

French Progression Year 6

Application of new knowledge & language	Listening	Understand the main points and simple opinions in spoken sources e.g. story, song or passage. Understand longer and more complex phrases or sentences e.g. descriptions, information, instructions.	Listen to longer texts /songs / rhymes read by native speakers. • Understand time vocabulary in context e.g. week, year, month and relation to seasons. Extend knowledge of conjunctions to understand more complex sentences. Use of <i>parce que</i> .
	Speaking	Use spoken language to initiate and sustain simple conversations on familiar topics and to describe incidents or tell stories from own experience. Understand and begin to use the past tense to describe events Present to an audience e.g. role-play, presentation, performance.	Understand and use time language in context • Understand and use language to express future intentions, eg. <i>Qu'est-ce que tu vas faire ce weekend? Je vais ...</i> . Understand and use language to express past events, eg. <i>Qu'est-ce que tu as fait le weekend dernier? J'ai ...plus pp. / Je suis ... plus pp.</i> • Give a description e.g. weekend, seasons. Express and justify opinions e.g. <i>I like Spring because you can see the daffodils.</i> Develop expression of likes, dislikes and preferences: sport topic.
	Reading	Read aloud from a text with good expression Read and understand the main points and some detail from a short written passage.	Read in groups, variety of sources and from own work, eg <i>Things to do when spending a weekend with family</i> • Read and understand the main points and some detail from a short written passage e.g. extract from a story, letter.
	Writing	Write sentences and construct short texts using	Use adjectives to add interest and detail to a

		a model. Write a few sentences from memory, using knowledge of words, text and structure	description • Use some simple adverbs to make sentences more interesting• Introduce through instructional language. Eg Speak slowly. The boy walked slowly. Make statements about what they read.
Grammar	Nouns	Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary	Match correctly definite/indefinite article to singular and plural familiar nouns Begin to see how possessive articles e.g. my, his, her change according to gender.
	Adjectives	Place familiar adjectives e.g. size and colour in correct order. Select the correct colour adjective to describe masculine and feminine nouns.	Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy.
	Verbs	Apply understanding of conjugation to two or three familiar verbs in the present tense. Begin to look at past tense.	Show an understanding of 1st, 2nd and 3rd person in present tense singular e.g. ask and answer questions. Does he like swimming? Yes, he likes swimming. Begin to understand use past tense: Un weekend en famille. Begin to understand use of future tense: Le futur
	Questions	Use questions in spoken language to initiate and sustain simple conversations on familiar topics.	Understand and use enquiry language to broaden knowledge, e.g. Il/Elle fait quel métier? / Qui est plus grand que la princesse? Ask and answer questions and express opinions, eg. Qui préfère ... ? / Tu préfère ... ? /Combien de personnes préfèrent ... ?
	Prepositions	Pupils will recognise & use a wider range of prepositions.	Correct usage of prepositions in sentences. En, à, de, dans

			etc - taught through variety of topics.
Phonic focus		Segmenting words into phonemes. Revision of common phonemes.	Hearing individual phonemes in words & using this to aid writing. Include more complicated consonants, eg "ll" - "travailler", and silent letters, eg. "ent" - "préfèrent". Using knowledge to help pronounce new words with increasing accuracy.