

French Progression of Skills and Knowledge

Stage 1	Stage 2	Stage 3	Stage 4
Skills Progression			
<i>Listen to, read and show understanding of simple words.</i>	<i>Listen to, read and show understanding of short phrases.</i>	<i>Listen to, read and show understanding of more complex familiar phrases and sentences.</i>	<i>Listen to, read and show understanding of more complex sentences and short paragraphs containing familiar and unfamiliar words.</i>
<i>Understand and answer a familiar question, e.g. Comment tu t'appelles? Tu aimes...? Tu as..?</i>	<i>Ask and answer several familiar questions, e.g. Quelle est la date? Qu'est-ce que tu fais? Ou habites-tu?</i>	<i>Ask and answer more complex familiar questions, e.g. Qu'est-ce qu'il y a dans ton sac? Tu joues du saxophone ou de la batterie?</i>	<i>Take part in and initiate short conversations using familiar questions to elicit and express opinions with increasing spontaneity and fluency.</i>
<i>Write and say a short sentence using familiar single words and a connective with (and sometimes without) support.</i>	<i>Write and say simple phrases to describe people, places, things and actions using a language scaffold (sometimes without support)</i>	<i>Write and say longer complex sentences including subordinate clauses to describe people, places, things and actions by adapting a model and increasingly without support.</i>	<i>Write and say more complex sentences that present personal ideas, facts and feelings, confidently manipulating language with and without support, and using a bilingual dictionary to add new vocabulary.</i>
<i>Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words.</i>	<i>Read aloud familiar short sentences with fairly accurate pronunciation applying French sounds.</i>	<i>Read aloud familiar sentences with increasingly accurate pronunciation and intonation.</i>	<i>Read aloud familiar and unfamiliar words with good accurate pronunciation and intonation.</i>
<i>Suggest and use strategies to memorise vocabulary and structures.</i>	<i>Suggest and use strategies to memorise vocabulary including making connections with other languages.</i>	<i>Suggest and use strategies to memorise vocabulary including making connections with other languages.</i>	<i>Decode unfamiliar text using language skills, context and/or a bilingual dictionary.</i>
<i>Find the meaning of a word in a word list and bilingual dictionary.</i>	<i>Translate words using a bilingual dictionary.</i>	<i>Use a bilingual dictionary to find words including nouns, adjectives and verbs, and manipulate them according to gender and number.</i>	<i>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</i>
<i>Join in with songs, rhymes and stories by using actions and words.</i>	<i>Join in with the words of familiar songs, rhymes and stories, some from memory.</i>	<i>Follow a longer text, e.g. a rhyme or story.</i>	<i>Read aloud with fluency.</i>

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Knowledge Progression			
Awareness of two groups of nouns in French (masculine and feminine)	Understanding and identification of the gender of nouns. For examples: using the article when reading; using a dictionary where m= masculine and f= feminine.	Understand rules of agreement of adjectives for singular and plural, i.e. adjectives agree with the gender of the noun and also the number: <i>la lune est petite; le soleil est grand; les planetes chaudes; les couleurs sombres.</i>	Comparing things using plus and moins + adjective
Begin to recognise 1 st , 2 nd and 3 rd person singular pronouns (je, tu, il/elle) with action verbs (e.g. <i>je danse, tu sautes, il galope, elle court</i>) as well as <i>etre</i> and <i>avoir</i> (j'ai, tu as, il est/elle a)	Recognise and use 1 st , 2 nd and 3 rd person singular pronouns (je, tu, il/elle) with regular verbs such as <i>jouer, manger</i> and <i>habiter</i> as well as high frequency irregular verbs like <i>etre, avoir, aller</i> and <i>faire</i> . For example: <i>je joue, je vais, tu manges, il habite, elle a</i>	Familiarity with and use of 1st, 2nd and 3rd person singular (je, tu, il/elle) and 3rd person plural (ils/elles) of a number of regular (<i>jouer, tourner, aimer, traverser, s'appeller</i>) and high frequency irregular verbs (<i>etre, avoir, aller</i>). For example: <i>je tourne a droite, tu aimes, il traverse la rue, elle s'appelle, ils parlent, elles nagent, je vais, elles vont.</i>	Awareness of three verb groups – <i>er, -ir</i> and <i>-re</i> and the role of the infinitive. Use of the infinitive with <i>je veux</i> and <i>j'aime</i> .
Appreciate that words and letters in French can have a different sound or pronunciation to English.	Making sentences negative (<i>J'aime</i> becomes <i>Je n'aime pas</i> ; <i>il pleut</i> becomes <i>il ne pleut pas</i>)	Formation of 3rd person singular and plural of regular –er verbs, i.e. remove –er and add –e for singular and –ent for plural.	Conjugation of regular –er verbs and two high frequency verbs i.e. <i>etre</i> and <i>aller</i> in the present tense
Recognise plural nouns.	Rules of agreement of adjectives with masculine and feminine nouns in singular. For example: <i>un manteaux blue</i> but <i>une echarpe bleue, un elephant grand</i> but <i>une tortue grande.</i>	Position of adjectives in a sentence (including <i>grand/petit</i> before the noun). For example: <i>une petite planete bleue; les grands nuages blancs.</i>	Prepositions of place.

	<i>Express a positive and negative opinions (J'aime, J'adore, Je n'aime pas, Je deteste, Je prefere)</i>	<i>Giving positive and negative reasoned opinions, e.g. J'aime ca parce que c'est... Je n'aime pas ca parce que ce n'est pas...</i>	<i>Comparing the past and present using il y avait/il y a and il/elle est and il/elle etait..</i>
	<i>Partitive in singular and plural (du/des, au/aux).</i>	<i>Formation of the definite and indefinite article, e.g. un/une/des, le/la/les- plurals are the same whatever the gender.</i>	
	<i>Conjunctions et, mais and grand.</i>	<i>Sequencing and frequency adverbs, e.g. apres ca, ensuite, et puis, souvent, tous les jours.</i>	<i>Use a bilingual dictionary to find the meaning of words including nouns, adjectives and verbs, and manipulate them according to gender and number.</i>
	<i>Formation of plural nouns by adding –s to most nouns but –x to nouns ending –au, e.g. bateau becomes bateaux.</i>		
	<i>Instructions to vous, e.g. Regardez! Venez ici!</i>	<i>Awareness and use of tu and vous</i>	<i>Consolidation of all grammatical knowledge from Stage 1-3.</i>
<i>Know that French is spoken in countries other than France.</i>	<i>Awareness that French is spoken in countries other than France.</i>		
<i>Knowledge of aspects of life in France and Francophone countries including festivals and games.</i>	<i>Knowledge of aspects of life in France and Francophone countries including music, currency, weather and geography.</i>	<i>Knowledge of aspects of life in France and Francophone countries including French schools, food, geography and the arts (music and literature)</i>	<i>Knowledge of the geography of some Francophone countries including climate, terrain and fauna.</i>