

Year 3 - Progression of Skills and Vocabulary in Languages

Year 3	National Curriculum Key Stage 2:			
	A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			
Listening	<i>To listen attentively to spoken language and show understanding by joining in and responding.</i>			
	To repeat modelled words – <i>hello, goodbye, numbers, days of week</i> To listen and show understanding of single words through physical response – <i>respond in French to hello or goodbye</i>			
Speaking	<i>To engage in conversation by asking and answering questions; expressing opinions and responding to those of others.</i>	<i>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>To present ideas and information to a range of audiences.</i>	<i>To describe people, places, things and actions.</i>
	To recognise a familiar question and respond with a simple rehearsed response - <i>My name is</i> To ask and answer a simple and familiar question with a response	To name objects and actions and may link words with a simple connective- <i>For example, Bread and cheese</i>	To name nouns and present a simple rehearsed statement to a partner.	To say simple familiar words to describe people, places, things and actions.
Reading	<i>To read carefully and show understanding of words, phrases and simple writing.</i>	<i>To broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>To develop accurate pronunciation and intonation, so that others understand when they are reading aloud familiar words and phrases.</i>	
	To read and show understanding of familiar single words.	To use strategies for memorisation of vocabulary - <i>could use actions/simple sign for words</i>	To identify individual sounds in words and pronounce accurately when modelled. To start to read and recognise the sound of some letter strings in familiar words and pronounce when modelled.	
Writing	<i>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i>	<i>To describe people, places, things and actions in writing.</i>		
	To write single familiar words from memory with understandable accuracy	To copy simple familiar words to describe people, places, things and actions using a model- <i>Have sentence building cards on table</i>		
Stories, Songs, Poems and Rhymes	<i>To explore the patterns and sounds of language through songs and rhymes.</i>	<i>To appreciate stories, songs, poems and rhymes in the language.</i>		
	To listen and identify specific words in songs and demonstrate understanding <i>For example- Frere Jacques, La Chanson des couleus</i>	To join in with actions to accompany familiar songs, stories and rhymes. <i>For example -Goldilocks and the Three Bears</i>		

Grammar	<i>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, conjugation of high frequency verbs, key features and patterns of the language; how to apply these, and how these differ from or are similar to English.</i>
	To recognise the main word classes e g nouns, adjectives and verbs.
	To understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles. To have a basic understanding of the usual order of words in sentences in the target language.

Topics and Key Vocabulary

<i>All About Me</i>		<i>Getting to Know You</i>		<i>Food Glorious Food</i>		<i>Friends and Family</i>		<i>Our School</i>		<i>Time</i>	
La bouche	mouth	Bonjour	Hello	Je voudrais	I would like	Ma famille	my family	Un crayon	pencil	lundi	Monday
La tete	head	Bonsoir	Good evening	sil vous plait	please	Mon frere	brother	Un stylo	pen	mardi	Tuesday
Mon corps	body	Salut	Hello	Deguster	taste	Ma soeur	sister	Un crayoned couleur crayon		mercredi	Wednesday
Les orielles	ears	Bonne nuit	Good night	adorer	love	Ma mere	mum	Une trousse	pencil case	jeudi	Thursday
Les yeux	eyes	Au revoir	Goodbye	detester	detests	Ma pere	dad	Une gomme	rubber	vendredi	Friday
Les pieds	feet	Monsieur	Sir	aimer	like	Ma parents	parents	Une regle	ruler	samedi	Saturday
Les genoux	Knee	Madame	Mrs	une pomme	apple	Un chat	cat	Un taille-crayon	sharpner	dimanche	Sunday
Le nez	nose	mademoiselle	Miss	une poire	pear	Un chien	dog	Les matieres	Subjects	janveir	January
Les epaules	shoulders	Je m'aplle	My name is	Une fraise	strawberry	Un poisson	fish	Le francais	French	fevrier	February
Toucher	touch	Quel age as tu?		une orange	orange	In lapin	rabbit	l'anglais	English	mars	March
Sauter	jump	How old are you?		une sucette	lolly	Une tortue	tortoise	Les sciences	Science	avril	April
Marcher	walk	Oui	Yes	une gateau	cake	Une maison	house	Les mathematiques	Maths	mai	May
Courir	run	Non	No	une prune	plum	Un apartment	flat	La musique	Music	juin	June
Levez la main	hand up	Un	one			Le jarden	garden	l'education physique	PE	juillet	July
blanc	white	Deux	two			Le salon	living room	l'histoire	History	aout	August
orange	orange	Trois	three			La cuisine	kitchen	La geographie	Geography	septembre	September
noir	black	Quatre	four			La chamber	bedroom			octobre	October
rose	pink	Cinq	five			La salle de bain	bathroom			novembre	November
jaune	yellow	Six	six							decembre	December
violet	purple	Sept	seven								
marron	brown	Huit	eight								
bleu	blue	Neuf	nine								
gris	grey	Dix	ten								
vert	green										
rouge	red										
Un short	shorts										
Des chaussettes	socks										
Des chassures	shoes										
Un pull	jumper										
Une jupe	skirt										
Un pantalon	trousers										

Year 4 - Progression of Skills and Vocabulary in Languages

Year 4	National Curriculum Key Stage 2: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			
Listening	To listen attentively to spoken language and show understanding by joining in and responding.			
	To repeat modelled short phrases – <i>hello, how are you?</i> To listen and show understanding of short phrases through physical response– <i>hello, I am fine</i>			
Speaking	To engage in conversation by asking and answering questions; expressing opinions and responding to those of others.	To speak in sentences, using familiar vocabulary, phrases and basic language structures.	To present ideas and information to a range of audiences.	To describe people, places, things and actions.
	To express simple opinions such as likes, dislikes and preferences. To ask and answer at least two simple and familiar questions with a response - <i>What hobbies do you have? Where did you go on holiday?</i>	To speak about everyday activities and interests.	To present simple rehearsed statements about themselves, objects and people to a partner.	To say a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold- <i>French topic word mats</i>
Reading	To read carefully and show understanding of words, phrases and simple writing.	To broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary.	To develop accurate pronunciation and intonation, so that others understand when they are reading aloud familiar words and phrases.	
	To read and show understanding of simple phrases and sentences containing familiar words.	To make links with English or known language to work out the meaning of new words- <i>Hopital/hospital, foret/forest, Chocolat/chocolate</i>	To adapt intonation to ask questions; show awareness of accents, elisions and silent letters; To begin to pronounce words accordingly.	
Writing	To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.		To describe people, places, things and actions in writing.	
	To replace familiar vocabulary in short phrases written from memory to create new short phrases.		To write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold- <i>Word mats</i>	
Stories, Songs, Poems and Rhymes	To explore the patterns and sounds of language through songs and rhymes.		To appreciate stories, songs, poems and rhymes in the language.	
	To listen and identify specific phrases in songs and rhymes and demonstrate understanding- <i>Frere Jacques, London's Burning</i>		To join in with words of a song or storytelling- <i>Little Red Riding Hood</i>	

Grammar	<i>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, conjugation of high frequency verbs, key features and patterns of the language; how to apply these, and how these differ from or are similar to English.</i>
	To recognise a wider range of word classes including pronouns and articles and use them appropriately.
	To understand that adjectives may change form according to the noun they relate to and select the appropriate form. To recognise questions and negative sentences.

Topics and Key Vocabulary

<i>Holidays and hobbies</i>	<i>All around town</i>	<i>On the move</i>	<i>Where in the world?</i>	<i>Going Shopping</i>	<i>What's the time?</i>
Les saisons seasons	magasin shop	a pied on foot	le Royaume-Uni UK	les legumes vegetables	Quelle heure est-il?
Le printemps spring	ecole school	a chevel on horseback	L Ecosse Scotland	oignon onions	What time is it?
l'ete summer	eglise church	camion lorry	L' Angleterre England	l'ail garlic	heure(s) o'clock
L'automne Autumn	musee museum	helicoptere helicopter	Le Puys de Galles Wales	la carotte carrot	heure(s) et demie half
L'hiver winter	bolangerie bakery	trottinette scooter	L'Irlande du nord N.Irland	le chou-fleur cauliflower	past
La meteo weather	piscine swimming pool	moto motor bike	J' habite I live	le chou cabbage	et quart quarter past
il fait chaud it is hot	patisserie cake shop	les transports transport	L' Equateur equator	le brocoli broccoli	moins le quart quarter to
Il fail froid it is cold	marche market	allies go	nord north	le poivron pepper	avant before
Les vacances holiday	montagne mountain	tout droit straight on	sud south	la fromagerie cheese shop	apres after
ou where	lac lake	tournez turn	vrai true	la boucherie butcher	
comment how	hospital hospital	a droite to the right	faux false	le magasin de jouets toy shop	
avec with	bois woods	a gauche to the left			
le velo bike	dix 10	voila! there you are!			
le train train	vingt 20				
le bateau boat	trente 30				
le bus bus	quarante 40				
la voiture car	cinquante 50				
il avion plane	soixante 60				
	soixante-dix 70				
	quatre-vingt 80				
	quatre-vingt-dix 90				
	cent 100				
	mon adresse est				

Year 5 - Progression of Skills and Vocabulary in Languages

Year 5	National Curriculum Key Stage 2: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			
	<i>To listen attentively to spoken language and show understanding by joining in and responding.</i>			
Listening	To listen and show understanding of simple sentences containing familiar words through physical response – <i>hello, my name is.. What is your name?</i>			
Speaking	<i>To engage in conversation by asking and answering questions; expressing opinions and responding to those of others.</i>	<i>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>To present ideas and information to a range of audiences.</i>	<i>To describe people, places, things and actions.</i>
	To engage in a short conversation using a range of simple, familiar questions- <i>Where do you live? How old are you?</i> To ask and answer more complex questions with a scaffold of responses- <i>What is your favourite food? What do you do at school?</i>	To say a longer sentence using familiar language– <i>I have brown hair and blue eyes</i>	To present ideas and information in simple sentences using familiar and rehearsed language to a partner or a small group of people.	To say several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold- <i>Have a French topic word mats</i>
Reading	<i>To read carefully and show understanding of words, phrases and simple writing.</i>	<i>To broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>To develop accurate pronunciation and intonation, so that others understand when they are reading aloud familiar words and phrases.</i>	
	To read and show understanding of simple sentences containing familiar and some unfamiliar language.	To begin to use a bilingual dictionary to find the meaning of individual words in French and English.	To read and pronounce familiar words accurately using knowledge of letter string sounds to support, observing silent letter rules.	
Writing	<i>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i>		<i>To describe people, places, things and actions in writing.</i>	
	To write a simple sentence from memory using familiar language.		To write several simple sentences containing adjectives to describe people, places, things and actions using a language scaffold- <i>Word mats</i>	
Stories, Songs, Poems and Rhymes	<i>To explore the patterns and sounds of language through songs and rhymes.</i>		<i>To appreciate stories, songs, poems and rhymes in the language.</i>	
	To listen and identify rhyming words and specific sounds in songs and rhymes- <i>Alouette -nursery rhyme, Meet and greet song</i>		To follow the text of a familiar song or story- <i>Jack and the Beanstalk</i>	

Grammar	<i>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, conjugation of high frequency verbs, key features and patterns of the language; how to apply these, and how these differ from or are similar to English.</i>
	To know how to conjugate some high frequency verbs.
	To understand how to make changes to an adjective in order for it to 'agree' with the relevant noun.
	To adapt sentences to form negative sentences and begin to form questions.

Topics and Key Vocabulary

<i>Getting to know you</i>	<i>All about ourselves</i>	<i>School life</i>	<i>That's Tasty</i>	<i>Time travelling</i>	<i>Family and Friends</i>
Medecin doctor	les cheveux hair	la porte door	J'ai soif I'm thirsty	cent hundred	famille family
Dentiste dentist	les dents teeth	la fenêtre window	les boissons chaudes hot	mille thousand	femme wife
Aviateur pilot	levre lips	la table table	drinks	plus add/plus	filles daughters
Soldat soldier	langue tongue	la chaise chair	les boissons fraîches cold	moins take away/less	fil son
coiffeur hairdresser	joue cheek	l'ordinateur computer	drinks	fois times	enfant (m/f) child
professeur teacher	menton chin	l'armoire cupboard	le thé tea	divisé par divided by	chaumière cottage
fermiere farmer	cou neck	la bibliothèque bookcase	le café coffee	égale equals	château castle
Artiste artist	poitrine chest	l'évier sink	le café au lait	nombre number	maison house
coureur racing driver	dos back	un triangle triangle	coffee with milk	histoire history	caravane caravan
Pompier fire fighter	ventre tummy	un carré square	le coca cola	an year	appartement flat
Enerve annoyed	corps body	un rectangle oblong	la limonade lemonade	mois month	ferme farm
Heureux happy	long long	un losange rhombus	le jus d'orange	date date	
Fatigue tired	court short	un cerfvolant kite	orange juice	calendrier calendar	
Anxieux worried	mi-long medium	un pentagone pentagon	l'eau water		
Etonnee shocked	raides straight	un hexagone hexagon	une bouteille bottle		
content(e) content	boucles curly	un octogone octagon	une tasse cup		
Fache(e) angry	ondules wavy		un verre glass		
Triste sad			ouvert open		
Effray scared			fermé closed		
comment ca va? How are you?			le petit déjeuner breakfast		
Je suis I feel			la nourriture food		
			une baguette bread/baguette		
			un croissant croissant		
			un yaourt yoghurt		
			de la confiture jam		
			des céréales cereals		
			un pain au chocolat		

Year 6 - Progression of Skills and Vocabulary in Languages

Year 6	National Curriculum Key Stage 2: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.			
	<i>To listen attentively to spoken language and show understanding by joining in and responding.</i>			
Listening	To listen and understand the main points and some detail from short, spoken material in French— <i>say a few sentences about family or yourself. Can they pick up some words that they have already learnt?</i>			
Speaking	<i>To engage in conversation by asking and answering questions; expressing opinions and responding to those of others.</i>	<i>To speak in sentences, using familiar vocabulary, phrases and basic language structures.</i>	<i>To present ideas and information to a range of audiences.</i>	<i>To describe people, places, things and actions.</i>
	To express a wider range of opinions and begin to provide simple justification— <i>I like football, it is fun</i> To converse briefly without prompts.	To refer to everyday activities and interests, recent experiences and future plans— <i>Tomorrow I am going to play football</i>	To present a range of ideas and information, without prompts, to a partner or a group of people.	To use a wider range of descriptive language in their descriptions of people, places, things and actions.
Reading	<i>To read carefully and show understanding of words, phrases and simple writing.</i>	<i>To broaden vocabulary and develop the ability to understand new words that are introduced into familiar written material, including through using a dictionary.</i>	<i>To develop accurate pronunciation and intonation, so that others understand when they are reading aloud familiar words and phrases.</i>	
	To read and understand the main points from short, written material.	To use a bilingual paper/online dictionary to find the meaning of unfamiliar words and phrases in French and in English.	To adapt intonation for example to mark questions and exclamations in a short, written passage.	
Writing	<i>To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</i>		<i>To describe people, places, things and actions in writing.</i>	
	To replace vocabulary in sentences written from memory to create new sentences.		To use a wider range of descriptive language in their descriptions of people, places, things and actions.	
Stories, Songs, Poems and Rhymes	<i>To explore the patterns and sounds of language through songs and rhymes.</i>		<i>To appreciate stories, songs, poems and rhymes in the language.</i>	
	To follow the text of familiar songs and rhymes, identifying the meaning of words— <i>Alouette -nursery rhyme, Meet and greet song</i>		To follow the text of a familiar song or story and sing or read aloud— <i>Three Billy Goats Gruff</i>	

Grammar	<i>To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, conjugation of high frequency verbs, key features and patterns of the language; how to apply these, and how these differ from or are similar to English.</i>
	To know how to conjugate a range of high frequency verbs.
	To understand how to use some adverbs in sentences.
	To have an awareness of similarities and differences in grammar between different languages.

Topics and Key Vocabulary

<i>This is France</i>	<i>Let's Visit a French Town</i>	<i>All in a Day</i>	<i>Let's Go Shopping</i>
l'Italie Italy	nager to swim	Du matin in the morning	petite small
la Belgique Belgium	prier to pray	de l'après-midi in the afternoon	grand big
l'Andorre Andorra	acheter to buy	du soir in the evening	La lampe lamp
l'Allemagne Germany	apprendre to learn	jouer to play	la balançoire swings
le Luxembourg Luxembourg	prendre to catch – train/bus	le petit déjeuner breakfast	la raquette racquet
la Suisse Switzerland	regarder to watch	aller to go	la tente tent
la l'Espagne Spain	faire une promenade to go for a walk	le lit bed	le skateboard skateboard
le voisin neighbour	office du tourisme tourist information	rentrer return	les lunettes de soleil sunglasses
la distance distance	mairie town hall	la maison house	les bottes en caoutchouc wellingtons
le nord north	armoire wardrobe	le déjeuner lunch	
le sud south	tapis rug	faire to do	
l'est east	television TV	les devoirs homework	
l'ouest west	canapé sofa		
le nord-ouest north west	fauteuil armchair		
le nord-est north east	four oven		
le sud-ouest south west	tablier apron		
le sud-est south east	table table		
la tour Eiffel the Eiffel Tower	devoirs homework		
l'Arc de Triomphe	serviette towel		
] le Louvre the Louvre	couverture blanket		
La cathédrale Notre-Dame	nombre number		
la Seine the (River) Seine	premier first		
À Paris... In Paris...	deuxième second		
	troisième third		
	quatrième fourth		
	cinquième fifth		
	sixième sixth		
	septième seventh		