques</b>                        | <b>Les Vikings</b>                                 |
|-----------------------------|--|----------------------------------|---|---|--|
|                             | BB1: As-tu un animal? = Do you have a pet? | BB1: Les matières = The lessons. | BB1: Qu'est-ce que tu fais le week-end?<br>What do you do at the weekend? | BB1: Je fais du plongeon. = I do diving.          | BB1: The French verb être means to be.             |
|                             | BB2: J'ai un chat = I have a cat           | BB2: A l'école = At school.      | BB2: Je vais au cinéma.<br>I go to the cinema.                            | BB2: Je fais du cyclisme. = I do cycling.         | BB2: Grand/Grande = Tall (feminine form with an e) |
|                             | BB3: J'ai une tortue = I have a tortoise   | BB3: J'étudie = I study.         | BB3: Je joue au foot.<br>I play football.                                 | BB3: Je ne fais pas du boxe. = I don't do boxing. | BB3: The French verb avoir means to have.          |

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|  |                                     |  |   |  |                                 |
|--|-------------------------------------|--|---|--|---------------------------------|
|  |                                     |  |   |  |                                 |
|  | BB4: Qui s'appelle = That is called | BB4: Est-ce que tu aimes? = What do you enjoy? | BB4: Je regarde la television parce que c'est super!<br>I watch television because it is great! | BB4: Il est nageur. = He is a swimmer.   | BB4: Je me lève = I get up      |
|  | BB5: Je n'ai pas de = I do not have | BB5: Quelle heure est-il? = What time is it?   | BB5: J'écoute de la musique parce que c'est genial.<br>I listen to music because it is awesome! | BB5: Elle est rameuse. = She is a rower. | BB5: Je me couche = I go to bed |

| Year 6 Vocabulary | As-tu un animal?   | A l'école   | Le week-end  | Les Jeux olympiques   | Les Vikings   |
|-------------------|--|---|--|---|---|
|                   | As-tu un animal?<br>un oiseau<br>J'ai<br>un chien<br>un chat<br>qui s'appelle<br>un poison rouge<br>un lapin<br>Je n'ai pas de | L'informatique<br>le dessin<br>la géographie<br>l'histoire<br>le français<br>la musique<br>l'anglais<br>le sport<br>les maths<br>j'étudie<br>les matières<br>heure<br>à l'école | le week-end<br>Qu'est-ce que...<br>C'est super!<br>Je vais...<br>C'est nul!<br>C'est genial! | Je fais<br>Le plongeon<br>L'escrime<br>Je ne fais pas<br>Le tir à l'arc<br>L'équitation | grand<br>grande<br>petit<br>petite<br>j'explore<br>je combats |