



Knowledge End Points for French

Year 3	Year 4	Year 5	Year 6
<p>Phonics Lesson 1*</p> <p>I'm learning French* Find France on a map, say how you feel, count from 1-10 and learn 10 colours.</p> <p>Seasons Talk about our favourite season in French.</p> <p>Musical Instruments* To say what instrument you play in French.</p> <p>Vegetables* To be able to buy vegetables at a French market stall.</p> <p>Little Red Riding Hood To learn the parts of the body in French via a traditional fairy tale in French.</p>	<p>Phonics Lesson 2*</p> <p>Presenting myself* Say your name, age, how you are feeling and where you live in French.</p> <p>Family* Talk about your own / an imaginary family in French.</p> <p>At the Café To be able to order what you would to eat and drink in a French café.</p> <p>Classroom* To say what you have and do not have in your pencil case in French.</p> <p>Goldilocks To learn new language through picture, word and phrase cards.</p>	<p>Phonics Lesson 3*</p> <p>Do you have a pet?* Say what pet you have and do not have in French.</p> <p>What is the date?* To be able to say the date in French.</p> <p>The Weather To be able to describe the weather in French.</p> <p>Clothes* To describe what clothes you are wearing by colour in French.</p> <p>Olympics To be able to describe an Olympian by their sporting title and say what particular sport they play using the verb faire.</p>	<p>Phonics Lesson 4*</p> <p>At School* Discuss what subjects you like and do not like at school and give a reason why in French.</p> <p>Regular verbs To learn more about regular verbs in French.</p> <p>The Weekend* To describe what activities I do at the weekend with a time and an opinion in French.</p> <p>Me in the World* To explore other French speaking countries and cultures around the world.</p> <p>WWII To be able to use decoding skills to understand better unknown language in French.</p>

*Starred knowledge end points are the units that should be taught each year group (as a minimum) to ensure all of the skills progression points are covered by the end of KS2.



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 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. EG: '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. EG: 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. EG: 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. EG: 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. EG: 'I like...' 'I play...' 'I am called...'	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 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 (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'.	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 connectives/conjunctions and more confident with full verb conjugation - both regular and irregular. EG: 'to go', 'to do', 'to have' and 'to be'.