



## Stepping Stone Primary School French Progression Map



CURRICULUM AREA	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>VOCABULARY</b>	Greetings Name Age 1-10 Colours weather Body parts Pets Planets Link to days Christmas and Easter	Revision Pets Fermier dans son Pré Sea animals (Topic) Farm animals Nos 1-31 Months Days Revision of weather Seasons Time o'clock and half past	Revision Colours Revision of weather Family Classroom objects School subjects Different countries	Les Pays Francophones es Revision of weather Time quarter past/to and 5 minute intervals  Revision of birthdays (1-31 and les mois)  Les jours et Dates Nos 32-60	Nos 60-100 Notice (where relevant) that the definite/indefinite article changes according to the gender of the noun Irregular verbs e.g. avoir /être je. tu il, elle on Clothing (agreement of adjectives) Transport Some regular verbs Revision of planets describing size colour (adjectival agreement)	Revision of Ma Trousse Classroom Vocabulary Food Shops/Cafe Regular verbs Irregular verbs Begin to understand how to form the negative Recognize differences in word order
<b>Listening and Comprehension</b>	Understand a few familiar spoken words and phrases – e.g. (NC)	Understand a few familiar spoken words and phrases – e.g. (NC)	Understand more familiar spoken words and phrases  Listen and show understanding of single words through a physical response (NC)  Listen and identify rhyming words and particular sounds in songs and rhymes, exploring the patterns of language. (NC)	Understand a range of familiar spoken phrases Respond to a clear model of language. (NC)  Listen and show understanding of short phrases through a physical response  Listen and show understanding of words in songs and rhymes( NC)	Understand the main points from a spoken passage made up of familiar language.  Listen and show understanding of more complex familiar phrases  Listen to songs and rhymes identifying the meaning of words (NC)	Understand the main points and some of the detail from a short spoken passage.  Listen and show understanding of more complex familiar and unfamiliar phrases  Listen to songs and rhymes identifying the meaning of words in context (NC)

<b>Speaking</b>	Say and/or repeat a few words and short simple phrases – as above  Imitate correct pronunciation with some success. (NC)	Say and/or repeat a few words and short simple phrases – as above.  Continue to imitate correct pronunciation with more success (NC)	Say and/or repeat a few words and short simple phrases – as above.  Answer simple questions and respond with a rehearsed response (NC)  Begin to link words with a connective in a simple rehearsed statement  Begin to recognise phonetic differences (NC)  Continue to imitate correct pronunciation with some success (NC)  Join in with actions of rhymes and songs and begin to say some of the words.	Ask and answer simple questions with a rehearsed response and give basic information e.g. about the weather  Use familiar vocabulary to say simple sentences with a language scaffold  Know how to pronounce all single letter sounds.  Show an awareness of sound patterns (NC)  Be clearly understood- develop pronunciation. (NC)  Join in with words of rhymes, songs and stories sometimes from memory.	Ask and answer more complex familiar questions with a scaffold of responses and use familiar vocabulary to say more complex sentences using a scaffold e.g. expressing opinions (NC)  Know how to pronounce some letter strings.	Engage in short conversations and express opinions. (NC)  Begin to manipulate familiar language to say more complex sentences and to vary questions(NC)  Know how to pronounce a range of letter strings.  Begin to understand how accents change letter sounds. Basic Grammar. (NC)  Pronunciation is becoming more accurate and intonation is being developed.
<b>Reading and comprehension</b>	NA	Recognise and read aloud single words and simple phrases. (NC)	Recognises and reads out familiar words or phrases using knowledge of the sound of some letter strings (NC)  Use visual clues to help with reading.  Read and show understanding of familiar single words (NC)	Read and understand some familiar written phrases and short sentences – (NC)  Read aloud familiar short sentences using knowledge of the sound of letter strings and silent letter rules (NC)	Follow and understand the main point(s) from a short written text or song and sing or read aloud – e.g. <ul style="list-style-type: none"><li>• simple messages on a postcard/in an email (NC)</li></ul> Read aloud more complex sentences using knowledge of the sound of letter strings and	Read aloud text of familiar rhymes and songs (NC)  Understand the main points and some of the detail from a short unfamiliar written text using some familiar language (NC)

			Identify and use strategies for memorising new vocabulary (actions/mnemonics)	Begin to use a bi- lingual dictionary to find the meaning or the translation of a word.	silent letter rules (NC)  Read and show understanding of a complex sentence using familiar language (NC)  Begin to use a bi- lingual dictionary to find the meaning or the translation of a noun in the plural, an adjective or a verb or use a book or glossary to find out the meanings of new words.  Match sound to print by reading aloud familiar words and phrases.	Read aloud more complex sentences using knowledge of the sound of letter strings liaison and silent letter rules (NC)  Read and show understanding of a series of complex sentences using familiar language (NC)  Decode a simple unfamiliar text using grammatical knowledge, context or a bilingual dictionary and use a bilingual dictionary to look up new words  Recognising adjectival agreement. (NC)  Begin to read independently
Writing	NA	NA	Write and say or copy simple familiar words correctly to describe people, places, things and actions using a model (NC)  Write single words from memory with understandable accuracy (NC)  Select appropriate words to complete short phrases or sentences.  Begin to name a noun, adjective, verb, pronoun and conjunction  Begin to use 1st and 2nd person pronouns with a regular verb	Write and say a simple phrase to describe people, places, things and actions with scaffold (NC)  Write Simple familiar short phrases from memory with understandable accuracy (NC)  Begin to use correct form of indefinite article correctly singular and plural e.g. un, une, des (NC)  Understand the position of the majority of adjectives. (NC)	Write and say more complex sentence to describe people, places, things and actions with scaffold  Spell words that are readily understandable. (NC)  Write a familiar complex sentence from memory with understandable accuracy (NC)  Begin to use adjectival agreement. (NC)  Begin to produce negative sentences with high frequency verbs	Write and say a complex sentence already, substituting language already learnt and using a dictionary for new language (NC)  Write complex sentence from memory manipulating familiar vocabulary with understandable accuracy (NC)  Use correct form of definite article in singular and plural sentences le, la, les (NC)  Apply rules of the agreement of adjectives in the singular and plural with some accuracy (NC)  Spell some commonly used words correctly and begin to apply grammatical knowledge to

						build complex sentence
				Begin to spell some commonly used words		
<b>Intercultural understanding</b>	Understand that some people speak a different language to my own.	Understand and respect that there are people and places in the world around me that are different to where I live and play. Begin to understand some cultural differences.	Understand that other countries around the world speak French. Deeper cultural understanding.	Identify more similarities and differences in my culture to that of another.  Talk about celebrations in other cultures in greater depth and know about aspects of daily life in other countries that are different to my own.	Respect and understand cultural diversity.  Understand how symbols, objects and pictures can represent a country.	Talk about and discuss information about a particular country's culture.  Begin to understand more complex issues which affect countries in the world today for example poverty, famine, religion and war.
<b>The NC states that a high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.</b>						

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
VOCAB	<ul style="list-style-type: none"> <li>• Ask and answer name</li> <li>• Ask and answer simple feelings. <ul style="list-style-type: none"> <li>• Count 0-10</li> <li>• Asking ages using the verb "avoir"</li> </ul> </li> <li>• 6 colours</li> <li>• Celebrating Christmas <ul style="list-style-type: none"> <li>• Names of domestic animals</li> <li>• Ask and answer a like/dislike</li> </ul> </li> <li>• Ask what colour something is</li> <li>• Giving a response likes and dislikes</li> <li>• Planets and links with days</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and extend colours / pets / weather/ body parts/age</li> <li>• Link weather to seasons</li> <li>• Revisit festivals and celebrations</li> <li>• Ask birthdays (Months)</li> <li>• Order days of the week</li> <li>• Know the time to o'clock and half past</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit and extend colours</li> <li>• Revisit and extend weather</li> <li>• Talk about family</li> <li>• Family (ne pas)</li> <li>• Classroom objects</li> <li>• School subjects- opinions</li> <li>• European countries (Cultural differences)</li> </ul>	<ul style="list-style-type: none"> <li>• Les Pays Francophones (cultural differences)</li> <li>• Time quarter past/to and 5 minute intervals</li> <li>• Revision of birthdays (1-31 and les mois)</li> <li>• Les jours et dates</li> <li>• Nos 32-60</li> </ul>	<ul style="list-style-type: none"> <li>• Nos 60-100</li> <li>• Notice that the definite/indefinite article changes according to the gender of the noun</li> <li>• Irregular verbs e.g. avoir /être/ aller je. tu il, elle, on</li> <li>• Clothing (agreement of adjectives and fashion show)</li> <li>• Transport (aller- getting to school)</li> <li>• Some regular verbs, je,tu,il,elle.on</li> <li>• Revision of planets describing size colour (adjectival agreement)</li> </ul>	<ul style="list-style-type: none"> <li>• Revision of Ma Trousse</li> <li>• Classroom Vocabulary (describe classroom) <ul style="list-style-type: none"> <li>• Food</li> </ul> </li> <li>• Shops/Cafe (ask for food)</li> <li>• Regular verbs</li> <li>• Irregular verbs</li> <li>• Expand forming the negative</li> <li>• Continue to recognise differences in word order</li> </ul>

<p>LISTENING</p> <p>NC</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>explore the patterns and sounds of language through songs and rhymes</p> <p>appreciate stories, songs, poems and rhymes in the language</p>	<p>1</p> <p>L - Can identify and respond to the name question. (GDS – can identify amongst other spoken conversation)</p> <p>L - Can identify accurately four numbers between 1-10 (GDS – can identify without starting to count from one each time)</p> <p>L - Can respond physically to a classroom command in class. (GDS – know all commands)</p> <p>L - Can identify four colours (GDS – can find objects of a colour)</p> <p>L - Can identify four familiar animal nouns (GDS – more than 4)</p> <p>L - Can identify, understand and respond to three of following items: a greeting, and the questions “how are you? “what are you called?” how old are you?” (GDS – less or no repetition needed; confident will all)</p> <p>L - Can recognise and draw four parts body parts (GDS – less repetition needed)</p> <p>L - Can recognise three planets (GDS – less repetition needed)</p> <p>L - Can understand four weather phrases (GDS – can understand all the weather phrases)</p>	<p>2</p> <p>L - Can understand four pieces of personal information (name, age, where live, feelings) (GDS – identify without repetition needed)</p> <p>L - Can identify five pets/sea or farm animals and their colour from a selection of coloured animals by listening to simple sentences describing an animal (GDS less or no repetition needed)</p> <p>L - Can understand four weather phrases and link to seasons (GDS – can understand five weather phrases)</p> <p>L - Can understand o’clock (GDS – can understand half past)</p> <p>L - Can identify accurately four numbers between 1-31 (GDS – can identify more)</p> <p>L - Can identify accurately four months and 4 days (GDS – can identify more than 6 and all days)</p>	<p>3</p> <p>L - Can identify six colours (GDS – can find objects of a colour)</p> <p>L - Can understand five weather phrases and link to seasons (GDS – can understand all the weather phrases)</p> <p>L - Can understand four pieces of information about families (brother,sister etc) (GDS – identify without repetition needed)</p> <p>L - Can identify 5 objects in a pencil case(GDS – don’t need it repeating; know more than 7 objects)</p> <p>L - Can understand 5 subjects studied at school) (GDS – more than 5 subjects; repetition not needed)</p> <p>L – Can identify European Countries(GDS – can begin to identify countries outside of Europe)</p>	<p>4</p> <p>L – Can identify 4 Pays Francophones (GDS – can begin to identify 8)</p> <p>L - Can understand six weather phrases and link to seasons (GDS – can understand all the weather phrases and link to seasons)</p> <p>L - Can understand quarter to and past on clock) (GDS – can begin to understand 5 minute intervals)</p> <p>L - Can identify accurately four dates (GDS – can identify more than 4 and)</p> <p>L - Can identify accurately 10 numbers between 1-59(GDS – can identify one more/less)</p>	<p>5</p> <p>L - Can identify accurately 10 numbers between 60- 100(GDS – can identify one more/less)</p> <p>L- Can identify the difference between un/une, le/la and des,les (GDS- can identify some known nouns and gender accurately)</p> <p>L- Can identify the first person singular to avoir and être and some common regular verbs (GDS- can identify the first, second and third person singular to aller, avoir , être and some regular verbs)</p> <p>L - Can understand the spoken description of a fashion show outfit – using nouns and adjectives (GDS less or no repetition needed)</p> <p>L- Can identify 4 planets and stars in our solar system(GDS – identify all)</p> <p>L- Can recognise some modes of transport (GDS – identify all)</p>	<p>6</p> <p>L - Can identify 8 classroom objects ( including things in pencil case) (GDS – don’t need it repeating; know more than 7 objects)</p> <p>L- Can identify some food in a cafe and shop including how to ask for something (GDS – don’t need it repeating)</p> <p>L- can identify the first, second and third person singular to aller, avoir , être and some regular verbs, recognise the negative and word order too (GDS – as above and identify the plural nous vous, ils, elles)</p>
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<p><b>SPEAKING</b></p> <p><b>NC</b></p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>present ideas and information orally to a range of audiences</p> <p>describe people, places, things and actions orally</p>	<p>S - Can say name accurately using name phrase (GDS confidence and accurate pronunciation)</p> <p>S - Can say four numbers accurately between 1-10 (GDS – without starting again at 1)</p> <p>S - Can say four familiar animal nouns (GDS – more than 4)</p> <p>S - Can say accurately two of the following: a greeting, the name phrase, a feeling phrase (GDS – can say all with accurate pronunciation)</p> <p>S- Can say four parts (GDS – say more)</p> <p>S - Can name three planets (GDS – can say all)</p> <p>S- Can say four weather phrases (GDS – can say most weather phrases)</p>	<p>S - Can say four sentences to describe myself (e.g. name/ age/ where live/ feelings/a like) (GDS – accurate pronunciation; fluency; complete conversation)</p> <p>S - Can describe with colours (adjective and a noun not necessarily in correct order) (GDS – more accuracy of pronunciation)</p> <p>S - Can say four weather phrases and link to seasons (GDS – can say most all the weather phrases and link to seasons)</p> <p>S - Can ask what the weather is like and can give a response including weather in different seasons- (GDS – can give more than one response)</p> <p>S - Can name four months of the year (GDS – more than 4)</p> <p>S – Can order days of the week (GDS – more accuracy of pronunciation)</p> <p>S - Can tell time to o'clock and half past (GDS – more accuracy of pronunciation)</p>	<p>S - Can say five colours (GDS – more accurate pronunciation)</p> <p>S - Can say four weather phrases and link to seasons (GDS – can say all the weather phrases)</p> <p>S - Can say three pieces about their families (brother, sister etc) (GDS – begin to use the negative)</p> <p>S- Can say 4 items in a pencil case (GDS – accurate pronunciation)</p> <p>S – Can say 4 subjects studied at school) (GDS – good pronunciation)</p> <p>S – Can say 4 European Countries (GDS – accurate pronunciation)</p>	<p>S – Can say 4 Pays Francophones(GDS – can begin to say 8 accurately)</p> <p>S - Can say six weather phrases and link to seasons (GDS – can say more weather phrases and link to seasons)</p> <p>S - Can say quarter to and past on clock) (GDS – can begin to say 5 minute intervals)</p> <p>S - Can say accurately 3 dates (GDS – can say more than 4 with accurate pronunciation))</p> <p>S – Can say 10 numbers between 1-59(GDS – can say one more/less)</p>	<p>S – Can say 10 numbers between 60-100(GDS – can say one more/less)</p> <p>S- Can pronounce the difference between un/une, le/la and des,les (GDS- more accurately)</p> <p>S- Can say the first person singular to aller, avoir, être and some common regular verbs correctly (GDS- can say the first, second and third person singular to aller, avoir, être and some regular verbs)</p> <p>S - Can ask and answer the question What are you wearing? Answer should contain three nouns and three adjectives (GDS – more accurate pronunciation)</p> <p>S- pronounce the planets and modes of Transport accurately(GDS –no repetition required)</p>	<p>S- Can say 6 classroom objects including items in a pencil case (GDS – accurate pronunciation)</p> <p>S- Can say some food in a cafe and shop including how to ask for something (GDS use conjunction and)</p> <p>S- can say the first, second and third person singular to aller, avoir, être and some regular verbs using the negative and correct word order (GDS – as above and say the plural nous vous, ils, elles)</p>
<p><b>READING</b></p> <p><b>NC</b></p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud</p> <p>read carefully and show understanding of words, phrases and simple writing</p>		<p>R - Can identify five animals/sea animals(GDS – more than 5)</p> <p>R –Can read some days and some months. (GDS begin to read more)</p> <p>R - Can read four body part nouns cards and place on a skeleton diagram (GDS – more than 4)</p> <p>R- Can read some dates (GDS – read all dates)</p>	<p>3</p> <p>R - Can begin to read 3colours (GDS – more than 3)</p> <p>R - Can read 3 weather (GDS – read 3 and seasons)</p> <p>R – Can read two pieces of information about families (brother, sister etc) (GDS – read 4)</p>	<p>R – Can read 4 Pays Francophones(GDS – can read 8)</p> <p>R – Can read 4 weather phrases and link to seasons (GDS – can read more weather phrases and link to seasons)</p> <p>R - Can read 2 time phrases with quarter to and past) (GDS – can begin to read times with 5 minute</p>	<p>R – Can read and understand 8 numbers between 60-100 (GDS – can read and understand 12</p> <p>R- Can read the difference between un/une, le/la and des/les (GDS- can read some known nouns and gender accurately)</p> <p>R- Can read and understand the first</p>	<p>R- Can read 6 objects in the pencil case and classroom(GDS –can read more 6 objects</p> <p>R- Can read 5 things on a shopping list or menu using bilingual dictionary to help (GDS - can read a recipe using bilingual dictionary to help)</p> <p>R- can read and understand the first, second and third person</p>

		<p>R- Can identify 4 different weathers and match to pictures (GDS – more than 4)</p> <p>R-Can identify 4 times and match to pictures (GDS – more than 4)</p> <p>R- Can read 2 times to o'clock and half past (GDS – more than 2)</p> <p>Can use a word list to locate specific words</p>	<p>R- Can read 3 objects in the pencil case (GDS –can read more 6 objects)</p> <p>R – Can read 4 subjects studied at school) (GDS – more than 4 )</p> <p>R – Can read 4 European Countries(GDS – can read some countries outside of Europe as well )</p> <p>Can use a word list (or dictionary or online resource) to check the spelling of a word</p>	<p>intervals)</p> <p>R - Can read accurately 2 dates (GDS – can read more than 4 with accurate pronunciation))</p> <p>R – Can read and understand 8 numbers between 1-59 (GDS – can read and understand 12)</p> <p>Can use alphabetical order confidently.</p> <ul style="list-style-type: none"> <li>• Can recognise and use the main dictionary codes for nouns (nf, nm etc)</li> <li>• Can find the meanings of new nouns.</li> <li>• Can appreciate that there may be more than one entry for each word.</li> </ul>	<p>person singular to aller, avoir, être and some regular verbs (GDS- can read and understand the first, second and third person singular to aller, avoir, être and some regular verbs)</p> <p>R - Can read a simple description about planets and clothes that people are wearing, using the verb “to wear” and nouns with adjectives. (GDS – summarise with confidence; identify more info)</p> <p>Can read a description about the solar system and use a bilingual dictionary to help . (GDS – summarise with confidence; identify more info)</p> <p>Can use a dictionary or word list to look up unknown nouns and adjectives, check the gender of nouns and the spelling of familiar words.</p> <ul style="list-style-type: none"> <li>• Can appreciate that FL words do not always have a direct equivalent in English</li> </ul>	<p>singular to aller, avoir, être and some regular verbs including negative sentences and understand the negation with ne and pas (GDS – read the plural nous, vous, ils, elles)</p>
<p><b>WRITING</b></p> <p><b>NC</b></p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>(word order, adjectival agreement, patterns of regular verbs)</p>			<p>W - Can write 3 colours in the target language that can be understood by a sympathetic native speaker. (GDS – accurate spelling)</p> <p>W - Can write two weather phrases(minor spelling errors) (GDS - Accurate spellings)</p> <p>W - Can write two family phrases accurately from memory (minor spelling</p>	<p>W – Can write 4 Pays Francophones(GDS – can write 4 accurately)</p> <p>W – Can write 4 weather phrases and link to seasons (GDS – can write more weather phrases and link to seasons)</p> <p>W - Can write 2 time phrases</p>	<p>W – Can write 4 numbers between 60-100 from memory (minor spelling errors) (GDS – can write more accurately)</p> <p>W- Can write the correct genders to 4 known words (GDS- Can write the correct genders to 6 known words accurately)</p>	<p>W - Can write 6 objects in a pencil case and classroom from memory relatively accurately with some simple spelling errors (GDS – more accurate</p> <p>W-Can write a shopping list/menu</p> <p>From memory with simple errors (GDS write a shopping</p>



<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences</p> <p>describe people, places, things and actions in writing</p>			<p>errors) (GDS – fewer spelling errors; more than 3 statements)</p> <p>W - Can write 3 objects in a pencil case from memory relatively accurately with some simple spelling errors (GDS – more accurate)</p> <p>W– Can write 3 subjects studied at school) (GDS – more than 3 )</p> <p>W– Can write 4 European Countries(GDS – can write 2 countries outside of Europe as well )</p>	<p>with quarter to and past) (GDS – can begin to write times with 5 minute intervals)</p> <p>W - Can write 2 dates from memory relatively accurately with some simple spelling errors (GDS – can write 3 dates more accuratly)</p> <p>W – Can write 4 numbers between 1-59 from memory (minor spelling errors) (GDS – can write more accurately)</p>	<p>W- Can write the first person singular to aller avoir , être and some regular verbs with increasing accuracy (GDS- can write the first, second and third person singular to aller, avoir , être and some regular verbs with minor errors)</p> <p>W - Can write three mainly accurate sentences to describe two items of clothing including adjectival agreement. (GDS – 3 items more details; more accuracy</p> <p>W - Can write three mainly accurate sentences to describe two planets (GDS – 3 planets more details; more accuracy)</p> <p>W- Write a phonetically correct sentence about how they get to school and about the planets (GDS – more details; more accuracy)</p>	<p>list/menu</p> <p>From memory accurately with less errors)</p> <p>W- can write the first, second and third person singular to aller, avoir , être and some regular verbs with minor errors, and begin to use ne and pas and the correct word order ( GDS – and as above but writing the plural nous, vous, ils, elles)</p>
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