



Progression of Modern Foreign Languages (French)

	KNOWLEDGE Pupils should know how to:	PERFORMANCE OF SKILLS
Year 3	Unit: Listening	<ul style="list-style-type: none"> • Listen to and enjoy short stories, nursery rhymes & songs • Recognise familiar words and short phrases covered in the units taught • Develop understanding of the sounds of individual letters and groups of letters (phonics).
	Prior knowledge <ul style="list-style-type: none"> • None as we start teaching French at the beginning of year 3. 	
	<ul style="list-style-type: none"> • Understand numbers 1 – 10 • Recognise the days of the week • Understand simple questions about name and age • Understand familiar nouns (eg. animals, musical instruments) including the correct article (depending on gender) • Recognise simple adjectives (eg. colours) • Understand the sounds of individual letters and groups of letters 	
Year 4	Prior knowledge To listen and understand: <ul style="list-style-type: none"> • Numbers 1 – 10 • Days of the week • Simple questions about name and age • Familiar nouns (eg. animals, musical instruments) including the correct article (depending on gender) • Simple adjectives (eg. colours) • Sounds of individual letters and groups of letters 	<ul style="list-style-type: none"> • Learn to listen to longer passages and understand more of what we hear • Follow a text accurately whilst listening to it being read • Pick out key words and phrases covered in current and previous units
	<ul style="list-style-type: none"> • Understand numbers 1 – 100 (in multiples of 10) • Understand a wide range of vocabulary about questions in the classroom (egs. asking for help, asking the time, simple classroom commands) • Understand a wider range of familiar nouns (including the correct article) (egs, classroom items, animals, food & drink) • Understand adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) 	
Year 5	Prior knowledge To listen and understand: <ul style="list-style-type: none"> • Numbers 1 – 100 (in multiples of 10) • A wide range of vocabulary about questions in the classroom (egs. asking for help, asking the time, simple classroom commands) • A wider range of familiar nouns (including the correct article) (egs, classroom items, animals, food & drink) • Adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) 	<ul style="list-style-type: none"> • Listen more attentively and for longer • Listen attentively and understand more complex phrases and sentences in longer passages of the foreign language (eg. instructions given, stories, fairy tales, songs) • Understand more of what we hear even when some of the language maybe unfamiliar by using decoding skills we have developed
	<ul style="list-style-type: none"> • Understand the alphabet (to assist in correct spelling) 	



Progression of Modern Foreign Languages (French)

	<ul style="list-style-type: none"> • Understand simple instructions and descriptions (eg. the date, the weather, what they are wearing) • Take part in conversations (eg. weather, playing an instrument, the date, what they wear at different times of the year / different occasions) • Understand simple descriptions (eg. of a scene, a person, a place, the weather) • Understand longer passages of text in order to answer questions about the passage they have heard (eg. about what the weather is like on different days or in different areas of a country) • Understand fully conjugated verbs and each of the personal pronouns (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). 	<ul style="list-style-type: none"> • Undertake longer listening exercises and be able to identify key words or phrases so as to answer questions
Year 6	<p>Prior knowledge To understand:</p> <ul style="list-style-type: none"> • The alphabet (to assist in correct spelling) • Simple instructions and descriptions (eg. the date, the weather, what they are wearing) • Conversations (eg. weather, playing an instrument, the date, what they wear at different times of the year / different occasions) • Simple descriptions (eg. of a scene, a person, a place, the weather) • Longer passages of text in order to answer questions about the passage they have heard (eg. about what the weather is like on different days or in different areas of a country) • Fully conjugated verbs and each of the personal pronouns (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'and 	<ul style="list-style-type: none"> • Listen to longer text and more authentic foreign language material • Understand the main points in passages of language spoken with authentic pronunciation and at authentic speed • Learn to pick out cognates and familiar words • Learn to 'gist listen' even when hearing language that has not been taught or covered • Understand and identify longer and more complex phrases and sentences (eg. descriptions, information, instructions) in listening exercises and be able to answer questions based on what they hear
	<ul style="list-style-type: none"> • Understand numbers 1 – 100 • Identify telling the time, including all full hour times plus quarter past, half past and quarter to the hour • Understand opinion (eg. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) • Understand transactional language (eg. in a café role play "I would like...", "How much...") • Use adjectives (eg. colour or size) to make their sentences more descriptive • Use connectives to make sentences more descriptive and fluent (eg. after, also, and, later on, finally etc.) • Be able to listen to and understand longer passages of text • Study cross-curricular topics (eg. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages 	



Progression of Modern Foreign Languages (French)

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| | <ul style="list-style-type: none">• Understand a fully conjugated verb and understand what each of the personal pronouns are so they can use them in listening activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). They should also be able to identify what is the stem of a verb, the ending of the verb in its infinitive form and how this enable the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun. | |
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Progression of Modern Foreign Languages (French)

	KNOWLEDGE Pupils should know how to:	PERFORMANCE OF SKILLS
Year 3	Unit: Speaking	<ul style="list-style-type: none"> • Communicate with others using simple words and phrases covered in the units • Speak aloud familiar words or short phrases in chorus • Use correct pronunciation when speaking and start to see links between pronunciation and spelling.
	Prior knowledge <ul style="list-style-type: none"> • None as we start teaching French at the beginning of year 3. 	
Year 4	<ul style="list-style-type: none"> • Say numbers 1 – 10 • Say days of the week • Use simple greetings (eg. saying hello and goodbye and how they are) • Ask simple questions about name and age • Say familiar nouns (egs. animals, musical instruments) including correct article (dependent on gender) • Say simple adjectives (eg. colours) • Say some simple verbs in the first person 'I' form (eg. I am and I play) • Say the sounds of individual letters and groups of letters individually and in chorus 	<ul style="list-style-type: none"> • Communicate with others with improved confidence and accuracy • Learn to ask and answer a wider range of questions, using longer phrases and sentences, based on the language covered in the units. Incorporate a negative reply when required. • Present short pieces of information to another person • Apply phonics knowledge
	Prior knowledge To say / use: <ul style="list-style-type: none"> • Numbers 1 – 10 • Days of the week • Simple greetings (eg. saying hello and goodbye and how they are) • Simple questions about name and age • Familiar nouns (egs. animals, musical instruments) including correct article (dependent on gender) • Simple adjectives (eg. colours) • Some simple verbs in the first person 'I' form (eg. I am and I play) • Sounds of individual letters and groups of letters individually and in chorus 	
	<ul style="list-style-type: none"> • Say numbers 1 – 100 (in multiples of 10) • Use a wide range of vocabulary to ask and answer questions in the classroom (eg. asking for help, asking the time, simple classroom commands) • Say a wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food & drink) • Use adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) • Use verbs in the first person 'I' form 	



Progression of Modern Foreign Languages (French)

<p>Year 5</p>	<p>Prior knowledge To say / use:</p> <ul style="list-style-type: none"> • Numbers 1 – 100 (in multiples of 10) • A wide range of vocabulary to ask and answer questions in the classroom (eg. asking for help, asking the time, simple classroom commands) • A wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food & drink) • Adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) • Verbs in the first person 'I' form 	<ul style="list-style-type: none"> • Communicate on a wider range of topics and themes • Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity • Take part in short conversations using sentences and familiar vocabulary • Present to another person or group of people using sentences and authentic pronunciation, gesture and intonation to convey accurate meaning • Understand and express simple opinions using familiar topics and vocabulary
<ul style="list-style-type: none"> • Say the alphabet • Say simple instructions and descriptions (eg. the date, the weather, what they are wearing) • Say the date including the day, number and month of the year. • Say all numbers from 1 – 100 in multiples of 10 as well as some of the numbers from 1 - 31 • Take part in conversations and be able to say simple statements (eg. weather, playing an instrument, the date, what they wear at different times of the year / different occasions) • Say simple descriptions (eg. of a scene, a person, a place, the weather) • Be able to answer questions orally after reading longer passages of text (eg. reading a short and simple story or completing a reading exercise about what different people are wearing) • Be able to answer questions orally after listening to longer passages of text (eg. about what the weather is like on different days or in different areas of a country) • Say fully conjugated verbs and each of the personal pronouns (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'. 		
<p>Year 6</p>	<p>Prior knowledge To say / use:</p> <ul style="list-style-type: none"> • The alphabet • Simple instructions and descriptions (eg. the date, the weather, what they are wearing) • The date including the day, number and month of the year. • All numbers from 1 – 100 in multiples of 10 as well as some of the numbers from 1 - 31 • Simple statements (eg. weather, playing an instrument, the date, what they wear at different times of the year / different occasions) as part of conversations • Simple descriptions (eg. of a scene, a person, a place, the weather) 	<ul style="list-style-type: none"> • 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 • Use spoken language to initiate and sustain simple conversations on familiar topics or to tell stories from their own experience • Present to an audience about familiar topics (eg. role-play, presentation or read / repeat from a text or passage)



Progression of Modern Foreign Languages (French)

	<ul style="list-style-type: none">• Answers to questions after reading longer passages of text (eg. reading a short and simple story or completing a reading exercise about what different people are wearing)• Answer to questions orally after listening to longer passages of text (eg. about what the weather is like on different days or in different areas of a country)• Fully conjugated verbs and each of the personal pronouns (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they').	<ul style="list-style-type: none">• Use connectives to link together what they say so as to add fluency
	<ul style="list-style-type: none">• Say numbers 1 – 100 and be able to use them in context (eg. the date, age, prices)• Be able to tell the time, including all full hour times plus quarter past, half past and quarter to the hour• Be able to express and justify opinions orally (eg. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)• Use transactional language (eg. in a café role play "I would like...", "How much...")• Use adjectives (eg. colour or size) to make their sentences more descriptive. They must make sure the adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use and pronunciation of the adjective.• Use connectives to make sentences more descriptive and fluent (eg. after, also, and, later on, finally etc.)• Be able to answer more detailed questions about passages they have read (eg. about what people eat to stay health) or listened to (eg. about planets in the solar system stating what colour they are and how big or small they are)• Study cross-curricular topics (eg. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of language. They should now be able to use the language learning skills they have developed to help them decode meaning and gist from more complex passages• Use fully conjugated verbs and understand what each of the personal pronouns are so they can use them in speaking activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they').	



Progression of Modern Foreign Languages (French)

	KNOWLEDGE Pupils should know how to:	PERFORMANCE OF SKILLS
Year 3	Unit: Reading	<ul style="list-style-type: none"> • Recognise and understand familiar written words and short phrases in written text. • Read aloud familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1' /prior phonics knowledge • Understand the meaning in English of short words I read in French
	Prior knowledge <ul style="list-style-type: none"> • None as we start teaching French at the beginning of year 3. 	
	<ul style="list-style-type: none"> • Read numbers 1 – 10 • Recognise days of the week in written form • Read familiar nouns (eg. animals, musical instruments) including the correct articles (dependent on gender) • Read simple adjectives (eg. colours) • Read simple verbs in the first person 'I' form (eg. I am and I play) • Recognise individual letters and groups of letters 	
Year 4	Prior knowledge To read and understand: <ul style="list-style-type: none"> • Numbers 1 – 10 • Days of the week • Familiar nouns (eg. animals, musical instruments) including the correct articles (dependent on gender) • Simple adjectives (eg. colours) • Simple verbs in the first person 'I' form (eg. I am and I play) • Individual letters and groups of letters 	<ul style="list-style-type: none"> • Read aloud short pieces of text applying knowledge learnt from 'Phonics Lesson 1 & 2' / prior phonics knowledge • Accurately read and understand familiar written words, phrases and short sentences (egs. in fairy tales or character / place descriptions) • Accurately read a wider range of familiar written words, phrases and short sentences aloud to another person. • Understand most of what we read in French when it is based on familiar language
	<ul style="list-style-type: none"> • Read numbers 1 – 100 (in multiples of 10) (eg. in dates and other numeracy activities) • Read a wider range of vocabulary to ask and understand questions in the classroom (eg. asking for help, asking the time, simple classroom commands) • Read a wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food and drink) • Read adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) • Read verbs in the first person 'I' form 	
Year 5	Prior knowledge To read and understand: <ul style="list-style-type: none"> • Numbers 1 – 100 (in multiples of 10) (eg. in dates and other numeracy activities) • A wider range of vocabulary to ask and understand questions in the classroom (eg. asking for help, asking the time, simple classroom commands) • A wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food and drink) 	<ul style="list-style-type: none"> • Understand longer passages in French and start to decode meaning of unknown words using cognates* and context • Read a variety of simple texts in different but authentic formats (eg. stories, song lyrics, reading exercises with set questions) • Increase knowledge of phonemes and letter strings using knowledge



Progression of Modern Foreign Languages (French)

	<ul style="list-style-type: none"> • Adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) • Verbs in the first person 'I' form 	<p>learnt from 'Phonics Lesson 1 & 3' / prior phonics knowledge</p>
	<ul style="list-style-type: none"> • Be able to read the date including the day, number and month of the year. • Be able to read all numbers from 1 – 100 in multiples of 10 as well as all numbers from 1 – 31 should be familiar • Be able to read longer passages of text and answer questions (orally and in writing) about the passage they have read (eg. reading a short and simple story or a reading about what different people are wearing for different occasions) • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in reading activities (eg. the first person from 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'. 	
<p>Year 6</p>	<p>Prior knowledge To read and understand:</p> <ul style="list-style-type: none"> • The date including the day, number and month of the year. • All numbers from 1 – 100 in multiples of 10 as well as all numbers from 1 – 31 should be familiar • Longer passages of text and answer questions (orally and in writing) about the passage they have read (eg. reading a short and simple story or a reading about what different people are wearing for different occasions) • What a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in reading activities (eg. the first person from 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'. 	<ul style="list-style-type: none"> • Read aloud with expression and accuracy • Read and understand the main points and more specific details from a variety of simple texts in different but authentic formats (eg. stories, reading exercises with set questions, emails) • Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' / prior learnt phonics knowledge, including awareness of accents, silent letters etc. • Decode unknown language using bilingual dictionaries
	<ul style="list-style-type: none"> • Be able to read numbers 1 – 100 • Be able to read how to tell the time, including all full hour times plus quarter past, half past and quarter to the hour • Be able to read opinions (eg. school subjects they like and don't like, leisure activities they like, foods they don't like etc.) • Understand transactional language (eg. in a café role play "I would like...", "How much...") • Understand adjectives (eg. colours or size etc.) which make sentences / text more descriptive. Understand adjectives endings which agree (where relevant) with the noun they are describing. • Understand connectives which make sentences more descriptive (eg. after, also, and, later on, finally etc.) 	



Progression of Modern Foreign Languages (French)

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| | <ul style="list-style-type: none">• Be able to read longer passages of text (eg. about what people eat to stay health)• Study cross-curricular topics (eg. habitats, planets or Romans) and use their subject knowledge to allow themselves to be challenged by longer passages of language. They should now be able to use the language learning skills they have developed in reading to help them decode meaning and gist from more complex passages• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in reading activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). They should also be able to identify what is the stem verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun. | |
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*cognate word - **a word is cognate with another if both derive from the same word in an ancestral language**



Progression of Modern Foreign Languages (French)

	KNOWLEDGE Pupils should know how to:	PERFORMANCE OF SKILLS
Year 3	Unit: Writing	<ul style="list-style-type: none"> Write familiar words and short phrases either from memory or using a model or vocabulary list egs. I play the piano, I like apples.
	Prior knowledge <ul style="list-style-type: none"> None as we start teaching French at the beginning of year 3. 	
Year 4	Prior knowledge To write: <ul style="list-style-type: none"> Numbers 1 – 10 Simple greetings (eg. saying hello and goodbye, saying how they are) Familiar nouns (eg. animals, musical instruments) including the correct article (dependent on gender) Simple adjectives (eg. colours) Simple verbs in the first person 'I' form (eg. I am and I play) 	<ul style="list-style-type: none"> Write some familiar words, phrases and simple sentences from memory or using supported written materials (eg. a word bank) Write some short phrases based on familiar topics eg. My name, where I live and my age. Begin to use conjunctions and the negative form where appropriate.
	<ul style="list-style-type: none"> Write numbers 1 – 100 (eg. in dates and other numeracy activities) Write a wider range of vocabulary about questions in the classroom (eg. asking for help, asking the time, simple classroom commands etc.) Write a wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food and drink) Write adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) Write slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun using the correct article 	



Progression of Modern Foreign Languages (French)

<p>Year 5</p>	<p>Prior knowledge</p> <p>To write:</p> <ul style="list-style-type: none"> • Numbers 1 – 100 (eg. in dates and other numeracy activities) • A wider range of vocabulary about questions in the classroom (eg. asking for help, asking the time, simple classroom commands etc.) • A wider range of familiar nouns (including the correct article) (eg. classroom items, animals, musical instruments, food and drink) • Adjectives to describe people, places, things and themselves (eg. characters in a story or their family members, their age, nationality, where they live) • Slightly longer phrases and basic sentences using a verb in the first person 'I' form and a noun using the correct article 	<ul style="list-style-type: none"> • Write a paragraph using familiar language incorporating 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.
<ul style="list-style-type: none"> • Use the alphabet to assist in correct spelling • Be able to write the date including the day, number and month of the year. • All numbers from 1 – 100 in multiples of 10 as well as all numbers from 1 – 31 should be familiar • Communicate simple descriptions in writing (eg. of a scene, a person, a place, the weather) • Be able to answer questions in writing about the passage they have read (eg. reading a short and simple story or a reading about what different people are wearing for different occasions) • Be able to answer questions in writing about the passage they have heard (eg. about what the weather is like) • Understand what a fully conjugated verb looks like and start to examine and understand what each of the personal pronouns are so they can use them in writing activities (eg. the first person from 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'. 		
<p>Year 6</p>	<p>Prior knowledge</p> <p>To write:</p> <ul style="list-style-type: none"> • The alphabet to assist in correct spelling • The date including the day, number and month of the year. • All numbers from 1 – 100 in multiples of 10 as well as all numbers from 1 – 31 should be familiar • Simple descriptions (eg. of a scene, a person, a place, the weather) • Answers about the passage they have read (eg. reading a short and simple story or a reading about what different people are wearing for different occasions) • Write answers about the passage they have heard (eg. about what the weather is like) • A fully conjugated verb and start to understand what each of the personal pronouns are so they can use them in writing activities (eg. the first person from 'I' 	<ul style="list-style-type: none"> • Write longer sentences and short paragraphs from memory or using supported written materials (eg. using a word bank) • 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. • Use verbs in the correct form (eg. first person 'I' or third person 'he', 'she', 'you' in their writing to express what they and other people do, like etc.) • Identify and correctly use adjectives (eg. colours or size) and connectives placing them correctly in a sentence and understand the concept of adjectival agreement (where relevant)



Progression of Modern Foreign Languages (French)

	<p>but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they')</p>	<ul style="list-style-type: none">• Start to incorporate conjugated verbs and learn to be comfortable using conjunctions, adjectives and possessive adjectives eg. a presentation or description of a typical school day including subjects, time and opinions.
	<ul style="list-style-type: none">• Be able to understand numbers 1 – 100 and use them in context (eg. the date, age, prices)• Be able to write how to tell the time, including all full hour times plus quarter past, half past and quarter to the hour• Be able to express opinions in writing (eg. school subjects they like and don't like, leisure activities they like, foods they don't like etc.)• Be able to write adjectives (eg. colours or size etc.) which make sentences / text more descriptive. Make sure adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use and spelling of the adjective• Be able to write connectives which make sentences more descriptive (eg. after, also, and, later on, finally etc.)• Be able to answer more detailed questions about longer passages of text they have read (eg. about what people eat to stay health)• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in writing activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). They should also be able to identify what is the stem verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.	



Progression of Modern Foreign Languages (French)

	KNOWLEDGE Pupils should know how to:	PERFORMANCE OF SKILLS
Year 3	Unit: Grammar	<ul style="list-style-type: none"> Start to understand the concept of noun gender (masculine, feminine) and the use of articles; demonstrate how this is shown in French. Use the first person singular version of high frequency verbs eg. I like... I play... I am called...
	Prior knowledge <ul style="list-style-type: none"> None as we start teaching French at the beginning of year 3. 	
	<ul style="list-style-type: none"> Understand the use of individual letters and groups of letters Understand how to use the correct article for familiar nouns Use some simple verbs in the first person 'I' form (eg. I am and I play) 	
Year 4	Prior knowledge To understand: <ul style="list-style-type: none"> The use of individual letters and groups of letters How to use the correct article for familiar nouns How to use some simple verbs in the first person 'I' form (eg. I am and I play) 	<ul style="list-style-type: none"> Better understand the concept of gender and which articles to use for meaning eg. the, a, some. Introduce simple adjectival agreement, the negative form and possessive adjectives eg. In my pencil case I have... or In my pencil case I do not have...
	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns Understand and use the negative form Begin to look at what a fully conjugated verb looks like 	
Year 5	Prior knowledge To understand: <ul style="list-style-type: none"> The concept of gender (masculine, feminine, neuter (if applicable) and which article (definite or indefinite) to use correctly with different nouns The negative form What a fully conjugated verb looks 	<ul style="list-style-type: none"> 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... Be able to describe clothes in terms of colour eg. My blue coat.
	<ul style="list-style-type: none"> Understand the concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns Understand and use the negative form, possessives and connectives Understand what the different parts of a fully conjugated verb looks like and what each of the personal pronoun are so that they can use them in speaking, listening, reading and writing activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they') 	



Progression of Modern Foreign Languages (French)

Year 6	<p>Prior knowledge</p> <p>To understand:</p> <ul style="list-style-type: none">• The concept of gender (masculine, feminine) and which article (definite or indefinite) to use correctly with different nouns• The use of the negative form, possessives and connectives• The different parts of a fully conjugated verb and what each of the personal pronoun are so that they can use them in speaking, listening, reading and writing activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they')	<ul style="list-style-type: none">• Consolidate our understanding of gender and nouns, use of negative, adjectival agreement and possessive adjectives eg. which subjects I like at school and also with subjects I do not like.• Become familiar with a wide range of conjunctions and more confident with full verb conjugation – both regular and irregular eg. to go, to do, to have and to be.• Understand what the different parts of a conjugated verb look like, know what each of the personal pronouns are, understand a verb stem and the different endings (where appropriate) for the main types of verbs.• Be able to identify and correctly use adjectives (eg. colours or size) and connectives and understand the concept of adjectival agreement (where relevant).
<ul style="list-style-type: none">• Use adjectives (eg. colours or size etc.) which make sentences / text more descriptive. Make sure adjectives agree (where relevant) with the noun they are describing. Where agreement is necessary gender and plurality of the noun will determine the correct use and spelling of the adjective• Understand what a fully conjugated verb looks like and understand what each of the personal pronouns are so they can use them in speaking, listening, reading and writing activities (eg. the first person form 'I' but also third person forms 'he', 'she', 'you' and plural forms 'we' and 'they'). They should also be able to identify what is the stem verb, the ending of the verb in its infinitive form and how this enables the verb to be categorised and the impact this will have on the pattern of changes to the endings of the verb for each personal pronoun.		